

HISTORY 2137B
Draft Dodgers, Hippies and Black Panthers:
The U.S. in the 1960s

Fall/Winter 2020-21
Wednesdays 2:30 – 5:30 p.m. (on Zoom)

Instructor: Professor Aldona Sendzikas

Office Hours: Tuesdays 12 – 2 p.m. by e-mail (or on Zoom, by appointment)

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Vietnam War protesters at the march on the Pentagon, Oct. 21st, 1967.
(LBJ Library photo by Frank Wolfe/7051-33)

PLEASE NOTE: The weekly meetings of this course will be conducted in a virtual, synchronous format, using Zoom. The link for our weekly meetings can be found on the OWL course website. (Use the Zoom tab on the left side of the screen.) Please contact the instructor via e-mail should you have any questions about Zoom, difficulty accessing course materials, or any other concerns.

Course Description:

The 1960s is often perceived as a period of radical change, especially in the United States. We examine the civil rights movement, the Vietnam War and antiwar protests, the Free Speech and Women's Liberation movements, Great Society programs, and the development of a counterculture.

Antirequisite(s):

History 3327F/G.

Course Syllabus:***Course Content:***

In this course, we will examine many of the events and forces in 1960s America that changed and shaped the nation. We will study the various movements that flourished during this turbulent period (including the Free Speech Movement, Women's Lib, anti-war activism, protest rock music, Black Power, Red Power, and the hippie subculture), and discuss their origins, execution, impact and legacy. We will examine a selection of primary documents from the period, representing a wide range of points of view, to determine the actual significance of the 1960s. How unique was this decade? To what extent were Americans divided on the issues of the decade? How did the events of the 1960s change America? Were these changes temporary or do they still affect America today?

Learning Outcomes:

By the end of this course, students will have:

- developed a general knowledge of key events and issues of 1960s American society and their significance;
- critically analyzed various historical interpretations of the decade;
- familiarized themselves with a number of key primary documents of the period and evaluated their historical value and significance, alone and in relation to other sources;
- examined some of the cultural artifacts of the period and learned to understand their significance (*egs.*: music, films, photographs, and media coverage);
- learned to understand current events, such as the Black Lives Matter protests, in historical context.

Expectations:

- Attendance at all lectures (virtually, via Zoom).
- Completion of each week's assigned readings.
- Contributions to class discussion (via online tools, such as Forums on OWL).
- Completion and submission of a weekly reaction paper.

Course Materials:

Required texts:

- David Farber, *The Age of Great Dreams: America in the 1960s*. Hill and Wang, 1994.
- Alexander Bloom and Wini Breines, eds., *Takin' It to the Streets: A Sixties Reader*. Oxford University Press, 2011 (3rd edition) **OR** 2015 (4th edition).

These books are available for purchase through the Western Bookstore. *Takin' It to the Streets* is also now available as an eBook: you can purchase access through Oxford University Press, by following this link:

<https://www.vitalsource.com/en-ca/products/takin-39-it-to-the-streets-alexander-bloom-v9780197573983?term=9780197573983>

Methods of Evaluation:

Assignments and Marks Distribution:

- Weekly reaction papers (each approx. one page in length, typed and single-spaced), based on weekly readings and lectures: 30%
- Regular contributions to class discussion, via online tools such as OWL Forum: 15%
- Mid-term examination (February 10th, 2020): 25%
- Final examination (to be held during April final exam period): 30%

Reaction Papers:

Each week, beginning on January 27th, students will be required to write and submit a brief reaction paper, incorporating material from the course readings and lectures, and based on a question posed by the instructor during class. The paper is due by the end of the day (*i.e.*, midnight on the day it is assigned). These papers will be graded on the basis of demonstrated comprehension of course readings, and effective synthesis of information gleaned through course readings and lectures with personal reflection to create and express a coherent argument.

Written assignments are to be submitted as Word documents via the submission link on the OWL course website. (Your paper will automatically be submitted to Turnitin.com.)

There will be a total of 8 reaction papers assigned. Together, they are worth 30% of your final grade. One reaction paper—the one receiving the lowest grade—will not be counted towards the 30% total.

