

HISTORY 30400: AMERICA IN THE 1960s (CRN 3 credits)**FALL 2020****Group 1 meets Tuesdays 12:00-1:15 in ARMS 1109****Group 2 meets Thursdays 12:00-1:15 in ARMS 1109**

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 UNIV 121
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Student Hours:
 Tuesdays 1:30-2:30 in person/by phone/on zoom
 Other days and times by appointment

NOTE: The pandemic continues to unsettle how we teach and learn at Purdue University. I opted to teach this course as a hybrid, combining face-to-face class meetings with asynchronous presentations on Brightspace. I suspect this will change sooner rather than later and we will at some point move entirely online. And if we find the face-to-face class meetings too weird and awkward with the masks and social distancing, we might switch to remote sessions even if the university does not. It is important for us to be patient, flexible, and supportive as we proceed this semester. Please feel free to ask questions and express concerns at any time.

The class has been divided into two groups. Group 1 will meet on Tuesdays at 12:00 noon in ARMS 1109. Group 2 will meet on Thursdays at 12:00 noon in ARMS 1109. You can view your group assignment in the Scheduling Assistant. When you log into the Scheduling Assistant, your group and meeting assignment will appear in the Note column in your class schedule. For other ways to view your group assignment, see Pages 20-22 of the [planning tool documentation](#) on the Registrar's website.

Course Description

This course surveys the political, social, and cultural history of 1960s America. The "Sixties" is something of a misnomer. The period was defined less by the borders of a single decade than by movements and issues that emerged in the 1940s and were only partially resolved by the time Richard Nixon resigned the presidency in 1974. There also is no consensus about the era's meaning or significance—the 1960s continue to be the subject of passionate debate and political controversy in the United States. It was, many have said, a time of revolution, but whose revolution and who won? The times they were a-changin', but why, how, and to what end? In exploring this turbulent decade, the course examines what did and what did not change in the 1960s. Topics include: the presidencies of John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon; the triumph and breakdown of postwar liberalism; the resurgence of conservatism; the many insurgent political and social movements of the decade, including the civil rights and black power movements, the new left, environmentalism, the chicano and red power movements, feminism, and the gay liberation movement; the counterculture; the sexual revolution; rock 'n' roll; and the Vietnam war. We will investigate these and other issues in a mix of printed, visual, audio, and multimedia sources such as speeches, correspondence, newspapers and magazines, autobiographies and oral histories, photographs, television, movies, and music. This course is open to all undergraduates.

Learning Outcomes

1. Examine the political, social, and cultural history of the United States in the long 1960s. Analyze what did and did not change during this turbulent era.
3. Evaluate the often competing and conflicting nature of historical interpretation and assess various forms of primary source evidence to form conclusions about the meaning and significance of the history of America in the 1960s.
4. Strengthen and deploy critical analytical, reading, and writing skills.

The following two paperback books are required reading for this class. Other required reading and viewing material—internet sources and articles posted on Blackboard—are indicated on the course outline below and/or will be announced in class.

- Christopher B. Strain, *The Long Sixties: America, 1955-1973* (2017) [Full text online access, Purdue Libraries](#)
- Brian Ward, ed., *The 1960s: A Documentary Reader* (2010)

You can access the course on Brightspace. <https://purdue.brightspace.com/d2l/home/58199>
There you will find the syllabus, other assigned reading and viewing, PowerPoint lectures, the writing assignments, and grades.

COURSE SCHEDULE AND CALENDAR

Note: Readings, internet documents, and videos may change slightly during the course of the semester due to availability. I will update this syllabus and Brightspace if necessary. Please check Brightspace and your purdue.edu email often.

Week 1: Introductions and the Culture and Politics of the 1950s

Tu 8/25 Group 1 and Th 8/27 Group 2

Read for discussion:

Strain, *The Long Sixties*, Preface and Chapter 1

Ward, *The 1960s*, Introduction and Chapter 1

Week 2: John Kennedy and the New Frontier, 1960-1963

Tu 9/1 Group 1 and Th 9/3 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 2 and Chapter 3

Ward, *The 1960s*, Chapter 2 (pp. 41-46 only) and Chapter 3

PowerPoint lecture

Week 3: Civil Rights Movement, 1960-1964

Tu 9/8 Group 1 and Th 9/10 Group 1

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 4

Ward, *The 1960s*, Chapter 4

No Easy Walk [online access tba]

[Martin Luther King, Jr., Letter from a Birmingham Jail, 1963](#)

[John F. Kennedy address on civil rights June 11, 1963](#)

[John Lewis, speech at March on Washington, August 1963](#)

PowerPoint lecture

Write:

Respond to prompts on Brightspace before discussion.

