

The Sixties

HIST 389, section 7. George Mason University. Fall 2015

Planetary Hall 206. Mondays and Wednesdays 3:00 pm - 4:15 pm

Professor Zachary M. Schrag

Syllabus revised 24 August 2015.

Course Blackboard site: <http://mymason.gmu.edu>.

General advice: <http://historyprofessor.org>

Primary Source InfoGuide: <http://infoguides.gmu.edu/historicalresources1940-present>

Chicago-Style Citation Quick Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

E-mail: zschrage@gmu.edu (please include "389" in subject header).

Office: Robinson B 357A. Tel. 703-594-1844.

Office Hours: Wednesdays, 12:30-2:30 pm.

While I greatly enjoy meeting students individually, department meetings and other commitments occasionally force me to cancel scheduled office hours, so please let me know in advance if you are coming to office hours. If you would like to meet some other time, please send me an e-mail with two or three proposed times. I am happy to meet with small groups and am open to suggestions for other communications formats, e.g., text chat or Skype video calls.

Course Description

In the 1960s, Americans trusted their government and stopped trusting their government. They protested nonviolently and rioted in the streets. They experimented with sex, reaffirmed gender roles, built marvelous machines, put their bodies upon the gears, sent troops to Vietnam, called troops home from Vietnam, smoked dope, demanded law and order, invented new music, and shouted at their children to turn it down. In this course, students will explore the collision of liberal, radical, and conservative Americans in this storied decade. They will look beyond the stereotypes to understand the period in its full complexity and its resonance for today.

Goals

In this course, students will:

- Explore major events, trends, and turning points of the 1960s in the United States.
- Understand the decade's political and cultural debates as contests of liberal, conservative, and radical ideologies.
- Practice critical reading of primary and secondary sources, including texts, images, music, and motion pictures.
- Practice research skills using sources in databases.

Laptops and other electronic devices may not be used except by discussion leaders or by special arrangement. (For my reasons, see Jennifer Senior, "The Case Against Laptops in the Classroom," *Science of Us*, July 9, 2015, <http://goo.gl/lukWpP>.) Please bring a notebook and pen or pencil with which to take notes on class discussions. I will plan to bring hard copies of the readings, but if you wish to refer to them during class, please bring a hard copy yourself.

Readings

The only required purchase for the course is Michael W. Flamm and David Steigerwald, *Debating the 1960s: Liberal, Conservative, and Radical Perspectives* (Rowman & Littlefield, 2008).

Other readings are available online, either posted on Blackboard (Bb) or available through the Mason library site (library.gmu.edu) or on the open web. Because electronic devices are not allowed in class, please bring notes on the reading in hard copy. I will have hard copies of the readings themselves.

Online Components

Primary source analyses should be posted on Blackboard, <http://mymason.gmu.edu>. (Please note we are using Blackboard Learn 9.1, accessible through the My Mason portal.) You will also receive feedback on Blackboard. Please include your last name in the file name of any attachment you post to Blackboard or send by e-mail; e.g., `jones_essay2.doc`, not `essay2.doc`. Please do not send Microsoft Works (.wps) attachments; I cannot open them. Please do not send Microsoft shortcuts (.lnk) which work only on your local computer. Please save your files as .doc, .docx, or .rtf formats. The sources themselves may be posted as .pdf files.

Please **post a photograph** of yourself on Bb. See <http://goo.gl/9w0Zys>

Evaluation

- A total of 100 points are available. See “Assignments” for the value of each assignment.
- Students who do everything that is asked of them for a given assignment can expect to earn B’s. Students who challenge themselves to exceed expectations earn higher grades, while students who do not meet the expectations earn lower grades.
- Competent performance will typically result in full credit for discussion leading and reading quizzes, and 80 percent credit for research assignments. If you get these scores, you will get 84 points total for the course, a B. In other words, the easy points are for the minor assignments, and exceeding a B for the course requires true excellence in the research assignments.
- There is no fixed curve for the course. At the end of the course, I rank students according to the points they have accumulated on various assignments, and then set cut-off points for letter grades to reflect the level of achievement represented by various point totals. For example, the cut-off between a B and a B+ may be 88 or 89 depending on which grade I feel better reflects the achievements of students with 88.5 points.

