

Lewis-Clark State College
Course Syllabus
History 492: America in the Sixties
Spring 2008

Professor: Christopher K. Riggs
Office Location: Spalding 306
Office Hours: 11:00-noon Tues
1:00-2:45 PM Tues (sometimes until 4:00 PM)
10:30-noon Wed
whenever you catch me in the office*
and by appointment
Phone: 208-792-2264
E-mail: ckriggs@lcsc.edu (This is the only email to which I will reply)
Website: www.lcsc.edu/criggs

*Please note that I will often be in the office Thursday mornings and some afternoons.

Overview

This course will examine the “long 1960s,” defined as beginning in 1960 (with, among other things, the start of the Sit Ins and John Kennedy’s election) and ending in 1975 (with, among other things, the fall of Saigon and the end of the War in Vietnam). We will pay particular attention to social movements, politics, and diplomacy. The "sixties" period in American history is extremely interesting, important, and controversial. Much of American life today reflects the legacy of the era. To some individuals, the sixties was a time when people liberated themselves from oppressive restrictions and sought to make the society's promises of freedom and equality for all a reality. Others disagree. To them, the era marks a "fall from grace," a time when the nation lost its sense of virtue and morality. We will examine conflicting perceptions of the period, paying particular attention to whether the mythology of the period is consistent with the historical evidence. Attention will be given to both events of the period as well as conflicting interpretations of those events (historiography).

PURPOSE/GOALS

Specifically and ideally, the course should help you develop a demonstrable understanding of American history from 1960-1975. More generally, as a Social Science course, this class should help you to:

- conduct social science research
- think analytically about social phenomena
- understand and apply social science theories, concepts, and categories
- read and analyze works dealing with social science issues

- write a clear, concise, and organized paper
- give a clear, concise, and organized oral presentation
- demonstrate knowledge of one of the Social Science Program's emphases
- understand and evaluate qualitative and quantitative evidence related to social issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major periods and trends of society
- demonstrate an understanding and appreciation of multicultural perspectives
- comprehend the social origins and value of the diversity of human behavior

COURSE FORMAT

The course format will consist primarily of discussion sessions, supplemented by some lecturing and audio-visual presentations (videos, etc.). Therefore, it is very important that you come to class prepared to discuss issues in a substantive fashion, especially since in some cases each student will lead a discussion.

Please note that in preparation for discussions, you may be asked to write answers to a series of questions and to turn in your answers to me at the end of the session.

In addition, please be aware that we will deal with issues that often provoke many controversy and strong emotional. While we should examine these issues thoroughly, we must also do so in a polite and civil fashion. Disagreements are certainly allowed, but should be expressed in terms of critiquing arguments and not engaging in personal insults.

ATTENDANCE

I will not be taking a formal roll call. However, you are responsible for all material presented and discussed during all class sessions whether or not you are present. Also, attendance will be considered in regard to determining your participation grade (see below).

I request that you arrive to class on time and stay for the entire time; if you anticipate that you might be late or need to leave early, please let me know.

READINGS

Everyone will be asked to read from a selection of books and articles on electronic reserve. Please note that these readings will serve as the basis for class discussions, so it is very important for you to complete the assigned readings prior to the class period(s) when those readings are slated for discussion.

Also, please be aware that most if not all of the readings are not completely neutral or objective. Rather they are written from a certain point of view. Your task will involve, in part, identifying and analyzing those points of view and deciding which of those views is best supported by the evidence, by logical reasoning, etc.

