

**HIST 39500 (CRN 32828)**  
**Undergraduate Research Seminar:**  
**Activism and Rebellion in the Long 1960s**  
**Spring 2019**  
**Professor Gabin**  
**T/TH 12:00-1:15**

Professor Gabin  
UNIV 121  
494-4141 or 494-4132

Office Hours: Tuesdays 1:30-2:30  
other days and times by appointment  
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This course will introduce students to the methods of historical research and writing by focusing on the politics and culture of dissent in the United States during the long 1960s. Still the subject of passionate debate and controversy, the long 1960s were the catalyst for a host of protest movements. We will consider the diverse political and social movements of the era, including the Black freedom movement, the New Left, the New Right, environmentalism, the counterculture, feminism, the Chicano/a and Red Power movements, the gay liberation movement, and the antiwar movement. We will engage these topics through a variety of primary sources such as magazines and newspapers, movies and music, memoirs and fiction, political speeches and court decisions, television and advertisements, oral histories and photographs, posters and buttons. Students will write a research paper on a topic of their own choosing and based on their own work in these kinds of original sources.

The following paperback books are required for the course. Other assigned reading will be available on Blackboard and the internet in electronic form or distributed in class in hard copy.

- Christopher B. Strain, *The Long Sixties: America, 1955-1973* (2017). [Full text online access, Purdue Libraries](#)
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9/e (2018)

The Blackboard website for this course has the syllabus, other assigned reading, all the course handouts (reading questions, research guides, etc.), the writing assignments, and grades. <https://mycourses.purdue.edu>

#### **COURSE SCHEDULE**

Tu 1/8 Introductions

Th 1/10 When did the Sixties begin and end?

**Read for discussion:**

Strain, *The Long Sixties*, Preface and Chapters 1-2

**Select** an issue of *Life* and an issue of *Ebony* from 1960 and one from 1970 and evaluate the ads, editorial content, photographs and illustrations for evidence of change and continuity between 1960 and 1970.

Take notes for our discussion but you do not have to hand them in.

**Browse** issues of *Life*. Full-text via Google Books:

[https://books.google.com/books?id=Vk4EAAAAMBAJ&dq=life&source=gbs\\_all\\_issues\\_r&cad=1&atm\\_aiy=1960#all\\_issues\\_anchor](https://books.google.com/books?id=Vk4EAAAAMBAJ&dq=life&source=gbs_all_issues_r&cad=1&atm_aiy=1960#all_issues_anchor)

**Browse** issues of *Ebony*. Full-text via Google Books:

[https://books.google.com/books?id=7oo5tbhLPgoC&lr=&rview=1&source=gbs\\_all\\_issues\\_r&cad=1&atm\\_aiy=1960#all\\_issues\\_anchor](https://books.google.com/books?id=7oo5tbhLPgoC&lr=&rview=1&source=gbs_all_issues_r&cad=1&atm_aiy=1960#all_issues_anchor)

Tu 1/15 Political manifestos, 1960-1964

**Read for discussion:**

Strain, *The Long Sixties*, Chapter 3-5

[John F. Kennedy inaugural address January 20, 1961](#)

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

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

[Lyndon B. Johnson, Nomination acceptance Speech, August 1964](#)

[SNCC Founding Statement, 1960](#)

[Port Huron Statement, 1962](#)

[Young Americans for Freedom, Sharon statement, 1960](#)

[Mario Savio, December 2, 1964](#)

**Write:**

Compare and contrast any two of the documents in a two-page, double-spaced, 500-600 word essay. See Rampolla, pp. 12-17, 33-42 for suggestions on how to proceed. Essay is due on Blackboard by Tuesday, January 15, 12:00 noon.

