

Term Information

Effective Term Autumn 2022
Previous Value Summer 2021

Course Change Information

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

Adding Citizenship for a Just and Diverse World new GE to course

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

What indeed constitutes citizenship? Is it the "right to have rights," as Hannah Arendt wrote? What do you call it when an articulated constitutional right is flagrantly disregarded? This course demonstrates that the Fannie Lou Hamer, who should have been a citizen under the 14th Amendment's birthright clause, and who should have been able to vote by virtue of the 19th Amendment, was not a citizen until she demanded her rights, and she did that famously at the 1964 Democratic National Convention. Students learn the connections between Pan-Africanism and the US Black Liberation struggle. The course shows as well the parallels, if not the interaction, of global youth movements, the common ground for which was resistance to the stifling bureaucratic rigidities of Cold War states from Poland to Mexico and Japan.

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
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, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

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; Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

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| 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. |
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COURSE CHANGE REQUEST
3017 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/22/2022

Content Topic List

- 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

Attachments

- History 3017 citizenship form.pdf: New GE form
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3017 syllabus New GE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/08/2021 04:17 PM	Submitted for Approval
Approved	Soland, Birgitte	12/08/2021 10:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/22/2022 10:39 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/22/2022 10:39 AM	ASCCAO Approval

History 3017

The Sixties

Fall 2019

Days and Times: MWF: 11:30-12:25

Room: Smith Lab, 1009

Prof. David Steigerwald,

204 Dulles Hall, Office Hours, Mon, 9-ish to 11-ish, 2-ish to 4-ish; Wed/Fri, 9-ish to 11sh, and by appointment

Email: steigerwald.2@osu.edu

Co-Instructor

Mr. Cameron Givens

009 Dulles Hall

W 10-11, and by appointment

arenberg.3@osu.edu

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 after that time. Enrolling officially and on time is solely the responsibility of the student.

Course Description and Objectives.

This course will examine that tumultuous period known 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 also consider many other important ingredients of the period, including the radical student movement; the urban crisis; the technological-consumer society; the sexual revolutions; among others.

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 it 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.

New GE: Citizenship for a Just and Diverse World Theme

Goals

Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.

Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or

across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Old GE Expected Learning Outcomes: Historical Study

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

Selected Carmen Primary Document Readings
See Writing Projects

Suggested for Purchase and on Reserve, Thompson Library

Mark Hamilton Lytle, *America's Uncivil Wars, or*
Maurice Isserman & Michael Kazin, *America Divided, or*
Michael Flamm & David Steigerwald, *Debating the Sixties*

Course Schedule*

1. Beginnings: Liberalism and Its Discontents

Aug 21 Introductory Session: Lost in the Land of Plenty: Affluence and Alienation in Postwar America

Aug 23 Cold War Liberalism and the Kennedys

Carmen Reading: Arthur Schlesinger, Jr., "The New Mood in Politics"

Aug 26 The American Dilemma: White Supremacy on the Cusp of Revolution

Aug 28 JFK and the Cold War: Berlin, Cuba, and Beyond

Aug 30 Previews of the Revolution: Rebels Without a Cause

Quiz One: Sept 2, 6pm to Sept 4, 10am

2. Quickenings

Sept 4 The New Frontier as Domestic Policy

Sept 6 "The Children": The Student Non-Violent Coordinating Committee

Carmen Reading: Martin Luther King, Jr., Excerpts from "Letter from Birmingham Jail"

Sept 9 The First Steps to Vietnam

Sept 11 The Sexual Revolution Part 1

Quiz Two: Sept 11, 6pm to Sept 13, 10am

3. Youth on the Cusp

Sept 13 The Origins of the New Left

Carmen Reading: Excerpts from the Port Huron Statement

Sept 16 The Freedom Rides

Sept 18 The Diem Assassination

Sept 20 The "Vast Wasteland": Growing Up in Mass Culture

Quiz Three: Sept 23, 6pm to Sept 25, 10am

4. Counter Moves

Sept 23, Barry Goldwater and the Origins of the New Right

Sept 25, The Movement and the Kennedys

Sept 27, The Interregnum in Vietnam, Dec 1963-August 7, 1964

Sept 30, The Free Speech Movement

Carmen Reading: Eric Solomon, “Free Speech at Ohio State”; Mario Savio, “Introduction,” Hal Draper, *Berkeley: The New Student Revolt*

Quiz Four, Sept 30, 6pm to Oct 2, 10am

5. Liberalism at High Tide

Oct 2 LBJ and the Great Society

Oct 4 King at Birmingham and the 1964 Civil Rights Act

Oct 7 LBJ Makes His Fate: Choosing War in ‘64

Carmen Reading: McGeorge Bundy, Memo on Pleiku and Sustained Bombing

Oct 9 Pop Art and the New Aesthetics

Quiz Five, Oct, 7 6pm to Oct 9, 10pm

6. Things Begin to Turn

Oct 11 The War on Poverty and the Urban Crisis

Oct 14 Freedom Summer and the MFDP

Oct 16 Vietnam and the American GI

Carmen Reading: Tim O’Brien, “On the Rainy River,” from *The Things They Carried*

Oct 18 Hollywood’s Greatest Year

Quiz Six Oct 21, 6pm to Oct 23, 10am

7. Liberalism Imploding

Oct 21 The Backlash Begins

Oct 23 Selma, Voting Rights, and the Birth of Black Power

Stokely Carmichael, “On Black Power”

Oct 25 The Antiwar Movement Levitates the Pentagon

Oct 28 Turn On, Tune In, Drop Out

Quiz Seven Oct 28, 6pm to Oct 30, 10am

8. The Unraveling

Oct 30 Nixon Creeping

Nov 1 King’s Rubicon: Chicago, Vietnam, and the Poor People’s Movement

Nov 4 LBJ Stays the Course, but the Rats Flee the Ship

Nov 6 The Year of the Hippie

Carmen Reading: Andrew Kopkind, “The Loving Hippies”

