

Term Information

Effective Term Autumn 2020
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC Tech to gain online teaching approvals

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3017
Course Title The Sixties
Transcript Abbreviation The Sixties
Course Description Examination of postwar America's pivot point, focusing on civil rights; liberal, radical, and conservative politics; sweeping social, cultural, and economic change; and the Vietnam War.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value Yes, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 309.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will examine and understand how the rise and fall of Cold War liberalism, race relations in the US, the sexual revolutions, the Vietnam War and more changed the face of American culture and led to the rise of contemporary conservatism.
Content Topic List	<ul style="list-style-type: none">• The Civil Rights Movement• The Liberal moment• The rights revolution• The Women's Movement• Urban disorder and reform• The New Left and the New Right• The Cold War• The Vietnam War• Popular culture• Alienation
Sought Concurrence	No

COURSE CHANGE REQUEST
3017 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/07/2020

Attachments

- DL History 3017 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hist 3017.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3017 Syllabus.docx: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- HIST 3017 GE Assessment PlanX.pdf: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)

Comments

- I removed GE Global Studies request in course change box above *(by Heysel, Garrett Robert on 07/03/2020 09:04 AM)*
- We have removed the Global Studies GE. *(by Heikes, Jacklyn Celeste on 07/02/2020 05:06 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	06/17/2020 12:35 PM	Submitted for Approval
Approved	Elmore, Bartow J	06/17/2020 09:16 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/18/2020 10:40 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/02/2020 04:52 PM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	07/02/2020 05:06 PM	Submitted for Approval
Approved	Elmore, Bartow J	07/03/2020 07:04 AM	Unit Approval
Approved	Heysel, Garrett Robert	07/03/2020 09:04 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	07/03/2020 09:04 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 3017 THE SIXTIES SPRING 2021

Course overview

Instructor

Instructor: Dr. James Genova
Email address: Genova.2@osu.edu
Office hours: TR 10:00AM-12:00PM
Office Location: CarmenZoom

Course Coordinator

Course description

This course offers an overview of the major events and themes that shaped world history during the decade of the 1960s. We will use the framework of the “long 1960s” to explore significant moments, personalities, and developments that “made” the Sixties. We will also examine the process of mythologizing that decade, especially as it relates to the U.S. experience. The 1960s witnessed a tremendous burst of energy around the world as a new generation mostly born after the Second World War came of age – the so-called Baby Boomers. The demographic expansion of the human population was a global phenomenon that greatly impacted the world economy, politics, international relations, culture, and the environment. In some cases it provided a positive impulse to resolving long-standing social, technological, and cultural problems. In others it created tremendous strains that generated new tensions and threw the world’s climate out of balance and pushed to the limits the capacity of society to meet humanity’s basic needs. Too often the Sixties has been framed as either an American event or interpreted through a U.S. lens. Yet, the processes at work in the U.S. were global and had their local manifestations on every continent. Moreover, as one of the two superpowers in rivalry with the Soviet Union the U.S. was a major player in international affairs and often at the center of critical world events. Consequently, this course will take a holistic approach to the global Sixties wherein the U.S. is a major actor, but not the only

agent. At the same time, we will explore the ways in which the U.S. was impacted by world events as well as the manner in which U.S.-based trends shaped the wider world. In the end we will strive to make an assessment of the legacy of the Sixties that helps us to place the events of that decade in historical perspective. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and a ten-page paper. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

GE Course Information

Historical Study:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity:

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Global Studies:

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course materials

Samantha Christiansen and Zachary A. Scarlett, eds., *The Third World in the Global 1960s* (New York and Oxford: Berghahn, 2015).

Gerard J. DeGroot, *The Sixties Unplugged: A Kaleidoscopic History of a Disorderly Decade* (Cambridge: Harvard University Press, 2008).

Todd Gitlin, *The Sixties: Years of Hope, Days of Rage* (New York: Bantam Books, 1993).