Late assignments: A late penalty of 5% per day (including Saturdays and Sundays) will be incurred for any assignment submitted after the due date and time. Keep a copy of each of your written assignments until you receive the grade for it.

Mid-term and Final Examinations:

The exams will consist of short answer/identification questions and essay questions. The final exam will cover course material since the mid-term exam.

The exams will be based on the course lectures and readings. You may **NOT** use any **non-course content**—*i.e.*, material taken from outside of course materials, including material on the internet, in writing your exams. Your exams will be submitted to Turnitin.com. **Any material identified as being taken from outside of course materials will NOT receive any credit.**

The exams will be posted on OWL, and you will have a period of 24 hours over which to complete each exam.

You may not work together with other students in writing the exam, or receive any assistance from other individuals.

Exams that are submitted after the due date and time will **not** be accepted.

Further instructions regarding the above assignments and exams will be provided in class and posted on OWL.

Policy on Absences and Extensions:

If you require an extension or other type of academic accommodation, for either medical or non-medical reasons, contact Academic Counselling. Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the Social Science Academic Counselling website: <http://counselling.ssc.uwo.ca/>, or, contact the Academic Counselling Office in your home faculty. Further detail on this policy can be found at this same website.

Pressures of work or computer/printer difficulties do not constitute acceptable reasons for an extension.

Students should familiarize themselves with the university's Policy on Accommodation for Illness (http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

Accommodation for missed midterms with a Self-Reported Absence (SRA):

Students with an approved absence from an in-class test will be required to write a makeup test in one of the two time slots available in each term:

Winter Term

- Tests scheduled before February 13th – the makeup will take place Monday, February 22nd at 9:30am.
- Tests scheduled between February 22nd and April 1st – the makeup will take place Friday, April 2nd at 12:30pm

No other make-up opportunities will be provided. Students who fail to write a makeup test in the designated time slots will receive a grade of zero.

Students in online courses will write the make-up test through OWL over a 24-hour period beginning at the time noted above.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self-Reported Absence:

If a student reports a SRA for an assignment (*i.e.*, a reaction paper) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19th at 3pm, your new due date will be March 21st at 3pm.

Course Schedule and Readings:

WEEKLY CLASS SCHEDULE

- Week 1 (January 13th):** **Introduction.**
Review of syllabus.
Lecture: America in the 1950s.
- Week 2 (January 20th):** **“We stand today on the edge of a new frontier”: JFK’s 1960s**
Readings to be completed for today’s class:
➤ Farber, Chapter 1: “Good Times”
➤ Farber, Chapter 2: “The World as Seen from the White House 1960-63”
- Week 3 (January 27th):** **“We want our freedom and we want it now”: The Civil Rights Movement -- Sit-ins, Freedom Rides, and Marching on Washington**
➤ Farber, Chapter 4: “Freedom”
➤ Farber, Chapter 5: “The Liberal Dream and Its Nightmare”
➤ Bloom and Breines:
 ○ “The Power of Nonviolence,” pp. 14-17
 ○ The Jackson Sit-In,” pp. 17-20
 ○ “SNCC: Founding Statement,” pp. 20-21
 ○ “The Freedom Rides,” pp. 21-26.
Reaction Paper #1 due by the end of the day.
- Week 4 (February 3rd):** **“That bitch of a war killed the lady I really loved”: LBJ, The Great Society, and the Vietnam War**
➤ Farber, Chapter 6: “Vietnam”
➤ Farber, Chapter 7: “A Nation at War”
➤ Bloom and Breines:
 ○ LBJ documents re: The Great Society, pp. 81-86 (*4th edition: pp. 91-96*)
 ○ “The Vietnamese Declaration of Independence,” pp. 154-156 (*pp. 165-167*)
 ○ “The Tonkin Gulf Resolution,” pp. 161-162 (*pp. 172-173*)
 ○ John T. McNaughton’s ‘Plan for Action for South Vietnam,” pp. 163-164 (*pp. 174-175*)

- “Lyndon Johnson on Why Fight in Vietnam,” pp. 165-166 (pp. 178-183)
- “One Soldier’s View: Vietnam Letters,” pp. 167-172 (pp. 178-183)

Reaction Paper #2 due by the end of the day.