Assignments

Attendance and reading quizzes (1 point each, 10 total)

For a little more than half of the course meetings, you are assigned significant primary readings. Frequently these will be hard to complete in one sitting, so please plan ahead. Much of this course is discussion based, which means that each student's learning depends on the other students' being prepared, punctual, and active.

If you will be absent, please notify me in advance by e-mail with a general reason (illness, family emergency, transportation failure), and your expectations of further absences. Please spare me the details of your particular maladies. If you need to leave early, please speak to me before class. If you leave early without notifying me, you will be counted absent. Occasional absence or tardiness is not a big deal, but chronic absence or tardiness will affect both your contribution score and the grades on your written work.

There will be at least 10 quizzes spread across the course; the specific days will not be announced in advance. If more than 10 quizzes are offered, your highest 10 scores will count. The reading quizzes are designed to encourage you to help other students learn, and to prepare you for a lifetime of meetings. To receive credit, you must sign in by start of class and then correctly answer a one-question quiz on the assigned readings for the day. These quizzes are designed to be easy for anyone who has read the material.

Discussion leading (5 points each, 10 total)

On two occasions during the course (once for unit 1 or 2, again for unit 3 or 4), you will partner with another student to lead discussion of the assigned readings. Discussion should run about 35-40 minutes, leaving me 15 minutes at the start for announcements, quizzes, and music, and 20 at the end for comments on the discussion and upcoming readings.

You and your partner have a fair amount of leeway on how to organize the class, but major objectives should be to ensure that your classmates understand:

- The main claims of the readings.
- The choices the creators made in making those claims.
- Connections between the readings and previous readings.
- Opportunities for additional research.

To prepare for this assignment, please read Rachel Seidman, "How to Lead a Class Discussion," *Carleton College: History*, <http://apps.carleton.edu/curricular/history/resources/study/leaddiscussion/>, and "How to Read a Primary Source," <http://historyprofessor.org/research/how-to-read-a-primary-source/>. Once you have read the assigned readings and the Seidman instructions, please confer with your partner about how to run the discussion.

Primary source analysis (20 points each, 80 points total)

On four occasions (once for each unit) you will find and analyze a primary source of your own choosing. Instructions for the first assignment are posted separately on Blackboard; instructions for the remaining units may vary depending on how the first unit goes. But please be sure to choose a source **created between 1 January 1960 and 30 June 1970**; analyses of sources created after June 1970 will not receive credit. You may not analyze a source listed on this syllabus or included in *Debating the 1960s*; the goal is to find your own.

Schedule

Note: *APP* stands for the American Presidency Project, created by Gerhard Peters and John T. Woolley.

Introductions

❖ **Week 1**

August 31 Introduction: Remembering the 1960s.

Unit 1. The Free World

September 2 America in 1960

- Three definitions of liberalism.
- Dwight D. Eisenhower, Farewell Address (1961).
<http://www.ourdocuments.gov/doc.php?doc=90&page=transcript>
- James Baldwin, "Letter from the South," *Partisan Review*, Winter 1959.
- Ralph Nader, "The Safe Car You Can't Buy," *Nation*, 11 April 1959, 310-313.
- In-class film: *In the Suburbs* (On Film, Inc., 1957), archive.org/

❖ **Week 2**

September 7 NO CLASS (Labor Day)

September 9 Missiles and Rockets

- "Fallout Shelter," *LIFE*, September 15, 1961. Read the first three and the last page; skim the rest.
- John F. Kennedy: "Address at Rice University in Houston on the Nation's Space Effort," September 12, 1962. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=8862>.
- CIA Special National Intelligence Estimate, "Major Consequences of Certain U.S. Courses of Action on Cuba," October 20, 1962, *National Security Archive*, http://nsarchive.gwu.edu/nsa/cuba_mis_cri/docs.htm
- John F. Kennedy: "Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba," October 22, 1962. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=8986>

❖ **Week 3**

September 14 Affluence and Poverty

- *Debating the 1960s*, pp. 3-16
- Michael Harrington, *The Other America*, 1962, chapter 1.
- Milton Friedman, *Capitalism and Freedom*, 1962, chapters 11-12.
- Rachel Carson, *Silent Spring*, 1962, chapter 10.

