

**University of Toronto
Department of History
Fall 2017**

**HIS 378H1-F/USA 310H1-F
AMERICA IN THE 1960s**

Course Instructor: Michael Savage Lectures: Friday 2:00-4:00, Room SS 1071
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Office Hours: Fridays 4:00-5:00, Office TBA

Course Description:

The 1960s represent one of the most contested decades in American history. This course examines the political, social, and cultural contours of America during this turbulent decade.

The course adopts a thematic approach to the “long 1960s,” engaging in depth with the political, social, and cultural trends that shaped the decade. Topics include the African American struggle for civil rights, the “Urban Crisis,” Cold War culture, liberalism at high tide, the Vietnam War, sexual liberation, the New Left and counterculture, as well as the rise of the New Right. Topics will not be limited to the strict chronological boundaries of the 1960s. Students should expect to encounter material from the 1950s and the 1970s.

This course explicitly encourages students to question the privileged position given to the 1960s in American history. To what extent were the 1960s a departure? Conversely, how were the 1960s animated by the American past? And how did the 1960s influence the decades that followed? By the end of the course, students will be able to provide answers to these questions.

This course will enable students to:

- engage with issues of periodization in history.
- think critically about representations of the 1960s, whether historiographical or popular.
- broaden perspectives on the nature of change in the 1960s. Why, for example, is a period of civil rights gains, student activism, and progressive reform also a period of anti-liberalism and the rise of conservatism?
- critically engage with primary and secondary sources and popular representations such as films and news broadcasts.
- improve analytical skills in reading and writing.
- demonstrate the ability to conduct independent research over the course of the semester.

Required Texts:

1. Alexander Bloom and Wini Breines, eds., *Takin' it to the Streets: A Sixties Reader*, 4th Ed. (New York: Oxford University Press, 2015).
2. Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*, Second Edition (Boston: Bedford/St. Martin's, 2007).

All other readings are posted in the library e-resources section of Blackboard (on your main Blackboard page – not the class page). Small snippets of films and news broadcasts will occasionally be screened in class.

Note: There is no textbook for this course. Students enrolled in this class should *already* be familiar with the broad contours of U.S. history. Should you wish additional background information, the following books are recommended (but not required):

1. Glenda Elizabeth Gilmore and Thomas J. Sugrue, *These United States: A Nation in the Making, 1890 to the Present* (New York: W.W. Norton, 2015).
2. Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s, 4th Ed.* (New York: Oxford University Press, 2012).

Deadlines and Late Penalties:

Late penalties are 5% per day, excluding weekends. ONLY late papers may be handed in to the history department front desk, all other submissions should be made in-class at the beginning of lecture.

Extensions will be granted only in **exceptional circumstances** and require prior approval. In some cases students may be asked to submit relevant documentation and a written explanation.

There will be no make-up exams unless the student can provide evidence of a true emergency, with satisfactory documentation.

Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Students have the right not to submit to Turnitin.com. Should a student wish not to submit, their research notes must be submitted along with the major essay.

Students have the right to appeal grades. If you would like to appeal a grade received, your first step is to meet with the person who graded your paper. To appeal a grade, students should first submit a short written explanation of why they believe their grade should be higher.

Classroom Etiquette:

Students are expected to refrain from doing anything unrelated to our class while in the classroom. Laptops may be used for note-taking, but please avoid activities which may distract those around you – such as emailing, chatting, playing games, etc. Should you find yourself unable to sit through a lecture without these other activities, please sit in the back row in order to not distract other students.

Recording of lectures is not permitted.

Assignments and Evaluation:

Pop Quizzes: 4 at 2.5% each, 10% total	Various dates, first five minutes of class
Essay Proposal: 5%	Oct 6
In-Class Midterm: 20%	Oct 20
Short Popular Culture Response Paper: 10%	Nov 3
Research Essay: 30%	Nov 24
Final Exam: 25%	TBA (Dec 9-20), Registrar-scheduled

All assignments will be returned to students within two weeks. For the research essay, special office hours will be held to return assignments. All grades will be posted on Blackboard.

Pop Quizzes:

Four easy pop quizzes will be given throughout the semester. Focusing primarily on the readings, these quizzes can be a mixture of multiple choice, fill-in-the-blank, or matching. Students who have completed the assigned reading and attend class should expect to do exceptionally well on these quizzes.

Essay Proposal:

Early in the course, students will submit an essay proposal. The proposal is meant to be a stepping stone to further research and is designed to get students thinking about topics and sources early in the course. Students will propose their own essay topics. Essay topics must fit the broad themes of the course.