Nov 8 Ohio State University in the Sixties

Quiz Eight Nov 6, 6pm to Nov 8, 10am

9. 1968

Nov 13 TET and American Politics
Nov 15 The King Assassination
Nov 18 The World In Chaos
Nov 20 “Won’t You Please Come to Chicago”
Carmen Reading: Terry Southern, “Groovin’ in Chi

Quiz Nine Nov 20, 6pm to Nov 22, 10am

10. Divided America

Nov 22 Nixonland: Law and Order or Else!
Nov 25 The Liberation Effect
Carmen Reading: Robin Morgan, “Goodbye to All That”
Dec 2 Nixon and Kent State
Dec 4 Who “Won” the Sixties:

Quiz Ten, Dec 4, 6pm to Dec 6, 10am

Student Obligations and Grade Breakdown.

Attendance and Participation: Attendance and participation are expected. Someone is paying for this class. Why would you miss it? It’s like paying a restaurant bill and not eating. How many of us leave a beer at the bar after we order it?

On-line Carmen Quizzes (40%): Ten quizzes, according to the schedule on the syllabus. Each quiz will have 20 multiple-choice questions covering lecture material and assigned primary source readings. The two lowest scores are dropped. Each quiz is worth 5%. **If you miss a quiz, regardless of reason, you will take that as your drop. No exceptions.**

Sixties Writing Projects (60%). Using the Writing Projects Bibliography as your guide, your main writing task this term is to take a medium-deep dive into the specific subject matter that you find most interesting. The goal is an essay that describes and analyzes that subject in 2000-2500 words (7-10 pages, double-spaced). You will delve into both secondary and primary sources as your evidentiary base. We will build it in pieces across the term so that we can mark your progress, reward you for steady work, and give you opportunities to improve your work.

Please see the History 3017 Writing Projects Guide on Carmen for instructions and bibliography.

Writing Project Assignment Due Dates and Grade Weights

Aug 30: Identify Topic	0%
Sept 27: Secondary Source Book Reviews Due	15%
Oct 16: Bibliographies Due	5%

Nov 20: Rough Drafts Due
Dec 9: Final Drafts Due

15%
25%

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

Grading Scale

A: 93 and above	A-: 90-92	
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D: 62-69	E: 62 and below	

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. 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](#).

Disability Services

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.

History 3017 Technology Policy

Electronic Devices in Class: I propose that we honor the spirit of the Sixties and snub The Man in pursuit of liberation. These days, that means liberating ourselves from Microsoft, Apple, Facebook, Google, Twitter, and all the other technology corporations who, mocking the very spirit out of which they were born, have calculated the means of mind-control the likes of which the Sixties Establishment never dreamed. We will, accordingly, adhere to 55 minutes of freedom from our electronic devices—laptops, Apple pads, phones, and anything else that channels technological interruptions—three days a week while class is in session. Should there be an individual need to use such devices on the basis of disability by all means let me know.

Email Decorum: When you email me or my teaching associates, head your email with the proper salutation: Prof. Steigerwald, or Mr. Givens. Identify yourself and then explain the reason for your email. **We feel no obligation to answer emails not properly addressed.**

Mental Health Statement

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 are or someone you know is suffering from any of these 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. Meanwhile, you will find me sympathetic, and I encourage you to see me individually to discuss how we can cooperate toward your success in History 3017.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

3017 Writing Projects Bibliography

Theme One: The American Political Triangle: Center, Left, and Right The Kennedy Administration and the Civil Rights Movement

What do we make of the Kennedy administration's relationship to the Civil Rights movement? Would Kennedy ever have supported the movement had activists not forced his hand? In what ways did Kennedy's approach to civil rights reflect the centrist vision of Sixties liberalism?

Secondary Sources

*Nick Bryant, *The Bystander: John F. Kennedy and the Struggle for Black Equality*
David Niven, *The Politics of Injustice: The Kennedys, the Freedom Rides, and the Electoral Consequences of a Moral Compromise*

Taylor Branch, *Parting the Waters: America in the King Years*

Carl M. Brower, *John F. Kennedy and the Second Reconstruction*

Michael Flamm and David Steigerwald, *Debating the Sixties: Liberal, Conservative, and Radical Perspectives*

Charles Eagles, *The Price of Defiance: James Meredith and the Integration of Ole Miss*

Frank Lambert, *The Battle of Ole Miss: Civil Rights vs. States Rights*

**Daniel Stevens, "Public Opinion and Public Policy: The Case of Kennedy and Civil Rights," *Presidential Studies Quarterly* 32 (March 2002), 111-36.

Primary Sources

Harris Wofford, *Of Kennedys and Kings: Making Sense of the Sixties*

Burke Marshall, *Federalism and Civil Rights*

The Origins of the New Right

What today has become mainstream on the American right was considered the "lunatic fringe" in the early 1960s. While many liberal intellectuals drew the connection between 1950s McCarthyism and Sixties groups like the John Birch Society based on their extreme anti-communism, many social scientists described adherents and hangers-on to the conspiratorial worldview of the fringe as lost souls who reacted to a sense of powerlessness in a complex world. In other words, those on the far right seemed to have been enduring the same sort of "alienated" condition from which the New Left emerged. What then were those conditions and why, according to observers, did it seem as though alienation encouraged political extremism? What did the far right have in common with the far left? How did they differ?

Or you might explore the connections between the fringe right and Barry Goldwater. Goldwater's association with fringe elements torpedoed his chances for the presidency in 1964. But perhaps in the long run Goldwater's declaration that "extremism is no vice" ushered the fringe into the mainstream.