Week 4: Lyndon Johnson and the Great Society, 1964-1966

Tu 9/15 Group 1 and Th 9/17 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 6 (pp. 77-79 only)

Ward, *The 1960s*, Chapter 2 (pp. 46-54 only) and Chapter 8 (pp. 147-161 only)

[Lyndon Johnson, Great Society speech, May 22, 1964](#)

[Barry Goldwater, nomination acceptance speech, July 16, 1964](#)

[Lyndon Johnson, nomination acceptance speech, August 27, 1964](#)

PowerPoint lecture

Write:

Essay 1 due by 11:59 p.m. 9/18.

Week 5: Student and Other Movements, 1960-1966

Tu 9/22 Group 1 and Th 9/24 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 5 and Chapter 10 (pp. 146-150 only)

Ward, *The 1960s*, Chapter 5 (pp. 90-98 only), Chapter 7 (pp. 125-133 only), Chapter 8 (pp. 151-153 only)
Berkeley in the Sixties [online access tba]

PowerPoint lecture

Write:

Respond to prompts on Brightspace before discussion.

Week 6: The War Abroad and the War at Home to 1968, Part 1

Tu 9/29 Group 1 and Th 10/1 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 6 (pp. 79-92)

Ward, *The 1960s*, Chapter 6

[Lyndon B. Johnson, Address at Johns Hopkins University, April 7, 1965, "Peace without Conquest"](#)

[Paul Potter, "Naming the System," April 17, 1965](#)

[Carl Oglesby, "Let Us Shape the Future," November 27, 1965](#)

[Martin Luther King, Jr. "Beyond Vietnam," April 1967](#)

PowerPoint lecture

Week 7: The War Abroad and the War at Home to 1968, Part 2

Tu 10/6 Group 1 and Th 10/8 Group 2

Watch and read for discussion:

Two Days in October [online access tba]

["The Day Anti-Vietnam War Protesters Tried to Levitate the Pentagon," *Washington Post*, October 19, 2017](#)

Write:

Respond to prompts on Brightspace before discussion.

Week 8: Popular Culture and Counterculture

Tu 10/13 Group 1 and Th 10/15 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 7 (pp. 93-101 only) and Chapter 8 (pp. 109-121 only)

Ward, *The 1960s*, Chapter 5 (pp. 99-103 only), Chapter 7 (pp. 125-134 only)

PowerPoint lecture

Beth Bailey, "Sexual Revolution(s)," pdf on Brightspace

[Joshua Davis, "Five Myths about Hippies," *Washington Post*, July 7, 2017](#)

Counterculture documents, pdf on Brightspace

"The Hippies: Philosophy of a Subculture," *Time* July 7, 1967, pdf on Brightspace

Week 9: Turning Points, 1967-1968

Tu 10/20 Group 1 and Th 10/2 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 10 (pp. 150-161)

Ward, *The 1960s*, Chapter 5 (pp. 104-105), Chapter 8 (pp. 161-167), and Chapter 10

PowerPoint lecture

1968 documents, pdf on Brightspace

[Excerpts from the Kerner Report](#)

["In a Time of Chaos, a Breakout Year for Black Athletes," *Washington Post*, May 28, 2018](#)

["Did the News Media Led by Walter Cronkite Lose the War in Vietnam?" *Washington Post*, May 25, 2018](#)

[The Living Room Candidate - Commercials - 1968](#)

[Hubert Humphrey Democratic Party Nomination Acceptance speech 1968](#)

[Roxane Gay, "Fifty Years Ago, Protesters Took on the Miss America Pageant and Electrified the Feminist Movement," *Smithsonian Magazine*, January 2018](#)

Write:

Essay 2 due by 11:59 p.m. 10/23.

Week 10: Countercultures: From Summer of Love to Death at Altamont

Tu 10/27 Group 1 and Th 10/29 Group 2

Watch and read for discussion:

Woodstock [online access tba]

Gimme Shelter [online access tba]

Strain, *The Long Sixties*, Chapter 8 (pp. 122-130)

Timothy Miller, "The Ethics of Community," pdf on Blackboard

[Lisa Law, A Visual Journey, photographs, 1965-1971](#) (browse)

[Woodstock at 50, New York Times, August 5, 2019](#)

Write:

Respond to prompts on Brightspace before discussion.