The essay proposal need not be longer than one page. Proposals must include at least one primary source and two secondary sources. At least one of the secondary sources has to be a scholarly book. Proposals must clearly answer the following questions:

1. What is the topic of my essay and how does this topic connect to America in the 1960s?
2. What do I think my argument will be? In other words, what do I think will be my thesis? (The answer to this question can absolutely change by the time of the submitted paper.)
3. Why have I selected the two secondary sources and what will they bring to my thesis?
4. Why have I selected the primary source and how will I use it in my essay?

The essay proposal should be written in the formal style, **not** point form. The three sources should appear in a list at either the beginning or end of the assignment and be formatted according to the Chicago Manual of Style. Aside from the primary source, the secondary sources must be academic in nature.

Note: Primary sources are sources that emanate from the period being studied. They do **not** have to be written sources. Primary sources can include films, television programs, popular novels, songs, art, newspaper articles, etc.

Essay proposals must be submitted and approved prior to submission of the Research Essay.

The essay proposal should be submitted in hardcopy in class on **October 6**.

Midterm:

The midterm will take place in class and will consist primarily of short-answer identification questions and a brief written response. Students will choose five terms (typically events or individuals) from a list of ten and be asked to provide general who, what, where, when style responses. Most importantly, students should also provide the *historical significance* of their chosen terms. Aim for a substantial paragraph-length response.

The midterm will take place on **October 20**.

Short Popular Culture Response Paper:

Contemporary understandings of the 1960s have been primarily formed through popular culture and a course on the 1960s would not be complete without grappling with popular culture.

The purpose of this assignment is to engage critically with a work of art (i.e. a novel, film, video game, etc.) of your choice produced **after** the 1960s that depicts the 1960s or a major theme or event of the 1960s.

In 3-4 double-spaced pages (900-1,200 words) craft an argumentative response that covers how your chosen work of art represents the decade (i.e. is it a time of consensus, radicalism, continuity, etc.) and what it depicts as the most important feature(s) of the decade. Excellent responses will engage with the validity of the source's presentation of the decade and might question why the 1960s are represented in such a way. As with any history paper, **an argumentative thesis is required**. Secondary research is permitted, but make sure that the source itself is the focus of your analysis. Should you do any secondary research, your citations should be formatted in Chicago Style.

The short response paper will be due in hardcopy in class and online through turnitin via Blackboard on **November 3**.

Research Essay:

The research essay should be 10+ pages (roughly 2,500 to 3,200 words excluding footnotes) and be explicitly argumentative. **An argumentative thesis is required**. Papers should reveal a deep understanding of their particular topic and ground their arguments in historical evidence. At least one primary source and four secondary sources are needed (do note that more are advisable – the general rule is one source per each assigned page, thus a ten-page paper would have ten sources).

Papers should be double-spaced and use Chicago Style Citations. Both footnotes and a bibliography are required.

NOTE: YOU ARE REQUIRED TO SUBMIT A COPY OF YOUR GRADED ESSAY PROPOSAL ALONG WITH THE FINAL PAPER.

Essays should be submitted in class on **November 24**. A copy of the paper should also be uploaded to turnitin via Blackboard.

Final Exam:

The final exam will take place during the designated final exam period. It will contain three parts. Part One is a short section consisting of multiple choice and/or matching questions. Part Two will consist of short-answer identification questions from the second-half of the course. Part Three will ask you to write an essay in response to an assigned question and will be cumulative, drawing on the entire scope of the course.

Accommodation and Writing Resources:

The University of Toronto offers a diverse collection of accommodation and writing resources to students. Students who require accommodation for a disability should register with Accessibility Services as soon as possible. The office of Accessibility Services is located at 455 Spadina Avenue (just north of College Street), Suite 400 and more information is available at:

<http://www.studentlife.utoronto.ca/as>

English Language Learning (ELL) supports students at the University of Toronto whose first language is not English (ESL or multilingual students) as well as native English speakers who would like to improve their English language skills. Students who are interested in specialized support should contact English Language Learning at:

<http://www.artsci.utoronto.ca/current/advising/ell>

There are several resources available for students who would like additional instruction in historical methodology and essay writing. The Department of History at the University of Toronto provides students with an "Essay Writing Guide." This guide can be found at:

<http://history.utoronto.ca/undergraduate/essays/>

Each college at the University of Toronto also offers general essay writing assistance through its writing center. The writing centers on the St. George campus include:

Innis College Writing Centre, Innis College Room 322
New College Writing Centre, Wilson Hall, Rooms 2045 and 2047
St. Michael's Writing Centre, Kelly Library Learning Commons
Trinity College Writing Centre, Larkin Building, Room 302
University College Writing Centre, Laidlaw Library, Rooms 214, 216, and 218
Victoria College Writing Centre, Northrop Frye Hall 103, Rooms A and B

Woodsworth College Academic Writing Centre, Woodsworth Room 214

Appointments at each of the above writings centers can be made online at:

<http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Academic Integrity:

The University of Toronto greatly values academic integrity. As a result, academic dishonesty is considered a serious offence and **all** cases are thoroughly investigated by course instructors and teaching assistants. The consequences can be severe for students.