Secondary Sources

*Lisa McGirr, *Suburban Warriors: The Origins of the New American Right*

Rick Perlstein, *Before the Storm: Barry Goldwater and the Unmaking of the American Consensus*

D.J. Mulloy, *The World of the John Birch Society: Conspiracy, Conservatism and the Cold War*

Primary Sources

**Richard Hofstadter, “The Paranoid Style in American Politics,” *Harper’s* 229 (November 1964), 77-86.

Gerald Schomp, *Birchism Was My Business*

Donald Janson and Bernard Eismann, *The Far Right*

Arnold Forster and Benjamin R. Epstein, *Danger on the Right*

Benjamin R. Epstein and Arnold Forster, *The Radical Right: Report on the John Birch Society and Its Allies*

J. Allen Broyles, *The John Birch Society: Anatomy of a Protest*

Mike Newberry, *The Fascist Revival: The Inside Story of the John Birch Society*

G. Edward Griffin, *The Life and Words of Robert Welch, Founder of the John Birch Society*

The Free Speech Movement

Just what was it about Berkeley in Fall 1964 that made Mario Savio angry enough to froth at the mouth? A proper essay here would come to terms with the subjectivities of Sixties Era students, particularly their sense of alienation under the weight of a corporatized, bureaucratized society. Were students the new proletariat?

Secondary Sources

*Robert Cohen, *Freedom’s Orator: Mario Savio and the Radical Legacy of the 1960s*

W.J. Rorabaugh, *Berkeley at War: The 1960s*

Michael Flamm and David Steigerwald, *Debating the Sixties: Liberal, Conservative, and Radical Perspectives*

Primary Sources

The Free Speech Movement: Reflections on Berkeley in the 1960s, ed. by Robert Cohen and Reginald Zelnick

The Essential Mario Savio, ed. by Robert Cohen

The Berkeley Student Revolt: Facts and Interpretations, ed. by Seymour Martin Lipset and Sheldon Wolin

The New Radicals: A Report With Documents, ed by Paul Jacobs and Saul Landau

Hal Draper, *Berkeley: The New Student Revolt*

America in the Sixties—Right, Left, and Center: A Documentary History, ed. by Peter B. Levy

Lewis S. Feuer, *The Conflict of Generations: The Character and Significance of Student Movements*

Web Source

“Free Speech Movement Digital Archive,” <http://bancroft.berkeley.edu/FSM/>

Web Video

“Berkeley in the Sixties,” produced and directed by Mark Kitchell

The Great Society

Lyndon Johnson's Great Society reform agenda was the quintessential expression of Sixties liberalism. Ambitious in scope, sprawling in its effects, Johnson's Great Society seemed to promise much more than it could deliver and at a cost many found exorbitant. The implementation of many of the programs induced criticism from all sides; not even LBJ was particularly happy with the way the War on Poverty effort developed. Yet the Great Society had many long-term successes: Medicaid/Medicare; school lunches; Pell grants; and open housing laws among them. What, then, were the critics at the time griping about? What is the balanced assessment of the Great Society?

Secondary Sources

*Randall B. Woods, *Prisoners of Hope: Lyndon B. Johnson, the Great Society, and the Limits of Liberalism*

Allan Matusow, *The Unraveling of America: A History of Liberalism in the 1960s*

John A. Andrew, *Lyndon Johnson and the Great Society*

Irwin Unger, *The Best of Intentions: The Triumphs and Failures of the Great Society under Kennedy, Johnson, and Nixon*

Gareth Davies, *From Opportunity to Entitlement: The Transformation and Decline of Great Society Liberalism*

The Great Society and the High tide of Liberalism, ed. by Sidney M. Milkis and Jerome M. Mileur

Primary Sources

The Great Society: A Twenty Year Critique, ed., by Barbara Jordan & Elspeth D. Rostow

Daniel Patrick Moynihan, *Maximum Feasible Misunderstanding*

Richard Cloward and Frances Fox Piven, *The Politics of Turmoil: Essays on Poverty, Race, and the Urban Crisis*

Chicago, '68

The Democratic National Convention of 1968 was the most tumultuous convention in American political history—perhaps the single most tumultuous moment. Why the explosion? What were the grievances among protesters? How did the authorities behave? What were its consequences?

Secondary Sources

*David Farber, *Chicago*

Frank Kusch, *Battleground Chicago: The Police and the 1968 Democratic Convention*

Kyle Longley, *LBJ's 1968: Power, Politics, and the Presidency in America's Year of Upheaval*

Lewis Gould, *1968: The Election that Changed America*

Mark Kurlansky, *1968: The Year that Rocked the World*

Primary Sources

Daniel Walker, *Rights in Conflict: The Violent Confrontation of Demonstrators and Police in the Parks and Streets of Chicago During the Week of the Democratic National Convention of 1968*

-----, *Rights in Conflict: Chicago's Seven Brutal Days*

**Terry Southern, "Grooving in Chi," *Esquire* (November 1968),
Norman Mailer, *Miami and the Siege of Chicago: An Informal History of the American Political Conventions of 1968*
Tom Hayden, *Rebel: A Personal History of the 1960s*
-----, *Reunion: A Memoir*
Terry Southern,
Mike Royko, *Boss: Richard J. Daley of Chicago*

Web Video

"America Against Itself," prod. By William C. Jersey,
<https://osu.kanopy.com/video/america-against-itself>

White Backlash and the "Law-and-Order" Cry

When the Democratic monopoly on the South crumbled as the party swung around to support civil-rights legislation, the Republicans, conversely, adopted the "Southern strategy" to garner the white southern vote. Unwilling to engage in any outright defense of segregation, conservative Republicans followed Barry Goldwater's lead of opposing further civil-rights legislation on various grounds: that it violated the constitutional protections for private property (the 1964 Civil Rights Act); that it threatened local control of schools (busing); that it created "reverse discrimination" (Affirmative Action). Leave it to Richard Nixon to perfect the appeal of "law-and-order," a campaign rallying cry that appealed not just to southern conservatives but to white urbanites. It is plain that Nixon adopted this rhetoric for just that reason. The question is why northern whites were so receptive to it. What was it about the rhetoric that resonated? Was the backlash fundamentally anti-black or anti-liberal? Both?

