

Political Culture in the U.S. during the 1960
University of XX, Spring 2021
Dr. Robert Daniel Rubin

History 302
M, W, F, 9:00-10:10
XX Building, Room XX

Office: XX Building, Room XX
Office Hours: M-F, 10:20–11:30

During the 1960s, the United States witnessed its own profound upheaval. Traditionally marginalized groups roared their anger and demanded to be respected. A federal government anxious about Communism waged a bitterly contested war halfway around the world. That same government issued a “war on poverty,” even as poverty persisted throughout society. Some young people stormed university offices, others defended traditional values, and still others “tuned in and dropped out.” A future president warned of “anarchy on campus.” Gender and sexuality became foci of public attention. Struggles for racial justice caused racism to assume new form. Some theologians announced “the Death of God,” yet, for millions of Americans, God’s presence had never before been stronger.

In this course, we will examine the forces that shaped American culture, politics, and society throughout this exciting and difficult decade. We will read a book that surveys the period, David Farber's *Age of Great Dreams*, and a selection of essays, speeches, and book excerpts. We will complete an extended writing project. Students will need to handle a concentrated reading and writing load.

Course Materials

The main text for the course is David Farber, *The Age of Great Dreams*. Sections of the book will be assigned for most class session. It is available for purchase from the University Bookstore. It can also be purchased online from Amazon at https://www.amazon.com/Age-Great-Dreams-America-American/dp/0809015676/ref=sr_1_1?Adv-Srch-Books-Submit.x=0&Adv-Srch-Books-Submit.y=0&qid=1573149173&refinements=p_27%3AFarber%2Cp_28%3AAge+of+Great+Drea ms&s=books&sr=1-1&unfiltered=1

An assortment of primary documents will be assigned for most class sessions. (These will be posted at the course Blackboard site.) Because we will routinely examine and discuss the assigned documents in class, students are responsible for printing them out and bringing the to class any document that were assigned for that day and for the previous few sessions. it is imperative you bring the documents with you to class each day.

A notebook with lined paper must be brought to class each day. It is essential that you take notes during class. We will do in-class writing activities, and you will hand in what you wrote.

Films

Three full-length films will be shown at specified times, outside of regular class hours, in [room]. In addition, excerpts from other films will be shown during class meetings. Students who cannot attend scheduled showings should make sure to see assigned films on their own.

Each film will be discussed in class, probably on the day after it is shown. Exam questions will draw upon the films. Films should be treated as assigned texts.

Exams

Exams cover the material in the readings and class discussions. Two exams—a midterm and a final—take place over the course of the semester. The two exams contain identical formats. Each begins with two terms; you should select one of the two. You need to write a single-paragraph answer that identifies the term, provides all relevant information covered in class and in readings, and indicates that term's significance to the broader theme(s) we have discussed. Make sure to write legibly.

You are then asked to write a short essay in response to an essay question. Essays must be composed in standard English, including proper sentences and paragraphs. Your essay must make a coherent, discernable *argument*. You should be sure to address each part of the essay question. Grades reflect the quality of writing—essays that are poorly written or lacking an identifiable argument cannot receive a good grade. Nor will illegible essays receive a good grade—I must be able to read your handwriting.

Students with an excused absence on the day of an exam—for serious illness, religious observance, or performance in an athletic event—must work out with me an alternative plan for taking the exam. Even in this event, you need to inform me before the day of the exam, not afterward. In the event of serious illness or family tragedy, I will likewise allow for an alternative plan for taking the exam. Any student who, for medical reasons, may need more time or special arrangements for taking an exam must inform me during the first week of the semester.

Research Paper

Our major assignments this semester will be to develop a sustained, well-reasoned argument in a 10–15 page writing project. We will work through the entire process step by step, from the initial stage of identifying an issue and question that intrigues you, through the drafting and revising of your paper, to the finished project.