One of the most common forms of academic dishonesty is **plagiarism**.

In the Department of History, plagiarism most commonly takes the following three forms:

- 1) Portrayal of another's historical interpretation as one's own
- 2) Failure to adequately reference information or ideas, or, in other words, omission of footnotes or other citations in written assignments
- 3) Submission of the same assignment in two or more courses

If students are unsure about what constitutes plagiarism, they should consult the University of Toronto's definition of academic offenses, as well as the university's *Code of Behavior on Academic Matters*, both of which are available at:

<http://sites.utoronto.ca/academicintegrity/academicoffenses.html>

In addition to the writing guide mentioned above, the Department of History offers a separate guide titled "How Not to Plagiarize." This guide includes answers to several frequently asked questions concerning plagiarism and can be found on the departmental website at:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Students should familiarize themselves with the definition and consequences of academic dishonesty. If students have any questions, they should contact the course instructor or their teaching assistant **before** the submission of a written assignment.

Lecture and Reading Schedule:

September 8 – Introduction: “Why the 1960s?”

Required Reading:

- Rick Perlstein, “Who Owns the Sixties? The Opening of a Scholarly Generation Gap,” *Lingua Franca*, 6:4 (May/June 1996).

September 15 – The Civil Rights Movement to 1963

Required Reading:

- Bloom and Breines, ‘*Takin’ it to the Streets*,’ 1-51.

September 22 – African American Freedom Struggles: Civil Rights and Black Power, 1963-1968

Required Reading:

- Bloom and Breines, 119-124, 131-137; 143-147, 335-337.
- Malcolm X, *The Autobiography of Malcolm X*, Chapters 14, 15, 17, 18.

September 29 – The Urban Crisis, “Long Hot Summers,” and the Continuing Transformation of Metropolitan Areas

Required Reading:

- Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*, pages 3-14, 259-271.
- Thomas J. Sugrue, “Crabgrass-Roots Politics: Race, Rights, and the Reaction Against Liberalism in the Urban North, 1940-1964,” *The Journal of American History* 82, No. 2 (September 1995), pages 551-578.
- Thomas Pynchon, “A Journey into the Mind of Watts,” http://www.nytimes.com/books/97/05/18/reviews/pynchon-watts.html?_r=1
- Bloom and Breines, pages 124-131, 375-385.

October 6 – The Cold War and Camelot

Required Reading:

- Bloom and Breines, pages 54-59.
- Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism*, 60-69 (or, if first edition, pages 57-65).
- Mark White, “Apparent Perfection: The Image of John F. Kennedy,” *History* 98, Vol. 330 (April 2013), pages 226-246.

*** ESSAY PROPOSALS DUE ***

October 13 – Liberalism at High Tide: LBJ and the Great Society

Required Reading:

- Schulman, *Lyndon B. Johnson and American Liberalism*, 69-131, 167-178, 181-196, 199-230, 266 (or, if first edition, pages 65-125, 169-208).
- Bloom and Breines, pages 369-375.

October 20 – * IN-CLASS MIDTERM*****

October 27 – The Vietnam War

Required Reading:

- Schulman, *Lyndon B. Johnson and American Liberalism*, 133-166, 230-265 (or, if first edition, pages 125-152, 213-229).
- Bloom and Breines, pages 163-235.

November 3 – The New Left and Campus Radicalism; The Counterculture: Hippies, Hells Angels, and Merry Pranksters

Required Reading:

- On the New Left: Bloom and Breines, pages 52-54, 60-86, 97-110, 343-359, 385-405, 483-500
- On the Counterculture: Bloom and Breines, pages 236-238, 242-255, 258-275; 279-299, 515-527

***** SHORT POP CULTURE RESPONSE PAPERS DUE *****

November 10 – READING WEEK, NO CLASS

November 17 – Gender, Politics, and Sexual Liberation

Required Reading:

- Bloom and Breines, pages 42-45 (if not yet read), 275-279, 406-474, 500-515.
- "[**Homo Nest Raided: Queen Bees are Stinging Mad**](#)," *New York Daily News*, June 6, 1969

November 24 – The Rise of the New Right: The Southern Strategy, “Colorblind Conservatism,” and the “Silent Majority”

Required Reading:

- Bloom and Breines, pages 300-342, 549-551.
- Schulman, *Lyndon B. Johnson and American Liberalism*, 196-198, 267-271 (or, if first edition, pages 155-165, 233-245).

***** FINAL PAPERS DUE *****

December 1 – Postscript: “It’s not the bus, it’s us” – Civil Rights in the American North; Evaluating the 1960s

Required Reading:

- Bloom and Breines, pages 539-549, 551-562.