Week 5 (February 10th):

Mid-term exam.

The exam will be posted on the OWL course website at 2:30 p.m., and is due in 24 hours (*i.e.* by **2:30 p.m. on Thursday, February 11th, 2021**). Please submit your completed exam in Word format, via the Assignment link on OWL, by this deadline.

February 17th:

READING WEEK. No lecture today.

Week 6 (February 24th):

“A small minority of hippies, radicals, and filthy speech advocates”: Student Protests and the Free Speech Movement

- Bloom and Breines:
 - “The Port Huron Statement,” pp. 50-61 (pp. 60-70)
 - “The Wedding Within the War,” pp. 86-94 (pp. 97-105)
 - “An End to History,” pp. 94-98 (pp. 105-108)
 - Free Speech Movement leaflets, pp. 98-99 (pp. 108-110)
 - “Student Power: A Radical View,” pp. 104-106 (pp. 114-116)
 - Student protest documents, pp. 340-345 (pp. 353-359)

Reaction Paper #3 due by the end of the day.

Week 7 (March 3rd):

“Hell, no, we won’t go!” The Anti-War Movement

- Bloom and Breines:
 - “My Lai,” pp. 172-176 (pp. 183-187)
 - “SDS Call for a March on Washington,” pp. 191-192 (pp. 202-203)
 - “SNCC Position Paper on Vietnam,” pp. 192-194 (pp. 203-205)
 - “Channeling,” pp. 202-203 (pp. 213-214)
 - “We Refuse to Serve,” pp. 203-204 (pp. 214-215)
 - “Vietnam and the Draft,” p. 205 (p. 216)
 - “Draft Board Raids Up,” pp. 208-210 (pp. 219-221)
 - “An Open Letter to the Corporations of America,” pp. 210-211 (pp. 221-222)
 - “Army Times,” pp. 212-213 (pp. 223-224)
 - “The Fort Hood Three,” pp. 213-215 (pp. 224-226)

- “The Pentagon is Rising,” p. 215 (*pp.* 226)
- “Vietnam Veterans Against the War,” pp. 217-220 (*pp.* 228-231)

Reaction Paper #4 due by the end of the day.

Week 8 (March 10th):

“Turn on, tune in, drop out”: The ‘60s Counterculture -- From Hippies to Yippies

- Farber, Chapter 3: “The Meaning of National Culture”
- Farber, Chapter 8: “The War Within”
- Bloom and Breines:
 - “Easy Rider [Movies],” pp. 247-249 (*pp.* 258-260)
 - “LSD: The Acid Test,” pp. 259-261 (*pp.* 270-272)
 - “Unstructured Relations,” pp. 265-267 (*pp.* 276-278)
 - “What is a Hippie?,” pp. 269-270 (*pp.* 280-281)
 - “The Human Be-In,” pp. 271-273 (*pp.* 282-284)
 - “The Digger Papers,” pp. 273-278 (*pp.* 284-289)
 - “Yippie Manifesto,” pp. 278-280 (*pp.* 289-291)
 - “Do It,” pp. 280-283 (*pp.* 291-294)

Reaction Paper #5 due by the end of the day.

Week 9 (March 17th):

“The times they are a-changin’”: The Music of the 1960s

- Bloom and Breines:
 - “The Evolving Views of Bob Dylan, 1963 to 1968,” pp. 231-234 (*pp.* 242-245)
 - “The Big, Happy, Beating Heart of the Detroit Sound,” pp. 234-235 (*pp.* 245-247)
 - “San Francisco Bray,” pp. 236-238 (*pp.* 247-249)
 - “Love, Janis,” pp. 238-240 (*pp.* 249-251)
 - “Nothing Would Ever be the Same,” pp. 240-241 (*pp.* 252-253)
 - “Rock and Roll is a Weapon of Cultural Revolution,” pp. 242-244 (*pp.* 253-255)
 - “Air Pollution?,” pp. 323-325 (*pp.* 337-340)
 - “Rhythm, Riots and Revolution,” pp. 325-328 (*pp.* 340-342)
 - “A Fleeting, Wonderful Moment of ‘Community,’” pp. 505-508 (*pp.* 515-518)

Reaction Paper #6 due by the end of the day.