The assigned books that will be read by everyone are:

- Terry H. Anderson, *The Sixties*, 3rd ed. (2007)
- David Howard-Pitney, *Martin Luther King Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s* (2004)

Everyone in the class will read the following articles/chapters:

- “John F. Kennedy, the Cuban Revolution, and the Cold War” (Kennedy’s policies toward Cuba)
- Klarman, “How *Brown* Changed Race Relations” (How *Brown v. Board of Education* shaped Southern whites’ response to the Civil Rights Movement)
- Schulman, “The Great Society” (Overview of Lyndon Johnson’s domestic policies, except for civil rights)
- Tucker, “Taiwan Expendable: Nixon and Kissinger Go to China” (Nixon and Kissinger’s establishment of friendlier relations with China)
- Hoff, “Nixon Reconsidered” (Reassessment of Nixon’s domestic policies)
- “Richard M. Nixon, Watergate, and the Crisis of the Imperial Presidency” (Documents and interpretations of Watergate Scandal)

Everyone will select one of the following two articles/chapters to read:

- Schulman, “Shall We Overcome?” (On Lyndon Johnson’s civil rights policies)
- Chappell, “A Stone of Hope” (Analysis of Civil Rights Movement)

Everyone will select one of the following four articles/chapters to read:

- Dallek, “Presidential Address: Lyndon Johnson and Vietnam” (Interpretation of why U.S. Americanized the War in Vietnam)
- Lovevall, “Choosing War” (Interpretation of why U.S. Americanized the War in Vietnam)
- Woods, “The Politics of Idealism” (Interpretation of why U.S. Americanized the War in Vietnam)
- Lawrence, “Mission Intolerable” (Interpretation of why U.S. Americanized the War in Vietnam)

Everyone will read one of the following four articles/chapters:

- Anderson, pp. 126-148 (Counterculture/"Hippies")
- Etulain, "Cesar Chavez" (Farmworkers Movement)
- Evans, "Born for Liberty" (Women's Rights)
- Rome, "Give Earth a Chance" (Environmental Movement)

Everyone will read one of the following three articles/chapters:

- Fleischmann and Hardman, "Hitting Below the Bible Belt" (Gay Rights)
- Story and Laurie, "Rise of Conservatism" (Conservative Movement)
- Iverson, "We Are Still Here" (American Indians)

All of the articles listed above can be accessed via the electronic reserve system at the LCSC Library. To access the reserves, go to this page

<http://eres.lcsc.edu/eres/>

Note that the password is "HIST492".

Then, click on "Electronic Reserves and Reserves Pages." Next click on "Course Reserves Pages by Instructor." Use the drop down menu to find my name. After that, click on "SS-SS-HIST-492." Then click on and download the article(s) you are seeking.

EXPECTATIONS/ASSIGNMENTS

Your grade will be based on how many points you earn out of a possible 400. You earn points by doing the following things.

Participation

Participation is valued at 100 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions (listening and speaking), asking relevant questions, and good faith efforts to grapple with course material. To gauge participation, you may occasionally be asked to sign in or turn in evidence of your work during class.

Actions during class which will cause you to lose participation points include (but are not limited to) sleeping or putting your head down on the desk, reading newspapers or magazines, doing other homework, leaving early without checking with the instructor

beforehand, and talking while the instructor or another student or guest speaker is speaking. Such actions can be very disruptive and show disrespect toward other students and the instructor; they are not acceptable.

Discussion Leader

Each student will pick or be assigned an article and serve a discussion leader for that article and related readings (such as the Anderson and Pitney books). The amount of time spent on discussing a particular article will vary, but students should expect to lead a discussion lasting at least thirty minutes. This means that the student should come to class prepared to encourage his/her fellow students to talk substantively and constructively about issues related to the readings. Serving as discussion leader will require submitting a written outline and is valued at 100 points. More explanation will be provided in a separate handout.

Papers

You will be asked to write two papers, approximately 4-6 double spaced pages each. Each will be worth 100 points - 200 points total - and will be explained in a separate handout.

Late Penalty

The papers should be turned in no later than 5:00 PM on the due date. Please also be aware that there will be a point penalty of a letter grade/day for late work.

Emailed assignments will only be accepted if sent to ckriggs@lcsc.edu. Emailed assignments that do not reach the professor's inbox by the deadline for whatever reason will be considered late.

Extra Credit

You will have the option to do extra credit work, worth up to twenty points total. The work will consist of writing a review of a book or article or film about America in the 1960s and/or related topics. Students should check with me before proceeding with any extra credit work. Please note that the more complex and difficult the project, the more points you are likely to earn. Extra credit may be turned in anytime on or before May 5. Note that you must cite any source that you use in your extra credit project (author and title of article, title of film, web address, etc.) **No late extra credit will be accepted.**

Extra credit work must be turned in no later than 5:00 PM on May 5, 2008.