Written Drafts: Early in the semester, you will need to submit a proposal for your long writing project. Subsequently, you will be required to turn in three drafts (including the final draft) of your paper. The expectations for each draft will be clearly specified in advance; your goal in these drafts will be to rethink and refine the previous draft so that it increasingly resembles a finished product.

As part of each draft, as well as the final paper, you will need to include a research log. The research log is a list of each source that you consulted and considered using in the current

draft or at a later point. A log entry must cite the source, describe it, and explain its relevance to the draft and/or the larger project. The research log should be formatted as a bibliography, in accord with the model presented in *Writer's Reference*, p. 488.

With each draft that you submit, you must also turn in every previous draft, as well as the proposal. Every draft, including the most recent, must be placed in the folder that you have been given at the beginning of semester. When you submit a draft, you should submit the entire folder.

Details on all elements of the research paper are contained in the document "The Semester-Long Research Project," which is posted on Blackboard.

Peer Critiques: You and two of your classmates will be placed into a three-member group. Each member of the group will read each other's drafts and offer critical feedback. During the following class session the group will meet, and each member will listen as her fellow members report back their evaluations of her paper. Peer critiques will be performed only for the first and second drafts. Each critique should be 1–1½ pages long, double spaced. The left, right, top, and bottom margins should all be 1".

Writing Conferences: You will be required to schedule at least two conferences with me to discuss your writing. The first of these meetings must take place prior to Sept. 24; the second must take place prior to Oct. 29. These meetings will help you to rework your drafts—not simply by "correcting" mistakes of grammar and punctuation, but by enabling you to see your drafts differently from how you saw them previously. These meetings will enable you to rethink the organizational concepts and writing methods that you have employed.

Intermittently throughout the semester, I will hold blocks of pre-scheduled meetings. You may schedule your writing conferences during these blocks or during regular office hours, in my office.

Writing conferences are mandatory. Failure to meet with me will hurt your grade. With each failure to meet with me by the above dates, your total for the course will drop by twenty points.

Online Discussions Boards

You will need to participate regularly in a weekly online discussion. Each Wednesday, a new topic thread will be posted on Blackboard, under "Discussions." The two most recent topics will be always be open; previous threads will be closed to new contributions. Your grade here will be based on your overall participation, not on individual postings.

There is no length requirement for your postings, but your contributions do need to be substantive and related to the topic. It is essential that you speak courteously toward all other participants and respect the content of their postings. Engage critically with other participants if you like, but do not attempt to tear apart what they have said. Think of these discussions as civil forums dedicated to the common good. You are there to enrich the discussion, not poison it. Use good judgment.

Homework

Submitted homework assignments count toward your class participation grade. To receive credit, you must demonstrate that you gave the assignment some thought. If you are absent, it is your responsibility to learn if there is an assignment due, find it on Blackboard, and bring it to class.

Class Participation

In this course everyone relies on everyone else's performance. Because of that, you are expected to participate in an active and informed manner, having done the readings. You are also expected to show up on time. Moreover, you need to speak in a respectful manner—arrogance or hostility is not appropriate to in-class contributions.

A significant part of your grade is determined by your participation in class. This includes turning in homework assignments.

Classroom Etiquette

Because in-class discussion is so central to this course, it is especially important that everyone respect and honor everyone else. Sensitive topics are covered. No one should be made to feel wrong or foolish on account of their personal convictions, nor should noise or distractions cause anyone to feel ignored or slighted. To help ensure a respectful classroom environment, please follow these guidelines:

1. Please arrive promptly to all class sessions. If, on occasion, unavoidable circumstances delay your arrival, enter quietly and take your seat without disrupting the class.
2. Please *turn off all cell phones* before class begins. Use of phones, tablets, and laptops during class is prohibited. Students may not text, tweet, or go online during class. While in class, please do not sleep, text, or engage in other activities unrelated to class discussion. If you need to use a laptop, you must provide me with a letter from the Disabilities Office specifying that. Otherwise, laptops may not be used for note taking.
3. During discussions please treat your classmates and your instructor respectfully. Keep in mind the manner in which you present your views: thoughtful, well-reasoned opinions are welcome, but personal attacks are not.
4. Please do not use class time to discuss personal matters, such as grades and absences. Your own course-related concerns should be addressed after class, during office hours, or by email.
5. Please do not begin packing your books before class has ended.