Anne E. Gorsuch and Diane P. Koenker, eds., *The Socialist Sixties: Crossing Borders in the Second World* (Bloomington: Indiana University Press, 2013).

Martin Klimke and Joachim Scharloth, eds., *1968 in Europe: A History of Protest and Activism, 1956-1977* (New York: Palgrave MacMillan, 2008).

Jeremi Suri, *The Global Revolutions of 1968* (New York and London: W.W. Norton & Company, 2007).

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Online Discussions	15%
Weekly Writing Assignments	15%
Term Paper	25%
Mid Term Exam	20%
Final Exam	25%
Total	100%

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible through the recorded lectures and the readings. Each week a new subject theme will be posted on the course's Carmen website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. A paragraph will be sufficient for credit although it is hoped that students will fully engage with the topics. They can also be spaces for exploring ideas about the paper, when relevant. Students may also revisit themes throughout the semester as part of on-going conversations. The subjects will be posted by

Monday and students are expected to have made their interventions by the end of the day on Sunday, except for the last week since it only has one day of class and the discussions must be posted by the end of that day. Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a few sentences to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except for the final week when the assignment will be due by the end of the day Monday since it is the last class, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for the term paper as well as preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. In the rare week when there is not any assigned reading, the responses will be based on material presented in the recorded lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Paper Assignment:

Warning: *PLAGIARISM is illegal. If you quote directly from a text without proper markings (quote marks and a notation of the source) it is PLAGIARISM. If you turn in work that is not your own original work produced exclusively for this class, it is also PLAGIARISM. If you summarize a text without proper notation, it is PLAGIARISM. Those who submit plagiarized work are subject to dismissal from the University, automatic failing grade for the course, diminished grade for the paper, academic probation, and, in severe cases, prosecution.*

The term paper is designed to explore specific topics in greater detail of interest to the student. Early in the semester you will be asked to identify your topic of interest. It must be related to the course material. You should also make use of the assigned readings as source material. While no outside research is required for this paper, you are encouraged to research as broadly as possible. You must make use of at least five (5) distinct and valid sources. See the instructor if you are not certain about a source.

Evaluation and Grading of the Paper: The paper will be assessed in accordance with how well the student has formulated the topic and followed through on it in the course of research and writing. The paper should be written in a rigorous fashion. It will be evaluated according to how well the student has kept to the main argument and the issues that guide the research. Presentation (grammar, spelling, punctuation, diction, organization, and format) is an integral part of the project and therefore will have a significant effect on the overall appraisal of the work. Proper notation is important in scholarly work and will be used to assess the paper.

The paper must meet the following requirements:

Margins: Left and Right 1.25", Top and Bottom 1"

Tabs to indent first lines of paragraphs 0.5"

All work must be Double-Spaced

Typed or computer generated

12 pt. text size

Times New Roman font

No extra spacing between paragraphs

No sub-heads

No footnotes or endnotes

All pages must be numbered at the bottom center

References (citations) formulated as: following the citation (author's last name: p. #)

Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.

Length is 10 (TEN) pages minimum; 12 (TWELVE) pages maximum

Late assignments

Please let me know three days before an assignment is due if you may need to turn in the assignment late. I will take late work on a case- by-case basis.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70 –72.9: C-