September 16 Introduction to databases

❖ **Week 4**

September 21 The Civil Rights Movement

- *Debating the 1960s*, pp. 16-30.
- Martin Luther King Jr., Letter from Birmingham Jail, 1963, excerpts,
<http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>.
(Optional: Full document at
http://kingencyclopedia.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf)
- Kennedy radio and television report, June 1963, *Debating the 1960s*, 78-82
- Loyd Wright, and John C. Satterfield. *Blueprint for Total Federal Regimentation: Analysis of the Civil Rights Act of 1963*, 1963.
<http://digilib.usm.edu/cdm/compoundobject/collection/manu/id/494/rec/17>.

September 23 NO CLASS

- Watch independently. "Meet the Press, August 25, 1963"
<http://search.alexanderstreet.com.mutex.gmu.edu/history/view/work/2330499>

September 25 (Friday)

- **Due on Bb, 5pm: primary source analysis 1.**

❖ **Week 5**

September 28 Primary source discussion

Unit 2. Liberalism Triumphant

September 30 Freedom Summer

- Wisconsin Historical Society, "What Was the 1964 Freedom Summer Project?," <http://goo.gl/EEDuCn>
- Brochure, 'Mississippi Freedom Summer' by the Council of Federated Organizations, ca. 1964. <http://digital.lib.miamioh.edu/cdm/ref/collection/fstxt/id/749>
- Terri Shaw, "Long, hot summer in Mississippi," *Antiochian*, November, 196?, <http://digital.lib.miamioh.edu/cdm/ref/collection/fstxt/id/1009>
- Fannie Lou Hamer, Testimony Before the Credentials Committee, Democratic National Convention, Atlantic City, New Jersey - August 22, 1964. <http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>

❖ **Week 6**

October 5 Conservative Critique; Johnson's Landslide

- *Debating the 1960s*, 99-114.
- Sharon Statement, *Debating the 1960s*, 169-170.
- Goldwater convention address, *Debating the 1960s*, 187-192.
- Lyndon B. Johnson: "Remarks at the University of Michigan," May 22, 1964. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=26262>.
- James Jackson Kilpatrick, "Domestic Affairs," *National Review* 16, no. 28 (July 14, 1964): 586–89.

October 7 Voting Rights

- U.S. National Archives & Records Administration, background information on Voting Rights Act, <http://www.ourdocuments.gov/doc.php?doc=100>
- U.S. Commission on Civil Rights, *Voting in Mississippi*, 1965 (excerpts).
- "Selma: Beatings Start the Savage Season," *LIFE*, 19 March 1965.
- Thurman Sensing, "In a Time of Frenzy," 1 April 1965

❖ **Week 7**

October 12 NO CLASS (Columbus Day)

October 13 (Tuesday) Johnson's Vietnam

- *Debating the 1960s*, 115-130.
- "The War in Vietnam: Escalation Phase," <http://www.presidency.ucsb.edu/vietnam/timeline.php>. Read through the end of 1965.
- John McNaughton, Paper Prepared by the Assistant Secretary of Defense for International Security Affairs, March 10th, 1965. <http://www.presidency.ucsb.edu/vietnam/showdoc.php?docid=81>
- Johnson, "Peace without Conquest," April 7, 1965, *Debating the 1960s*, 87-91.
- J. W. Fulbright, "Vietnam: A Holding Action," *Vital Speeches of the Day* 31, no. 18 (1 July 1965): 546-548.
- Jonathan Schell, "The Village of Ben Suc," *New Yorker*, 15 July 1967 (excerpt).

October 14 The Great Society

- Lyndon B. Johnson: "Commencement Address at Howard University: 'To Fulfill These Rights,'" June 4, 1965. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=27021>

- Sargent Shriver, Director, Office of Equal Opportunity, testimony, *Examination of the War on Poverty Program: Hearings Before the Ad Hoc Subcommittee on the War on Poverty Program; House Committee on Education and Labor*, 89th Cong. 16-19 (1965)
- Lyndon B. Johnson: "Statement by the President on the Proposed National Foundation on the Arts and Humanities.," March 10, 1965. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=26803>.
- Lyndon B. Johnson: "Remarks on the Accomplishments of the 89th Congress.," October 15, 1966, including appendix by O'Brien and Califano. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=27931>.