Week 10 (March 24th):

“Power to determine our own destiny”: The Radicalization of Blacks, Native Americans, Latinos, and Asian Americans

- Farber, Chapter 9: “Stormy Weather”
- Bloom and Breines:
 - “The Ballot or the Bullet,” pp. 109-112 (*pp.* 119-122)
 - “The Basis of Black Power,” pp. 120-126 (*pp.* 131-137)
 - “The Black Panther Platform,” pp. 131-134 (*pp.* 143-145)
 - “Police and the Panthers,” pp. 134-136 (*pp.* 145-147)

- “Chicano Manifesto,” pp. 136-139 (*pp. 148-150*)
- “The Emergence of Yellow Power,” pp. 146-148 (*pp. 157-159*)
- “The Alcatraz Proclamation to the Great White Father and His People,” pp. 149-150 (*pp. 160-161*)
- “AIM Statement on Wounded Knee,” p. 151 (*p. 162*)

Reaction Paper #7 due by the end of the day.

Week 11 (March 31st):

“The feminine mystique has succeeded in burying millions of American women alive”: The Sexual Revolution -- The Women’s Liberation and Gay Rights Movements

- Farber, Chapter 11: “A New World”
- Bloom and Breines:
 - “SNCC Position Paper: Women in the Movement,” pp. 37-39 (*pp. 40-42*)
 - “Sex and Caste: A Kind of Memo,” pp. 39-42 (*pp. 42-45*)
 - “First National Chicana Conference,” pp. 142-143 (*pp. 153-154*)
 - “The Problem That Has No Name,” pp. 393-399 (*pp. 407-413*)
 - “Job Discrimination and What Women Can Do About It,” pp. 399-403 (*pp. 413-417*)
 - “NOW Bill of Rights,” pp. 403-405 (*pp. 417-418*)
 - “No More Miss America,” pp. 409-411 (*pp. 423-426*)
 - “To Whom Will She Cry Rape?,” pp. 446-448 (*pp. 457-459*)
 - “The Young Lords Party,” pp. 456-459 (*pp. 467-470*)
 - “Asian Women as Leaders,” pp. 459-461 (*pp. 470-471*)
 - “Does Research into Homosexuality Matter?,” pp. 490-493 (*pp. 501-504*)
 - “Gay Power Comes to Sheridan Square,” pp. 496-498 (*pp. 506-509*)
 - “Lesbians and the Ultimate Liberation of Women,” pp. 503-504 (*pp. 513-515*)

Reaction Paper #8 due by the end of the day.

Week 12 (April 7th):

“Tin soldiers and Nixon coming”: The Beginning of the End – Chicago, Altamont, and Kent State.

The Legacy of the 1960s: “The thing the sixties did was to show us the possibilities and the responsibility that we all had. It wasn’t the answer. It just gave us a glimpse of the possibility.”

(John Lennon)

- Farber, Chapter 10: “RN and the Politics of Deception”
- Bloom and Breines:
 - “The Sharon Statement,” pp. 289-290 (*pp. 303-304*)
 - “1964 Acceptance Speech” (Goldwater), pp. 290-293 (*pp. 304-307*)

- “If Mob Rule Takes Hold in the U.S.” (Nixon), pp. 293-296 (*pp. 307-310*)
- “Freedom vs. Anarchy on Campus” (Reagan), pp. 296-298 (*pp. 311-312*)
- “Impudence in the Streets” (Agnew), pp. 309-312 (*pp. 323-326*)
- “This Will Mean a Thousand Detroits,” pp. 362-365 (*pp. 376-379*)
- “Requiem for Nonviolence,” pp. 367-369 (*pp. 380-383*)
- “The Trial,” pp. 381-384 (*pp. 395-398*)
- “Kent State,” pp. 473-481 (*pp. 483-491*)
- “Get Off Our Campus,” pp. 481-483 (*pp. 491-493*)
- “What Did They Expect, Spitballs?,” pp. 483-486 (*pp. 494-496*)
- “Jackson State,” pp. 486-490 (*pp. 496-500*)
- “The Rolling Stones—At Play in the Apocalypse,” pp. 512-516 (*pp. 523-527*)

Additional Statements:

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness