Cultural Explorations RAP

History 154, “Social Change in the 1960s United States” (4 credits, Gen Ed HSU)
University of Massachusetts Amherst, Spring 2016
Tuesdays and Thursdays 11:30am to 12:45pm, Coolidge House, Room 1208

Course facilitator:
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Office Hours: Thursdays 2:00 to 3:30pm or by appointment

Course Description: Few periods in U.S. history experienced as much change and turmoil as the “Long Sixties” (1954-1975), when powerful social movements overhauled American gender norms, restructured the Democratic and Republican parties, and abolished the South’s racist “Jim Crow” regime. This course examines the movements that defined this era. We will explore the civil rights and Black Power movements; the student New Left and the antiwar movement; the women’s and gay liberation movements; struggles for Asian American, Chicano/a, Native American, and Puerto Rican freedom; as well as the rise of conservatism. The course will feature classroom discussion on assigned readings, lectures, films, and a group research project based on interpretation of documents housed in Du Bois Library Special Collections. Throughout the semester, we will assess Sixties social movements’ ideals, strategies, and achievements, and their ongoing influence upon U.S. politics, society, and culture.

General Education Objectives and Pedagogy: History 154 fulfills two Gen Ed requirements: Historical Studies (HS) and U.S. Diversity (U).

The learning objectives for this course are twofold.

First, UMass has Gen Ed requirements to broaden your intellectual experience and prepare you for life in a diverse, rapidly changing world. This course meets this objective by explaining historical processes that have shaped the world we live in today. Gaining such historical perspective is crucial for moving beyond personal opinion and experience to understand other people and circumstances. Throughout the semester you will be asked to engage with unfamiliar perspectives in a systematic way, with a particular focus on the social movements of the Sixties-era United States.

The second objective is to expand your critical skills in reading, writing, analysis, and group communication. The core aim here is to hone your ability to interpret texts and other media and to communicate your analyses of such sources orally and in writing.

I will teach you methods for improving these skills, but you are responsible for doing the reading and writing. Class time will be largely discussion-based. I will lecture sometimes, but minimally. My goal is not to teach you what to think or write, but to help you improve how you think and write.

RAP Component
This is a RAP course. RAP courses are designed to:
1. Support students in achieving a smooth transition to college life.
   I will check in with the class about this periodically.
2. Ensure first year students are aware of the multitude of resources and opportunities that are available
at UMass Amherst.

I will introduce you to the Learning Resource Center, the Writing Center, and other resources referenced in the Student Resource Booklet (Web links for all of these resources are also available on moodle).

3. Develop an awareness and appreciation for the specific skills (inquiry and analysis, problem solving, critical and creative thinking, etc.) that are found in all Gen Ed courses.

I will elaborate on when and how our curriculum incorporates Gen Ed Skills and will invite you to reflect on them as well.

4. Promote the practice of thinking about, talking about, and making connections between classes and life experience in order to deepen engagement, understanding and ultimately increase the value of a college education.

I will ask you to reflect on this in discussion and in writing over the semester.

5. Provide first-year students with structured guidance in the development/advancement of various skills necessary to be successful in their college experience and be prepared to be engaged members of a global community upon graduation.

I will utilize material from the Student Resource Booklet to incorporate these topics as they come up in our course.

This is what you signed up for, so if at any point you feel this course is not meeting one or more of these goals, please let me know and I will work on fixing it. In addition to teaching history, I want to foster a smooth transition to college for each of you.

Books: The following books for this course can be purchased at Amherst Books, 8 Main St. Amherst, MA 01002, http://www.amherstbooks.com/.*

REQUIRED:


RECOMMENDED:

Van Gosse, Rethinking the New Left (Palgrave MacMillan, 2005).

*You will be required to read assignments from both of the above books. The reason Gosse, Rethinking the New Left is listed as “Recommended,” is because an e-book of this title is available for free through UMass Libraries. See moodle for a link.

Other required readings will be posted on the course website: https://moodle.umass.edu

Note on the course website: Although your weekly readings and major assignments are outlined in this syllabus, you are expected to check moodle regularly in order to download reading assignments and keep up with updates, announcements, and changes in the syllabus.