Th 1/17 Black Freedom Movement, 1960-1964

**Watch film in class**

**Read for 1/22 discussion:**

[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](#)

Tu 1/22 Black Freedom Movement, 1960-1964

**Read for discussion:**

"Freedom Summer, 1964," chapter in pdf on Blackboard

**Watch:** The Freedom Summer segment: [https://www.youtube.com/watch?v=aP2A6\\_2b6g8](https://www.youtube.com/watch?v=aP2A6_2b6g8) or <https://purdue.kanopystreaming.com/video/mississippi-america>. Both links are to *Mississippi: Is This America?* an episode in the Eyes on the Prize series that examines Mississippi in 1962-1964. The segment on Freedom Summer begins around the 17:00 minute mark.

**Write:**

Answer Question 1, 2, 4, or 5 of the "Interpreting the Sources" questions at the end of the "Freedom Summer, 1964" chapter using the documents there, *No Easy Walk*, and/or part of *Mississippi: Is This America?* as your sources in a two-page, 500-600 word essay. Essay is due on Blackboard by Tuesday, January 22, 12:00 noon.

Th 1/24 Defining Topics and Finding Sources

**Session with Adriana Harmeyer, Archivist for University History, at Archives & Special Collections, HSSE Library.**

**Look at/Read:**

[...Or the Fire Next Time: African-American History at Purdue University](#). Scroll to 1960s events.

Mary Ann Wynkoop, [Dissent in the Heartland : The Sixties at Indiana University](#), Chapter 2

Rampolla, Chapter 5

Tu 1/29 Counterculture and Popular Culture

**Watch media in class**

**Read for 1/31 discussion:**

Strain, *The Long Sixties*, Chapters 7 and 8

Michael J. Kramer, "Hot fun in the summertime: micro and macrocosmic views on the Summer of Love," pdf on Blackboard

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

Th 1/31 Counterculture and Popular Culture

**Read for discussion:**

Counterculture documents, pdf on Blackboard

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

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

Poster art of the 1960s <https://www.wolfgangs.com/posters/?fdec=1960> (browse)

**Write:**

In a paragraph or two, summarize the theses or major claims of the media shown in class on 1/29, Strain's chapter 8, and the articles by Kramer, Bailey and Davis. Then discuss whether the documents and primary

sources on the counterculture confirm, refute, and/or modify the arguments in the media, chapter, and articles. Two-page, 500-600 word essay due on Blackboard by Thursday January 31, 12:00 noon.

Tu 2/5 Defining Topics and Finding Sources

**In-class workshop**

**Read:** Rampolla, Chapters 3 and 4

Th 2/7 Vietnam: The War Abroad and At Home

**Watch film in class**

**Read for 2/14 discussion:**

Strain, *The Long Sixties*, Chapters 6 and 11

Wynkoop, [Dissent in the Heartland](#), Chapter 4

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

Antiwar movement material, pdf on Blackboard

Tu 2/12 Vietnam: The War Abroad and At Home

**Read for discussion:**

[Lyndon B. Johnson: Address at Johns Hopkins University: "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](#)

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

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

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

**Write:**

How does the film shown in class on 2/12 help you to understand the American experience of Vietnam?

Does it confirm, modify or challenge the views and analysis found in the chapters and the documents?

Two-page, 500-600 word essay due on Blackboard by 12:00 noon on Tuesday February 12.

Th 2/14 Other Movements

**Watch film in class**

**Read for 2/26-3/7 discussion:**

Strain, *The Long Sixties*, Chapters 9, 10 and 12

Tu 2/19 Paper topics day

Preliminary paper topic statement and tentative bibliography are due today. Seven students will introduce their projects.

Th 2/21 Paper topics day

Preliminary paper topic statement and tentative bibliography are due today. Eight students will introduce their projects.