67 –69.9: D+

60 –66.9: D

Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

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 shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 11-17	<p>Video Lecture – The Cold War and the Rise of the Third World</p> <p>Readings: Christiansen and Scarlett, eds., <i>The Third World in the Global 1960s</i> Foreword, Introduction De Groot, <i>The Sixties Unplugged</i> Introduction and Ch. 1 Gitlin, <i>The Sixties</i> Introduction</p> <p>Assignments: Online Discussion #1 Short Writing Assignment #1</p>
2	Jan 18-24	<p>Video Lecture 1 – Global Economics and the Demographic Revolution Video Lecture 2 – Cultural Revolution: Expression, Science, Technology</p> <p>Readings: DeGroot, <i>The Sixties Unplugged</i> Ch. 2 Gitlin, <i>The Sixties</i> Chs. 1-3 Gorsuch and Koenker, <i>The Socialist Sixties</i> Introduction and Ch. 1 Klimke and Scharloth, eds., <i>1968 in Europe</i> Introduction</p> <p>Assignments: Online Discussion #2 Short Writing Assignment #2</p>
3	Jan 25-31	<p>Video Lecture 1 – Free At Last: The End of Colonialism Video Lecture 2 – The Cold War Gets Hot</p> <p>Readings: Christiansen and Scarlett, eds., <i>The Third World in the Global 1960s</i> Ch. 1 DeGroot, <i>The Sixties Unplugged</i> Ch. 3 Gorsuch and Koenker, <i>The Socialist Sixties</i> Chs. 2-3 Suri, <i>The Global Revolutions of 1968</i> Section 1</p> <p>Assignments: Online Discussion #3 Short Writing Assignment #3</p>

4	Feb 1-7	<p>Video Lecture 1 – Folk Music vs. Rock and Roll Video Lecture 2 – The Politics of Race and Sex</p> <p>Readings: Gitlin, <i>The Sixties</i> Ch. 4 Gorsuch and Koenker, <i>The Socialist Sixties</i> Chs. 4-6 Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 1-3</p> <p>Assignments: Online Discussion #4 Short Writing Assignmen #4</p>
5	Feb 8-14	<p>Video Lecture 1 – Vatican II and Philosophies of Alienation Video Lecture 2 – Generational Politics, Better Living through Chemistry</p> <p>Readings: DeGroot, <i>The Sixties Unplugged</i> Ch. 4</p> <p>Assignments: Online Discussion #5 Short Writing Assignment #5</p>
6	Feb 15-21	<p>Video Lecture 1 – U.S. War in Vietnam, Rise of the Anti-War Movement Video Lecture 2 – Coups and Upheavals in the Third World</p> <p>Readings: Christiansen and Scarlett, eds., <i>The Third World in the Global 1960s</i> Chs. 2-4 DeGroot, <i>The Sixties Unplugged</i> Chs. 5-6 Gitlin, <i>The Sixties</i> Ch. 5</p> <p>Assignments: Online Discussion #6 Short Writing Assignment #6</p>
7	Feb 22-28	<p>Video Lecture 1 – The Chinese Cultural Revolution and Global Impact Video Lecture 2 – British Invasion and Transformations in Music and Film</p> <p>Readings: DeGroot, <i>The Sixties Unplugged</i> Chs. 7-8 Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 4-6</p> <p>Assignments: Online Discussion #7 Short Writing Assignment #7</p>

8	Mar 1-7	<p style="text-align: center;">Mid-Term Exam: Window available on Carmen Course Site Monday 1 March Video Lecture – Black Liberation Movements and Second Wave Feminism</p> <p style="text-align: center;">Readings: None Assignments: Online Discussion #8 Short Writing Assignment #8</p>
9	Mar 8-14	<p style="text-align: center;">Video Lecture 1 – Third Worldism and the Romance of the Guerrilla Video Lecture 2 – The Global Counter-Culture Movement</p> <p style="text-align: center;">Readings: Christiansen and Scarlett, eds., <i>The Third World in the Global 1960s</i> Chs. 5-6 Gitlin, <i>The Sixties</i> Chs. 6-7</p> <p style="text-align: center;">Assignments: Online Discussion #9 Short Writing Assignment #9</p>
10	Mar 15-21	Spring Break- No assignments or readings
11	Mar 22-28	<p style="text-align: center;">Video Lecture 1 – Libertarianism and Consumerism Video Lecture 2 – Tet Offensive and Violent Rebellion</p> <p style="text-align: center;">Readings: DeGroot, <i>The Sixties Unplugged</i> Ch. 9 Gitlin, <i>The Sixties</i> Chs. 8-9 Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 7-8</p> <p style="text-align: center;">Assignments: Online Discussion #10 Short Writing Assignment #10</p>
12	Mar 29-Apr 4	<p style="text-align: center;">Video Lecture 1 – Assassinations and Coups Video Lecture 2 – Revolution in Music and Film</p> <p style="text-align: center;">Readings: Christiansen and Scarlett, eds., <i>The Third World in the Global 1960s</i> Chs. 7-8 DeGroot, <i>The Sixties Unplugged</i> Chs. 10-12 Gitlin, <i>The Sixties</i> Chs. 10-12</p>