Secondary Sources

*Michael Flamm, *Law and Order: Street Crime, Civil Unrest, and the Crisis of Liberalism in the 1960s*
Dan T. Carter, *George Wallace, Richard Nixon, and the Transformation of American Politics*
-----, *The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics*
Kenneth Durr, *Behind the Backlash: Working-Class Politics in Baltimore*
Joe Street, *Dirty Harry's America: Clint Eastwood, Harry Callahan, and the Conservative Backlash*
Rick Perlstein, *Nixonland: The Rise of the President and the Fracturing of America*
Thomas Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North*

Primary Sources

Kevin Phillips, *The Emerging Republican Majority*
Ricard Scammon and Ben Wattenberg, *The Real Majority*
Bayard Rustin, *Fear, Frustration, Backlash: The New Crisis in Civil Rights*
**Selections from Robert Coles, *The South Goes North* and *Women in Crisis*

Web Video

“Black Power, White Backlash,” prod. by Mike Wallace (1964):

<http://drc.ohiolink.edu.proxy.lib.ohio-state.edu/handle/2374.OX/185373>

Theme Two

The Black Liberation Struggle and Its Activist Momentum

Freedom Rides and the Emergence of SNCC

The drama of the Freedom Rides is so powerful that it can overwhelm some interesting historical nuances. While learning more about the story of the Rides, maybe you could think about the generation conflict between the young people of SNCC and the elders in King’s SCLC. Yet at the same time it’s clear that most of those in the original cast were devotees of King. It’s well worth the effort to think through that seeming paradox.

Secondary Sources

* Clayborne Carson, *In Struggle: SNCC and the Black Awakening in the 1960s*

Emily Stoper, *SNCC: The Growth of Radicalism in a Civil Rights Organization*

Raymond Arsenault, *Freedom Riders: 1961 and the Struggle for Racial Justice*

Taylor Branch, *Parting the Waters: America in the King Years*

Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*

Howard Zinn, *SNCC: The New Abolitionists*

Primary Sources

John Lewis, *Walking with the Wind: A Memoir of the Movement*

Freedom Rider Diary: Smuggled Notes from Parchman Prison, ed. by Carol Ruth Silver

Hands on the Freedom Plow: Personal Accounts by Women in SNCC, ed. by Faith Holsaert

Mary King, *Freedom’s Song*

Web Source

<https://snccdigital.org/>

Freedom Summer and the Mississippi Freedom Democratic Party

A product of SNCC’s hopes for revolutionary change, Freedom Summer was both incredibly ambitious and incredibly fraught. The dangers, deaths, and defeats traumatized some activists and pushed others decisively from the strategy of non-violence. You might describe the drama and aim to take the measure of the entire campaign. Did the pressure from the white power structure worsen the internal tensions in SNCC? What did it take to sustain the revolutionary activity? What the that activity take out of activists?

Secondary Sources

*James Marshall, *Student Activism and Civil Rights in Mississippi: Protest Politics and the Struggle for Racial Justice, 1960-65*

Doug McAdam, *Freedom Summer*

Eric Burner, *And Gently He Shall Lead Them: Robert Parris Moses and Civil Rights in Mississippi*

Susan Goldman Rubin, *Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi*

Bruce Watson, *Freedom Summer: The Savage Season that Made Mississippi Burn and Made America a Democracy*

William Bradford Huie, *Three Lives for Mississippi*

Primary Sources

Freedom Summer: A Brief History with Documents, ed., by John Dittmer, Jeffrey Kolnick, and Leslie-Burl McLemore

Cheryl Lynn Greenberg, *A Circle of Trust: Remembering SNCC*

Jim Forman, *The Making of a Black Revolutionary*

Lisa Anderson Todd, *For a Voice and a Vote: My Journey with the Mississippi Freedom Democratic Party*

Mary King, *Freedom Song*

Web Sources

Fannie Lou Hamer Papers, <http://go.galegroup.com.proxy.lib.ohio-state.edu/gdsc/i.do?action=interpret&id=4ZGY&v=2.1&u=colu44332&it=aboutCollections&p=GDSC&sw=w&authCount=1>

Web Video

“Freedom Summer,” American Experience, 2016

<https://osu.kanopy.com/video/freedom-summer>

The Urban Crisis and King in Chicago

Instead of looking at Martin Luther King, Jr.’s best known moments—the 1963 March on Washington; Montgomery; the great legislative victories—let’s do something a bit different and consider one of his most decisive failures: the Chicago anti-poverty effort in 1966. The episode raised questions about the next stages of the black liberation struggle. Having taken down Jim Crow in the South, could King and his colleagues shape a strategy that addressed the serious needs of African-Americans in northern cities? Would marches and public protest work as they did in the South? Could King even muster support among the relatively jaded residents of Chicago’s poor urban communities?

Secondary Sources

*Taylor Branch, *At Canaan’s Edge: America in the King Years, 1965-68*

James Ralph, *Northern Protest: Martin Luther King, Jr., Chicago, and the Civil Rights Movement*

The Chicago Freedom Movement: Martin Luther King Jr. and Civil Rights Activism in the North, ed. by Mary Lou Finley, et al.

