

HISTORY 490: The 1960s

Fall 2015
Tuesdays, 4:00-6:30 p.m. in 231 CCC

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Office Hours: 3:00 T, 11:00 R, and by appointment

This seminar explores politics, culture, and society in the United States during the turbulent, complex, and often misunderstood decade of the 1960s. By examining primary and secondary sources, students will analyze the decade through participants' eyes as well as through the scholarly lens.

Since this is not a lecture course, the weekly meetings will be spent discussing assigned readings and the progress of research projects. Desire2Learn (D2L) contains additional details on weekly assignments and links to some of the weekly readings.

At the conclusion of the seminar, students will have attained an in-depth knowledge of this topic. They will have also further honed their research, writing, and analytical skills.

REQUIRED READINGS

Terry H. Anderson, *The Movement and the Sixties*
Philip Caputo, *A Rumor of War*

Both of these books are available for purchase in the book store. Other weekly readings are available on D2L. Also, make sure to have access to a copy of Kate Turabian's style manual.

COURSE REQUIREMENTS

1. Attendance is mandatory. Any student who misses more than one class will have his/her final grade lowered by 1/3 of a letter grade. Additional absences will have a proportional effect on the final grade.
2. Discussion/Participation (20%). Each student is required to participate in the discussion of the week's assigned readings and the progress of the research project. Discussion of the readings, consisting of both primary and secondary sources, will be formally structured, with each student assigned a specific role.
3. Book essay (15%). Each student will write an essay about Caputo's memoir and U.S. involvement in Vietnam. Details will be posted on D2L.

4. The 1960s Music Project (15%). Each student will write an essay about and present one song of the 1960s that he/she believes best exemplifies a particular aspect of that decade. Details will be posted on D2L.

5. Research paper (50%). Each student will research and write a 20-page paper on a topic related to the United States and the 1960s. All topics must be cleared through me. Work on the paper will progress over the semester, and students should be prepared each week to discuss the state of their project. Details will be posted on D2L.

If you are interested in a local/state topic, you must make an appointment with the University Archivist, Ruth Wachter-Nelson, to discuss primary sources. She can be reached at rwachter@uwsp.edu. The University Archives is a fabulous resource (<http://library.uwsp.edu/depts/archives/archives.htm>), but make note of its hours and the rules for using the facilities.

If you choose a topic that centers on northeastern Wisconsin, you might want to consider submitting your work for publication in *Voyageur Magazine*:
<http://www.voyageurmagazine.org/>

Research papers submitted this semester will be eligible to compete for the Spring 2016 Capstone History Writer's Award.

All assignments must be completed otherwise you cannot pass the course. Late assignments will be penalized.

Grading Criteria

Writing assignments are graded as follows:

A (100-90): demonstrates both a fine command of historical knowledge (ideas, names, places, dates, etc.) and an informed interpretation of that information

B (89-80): demonstrates a command of historical knowledge but contains a weak interpretation

C (79-70): demonstrates competent/average historical knowledge but completely lacks an interpretation

D (69-60): shows deficiency of historical knowledge and lacks an interpretation

F (59-): shows inaccurate historical knowledge and lacks an interpretation, and/or is incomplete

0: there is nothing to demonstrate any understanding of the material or assignment

Point equivalents for letter grades for exams and essays are as follows:

93-100: A; 90-92: A-

87-89: B+; 83-86: B; 80-82: B-

77-79: C+; 73-76: C; 70-72: C-

67-69: D+; 63-66: D; 60-62: D-

59 and below: F

0: blank or incomplete work

Schedule of Readings and Discussions

Week 1

The semester starts on a Wednesday, so we don't meet. Be prepared for next Tuesday's class.

Week 2: Sept. 8

Introduction to the Course

Starting the Research Paper

When and how did the 1960s start? What were the issues?

Readings: Anderson, Preface, Introduction, Chapter 1

Port Huron Statement

SNCC, "Founding Statement"

Week 3: Sept. 15

How were the political debates of the 1960s framed?

Readings: James Patterson, "Lyndon Johnson and American Liberalism"

James Hijiya, "The Conservative 1960s"

Research Project Discussion: research paper ideas

Week 4: Sept. 22

How did the movement develop in the mid-1960s?

Readings: Anderson, Chapter 2

Ruth Feldstein, "I Don't Trust You Anymore"

Mario Savio, An End to History

Ronald Reagan, "Freedom v. Anarchy on Campus"

Edwin Willis, "Communist Infiltration"

Carl Davidson, "Student Power: A Radical View"

Research Project Discussion: searching for sources, writing an annotated bibliography

Due: paper topic statement

Week 5: Sept. 29

What was liberal and what was radical in the women's movement?

Readings: Ruth Rosen, "Limits of Liberalism"

Alice Echols, "Breaking Away From the Left"

Robin Morgan, "Goodbye to All That"

No More Miss America and Principles of New York Radical Women

Research Project Discussion: constructing historical questions, outlines, and the annotated bibliography

Week 6: Oct. 6

How did the Vietnam War affect the United States?

Readings: George Herring, "On the Tiger's Back"

Martin Luther King, Jr., "Declaration of Independence from the War in Vietnam"

Kent State, The President's Commission on Campus Unrest

Research Project Discussion: writing a rough draft and citing sources

Due: outline and annotated bibliography

Week 7: Oct. 13

What were the Days of Decision?

Readings: Anderson, Chapter 3

Edward B. Fall, "It Isn't Munich, It's Spain"

Philip Caputo, *A Rumor of War*

Research Project Discussion: rough draft progress

Week 8: Oct. 20

How can the counterculture be identified?

Readings: Anderson, Chapter 5

Dominick Cavallo, "Rock and Work"

John Sinclair, "Rock and Roll is a Weapon of Cultural Revolution"

Helen Swick Perry, "The Human Be-In"

Research Project Discussion: rough draft progress

Week 9: Oct. 27

What kind of sexual revolution occurred in the 1960s?

Readings: Simon Hall, "The American Gay Rights Movement"
Beth Bailey, "Prescribing the Pill"

Research Project Discussion: learning from the rough draft

Due: rough draft

Week 10: Nov. 3

In what ways can 1968 be considered a pivotal year?

Readings: Anderson, Chapter 4
David Culbert, "Television's Impact on Decision-making in the USA, 1968"
Yippie Manifesto
Jeremy Larner, "The Chicago Democratic Convention"
Tom Hayden, "The Trial"

Research Project Discussion: feedback and learning from the rough draft

Week 11: Nov. 10

How were power and liberation defined?

Readings: Anderson, Chapter 6
Simon Hall, "Civil Rights Activism in 1960s Virginia"
SNCC, "The Basis of Black Power"
Donna Hightower Langston, "American Indian Women's Activism in the 1960s-1970s"

Research Project Discussion: progress updates

Week 12: Nov. 17

What happened to the 1960s?

Readings: Anderson, Chapter 7 and Legacies

Research Project Discussion: preparing for the presentations

Week 13: Nov. 24

Paper Presentations

Week 14: Dec. 1

Paper Presentations

Week 15: Dec. 8
The 1960s Music Project

Week 16: Dec. 15
Research papers due