		<p>Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 9-11 Suri, <i>The Global Revolutions of 1968</i> Section 2 Assignments: Online Discussion #11 Short Writing Assignment #11</p>
13	Apr 5-11	<p>Video Lecture 1 – Personal Politics and Politics of the Personal Video Lecture 2 – Prague Spring, Red China, and Peace Talks</p> <p>Readings: DeGroot, <i>the Sixties Unplugged</i> Chs. 13-14 Gitlin, <i>The Sixties</i> Chs. 13-16 Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 12-15 Assignments: Online Discussion #12 Short Writing Assignment #12</p>
14	Apr 12-18	<p>Video Lecture 1 – Scientific and Technological Revolution Video Lecture 2 – Murder and Days of Rage</p> <p>Readings: Gorsuch and Koenker, <i>The Socialist Sixties</i> Chs. 7-8 Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 16-19 Suri, <i>The Global Revolutions of 1968</i> Section 3 Assignments: Online Discussion #13 Short Writing Assignment #13</p>
15	Apr 19-25	<p>Video Lecture 1 – Cultural Transition out of the Sixties Video Lecture 2 – Global Changes, End of Affluence, Despair, Indulgence</p> <p>Readings: Christiansen and Scarlett, eds., <i>The Third World in the Global 1960s</i> Chs. 9-12 DeGroot, <i>The Sixties Unplugged</i> Ch. 15 and Epitaph Gitlin, <i>The Sixties</i> Chs. 17-19 Gorsuch and Koenker, <i>The Socialist Sixties</i> Chs. 9-13 Klimke and Scharloth, eds., <i>1968 in Europe</i> Chs. 20-25 and Afterward Suri, <i>The Global Revolutions of 1968</i> Section 4 Assignments: Online Discussion #14 Short Writing Assignment #14 Term Paper is due 25 April</p>

16	Apr 26	Video Lecture – The Sixties Today Readings: None Assignments: Online Discussion #15 Short Writing Assignment #15
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*****Final Exam Window Opens Wednesday 28 April 2021*****

Prof. David Steigerwald
Dulles Hall 204
Office Hours: 11:30-1:30, MW, and by appointment
Email: steigerwald.2@osu.edu

DISABILITY ACCOMODATIONS STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description and Objectives.

This course will examine that tumultuous period, which we know as "The Sixties." We will consider as broad themes the rise and fall of Cold War liberalism; the Black Freedom struggle and American race relations; the Vietnam War and American society; American culture in the Age of Aquarius; and, finally, the rise of contemporary conservatism and the so-called white backlash.

In the midst of these broad themes, we will have time to consider many other important ingredients of the period, including the radical student movement; the urban crisis; the technological-consumer society; the sexual revolutions; among many others.

When we finish, the hope is that you will understand The Sixties as a more complex and certainly more contested period than the drugs-sex-and-rock-n-roll stereotype suggests. If you leave asking yourself the question-Why did The Sixties happen?-then the class will have been a success.