Note on email: Please check your email regularly during the week, as I will periodically email the class with reminders about assignments and changes in the syllabus. I typically respond to emails within 24 hours during the week, but I do not typically respond to email on weekends. If you have questions about
an assignment, please email me at least 24 hours before the due date. I cannot guarantee that I will be able to respond if you email me the night before an assignment is due.

**Course Requirements and Evaluation:** I will calculate your final grade based on the quality of the following:

- Class participation: 5%
- 6 Reading Response Quizzes: 10% (2% each)
- 3 Papers: 60% (20% each)
- Group research project: 25% (outline 5%; group conference 5%; presentation 10%; self-evaluation paper 5%)

CLASS PARTICIPATION: Class participation consists of completing assigned readings, attending class, bringing assigned readings (in print or electronic form) and notes to class, and contributing thoughtful and productive comments and questions to class discussions. Announced and unannounced in-class exercises, such as reflective writing and small group projects on assigned readings, will also contribute to your class participation grade. Please note that participating in class discussion means not only speaking in class, but also being aware of classroom dynamics so as to ensure that you are not monopolizing discussions. While I encourage shy students to speak in class, I also expect those who do feel comfortable speaking to avoid doing so each time a new thought crosses their mind, so that others will also feel comfortable participating. Speaking and listening are skills that complement one another, and learning to do both effectively will help you in many aspects of your life in the future.

Here are some questions to ask yourself in regards to your participation in discussion sections:

- Was I adequately prepared to participate in the discussion?
- Did I make contributions that added to everyone’s understanding of the subject?
- Did I facilitate other people’s participation?
- Did I take care to not dominate the discussion?

Each time that you are able to leave class answering “yes” to the above questions, you will know that you have excelled in class participation and hopefully contributed to a stimulating and productive group discussion.

READING RESPONSE QUIZZES: I will assign 6 unannounced pass/fail reading response quizzes over the course of the semester. These quizzes will be designed to ensure that you completed your reading assignment for the day. Each quiz is worth 2 points towards your final grade. If you pass a quiz, you will earn two points. If you fail, you will earn 0 points. One of these quizzes is a bonus quiz, meaning you can miss it or fail it and still earn all 10 points of the quiz portion of your final grade if you pass your other 5 quizzes. If you pass all 6 quizzes, you will earn two extra-credit points on your final grade. **Make-up quizzes will not be available to students who miss quizzes due to absence or tardiness.**

PAPERS: All papers are to be 4 to 5 pages in length, and should be typed double-space with standard margins and font size. I will hand out paper assignments at least one week prior to the due dates noted on the class schedule below.
Attendance is a fundamental requirement of this course. More than two unexcused absences will lead to a reduction in your participation grade. Excessive absences will also likely lead to missed quizzes and a decline in the quality of your papers.

Basic Expectations: Success in this course requires attentiveness, participation, and timely completion of assignments. Take advantage of weeks with lighter reading loads to read ahead and/or work on your group research project. I also strongly recommend that you take notes during lectures, discussions, and films, and that you print out and take notes on electronic readings. I will expect you to cite these in your papers and group research project.

Your expected workload will reflect the fact that this is a four-credit class. As a general guideline, the university suggests that students spend an additional two to three hours outside of class time per credit hour. For our purposes then, the expected amount of work outside of classroom time is 8 to 12 hours per week.

Classroom Prohibitions: Please avoid texting, headphone use, conspicuous eating, speaking while others are talking, and use of electronic devices for activities unrelated to the course.

Academic Honesty: While students in this course are encouraged to share ideas and information, you are expected to do your own work. The sources you use must also be properly cited. Any quotes you use should be placed in quotation marks and referenced with a footnote that names your source. For tips on writing and citations see the History Department’s webpage at http://www.umass.edu/history/research/writing_resources.html?q=history/writing.html (especially “Writing with Sources” by Gordon Harvey). UMass academic honesty policies are available at http://www.umass.edu/academichonesty/.

Disabilities: UMass Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services or the center for Counseling and Psychological Health, you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. For more information, visit www.umass.edu/disability.

Extra Help: Do not hesitate to contact me or drop by my office hours if you need extra help or would like to discuss questions or concerns regarding any aspect of the course. I want to help you!