Tu 2/26 Earth Day and the Environmental Movement

**Read for discussion:**

Earth Day material, pdf on Blackboard

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

Th 2/28 Black Power, Red Power, Brown Power

**Read for discussion:**

Ethnic and racial activism material, pdf on Blackboard

[Alcatraz Proclamation and Letter](#) (1969)

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

[El Plan de Aztlán](#) (1969)

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

Tu 3/5 Feminist Movement and LGBTQ Movement

**Watch film**

**Read for discussion:**

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

[Documents from the 1969 Furor](#)

Th 3/7 Other movements

**Read for discussion:**

Feminist and Gay Liberation movement material, pdf on Blackboard

**Write:**

Respond to *one* of the following questions. Two-page, 500-600 word essay due on Blackboard by 12:00 noon on Thursday March 7.

1. How do the documents and primary sources help you to understand the various expressions of racial and ethnic pride in the second half of the 1960s? How do they illuminate the complex relationship between national and group identity?
2. What were some of the similarities among gay and feminist activists and their movements? In what respects were these movements different?

Tu 3/12 **Spring Break: no class meeting**

Th 3/14 **Spring Break: no class meeting**

Tu 3/19 Share topics and research

Annotated bibliographies are due. Five students will discuss their research and share one document/primary source with the class.

Th 3/21 Share topics and research

Annotated bibliographies are due. Five students will discuss their research and share one document/primary source with the class.

Tu 3/26 Share topics and research

Annotated bibliographies are due. Five students will discuss their research and share one document/primary source with the class.

Th 3/28 Research Day—no class meeting

Tu 4/2 Outlines due—no class meeting

Th 4/4 Research & Writing day--no class meeting

Tu 4/9 Research & Writing day—no class meeting

Th 4/11 Research & Writing day—no class meeting

Tu 4/16 Presentations

Five students will present their research.

Th 4/18 Presentations

Five students will present their research.

Tu 4/23 Presentations

Five students will present their research. Paper drafts are due to evaluators and Prof. Gabin by 3:00 pm.

Th 4/25 Peer reviews in class—class will meet.

Fri 5/3 Final papers due by 10 pm by email to Prof. Gabin.

## GRADED TASKS AND ASSIGNMENTS

### Class Participation and Attendance:

The success of a seminar depends greatly on the willingness of everyone to participate actively in discussion. It also depends on everyone having read the assigned material. The quality as well as the frequency of your participation in discussion (including student presentation days) will be factored into your grade for the course. I will use the following system in grading class participation: failure to attend class will earn an F (or 0) for that day; attendance without any participation in the discussion will earn a C (or 2.0) for that day; and participation in discussion will earn a score ranging from B (3.0) to A (4.0) for that day. At the end of the semester, I will drop the two lowest discussion grades, average the remaining discussion grades, and weight it 30%.

### Writing Assignments:

In the first nine weeks of the semester, you will write five two-page double-spaced (500-600 words) essays responding to questions based on the assigned reading and in-class material. Each essay will be worth 0- 6 points.

### Research Paper:

You will select a research topic, devise an appropriate bibliography of secondary and primary sources, and write a 15-20 page paper that relies on primary sources in making its argument and is formatted according to the style sheet in Rampolla, *A Pocket Guide to Writing in History*. We will discuss possible topics in class, but you should feel free to devise your own in consultation with me. A separate handout will describe the research paper in greater detail. Here are the important steps and dates for their completion.

- A preliminary topic statement and tentative bibliography are due February 21.
- A document presentation and annotated bibliography are due March 19-26.
- An outline of the paper is due April 2.
- An informal presentation is due April 16-23.
- A draft of the paper is due April 23.
- Peer reviews are due April 25.
- Final revised versions of the papers are due by Friday, May 3.

### To summarize:

Discussion	30 percent
Writing assignments	30 percent
Research paper (all steps)	40 percent

## 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 Chapter 6 in Rampolla, *A Pocket Guide to Writing in History* and 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](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](mailto: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](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](mailto:ngabin@purdue.edu), my office phone 765-494-4141, and the History Department main office phone: 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](http://www.purdue.edu/ehps/emergency_preparedness/index.html)