Finally, a word about content: If this class were being rated like the movies, it might earn an "R" rating for language, violence, and sexual content. Students need to be aware at the outset that they will confront primary sources that contain racist, homophobic, misogynistic, and often very vulgar language-some of the most objectionable of which will come from the mouths of American presidents. Some video and reading material may include sexual content. Scenes of political violence and war will be presented. All such material will be confined to primary sources and will be regarded strictly as artifacts of the historical period at issue. Please don't hesitate to speak to me should any such material interfere with your ability to fulfill course expectations.

Expected Learning Outcomes

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

History 3017 satisfies the GE credit for Historical Studies and/or Social Diversity in the United States.

Required Readings

Books may be purchased at SBX or Barnes & Noble.

John Lewis, *Walking with the Wind: A Memoir of the Movement*
David Maraniss, *They Marched Into Sunlight*

Selected Carmen Primary Document Readings

On Reserve:

Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the Sixties*
Mark Hamilton Lytle, *America's Uncivil Wars*

*Course Schedule**

Part One

Liberalism and Its Discontents, 1960-1965

Main Reading: John Lewis, *Walking with the Wind*

Lecture Topics and Readings:

- 8/26 Introduction: Roots of the Sixties
Reading: Arthur Schlesinger, Jr, "The New Mood in Politics"
- 8/28- Cold War Liberalism and the Great Frontier
- 8/31 Reading: JFK, Yale Commencement Address, 1962
- 9/2 Sit-ins and SNCC: The "Children" Revive the Civil Rights Movement
- 9/4 MLK Meets the Establishment: The imperative of non-violent confrontation
Reading: Martin Luther King, Jr., "Letter from Birmingham Jail"

- 9/17 Labor Day, No Class

- 9/9- Kennedy and the Cold War
- 9/11 Reading: Excerpts from the Ex-Com Tapes
- 9/14- JFK's Vietnam
- 9/16 Reading: *FRUS* Documents on Run Up to Aug 25 Memo on Diem
- 9-18 The New Left from Mills to ERAP
Reading: Selections from The Port Huron Statement
- 9-23 The Free Speech Movement and Its Import
Reading: Mario Savio, "An End to History"
- 9/25- Lyndon Johnson and the Great Society
- 9/28 Reading: Lyndon Johnson, "To Fulfill These Rights"

9/28 First Primary Source Analysis Due in Carmen Dropbox, 11pm

- 9/30 The Great Society Meets the Urban Crisis
 10/2 LBJ Follows the Best & the Brightest Into Vietnam
 10/5- Voting Right, National Victories, and the Fracturing of the Civil Rights
 10/12 Movement
 Reading: Stokely Carmichael, "What We Want"
 10/14 The 1964 Election
 Reading: Barry Goldwater's Republican Nomination Acceptance Speech
 10/16 Mid-Term Break, No Class
 10/14 First Main Essay Due in Carmen Drop Box, 11pm
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Part Two
The Center Cannot Hold, 1965 to Nixon

- Main Reading: Maraniss, *They Marched Into Sunlight*
- 10/19- Lyndon Johnson's War
 10/21 Reading: McGeorge Bundy Memo on Sustained Reprisals
 10/23 Antiwar Becomes a Movement
 Reading: Hans Morgenthau, "The US Misadventure in Vietnam"
 10/26 The New Left Comes of Age
 Reading: Paul Potter, "Name the System!"
 10/28 The War and the Social Order: Who Fought, Who Didn't, and Why
 10/30- The "Counter-Culture" Emerges
 11/2 Reading: Philip Reich, "Consciousness III," excerpts from *The Greening of America*
 11/4 The Urban Crisis and its Political Consequences
 Reading: Bayard Rustin, "The Watts Manifesto and the McCone Report"
 11/6 From Resistance to Revolution: The Counter-Culture Captures the Antiwar Movement
 Reading: George Denison, "Talking With the Troops"
 11/9 1968, Part 1
 11/11 Veterans Day, No Class
 11/13 Chicago, 1968, Part II
 11/13 Second Primary Source Analysis Due in Carmen Dropbox, 11pm
 11/16-Nixon's Revenge
 11/18
 11/20 Who Were the "Silent Majority"