I also suggest that you contact me as early in the course as possible if special circumstances are hindering your progress. I will not expect you to divulge personal information. Rather, early communication regarding such issues will enable us to accommodate your needs in a timely fashion so as to ensure your successful completion of the course.

Here are some additional resources for help with writing and study skills:
- Learning Resource Center, 10th floor of Du Bois Library: http://www.umass.edu/lrc/
- Writing Center, Du Bois Library Learning Commons: https://www.umass.edu/writingcenter/
- History Department Peer Mentors: http://www.umass.edu/history/programs/peermentors.html
Class Schedule

NOTE:

*MNL = Gosse, Movements of the New Left
*RNL = Gosse, Rethinking the New Left

*All readings and assignments are due on the days under which they are listed. This schedule is subject to change at Dan’s discretion.

UNIT I: OVERVIEW OF THE “LONG SIXTIES”

WEEK 1:

January 19: Introductions and Course Overview

January 21: From the 1950s to the 1960s
READ: RNL, Chapter 2
MNL, doc. 2

WEEK 2

UNIT I: The African American and Native American Freedom Movements

January 26: Segregation, the Civil Rights Movement and Nonviolent Direct Action
READ: RNL, pp. 31-46
MNL, docs 7, 13, and 14.
Martin Luther King Jr., “The Power of Nonviolence” (moodle).

January 28: Freedom Summer and the Mississippi Freedom Democratic Party
READ: MNL, docs 10, 16, and 17.
ASSIGNMENT:
Be prepared to tell Dan what social movement(s) you are interested in studying for your group research presentation, and if there are other students in the class with whom you would like to be grouped. Dan will assign students to research groups based on this information.

WEEK 3

February 2: Malcolm X and Black Nationalism
READ: RNL, pp. 46-52.
MNL, doc 15
Malcolm X, “The Ballot or the Bullet” (moodle)
February 4: Black Power
READ: RNL, Chapter 9
MNL, docs 22, 24, 25, 44

**ASSIGNMENT:** _Have a representative of your research presentation group email Dan before class to let him know what collection(s) you would like to view during our library field trip on Tuesday, February 9._

You can browse the Special Collections database at: http://www.library.umass.edu/spcoll/umarmot/?page_id=547

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**WEEK 4**

February 9: LIBRARY FIELD TRIP: Meet in University Archives and Special Collections, 25th floor of Du Bois Library.
READ: Review the online descriptions of the collections you plan to view at the library; READ AHEAD for Thursday.

February 12: Termination and Native American Activism
READ: RNL, 131-136.
Native American Readings (moodle)

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**WEEK 5**

February 16: UMass follows a Monday schedule: NO CLASS

February 18: Vine Deloria Jr. and Indian Nationalism
READ:
Vine Deloria Jr., “The Red and the Black” (moodle)

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**WEEK 6**

February 23: Red Power and the American Indian Movement
READ: RNL, 136-140
MNL, doc 37.
Native American activism readings (moodle)

February 25: Red Power Continued; Paper 1 Review
READ: TBA

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**WEEK 7**

March 1: The Antiwar Movement and Student New Left
NO READING ASSIGNMENT TODAY
**ASSIGNMENT:** Paper 1 due in class.
UNIT II: The Women’s Movement

March 3: Early “Second Wave” Feminism
\textit{MNL}, docs 12 and 23.

WEEK 8

March 8: Radical Feminism
READ: \textit{RNL}, 157-165.
\textit{MNL}, docs 21, 29, 30, 40.
“Lesbians in Revolt” (moodle)
\textbf{ASSIGNMENT:} Research Groups must turn in a 2 page outline of their project/presentation. It should include 1) the names of the group’s members, 2) an overview of your project/presentation, and 3) a list of sources consulted. During today’s class your group will also sign up for a group conference the week after spring break to review your outline with Dan in preparation for your presentation.

March 10: Third World Feminism
READ: \textit{RNL}, 165-169 
\textit{MNL} docs 33 and 34
Asian-American, Black, Chicana, and Native American Feminism Documents (moodle).

March 12-20: SPRING BREAK!

WEEK 9

\textbf{ASSIGNMENT:} Group research conferences with Dan (outside of class; scheduled throughout the week).