October 16 (Friday)

- **Due on Bb, 5pm: primary source analysis 2.**

❖ **Week 8**

October 19 Primary source discussion

Unit 3. Radical Dissent

October 21 Watts and the Moynihan Report

- United States Department of Labor. Office of Policy Planning and Research. *The Negro Family: The Case For National Action*, March 1965. (The "Moynihan Report.") Chapter 4: "The Tangle of Pathology."
Text: <http://www.dol.gov/dol/aboutdol/history/moynchapter4.htm>. Original, with graphs: <http://web.stanford.edu/~mrosenfe/Moynihan's%20The%20Negro%20Family.pdf>
- James Farmer, "The Controversial Moynihan Report," 18 December 1965, reprinted in *The Moynihan Report and the Politics of Controversy*, edited by Lee Rainwater and William L. Yancey (Cambridge, MA: The MIT Press, 1967), 409-411.
- *Report of the Governor's Commission on the Los Angeles Riots*, 1965, "The Crisis - an Overview," <http://www.usc.edu/libraries/archives/cityinstress/mccone/part3.html>
- Will Herberg, "Who Are the Guilty Ones?" *National Review* 17, no. 36 (September 7, 1965): 769-70.
- Bayard Rustin, "The Watts 'Manifesto' the McCone Report," *Commentary*, March 1966, 29-35.

❖ **Week 9**

October 26 Black Power

- Malcolm X, "Ballot or the Bullet," April 1964, text and audio at <http://americanradioworks.publicradio.org/features/blackspeech/mx.html>
- Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (Vintage Books, 1967): 44-56.
- Stokely Carmichael, "Pitfalls of Liberalism," 1969.

October 28 Film: *Berkeley in the Sixties*

❖ **Week 10**

November 2 The Antiwar Movement

- *Debating the 1960s*, 40-56.
- "The War in Vietnam: Escalation Phase," <http://www.presidency.ucsb.edu/vietnam/timeline.php>. Read 1966-1968.
- Potter, "Name the System," *Debating the 1960s*, 92-95.
- King, "Beyond Vietnam," 4 April 1967. http://kingencyclopedia.stanford.edu/encyclopedia/documentsentry/doc_beyond_vietnam/

November 4 The New Left and Counterculture

- Port Huron Statement excerpt, *Debating the 1960s*, 75-77.
- Casey Hayden, "Thoughts of Young Radicals: Raising the Question of Who Decides," *New Republic* 154, no. 4 (January 22, 1966): 9.
- Theodore Roszak, "Youth and the Great Refusal." *Nation* 206, no. 13 (March 25, 1968): 400-407.

❖ **Week 11**

November 9 Feminism

- Betty Friedan, "Have American Housewives Traded Brains for Brooms?," *Ladies' Home Journal* 80 (January 1963): 24, 26. And responses, April 1963, p. 20.
- "Sex & Employment," *Wall Street Journal*, June 22, 1965, sec. 1, <http://search.proquest.com.mutex.gmu.edu/>.
- Casey Hayden and Mary King, "Sex and Caste: A Kind of Memo," 1965. <https://www.uic.edu/orgs/cwluherstory/CWLUArchive/memo.html>
- Pat Mainardi, "The Politics of Housework," 1970. CWLU Herstory Website <https://www.uic.edu/orgs/cwluherstory/CWLUArchive/polhousework.html>
- Frances Beal, "Double Jeopardy," 1969, CWLU Herstory Website, <https://www.uic.edu/orgs/cwluherstory/CWLUArchive/blackandfemale.html>.

November 11 Film and discussion: *Easy Rider* (excerpts)

November 13 (Friday)

- **Due on Bb, 5pm: primary source analysis 3.**

Unit 4. Conservative dissent

❖ **Week 12**

November 16 Primary source discussion

November 18 Law and Order

- *Debating the 1960s*, 141-158
- Richard Nixon, "What Has Happened to America?" *Reader's Digest*, October 1967, 49-54.
- Report of The National Advisory Commission on Civil Disorders, 1968. Excerpts.