Martine Deppe, *Operation Breadbasket: An Untold Story of Civil Rights in Chicago, 1966-71*

Alan Anderson and George Pickering, *Confronting the Color Line: The Broken Promise of the Civil Rights Movement in Chicago*

Roger Biles, *Richard J. Daley: Politics, Race, and the Governing of Chicago*

Primary Sources

Robert McKersie, *A Decisive Decade: An Insider's View of the Chicago Civil Rights Movement During the 1960s*

Martin Luther King, Jr., *Where Do We Go From Here?*

Mike Royko, *Boss: Mayor Richard J. Daley of Chicago*

Web Sources,

David Bernstein, "The Longest March," *Chicago Magazine*,

<https://www.chicagomag.com/Chicago-Magazine/August-2016/Martin-Luther-King-Chicago-Freedom-Movement/>

Black Power

The aggressive rhetoric of Black Power, and its separation from King's strategy of non-violence, convinced many whites that Black Power advocates must be threatening violence. Was that an accurate assessment? What was Black Power? Where was it rooted? To what extent was it an outgrowth of conditions on the ground in both the rural South and urban North? What goals did Black Power advocates really have?

Secondary Sources

*Hasan Kwame Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*

Timothy Tyson, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power*

Peniel Joseph, *Waiting Till the Midnight Hour: A Narrative History of Black Power in America*

-----, *Stokely: A Life*

Jeffrey O.G. Ogbar, *Black Power: Radical Politics and African American Identity*

Lance Hill, *Deacons for Defense: Armed Resistance and the Civil Rights Movement*

**Hasan Kwame Jeffries, "What's Old Is New Again: Recentering Black Power and Decentering Civil Rights," *Journal of Civil and Human Rights* 1 (Fall/Winter 2015), 245-248.

Primary Sources

Stokely Carmichael and Charles Hamilton, *Black Power: The Politics of Liberation in America*

**Stokely Carmichael, "What We Want," *New York Review of Books* 7 (September 22, 1966).

*-----, "On Black Power," Speech at University of California, Berkeley, October 1966.

**"Black Power: SNCC Speaks for Itself," Radical Education Project, 1966.

Gay Liberation

Having just passed the 50th anniversary of the 1969 Stonewall riots in New York City, a timely essay on the Gay Liberation movement might situate that famous episode in its properly broad context. A thoughtful approach could match the long-term ingredients of the movement with the particular moment and the specific local environment. What was the background of Stonewall? Did the riots take from the enlivened activism of the late Sixties? Why did they take place in New York City, rather than, say, San Francisco?

Secondary Sources

*Lillian Faderman, *The Gay Revolution: The Story of the Struggle*

John D' Emilio, *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*

David Carter, *Stonewall: The Riots that Sparked the Gay Revolution*

Primary Sources

Martin Duberman, *Stonewall*

Donn Teal, *The Gay Militants*

Kay Tobin and Randy Wicker, *The Gay Crusaders*

Eric Marcus, *Making Gay History: The Half-Century Fight for Lesbian and Gay Equal Rights*

Web Source:

New York Mattachine Newsletter,

<http://gdc.galegroup.com/gdc/artemis/atp/AboutThisPublicationPortletWin?mCode=9CTL&p=AHSI&prodId=AHSI&action=e&windowstate=normal&mode=view&userGroupName=colu44332>

Marc Arenberg, "June 1969: Stonewall at Fifty, the Unfinished Gay Revolution," *Origins* at <http://origins.osu.edu/milestones/june-2019-stonewall-fifty-unfinished-gay-revolution-riot>

N

Web Videos:

"The Stonewall Uprising," American Experience, 2015 at

<https://osu.kanopy.com/video/stonewall-uprising>

"Screaming Queens: The Riot at Compton's Cafeteria," prod. by Victor Silverman and Susan Stryker (2015), at <https://osu.kanopy.com/video/screaming-queens-riot-comptons-cafeteria>

The Emergence of Radical Feminism

There is general agreement among historians that radical feminism emerged out of the conjunction of mainstream (or "second-wave") feminism, the Black Liberation struggle, and the antiwar movement. These varied origins, however, created challenges for radicals. There were racial tensions between black and white radicals and questions of priorities, among other things, as against mainstream feminism's concentration with

widening economic and political opportunities for women within “the system.” Eventually, these questions were quelled with the development of the concept of intersectionality, which basically asserts that different forms of oppression can overlap and “intersect” in people’s lives. In the Sixties, however, that resolution was years off. It might be interesting to consider here what the immediate obstacles were to unity among radical feminists. What were their goals? At what points did African-American and white women clash? Over what?

Secondary Sources

* Winifred Brieness, *The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement*

Alice Echols, *Daring to be Bad: Radical Feminism in America, 1967-73*

Anne Valk, *Radical Sisters: Second-Wave Feminism and Black Liberation in Washington, DC*

Benita Roth, *Separate Roads to Feminism: Black, Chicana, and white Feminist Movements in America’s Second-Wave*

**Winifred Breines. “What’s Love Got to Do With It? White Women, Black Women, and Feminism in the Movement Years,” *Signs* 27 (Summer 2002), 1095-1133.

Primary Sources

Elaine Brown, *A Taste of Power: A Black Woman’s Story*

Angela Davis, *Angela Davis: An Autobiography*

Sara Evans, *Personal Politics: The Roots of Women’s Liberation in the Civil Rights Movement and the New Left*

Sisterhood is Powerful: An Anthology of Writings From the Women’s Liberation Movement

Shulamith Firestone: *The Dialectic of Sex: The Case for Feminist Revolution*

Susan Brownmiller, *In Our Time: Memoir of a Revolution*

Web Sources

How and why did women in SNCC (the Student Non-Violent Coordinating Committee) author a pathbreaking feminist manifesto, 1964-1965? ed. by Kathryn Kish Sklar and Elaine DeLott Baker https://search-alexanderstreet-com.proxy.lib.ohio-state.edu/view/work/bibliographic_entity%7Cweb_collection%7C2771643?dorpID=1006932264

Theme Three: America and the World

Kennedy and the Cold War

In spite of his reputation as a champion of domestic liberalism, John Kennedy was fundamentally a Cold War liberal who was determined to challenge the Soviet Union. A good essay on this subject would lay out Kennedy’s predispositions, consider his approach to the tense situation in Berlin, and then figure in how he navigated the Cuban Missile Crisis. You might ask whether and to what extent the Missile Crisis made him less belligerent. But you have to then consider why the administration continued trying to subvert the Castro regime in Cuba and expand American involvement in Vietnam.