Students with Disabilities

Please contact me privately to discuss your specific needs if you require accommodations based on a disability or medical condition. I will need a copy of the accommodation letter from The Disability Services Office in order to arrange your class accommodations. Please contact Disability Services if you are not already registered with them (XX). Disability Services maintains confidential documentation of your disability and assists you in coordinating reasonable accommodations with faculty. For more information, visit <https://www.XX>.

Cheating and Academic Dishonesty

You are encouraged, outside the classroom, to discuss course material with your classmates. Likewise, we will engage in collaborative work in class. However, you must complete all exams and assignments on your own, unless you are specifically instructed to collaborate with another student on a particular assignment. Allowing a person other than you to write any part of the work you submit is considered plagiarism and is strictly prohibited.

It is also considered plagiarism to take any material online or from a published source and present it as your own work. If you wish to cite a brief passage from an online or published source, you may do so only as a quotation with proper citation.

Evidence of academic dishonesty will result in disciplinary action. If you are caught cheating, plagiarizing, or otherwise acting dishonestly, you will receive no credit for that assignment and will probably receive an F as a final grade for the entire course. You must abide by the university's policy on plagiarism. For details about what plagiarism is, visit <https://www.XX>.

After having read the university's policy, if you remain confused about what does or does not constitute academic dishonesty, please see me during office hours.

Grading:

Midterm Exam	150 points
Final exam	150 points
Research Paper Proposal	40 points
Research Paper First Draft	65 points
Research Paper Second Draft	65 points
Research Paper Final Draft	150 points
Peer Critique 1	65 points
Peer Critique 2	65 points
Online Discussion Board	100 points
Class Participation	150 points
TOTAL	1000 points

Meeting with the instructor:

If students are unable to meet during office hours, they should email the instructor in order to set up an alternative time in which to meet. As a rule, the instructor is available to consult with any student who wishes to talk. Students who are unclear about grades, the assigned readings, or other matters are encouraged to meet with the instructor.

Please read and digest the above information. Grades *are* based on the above formula; class participation *does* count as heavily as this syllabus indicates. If you miss class regularly, or if you don't do the readings, you will not get a good grade. Please note this before the course begins.

SCHEDULE OF ASSIGNED READINGS

Monday, January 19:

Prelude: Affluence and Anxiety

Wednesday, January 21:

The Persistence of Poverty

Course Reader: Excerpt from Michael Harrington, *The Other America*

Friday, January 23:

A New Frontier in American Society

Farber, pp. 3–48

Course Reader: “John F. Kennedy, Inaugural Address” (1961)

Monday, January 26:

A New Frontier on the World

Wednesday, January 28:

Reconstruction, Act II

Farber, 67–77

Handout: *Brown v. Board v. Board of Education*, 347 U.S. 483 (1954).

Friday, January 30:

Young People and the Civil Rights Movement

Course Reader: Excerpt from Rebecca DeSchweinitz, *If We Could Change the World* (2011).

* Due: Proposal for research paper

Monday, February 2:

Faith and the Civil Rights Movement

Excerpt from *Fannie Lou Hamer: Everyday Battle*.

Course Reader: Martin Luther King Jr., "I Have a Dream," speech given at March on Washington (1963).

Course Reader: National Committee of Negro Churchmen, "Black Power" (1966).

*** Tuesday evening, February 3 (full-length film):**

Stanley Kramer, director, *Inherit the Wind* (1960), 128 mins.