❖ **Week 13**

November 23 The Election of 1968

- Stephen Smith and Kate Ellis, "Timeline of the 1968 Campaign," *American RadioWorks - Campaign '68*, accessed July 31, 2015, <http://americanradioworks.publicradio.org/features/campaign68/timeline.html>.
- Richard Nixon: "Address Accepting the Presidential Nomination at the Republican National Convention in Miami Beach, Florida," August 8, 1968. *APP*. <http://www.presidency.ucsb.edu/ws/?pid=25968>
- Robert F. Kennedy, Remarks at the University of Kansas, March 18, 1968 (excerpt).
- Irving Kristol, "Why I Am For Humphrey," *New Republic* 158, no. 23 (June 8, 1968): 21-23.
- Harold H. Martin, "George Wallace, the Angry Man's Candidate," *Saturday Evening Post* 241, no. 12 (June 15, 1968): 23.
- Arthur Miller, "Battle of Chicago: From the Delegates' Side," *New York Times Magazine*, September 15, 1968 (excerpt).

November 25 NO CLASS (Thanksgiving)

❖ **Week 14**

November 30 Film and discussion

December 2 Nixon's Vietnam

- Associated Press, "Disowning Any 'Gimmicks,' Nixon 'Pledges' To End War," *Baltimore Sun*, March 14, 1968,
- T. H. Moorer to Melvin Laird, "Air and Naval Operations against North Vietnam," 1 October 1969. [Bb. Original from "Nixon, Kissinger, and the Madman Strategy during Vietnam War," National Security Archive, <http://goo.gl/6g7noy> ./]
- Melvin Laird to Richard Nixon, "Air and Naval Operations against North Vietnam," 8 October 1969. [Bb. Original from "Nixon, Kissinger, and the Madman Strategy"]

- Richard Nixon: "Address to the Nation on the War in Vietnam," November 3, 1969. [The "Silent Majority Speech."] *APP*. <http://www.presidency.ucsb.edu/ws/?pid=2303>.
- "Transcript of Interview of Vietnam War Veteran on His Role in Alleged Massacre of Civilians at Songmy," *New York Times*, November 25, 1969, <http://goo.gl/UXK7qT>.

❖ **Week 15**

December 7 May 1970

- Ed Meagher, "Reagan Assails Militants, Then Tempers Words," *Los Angeles Times*, April 8, 1970.
- Juan de Onis "Nixon Puts 'Bums' Label On Some College Radicals," *New York Times*, May 2, 1970.
- "Kent State: Four Deaths at Noon," *LIFE*, May 15, 1970: 31–37.
- Richard Rogin, "Why the Construction Workers Holler, U.S.A., All the Way!," *New York Times Magazine*, June 28, 1970.

December 8 (Tuesday)

- **Due on Bb, 5pm: primary source analysis 4.**

December 9 Primary source discussion

Please visit “Boilerplate for George Mason University courses,” <http://historyprofessor.org/miscellaneous/boilerplate/>, for live links and updated information.

The **University Catalog**, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

In case of **inclement weather**, please call the main switchboard at 703-993-1000 or consult the main web page at <http://www.gmu.edu/> to see if classes are cancelled. I expect to cancel class only when the university cancels all classes.

If you are a **student with a disability** and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>.

Other Useful Campus Resources:

Writing Center: A114 Robinson Hall; 703-993-1200; <http://writingcenter.gmu.edu>

University Libraries “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services (CAPS): 703-993-2380; <http://caps.gmu.edu>

Citation and Collaboration. All assignments are governed by the George Mason University **honor code**, online at <http://www.gmu.edu/departments/unilife/honorcode.html>. Except as instructed, you are expected to work independently and to acknowledge all sources, including assigned texts and materials found online.

You may not submit work based whole or in part on work you have done for credit in **other courses** without written permission of the instructor.

Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (on library reserve) should answer most questions about **citation**, but ask me if you need clarification. In general, any sentence in your work that can be traced to a single sentence in someone else’s work should bear a footnote. Any collaboration, such as consultation with the Writing Center, should also be acknowledged. Violations of academic integrity will be reported to the administration and may result in grade penalties, including failure of the course. **Essays should use APA, MLA, or Chicago Manual of Style citation**; *Chicago* is preferred and required of history majors. Nonstandard citation will not receive full credit.

Students must use their **Mason email accounts**—either the existing “MEMO” system or a new “MASONLIVE” account—to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Students are responsible for verifying their **enrollment** in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar’s Website registrar.gmu.edu.) After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

Classroom Rules

Laptops and other electronic devices may not be used except by discussion leaders or by special arrangement.

Please do not eat in the classroom, before or during class.