Secondary Sources:

*Lawrence Freedman, *Kennedy's Wars: Berlin, Cuba, Laos, and Vietnam*
Stephen Rabe, *The Most Dangerous Area in the World: John F. Kennedy Confronts Communist Revolution in Latin America*
----- and James Giglio, *Debating the Kennedy Presidency* (includes primary sources)
Frederick Kempe, *Berlin 1961: Kennedy, Khrushchev, and the Most Dangerous Place on Earth*

Primary Sources:

Robert Kennedy, *Thirteen Days*
Ernest May and Philip Zelikow, *The Kennedy Tapes: Inside the White House During the Cuban Missile Crisis*

The Diem Assassination

How did the Kennedy administration bumble its way to the assassination of Ngo Dinh Diem? Were Kennedy officials complicit in the killing? Was the assassination a reflection of a profoundly confused policy toward Vietnam?

Secondary Sources:

*Ellen Hammer, *A Death in November*
Edward G. Miller, *Misalliance: Ngo Dinh Diem, the United States, and the Fate of South Vietnam*
Philip Catton, *Diem's Final Failure: Prelude to the War in Vietnam*
Lawrence Freedman, *Kennedy's Wars: Berlin, Cuba, Laos, and Vietnam*

Primary Sources

**Foreign Relations of the United States, 1961–1963, Volume III, Vietnam, January–August 1963, Document 264.

David Halberstam, *The Making of a Quagmire*
Michael Hunt, *A Vietnam Reader: A Documentary History from American and Vietnamese Perspectives* (Selections from Ch. 2)
Roger Hilsman, *To Move a Nation: The Politics of Foreign Policy in the Administration of John F. Kennedy*
Robert McNamara, *In Retrospect: The Tragedies and Lessons of Vietnam*

The Vietnam War from the Eyes of US Soldiers

An essay on this topic needn't take up questions about foreign policy or the general folly or wisdom of the war. We'd like you to delve into who served and why; how they read their experiences against or along with the cultural ethos they were raised in; and how those experiences jarred against what they had been led to expect. We historians would call this an essay on the social and cultural history of the Vietnam soldier. And there are ways to pare this down: You could concentrate on African-American personnel; you

could focus on the way the draft worked; or you could concentrate on how the myths of WWII set the cultural context out of which men experience Vietnam.

Secondary Sources

*Christian Appy, *Working Class War: American Combat Soldiers and Vietnam*
James Westheider, *Fighting on Two Fronts: African-Americans and the Vietnam War*
Kyle Longley, *The Morenci Marines*

Primary Sources

Christian Appy, *Patriots*
Wallace Terry, *Bloods: An Oral History of the Vietnam War by Black Veterans*
Tim O'Brien, *The Things They Carried*
-----, *If I Die In a Combat Zone, Box Me Up and Ship Me Home*
John Ketwig, *And a Hard Rain Fell*

My Lai

The My Lai massacre was the most notorious American war atrocity in Vietnam. It was the largest of many in terms of civilian deaths (unless you consider the hundreds of thousands killed in American bombing attacks a collective atrocity, which you might well do). But it became notorious also because eyewitnesses came forward as whistleblowers, and My Lai belatedly erupted as a major news story. By the time it had run its course, the My Lai massacre was as much a political story as a military one. So in addition to learning what exactly happened, a good essay here would take account of how the event fit into the late-Sixties political equation. How was it that the “law-and-order” crowd around Richard Nixon could excuse such an egregious crime?

Secondary Sources

*Howard Jones, *My Lai: Vietnam, 1968, and the Descent into Darkness*
Michael Belknap, *The Vietnam War On Trial: The My Lai Massacre and the Court Martial of Lieutenant Calley*
William Thomas Allison, *My Lai: An American Atrocity*
Kendrick Oliver, *The My Lai Massacre in American History and Memory*
Michael Bilton and Kevin Sim, *Four Hours in My Lai*

Primary Sources

**W.R. Peers, *The My Lai Inquiry*
Lt. General W.R. Peers, *The My Lai Inquiry*
My Lai: A Brief History With Documents, ed. by James S. Olsen and Rand Roberts
The My Lai Massacre and Its Cover-Up: Beyond the Reach of the Law, ed. by Joseph Goldstein, Burke Marshall, and Jack Schwartz
Report of the Department of the Army Review of the Preliminary Investigations into the My Lai Incident
Telford Taylor, *Nuremberg and Vietnam: An American Tragedy*
Mary McCarthy, *Medina*

The Antiwar Movement

The popular myth about the Vietnam antiwar movement—the Forrest Gump interpretation—is that it was made up of self-righteous, elitist college students who were evading the draft with their deferments and spouting their faux-radicalism along the way. Historical myth always contains some grain of truth. But how much truth is there to that depiction? How does the stereotype account for the religious impulses in the movement or the emergence of dissent among active and former soldiers?

