HIS 3017: The Sixties

History 3017
Course #: 30153
Mon, Wed, 2:20-3:40

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Course Description:
This is an upper division class focused on the history of the United States in the 1960s. Although we will touch upon many different topics, the ones that will receive particular attention include: the Cuban Missile Crisis; the Vietnam War; the Great Society; the Civil Rights movement; the counterculture; the changing roles of women; and the rise of modern political conservatism. Some background in American history would be helpful, but is not essential.

Academic Objectives:
1. Students will gain a basic factual knowledge of this period of United States history.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts or analogies.
4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a liberally educated person.

Expected Learning Outcomes:
History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.
1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Enrollment:
All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.
**Course Requirements:**

1. The course will be conducted through lectures and class discussion. Students are strongly encouraged to raise questions and make comments in class. Class attendance and active participation will thus count significantly toward the course grade.

2. Students are required to complete each reading assignment on the date that it is assigned, and should be prepared to discuss it in class. Keeping abreast of the readings will facilitate understanding of the lectures. It is highly recommended that students take notes of the readings in order to help them with discussion sessions.

3. Students are responsible for all material presented in the lectures and discussions. Regular attendance is therefore essential, and will be part of the final grade.

4. Students will be required to complete a long research paper on a topic of his/her choice related to this period in American history. This paper must be at least 10 pages, must be typed, and must conform to accepted rules of grammar and style. All paper topics must be approved by the instructor in advance. Whenever possible, papers should make use of primary sources. Papers are due on December 10 at 4:30 PM, and late papers will be accepted only under the most extraordinary circumstances.

5. Students are required to submit a research prospectus on or by the date of October 2. Details about the prospectus will be given out in class, but it should consist of three parts: 1) a proposed thesis statement, indicating what the central argument of the paper will be; 2) a 1-2 paragraph description of the focus of the paper; and 3) a list of sources to be used, which should include at least 3 secondary and 2 primary sources.

6. Students are required to write a series of short papers on narrowly focused topics assigned by the instructor. These papers must be typed, and may not exceed two pages. Papers are designed to ensure that students are familiar with the central topic of discussion for that day, and thus no late papers will be accepted. There will also be an extra-credit paper assigned, which will focus on the class field trip.

7. Students are expected to conform to established classroom etiquette. Disruptive behavior, such as smoking, sleeping, talking and persistent tardiness is unfair both to the instructor and to serious students, and will not be tolerated.

8. Students will scrupulously observe all university policies on academic honesty. All cases of academic dishonesty will be referred to the Committee on Academic Misconduct for sanction.

9. The instructor reserves the right to make jokes whenever the spirit so moves him. Students are expected to laugh uproariously every time they hear one, regardless of whether or not it is actually funny.

**Grading:**

Your course grade will be determined according to the following breakdown:

- 40%: Short papers
- 35%: Research Paper
- 20%: Attendance and Participation
- 5%: Research Prospectus

To earn an “A” for the class, students must attain a final average of 89.5%; to make a “B,” the average must be 79.5%; to make a “C” the average must be 69.5%; to make a “D” the average must be 62.0%. Anything below 62.0% will be considered failing.
**Required Reading:**
Four books are required for the course, all of which can purchased at the school bookstore or online. If you purchase them on-line, be sure to get the correct edition. There are also a number of short articles, which are available on the course webpage. The books are as follows:


**Academic Misconduct:**
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors are required to report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

Here is a direct link for discussion of plagiarism: [http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

**Disability Services:**
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

**Course schedule and assigned reading:**

**Aug 21:** Course introduction


**Aug 28:** Field Trip to Ohio Historical Society

**Sept 2:** No Class

**Sept 4:** Kennedy and Camelot (Read documents 1 and 2)

**Extra Credit Paper Due**


**Sept 11:** The Path to Vietnam (Read documents 3 and 4)

**Sept 16:** Lyndon Johnson’s War (Read document 5) (Start Levy)

**Sept 18:** Peace with Honor?
Sept 23: No Class
Sept 25: The Anti-War Movement
    **Paper #1 due:** David Levy argues that the debate over Vietnam was so intense because it reflected the collapse of a fundamental ideology about American foreign policy. What was that ideology, and how, specifically, was it torn apart by the Vietnam War?

Sept 30: The Free Speech Movement (Read document 6) (Start Moody)
Oct 2: The Counterculture (Read document 7)
    **Research prospectus due**

Oct 7: Law & Order
Oct 9: Library Day (meet at Library classroom, first floor)

Oct 14: Sitting in and Riding for Freedom (Read document 8)
Oct 16: Civil Rights at its Peak
    **Paper #2 due:** In 1969, Senator Ted Kennedy reviewed *Coming of Age in Mississippi* for the *New York Times*, concluding that it was "a history of our time, seen from the bottom up, through the eyes of someone who decided for herself that things had to be changed." What, specifically, did Anne Moody want to change, and how effective was the civil rights movement in addressing those things during the time covered in the book?

Oct 21: Black Power (Read documents 9 and 10) (Start Bailey)
Oct 23: The Collapse of the Civil Rights Movement

Oct 28: Lyndon Johnson and The War on Poverty
Oct 30: The Great Society (Read document 11)

Nov 4: The Women’s Movement
    **Paper #3 due:** Beth Bailey notes that “Adding the heartland to our stories of the sexual revolution changes its meaning: this revolution was thoroughly of America” (p. 3). What does she mean?