XX Hall 406, 7:00–9:30 pm

Wednesday, February 4:

Church, State, and the Warren Court

Course Reader: Excerpts from majority opinion in *Engel v. Vitale* by Hugo Black, and commentary by Strom Thurmond, 1–5; Dissenting opinion by Potter Stewart, 6–7.

Friday, February 6:

Whose Civil Rights Movement Is It Anyway?

Farber, 77–89

Course Reader: John Lewis, "Speech at the March on Washington (1963)"

Monday, February 9:

Peer group 1

* Due: Research Paper, First Draft

Wednesday, February 11:

Whose Civil Rights Movement Is It Anyway? (continued)

* Due: Peer Review 1

FILM EXCERPTS (IN CLASS): *Eyes on the Prize*, Part 4: *No Easy Walk (1962–1966)*; and *Part 6: Mississippi—Is This America?*

Friday, February 13:

The Great Society

Farber, 90–116

Course Reader: Lyndon Baines Johnson, "The Great Society" (1964).

Monday, February 16:

The Great Society (continued)

Course Reader: Barry Goldwater, excerpt from *The Conscience of a Conservative* (1960).

Wednesday, February 18:

The Conservative Mind

Course Reader: Russell Kirk: *The Conservative Mind* (1953).

Milton Friedman with Rose D. Friedman, *Capitalism and Freedom* (1962).

Friday, February 20:

Liberal Feminism

Farber, 239–51

Course Reader: Excerpt from Betty Friedan, "The Problem That Has No Name" (1963).

Course Reader: National Organization of Women, "NOW Bill of Rights" (1967).

Monday, February 23:

Gender and Color

Course Reader: Denise Oliver, "The Young Lords Party" (1969)

Course Reader: Casey Hayden and Mary King, "Sex and Caste: A Kind of Memo" (1965), 66–67.

Wednesday, February 25:

Participating in Democracy

Farber, 190–99.

In-class film: Excerpts from *Operation Abolition* (1961)

Course Reader: Students for a Democratic Society, "The Port Huron Statement" (1962), 28–38.

Friday, February 27:

Participating in Democracy

Course Reader: Barbara Garson, "Freedom Is a Big Deal (1964).

Course Reader: Doug Rossinow, "Mario Savio and the Politics of Authenticity" (2002).

Monday, March 1:

The Other Side of the Sixties

Course Reader: Excerpt from Rebecca E. Klatch, *A Generation Divided: The New Left, The New Right, and the 1960s* (1999).

Course Reader: Young Americans for Freedom, Conference at Sharon, Connecticut (1960).

Wednesday March 3:

* Midterm Exam

Friday, March 5:

Quagmire: The U.S. at War

Farber, 117–47.

Monday, March 8 – Friday, March 12:

No class—Spring Break

Monday, March 15:

Quagmire: The U.S. at War

Course Reader: Excerpt from David W. Levy, *The Debate over Vietnam* (1995).

Course Packet: AFL-CIO, “Support of Viet Nam Policy”(1966)

Wednesday, March 17:

Peer Group 2

* Due: Research Paper, First Draft

Friday, March 19:

King No More

Farber, 199–211

Course Reader: Malcolm X, "Address to a Meeting in New York" (1964).

Course Reader: Stokely Carmichael, excerpts from "What We Want."

* Due: Peer Review 1

Monday, March 22:

King No More (continued)

Farber, 199–211

Course Reader: Excerpt from William L. Van Deburg, *New Day in Babylon: The Black Power Movement and American Culture* (1992).

In-Class Music: Sam Cooke, "A Change Is Gonna Come" (1960); Charles Mingus, "Original Faubus Fables" (1960); John Coltrane, "Alabama" (1964)

In-class video: Abbey Lincoln and Max Roach, footage of "Freedom Suite," from Ken Burns, *Jazz*, vol. 10.

*** Tuesday evening, March 23 (full-length film):**

The Graduate, dir. Mike Nichols (1967).