Secondary Sources

*Charles De Benedetti, *An American Ordeal: The Antiwar Movement in the Vietnam Era*
Nancy Zaroulis and Gerald Sullivan, *Who Spoke Up? American Protest Against the War In Vietnam, 1963-1972*

Michael Foley, *Confronting the War Machine: Draft Resistance to the Vietnam War*

Richard Moser, *The New Winter Soldiers: GI and Veteran Dissent in the Vietnam Era*

David Parsons, *Dangerous Grounds: Antiwar Coffee Houses and Military Dissent in the Vietnam Era*

The War That Never Ends: New Perspectives on the Vietnam War, ed. by David L. Anderson and John Ernst

Michael Friedland, *Lift Up Your Voice Like a Trumpet: White Clergy and the Civil rights and Antiwar Movements, 1954-1973*

Primary Sources

David Dellinger, *From Yale to Jail: The Life Story of a Moral Dissenter*

**Dr. Benjamin Spock, “Vietnam and Civil Disobedience,” *The Humanist* 28 (January 1, 1968), 3-7.

**Paul Potter, “Name the System,” Word Doc

**Gary Radar, “Draft Resistance,” *New York Review of Books*, September 14, 1967.

Web Video

“Disobeying Orders: GI Resistance to the Vietnam War,” prod. by Pamela Sporn (1990), <https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/disobeying-orders-g-i-resistance-to-the-vietnam-war>

Kent State

Pretty close to home, wasn't it? At the very moment when Ohio National Guardsmen were occupying the Ohio State Oval, another contingent was moving to occupy the Kent State Campus. There was an extremely fine line between the absence of student deaths here and the killings there. In addition to understanding what happened and why it happened there, examine the reactions to the killings.

Secondary Sources

*Tom Grace, *Kent State and Dissent in the Long Sixties*

Philip Caputo, *Thirteen Seconds*

William Gordon, *The Fourth of May: Killings and Cover-Up at Kent State*

James Michener, *What Happened and Why*

Carole Barbato, Laura Davis, and Mark Seeman, *This We Know: A Chronology of the Shootings at Kent State, May 1970*
Howard Means, *67 Shots: Kent State and the End of American Innocence*

Primary Sources

**Kent State Document Package

Report of the President's Commission on Campus Unrest

Above the Shots: An Oral History of the Kent State Shootings, ed. by Craig Simpson and Greg Wilson

The Kent Affair: Documents and Interpretations, ed. by Ottavio Casasle and Louis Paskoff

I.F. Stone, *The Killings at Kent State: How Murder Went Unpunished*

Violence at Kent State: The Students' Perspective, ed. by Stuart Taylor, et al

Theme Four

Kulturkampf: Drugs, Sex, and Rock-n-Roll

The Sexual Revolution(s)

There were many sides to the Sixties sexual revolution—probably even more than one revolution. It might be interesting to piece together how the technological, legal, and political strands came together. To what extent was the sexual revolution primarily straight? Was it misogynist, or were straight women liberated as well? How widely did the revolution(s) spread throughout the country? What effects did mass media and consumerism have on patterns of sexual liberation?

Secondary Sources

*Elaine Tyler May, *America and the Pill: A History of Promise, Peril, and Liberation*

David Allyn, *Make Love, Not War: The Sexual Revolution, an Unfettered History*

John W. Johnson, *Griswold v. Connecticut: Birth Control and the Constitutional Right of Privacy*

David J. Garrow, *Liberty and Sexuality: The Right to Privacy and the Making of Roe v. Wade*

Beth Bailey, *Sex in the Heartland*

Susan Douglas, *Where the Girls Are: Growing Up Female with the Mass Media*

Rickie Sollinger, *Wake Up Little Susie: Single Pregnancy and Race Before Roe v. Wade*

Thomas Frank, *The Conquest of Cool: Business Culture, Counterculture, and the Rise of Hip Consumerism*

Sex Scene: Media and the Sexual Revolution, ed. by Eric Schaefer

Jo B. Paoletti, *Sex and Unisex: Fashion, Feminism, and the Sexual Revolution*

Primary Sources

Abortion: The Supreme Court Decisions, 1965-2007, ed. by Ian Shapiro

Helen Gurley Flynn, *Sex and the Single Girl*

Linda Grant, *Sexing the Millennium: Women and the Sexual Revolution*

Stephen Byer, *Hefner's Gonna Kill Me When He Reads This*

Pop Art

It should be possible to look across several different media—the visual and performing arts at the very least—to measure the mutual impact and interaction of the arts and the Sixties ethos. What ideas or instincts influence the Living Theater, for example? How was Susan Sontag’s famous call for an aesthetics of eroticism reflected in the art of the Sixties?

Secondary Sources

*Sara Doris, *Pop Art and the Contest Over American Culture*

John Tyell, *The Living Theatre: Art, Exile, and Outrage*

Mariellen Sandford, *Happenings and Other Acts*

Sally Banes, *Greenwich Village, 1963: Avant Garde Performance and the Effervescent Body*

Reinventing Dance in the 1960s: Everything Was Possible, ed. by Sally Banes

Restaging the Sixties: Radical Theaters and their Legacies, ed. by James Harding and Cindt Rosenthal

Primary Sources

Susan Sontag, *Against Interpretation*

Richard Brustein, *Revolution as Theatre: Notes on the New Radical Style*

Andy Warhol, *The Philosophy of Andy Warhol*

Judith Malina, *Full Moon Stages: Personal Notes From Fifty Years of the Living Theatre*
-----, *The Enormous Despair*

Ultra Violet, *Famous for Fifteen Minutes: My Years With Andy Warhol*

Mary Woronov, *Swimming Underground: My Life in the Warhol Factory*

Web Video

“The Living Theatre,” prod. by Merrill Brockaway (1969)

<https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/the-living-theater>

Hollywood 1967

Hailed in some quarters as the single greatest year in Hollywood’s history, 1967 certainly stands out as the decisive tipping point away from the *ancient regime* of the censorship boards to the “new Hollywood.” In addition to viewing several of the most important films, consider the ways in which filmmakers responded to the end of censorship, especially in their treatment of the two big taboos: sex and violence. Did the end of censorship give way to better films, or just more junk in a different key?