March 22: Radical Feminism and Third World Feminism Continued
READ: Sherie M. Randolph, \textit{Florynce “Flo” Kennedy} excerpts (moodle)

March 24: The Mainstreaming of Feminism
READ: \textit{MNL}, docs 42 and 45
NOW documents (moodle).

WEEK 10

UNIT III: The Rise of Conservatism

March 29: Intro to Conservatism
NO READING ASSIGNMENT TODAY
\textbf{ASSIGNMENT:} Paper 2 Due

March 31: The ERA and Anti-Feminism
READ: Phyllis Schlafly, “What’s Wrong with Equal Rights for Women?” (moodle)
\textbf{ASSIGNMENT:} Be prepared for an in-class debate for and against the ERA.
WEEK 11

April 5: The Conservative Movement
READ: “Yelling just as loudly” and select readings on conservative activism (eReserve).

April 7: The Barry Goldwater Presidential Campaign
READ: Barry Goldwater 1964 acceptance speech (eReserve).

WEEK 12

April 12: Law-and-Order Politics, Part 1: The FBI, Police, and Vigilantes
READ: COINTELPRO documents (moodle)

READ: Wallace, Reagan, and Nixon documents (moodle)

WEEK 13

April 19: Group Presentations
NO READING ASSIGNMENTS; PREPARE GROUP PRESENTATIONS

April 21: Group Presentations
NO READING ASSIGNMENTS; PREPARE GROUP PRESENTATIONS

WEEK 14

April 26: Conservatism Continued; Legacies of the 1960s
READ: RNL, Chapter 13

FINALS WEEK

Wed. May 4: Paper 3 due in Dan’s mailbox in 612 Herter Hall by 4PM.
APPENDIX: GROUP RESEARCH PROJECT

Value: 25% of final grade (outline: 5%; group meeting with Dan: 5%; presentation: 10%; self-evaluation: 5%).

DUE DATES (see course website or dates in syllabus above more details)
Feb. 4: Email Dan regarding library collections
Feb. 9: Class field trip to Du Bois Library Special Collections
March 8: Outline (2 pages) due in class (5% of final grade)
March 21-25: Group conferences with Dan outside of class (5% of final grade)
April 19 and 21: Group presentations in class (10% of final grade)
April 26: Self-Evaluation Paper due in class (5% of final grade)

ASSIGNMENT: During the third week of classes, Dan will assign students to research groups based on mutual interests expressed in class the previous week. Students will then be expected to work in groups to research a local social movement through examination of primary documents housed in UMass Du Bois Library Special Collections, which we will visit as a class on February 9.

Research groups will spend the semester preparing a presentation on the history of their chosen local social movement. A 2-page written outline for group presentations is due in class on March 8, and research groups will meet with Dan outside of class to discuss their outline, research, and presentations from March 21-25.

Groups will conduct 15-minute presentations on their research in front of class on April 19 and 21.

Group presentations should typically consist of an oral presentation with PowerPoint or other visual aids. Upon Dan’s approval, research groups may also elect to create an artistic presentation featuring visual art, poetry, drama, music, or film.

All presentations should demonstrate thoughtful analysis of primary sources informed by course readings, lectures, films, and class discussions. Presentations must also feature participation from each group member, and be followed by a 5-minute question and answer period.

Questions to consider while analyzing your local social movement (you are not required to address each one): How did this movement connect to a larger, national (or transnational) movement? How did this movement intersect with other movements? Why did activists involved in this movement decide to participate? What conditions and historical events led to participants’ radicalization or changing political ideals? Why? What campaigns, political actions, and activities did members of this movement participate in? Where they effective in meeting their goals and influencing society? Why or why not? What types of political discussions and tensions shaped this movement’s internal dynamics? How did internal dynamics impact the movement’s ability to enact social change? How did outsiders receive this movement? How did this movement influence American society, politics, and culture?

Self-Evaluation Paper: On April 26, you must turn in a 1-2 page paper in which you evaluate your personal participation in your group research project. Your paper should address each of the following questions: What were the most important lessons about group collaboration you learned from the group research project? What was rewarding about working on this assignment? What was challenging? How
would you evaluate your personal contribution to the group project? How would you evaluate the overall group project?