XX Hall 406, 7:00–9:00 pm.

Wednesday, March 24:

Dropping Out: The Counterculture

Farber, 167–89

Course Reader: John Sinclair, "Rock and Roll Is a Weapon of Cultural Revolution" (1968).

In-Class Music: The Byrds, "Eight Miles High"; Jefferson Airplane, "White Rabbit" (1967); Jimi Hendrix, "The Star-Spangled Banner," at the Woodstock Music Festival (1969).

Friday, March 26:

Dropping Out: The Counterculture (continued)

Course Reader: Excerpt from Tom Wolfe, *The Electric Kool-Aid Acid Test* (1968).

Monday, March 29:

Life Is Art

Course Packet: Julian Beck, "Notes toward a Statement on Anarchism and Theatre" (1968).

Course Reader: Excerpt from Jerry Rubin, *Do It?* (1970).

In-class video: Nadine Bloch, *The Day They Levitated the Pentagon* (1967).

Wednesday, March 31

The Antiwar Movement

Farber, 147–66

Course Reader: Carl Oglesby, "Trapped in a System" (1965).

Friday, April 2:

The Antiwar Movement (continued)

Course Reader: "Antiwar Activity within the Military" (1967–1970).

Course Reader: William C. Westmoreland, "Address to the Joint Session of Congress" (1967).

Monday, April 5:

The Abortion Debate before *Roe*

Course Reader: Excerpts from Daniel K. Williams, *Defenders of the Unborn* (2016).

Wednesday, April 7:

The Personal Is Political

Farber, 239–61

Course Reader: Redstockings, "Redstockings Manifesto" (1969).

Radicalesbians, "The Woman-Identified Woman" (1970).

Friday, April 9:

The Personal Is Political (continued)

Course Reader: Debra Michaels, "From 'Consciousness Expansion' to 'Consciousness Raising': Feminism and the Countercultural Politics of the Self" ().

Monday, April 12:

The Color of Revolution

Course Reader: Enriqueta Longauey y Vasquez, "The Mexican-American Woman" (1970).

Course Reader: Watts and Little Bighorn, editorial in *National Congress of American Indians* (1966).

Armendo B. Rendon, "Chicano Manifesto" (1971).

Wednesday, April 14:

The Limits of Liberalism

Farber, 212–38

Course Reader: Ronald Reagan, "Freedom vs. Anarchy on Campus" (1968).

Friday, April 16:

The Limits of Liberalism (continued)

Course Reader: Michael Novak, "Why Wallace?" (1968).

In-class film: *1968: The Year That Shaped a Generation*

Monday, April 19:

The Silent Majority and the Realignment of American Politics

Course Reader: Richard Milhous Nixon, "First Inaugural Address" (1969).

Course Reader: Spiro T. Agnew, "Impudence in the Streets" (1969).

Wednesday, April 21:

The Silent Majority and the Realignment of American Politics (continued)

James Michener, "What Did They Expect, Spitballs?" (1971).

Michael Novak, "Confessions of a White Ethnic" (1971).

*** Thursday evening, April 22 (full-length film):**

Clint Eastwood, director, *Dirty Harry* (1971)

XX Hall 406, 7:00–9:00 pm.

Friday, April 23:

Law and Order

Monday, April 26:

Gay Power

Course Reader: Lisker, "Homo Nest Raided, Queen Bees Are Stinging Mad" (1969)

Course Reader: Excerpt from David Eisenbach, *Gay Power* (2006).

In-class film: Gus van Sant, director, *Milk* (several-minute section on Anita Bryant talking about "real Americans") (2009).

Wednesday, April 28:

Multicultural America

Course Reader: Excerpts from Ronald Takaki, *A Different Mirror* (1993).

Monday, May 3:

Review

* Due: Final draft of research paper

Wednesday, May 12, 8:45–9:00 a.m.:

* Final exam