Secondary Sources

*Mark Harris, *Pictures at a Revolution: Five Movies and the Birth of the New Hollywood*

Rick Worland, *Searching for the New Frontiers: Hollywood Films in the 1960s*

Hollywood Renaissance: Revisiting American Cinema’s Most Celebrated Era, ed. by Peter Kramer and Yannis Tzioumakis

Jennifer Frost, *Producer of Controversy: Stanley Kramer, Hollywood Liberalism, and the Cold War*

Beverly Gray, *Seduced by Mrs. Robinson: How "The Graduate" Became the Touchstone of a Generation*

Jon Lewis, *Hollywood v. Hard Core: How the Struggle Over Censorship Saved the Modern Film Industry*

Raymond Haberski, *Freedom to Offend: How New York Remade Movie Culture*

Ken Windrum, *From El Dorado to Lost Horizons: Traditionalist Films in the Hollywood Renaissance, 1967-1972*

Primary Sources

"Guess Who's Coming to Dinner"

"In the Heat of the Night"

"Cool Hand Luke"

"The Graduate"

"Bonnie & Clyde"

"The Dirty Dozen"

"In Cold Blood"

Hippies and the Haight

It wouldn't be the Sixties without the hippies, right? Locate them in their original setting, San Francisco, particularly the Haight-Ashbury district. Who were they? How did they challenge the American creed? What exactly made a hippy? Was it all appearance? Or were clear beliefs and living choices involved? Were the hippies the essence of the counter-culture, or just one thread of it?

Secondary Sources

*W.J. Rorabaugh, *American Hippies*

Timothy Miller, *The Hippies and American Values*

-----, *The '60s Communes: Hippies and Beyond*

Charles Perry, *The Haight-Ashbury*

Clara Bingham, *Witness to the Revolution: Radicals, Resisters, Vets, Hippies, and the Year America Lost Its Mind and Found Its Soul*

Gretchen Lemke-Santangelo, *Daughters of Aquarius: Women of the Sixties Counterculture*

Tim Hodgdon, *Manhood in the Age of Aquarius: Masculinity in Two Countercultural Communities, 1965-83*

San Francisco in the Sixties, ed. by George Perry

Primary Sources

**Joan Didion, "Slouching Towards Bethlehem"

Peter Coyote, *Sleeping Where I Fall: A Chronicle*

Nicholas Von Hoffman, *We Are the People Your Parents Warned Us Against*

Helen Swick Perry, *The Human Be-In*

Lewis Yablonsky, *The Hippie Trip*

Jesse Kornbluth, *Notes from the New Underground*
Ruth Bronsteen, *The Hippies Handbook: How to Live on Love*
William L. Partridge, *The Hippie Ghetto: The Natural History of a Subculture*
Richard Mills, *Young Outsiders: A Study of Alternative Communities*

Web Video

“Summer of Love,” NBC News, 2007, https://digital-films-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=39063

Trippin’ Sixties Style

What was it about LSD that made it the emblematic drug of the Sixties? Was it just the promotional efforts of Tim Leary and Ken Kesey? Or were there stronger connections between the alleged benefits of the drug and the Sixties ethos? Why were the authorities so worried about it?

Secondary Sources

*Jay Stevens, *Storming Heaven: LSD and the American Dream*
Stephen Siff, *Acid Hype: The American News Media and the Psychedelic Experience*
John Higgs, *I Have America Surrounded: The Life of Timothy Leary*

Primary Sources

Jennifer Ulrich, Zach Leary, and Michael Horowitz, *The Timothy Leary Project: Inside the Great Counterculture Experiment*
Timothy Leary, *LSD: The Consciousness Raising Drug*
-----, *Flashbacks: An Autobiography*
Richard Alpert, *LSD*
Tom Wolfe, *The Electric Acid Kool-Aid Test*
Carlos Castaneda, *The Teachings of Don Juan: A Yaqui Way of Knowledge*
Theodore Xenophon Barber, *LSD, Marijuana, Yoga, and Hypnosis*
William Braden, *The Private Sea: LSD and the Search for God*
Sidney Cohen, *The Beyond Within: The LSD Story*
Allen Geller and Maxwell Boas, *The Drug Beat*

From Woodstock to Altamont

We are beginning this class just past the 50th anniversary of the iconic Woodstock Music and Arts festival. By all accounts—even of the historians—Woodstock was the scene of harmony and mutuality in spite of the chaotic organization of the festival managers. It represented the promise of the “new day.” It’s probably too easy to compare that to the “west coast Woodstock” at Altamont, which was held only a few months later, and say there was good and bad about the rock scene. It might be more interesting to think about the way rock-n-roll became an industry even though it was rooted in a counter-cultural aversion to corporate profiteering. How did popular music become such an important cultural industry? How did performers deal with the tensions between what they supposedly represented and the money to be made? The bottom-line question is this: Did

popular music deserve all the breathless praise it got about its “revolutionary” nature?
What does your answer to this question mean for your understanding of the Sixties ethos?

Secondary Sources

**David Szatmary, *Rockin' In Time: A Social History of Rock and Roll*

Fred Goodman, *Mansion on the Hill: Dylan, Young, Geffen, Springsteen, and the Head-on Collision of Rock and Commerce*

Alice Echols, *Scars of Sweet Paradise: The Life and Times of Janis Joplin*

Michael J. Kramer, *The Republic of Rock: Music and Citizenship in the Sixties Counterculture*

Robert Pielke, *You Say You Want a Revolution: Rock Music in American Culture*

Robert Spitz, *Barefoot in Babylon: The Creation of the Woodstock Music Festival*

Primary Sources

Rick Sklar, *Rocking America: How the All-Hit Radio Stations Took over; An Insider's Story*

Nick Bromell, *Tomorrow Never Knows: Rock and Psychedelics in the 1960s*

***“The 1960s,” from *The Rock History Reader*, ed. by Theo Cateforis

Videos:

“Woodstock”

“Gimme Shelter”

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)