ACADEMIC DISHONESTY

Class policy is the same as that of the college. As explained in the LCSC Student Handbook: Code of Conduct:

<<http://www.lcsc.edu/studentservices/SHBcodeofconduct.htm>>

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.

Academic Dishonesty includes:

- a) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) Fabrication—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- c) Collusion facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- d) Plagiarism—the deliberate adoption or reproduction of ideas or words or statement of another person as one's own without acknowledgment.

As a rule of thumb, if you use three or more of same words in the same order as your source, you should put the words into quotations. Remember that citations are required not only when you use the same words as your source, but whenever you use information and ideas that are not your own. The main exceptions are those things considered "common knowledge" (such as Franklin Roosevelt was elected U.S. president in 1932).

Anyone found in any of sort of academic dishonestly will be subject to penalty. Such penalty will include failing a particular assignment, failing the course, and/or additional sanctions imposed by the college.

SPECIAL ACCOMMODATIONS

Students with documented disabilities who need special accommodations are asked to please consult with me as soon as possible.

TENTATIVE CLASS SCHEDULE

Below is a tentative schedule (with the emphasis on tentative!) of the topics we will address in class. It shows what days we will be discussing particular articles and chapters from Anderson and Pitney

Jan 14
Introduction and Logistics

Jan 21
No Class: MLK/IHR Day

Jan 28

Seeds of the Sixties: The 1950s

Readings: Anderson, pp. 1-18; Pitney, pp. 1-30

Feb 4

Kennedy, the New Frontier, and Civil Rights, 1960-1963

Readings: Anderson, pp. 19-44; Pitney, pp. 73-90, pp. 99-101; Klarman, "How Brown Changed Race Relations: The Backlash Thesis"

Feb 11

Kennedy and Foreign Policy, 1960-1963

Readings: "John F. Kennedy, the Cuban Revolution, and the Cold War"

Feb 18: **No Class: President's Day**

Feb 25

Lyndon Johnson and Liberalism at High Tide, 1964-1965

Readings: Anderson, pp. 45-72; Schulman, "The Great Society" (pp. 87-110)

Mar 3

Civil Rights at High Tide (1964-1965) and the Rise of Black Power (1965-1967)

Readings: Anderson, pp. 73-100; Pitney, pp. 67-72, pp. 96-98, pp. 102-107; Schulman, "Shall We Overcome?"; Chappell, "A Stone of Hope"

Mar 10

Americanizing the War in Vietnam, 1964-1965

Readings: Dallek, "Presidential Address: Lyndon Johnson and Vietnam"; Lovevall, "Choosing War"; Woods, "The Politics of Idealism"; Lawrence, "Mission Intolerable"

Mar 17

No Class: Spring Break

Mar 24

Anti-War Movement and 1968

Readings: Anderson, pp. 101-125; Pitney, pp. 136-147

1st Paper Due

Mar 31

Protest Culture

Readings: Anderson, pp. 126-148 [read if assigned / volunteered]; Etulain, "Cesar Chavez"; Evans, "Born for Liberty"; Rome, "Give Earth a Chance"

Apr 7

Protest Culture (con't)

Readings: Anderson, pp. 149-176; Iverson, "We Are Still Here"; Fleischmann and Hardman, "Hitting Below the Bible Belt"; Story and Laurie, "Rise of Conservatism"

Apr 14

Nixon and Foreign Policy

Readings: Anderson, pp. 177-201; Tucker, "Taiwan Expendable: Nixon and Kissinger Go to China"

Apr 21

Nixon, Domestic Politics and Watergate

Readings: Hoff, "Nixon Reconsidered"; "Richard M. Nixon, Watergate, and the Crisis of the Imperial Presidency"

Apr 28

Legacies of the 1960s

Readings: Anderson, pp. 202-214

May 5

TBA

2nd Paper Due