Nov 6: Stonewall, Red Power, and More

Nov 11: No class
Nov 13: The World beyond Vietnam

Nov 18: The Conservative Counter-revolution (Read document 12 and 13)
Nov 20: Music, Art, and Culture Change
    **Paper #4 due:** Alice Echols writes that Janis Joplin’s story was not just personal but was “the experience of a generation” (p. xii). How does Joplin’s story reflect the changes of the time period?


Nov 27: No class

Dec 3: Lessons and Legacies of the 1960s
    **Paper #5 due:** Is America better or worse because of the 1960s?

Dec 10: **Research Paper due** (4:30 PM!)
Important Dates:
Aug. 28: Field trip
Sept. 5: NFL season opens
Sept. 13: Last day to drop without a “W”
Oct. 7: Research prospectus due
Oct. 23: World Series begins (Red Sox over Cardinals)
Oct. 25: Last day to drop without a petition
Dec. 10: Research Paper due (4:30 PM)
Helpful Websites for Study of the 1960s

Some Good Places to Start:

http://www.lib.ohio-state.edu/gateway/bib/history.html  The Gateway history link, with connections to hundreds of historical sites

http://www.public.iastate.edu/~rjackson/webbibl.html: An extensive bibliography for the 1960s:

http://www.publichistory.org/  An introduction to various public history links and materials

http://chnm.gmu.edu/  The award winning site of the Center for History and New Media, with a focus on everything related to American history

Some General Document Collections:


http://www.oyez.org/  The website for the Supreme Court, with searchable case archives

http://www.cwihp.org  Home of the Cold War International History project, with on-line bulletins and documents

http://www.archives.gov/  The National Archives and Records Administration home page, with a little bit of everything

http://www.state.gov/r/pa/ho/frus/  A great collection of State Dept. documents starting in 1861

http://www.vlib.us/amdocs/  An extensive collection of policy-related documents, organized by decade.

http://www.gwu.edu/%7Ensarchiv/index.html  The National Security Archive with many good documents focused on government, intelligence, and security issues, post-1945

http://www.mtholyoke.edu/acad/intrel/feros-pg.htm#documents  Assorted documents primarily related to government and policy

http://www.byu.edu/ipt/vlibrary/curriculum/ushistory.html  Historic documents of the United States, organized by era

http://www.yale.edu/lawweb/avalon/avalon.htm  Documents in American law and diplomacy

http://kclibrary.nhmccd.edu/decades.html  Cultural history records, organized by decade

http://Lcweb2.loc.gov/ammem/  An assortment of collections from the National Digital Library
http://millercenter.org/index.php/Scripps: A great collection of materials related to modern politics and policymaking

http://www.historicaldocuments.com/20thCentury.htm: Assorted primary sources, consisting primarily of speeches and significant laws

http://gale.net.galegroup.com: The DRRS (Declassified documents reference system) page, full of thousands of government records (accessible through OSU library only)

**General 1960s websites:**
http://kclibrary.lonestar.edu/decade60.html: Good repository of materials related to the cultural history of the era

http://www2.iath.virginia.edu/sixties/HTML_docs/Sixties.html: The Sixties project, a webpage with everything from primary sources to poetry collections to book reviews

http://www.history.com/topics/1960s: General overview of the period, with lots of articles and videos related to the time period

http://www.proflowers.com/flowerguide/flowerpower/default.aspx: A decent basic overview of the period, with lots of links to pages with more detail

http://www2.lib.virginia.edu/exhibits/sixties/index.html: The University of Virginia’s webpage, with a focus on culture and arts

**Presidential Libraries of relevance:**
http://www.archives.gov/nixon/
http://www.jbllib.utexas.edu/
http://www.jfklibrary.org/

**Miscellaneous Topics**
http://bancroft.berkeley.edu/FSM/: An on-line collection of materials related to the New Left.


http://www.law.umaryland.edu/marshall/usccr/index.html: The records of the US Commission on Civil Rights, since 1957

http://www.diggers.org/: An overview of the Diggers and other counterculture groups


http://vietnam.vassar.edu/: A broad collection of materials on the Vietnam War
http://www.vietnam.ttu.edu/virtualarchive/  A collection of Vietnam War documents with a focus on American military strategy

http://www.vwip.org/vwiphome.html  Assorted collection of Vietnam War documents and oral histories

http://web.uccs.edu/~history/index/vietnam.html  Various documents and more regarding the Vietnam War

http://www.library.kent.edu/page/11247  Good collection about the 1960s and Kent State

http://www.stg.brown.edu/projects/FreedomNow/  Civil Rights documents, focused on Mississippi

http://bancroft.berkeley.edu/FSM/  The Free Speech Movement digital archives

**Media Links** (most can only be accessed through OSU Library Web page)

http://pao.chadwyck.com/home.do: Periodicals Index Online, a searchable collection of hundreds of journals and magazines

http://www.jstor.org/  The J-Stor archive, the largest searchable collection of scholarly journals

http://www.time.com/time/archive/index.html?iid=ad_archive_728x90  The searchable website of *Time* Magazine