Week 11: Richard Nixon and the War at Home and Abroad after 1968, Part 1

Tu 11/3 Group 1 and Th 11/5 Group 2. **No class meetings this week. VOTE on Tuesday 11/3.**

Watch and read for discussion:

PowerPoint lecture

Strain, *The Long Sixties*, Chapter 11

Ward, *The 1960s*, Chapter 8 (pp. 168-172) and Chapter 11 (all)

[Richard Nixon, address on the war in Vietnam, November 3, 1969](#)

[Richard Nixon, address on the situation in Southeast Asia, April 30, 1970](#)

Write:

Respond to prompts on Brightspace before discussion.

Week 12: Richard Nixon and the War at Home and Abroad after 1968, Part 2

Tu 11/10 Group 1 and Th 11/12 Group 2

Watch and read for discussion:

PowerPoint lecture

[May 4 Collection, Kent State University](#) (browse)

[John Kerry, Vietnam Veterans against the War, testimony, April 23, 1971](#)

Write:

Essay 3 due by 11:59 p.m. 11/13.

Week 13: Into the 1970s

Tu 11/17 Group 1 and Th 11/19 Group 2

Watch and read for discussion:

Strain, *The Long Sixties*, Chapter 9

Ward, *The 1960s*, Chapter 7, (pp. 135-146) and Chapter 9 (all)

PowerPoint lecture

[Gaylord Nelson and Earth Day: The Making of the Modern Environmental Movement](#) (browse)

[Classic Feminist Writings](#) (browse documents dated 1966-1972)

[Documents from the 1969 Furor](#)

[An Indian Manifesto: The Trail of Broken Treaties 1972](#)

[Chicano/a Movement in Washington State](#) (browse digitized material from the late 1960s-early 1970s)

Write:

Respond to prompts on Brightspace before discussion.

Week 14: Legacies: Making Sense of the Sixties

Tu 11/24 Group 1 and Group 2

Read for discussion:

Strain, *The Long Sixties*, Chapter 12

Ward, *The 1960s*, Chapter 12

Write:

Essay 4 due by 11:59 p.m. 12/10.

GRADINGEssays:

Over the course of the semester, you will write four essays responding to questions based on the course material. Each essay is worth 0-25 points. I will post more information about the essays on Brightspace.

Responses to Prompts:

Over the course of the semester, you will respond informally in writing on Brightspace to the material assigned for six of the weekly class discussions. Each informal response is due *before* the discussion; I will use your responses to frame our discussions. No make-ups for these responses. But I will drop the lowest score; in other words, you are allowed one missed response. These written response pieces will each be worth 0-5 points and will total 0-25 points.

TO SUMMARIZE THE GRADING:

Informal responses (5@0-5)	0-25 points = 20%
Essay 1 due 9/18	0-25 points = 20%
Essay 2 due 10/23	0-25 points = 20%
Essay 3 due 11/13	0-25 points = 20%
Essay 4 due 12/10	0-25 points = 20%
Total	0-125 points=100%

Course Grade (as percentage of total points)

A+ = 121-125 pts	C = 91-95 pts
A = 116-120 pts	C- = 88-90 pts
A- = 113-115 pts	D+ = 84-87 pts
B+ = 109-112 pts	D = 79 -83 pts
B = 104-108 pts	D- = 75-78 pts
B- = 100-103 pts	F = 0-74 pts
C+ = 96-99 pts	

ACADEMIC INTEGRITY

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class, it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident, it may lead to further consequences. And you should know that faculty members are expected to report all cases of plagiarism to the Office of the Dean of Students. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging the source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of any writer, including other student writers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one's own. For more discussion of academic dishonesty, see the Online Writing Lab’s discussion and guidelines for avoiding plagiarism at:

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

ACCESSIBILITY AND ACCOMMODATIONS

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

MENTAL HEALTH

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you are struggling and need mental health services, Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

DIVERSITY & INCLUSION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy is at http://www.purdue.edu/purdue/ea_eou_statement.html.

UNIVERSITY EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes will be posted, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address ngabin@purdue.edu, my office phone 765-494-4141, and the History Department main office phone: 765-494-4132. I expect you to read your @purdue.edu email on a frequent basis.

Please review the Emergency Preparedness website:

http://www.purdue.edu/ehps/emergency_preparedness/index.html

ACADEMIC GUIDANCE IN THE EVENT A STUDENT IS QUARANTINED/ISOLATED

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

HEALTH AND SAFETY GUIDELINES

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors

dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.