Reading: Excerpts from Robert Coles, *The South Goes North*
 11/23 Nixon's Vietnam: Between Destruction and *Detente*

11/25- 11/27 Thanksgiving Break, No Classes

11/30 Cambodia and Kent State

Reading: Kent State Package

12/2 The Failure of Revolution and the Fractured Left

Readings: Robin Morgan, "GoodBye to All That," and Redstockings Manifesto

12/4 The "Decent Interval": The End of the American-Vietnam War

12/7 Nixon Agonistes

Reading: Pete Hamill, "Travels with the Right"

12/9 Last Day Wrap Up

Reading: Finish Maraniss

12/14 Final Essay Due at Carmen Drop Box, 11pm

Student Obligations and Grade Breakdown.

Attendance and Participation (10%): Attendance is expected. You cannot succeed in this course without it. You'll be permitted 3 unexcused absences; thereafter, each day missed will carry a 1% penalty against the final grade. You will be expected to participate in regular discussion and do so with evidence of preparation in having read the assigned sources.

Primary Source Analysis (30%): Two 3-page (750 words) essays, each worth %15. See below.

Main Essays (60%): Two 6-page (1300-1500 words) essays, each worth 30%.

Late Papers will be penalized three points (one letter grade reduction) for each day late.

Grading scale

A: 93 and above

B+: 87-89

C+: 77-79

D: 62-69

A-: 90-92

B: 83-86

C: 73-76

E: 62 and below

B-: 80-82

C-: 70-72

Grade descriptions:

- E: Poor work that meets few or none of the assignment specifications.
 - D: Poor work that meets the minimum assignment specifications.
 - C: Generally acceptable work that meets most of the assignment specifications.
 - B: Solid work that meets all of the assignment specifications, demonstrates strength in all appropriate skills, and shows mastery of the material.
 - A: Excellent work on every level, which shows not only mastery of material and skills but originality and critical analysis.
-

Academic Honesty

Students will scrupulously observe all university policies on academic honesty. All cases of suspected academic misconduct will be presented to the appropriate University committee. See this web site for information on plagiarism and writing handouts: <http://cstw.osu.edu/> especially at http://cstw.osu.edu/writing_center/handouts/index.htm University policy holds that "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."

History 3017 Technology Policy

Personal technologies are to be used only for the purposes of course work while class is in session. Texting during class is disrespectful and annoying. Don't be disrespectful or annoying. Laptops properly used as learning tools are encouraged, but their use is a privilege, not a right. Persistent obnoxiousness in regard to personal technologies-in other words, using social media during class time-will result be deducted from your participation grade. I further reserve the right to withdraw that privilege from any student whose manners are so poor as to allow their gadgets to become disruptive either to fellow students or to me. *By enrolling in this course, you agree to abide by this policy.*

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a short writing assignment (2-3 pages) to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Write an essay in which you discuss how the coming of age of the baby boom generation around the world contributed both to the spectacular expansion of the global economy while also generating severe strains on available social resources? In what way did that confluence aid in the growing sense of alienation around the world?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: The end of colonialism in Asia and Africa during the 1950s and early 1960s meant the independence of many new countries. Those states emerged in the context of a bitter Cold War between the USSR and the U.S. Write an essay in which you discuss how decolonization in Asia and Africa impacted the Cold War in the late 1950s and early 1960s.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: A question will appear on the mid-term/final exam to assess students’ ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using primary sources as well as the assigned readings write an essay in which you discuss the emergence of rock and roll as a musical genre in the context of the growth of the civil rights movement in the U.S. as well as the liberation of many countries from foreign rule in Asia and Africa.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3017
Instructor: Jim Genova
Summary: The Sixties

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> CarmenWiki Carmen Message Boards Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.