COURSE DESCRIPTION
HIST 4760 is a 3-credit hour upper division depth humanities (DHA). Class meets once a week on Tuesdays from 5:15-7:15pm for lectures, discussion, and films and once a week (time variable) for online discussion.

HIST 4760 will provide students an in-depth examination of the period in United States history referred to as the “Long Sixties” (1954-1974). In the first decade following the end of World War II the United States experienced a period of unprecedented economic expansion, unrivalled world power, and a political consensus that American-style liberalism was leading the country into an era of peace and prosperity. But beginning in the mid-1950s, the country faced a series of internal and external challenges to these optimistic assumptions. New ideas on the Left and the Right left the post-war liberal consensus in tatters and the nation's political alignments in flux. A costly and contested war left many questioning America's place on the world stage.

When Americans today look back on the 1960s, some see an era of liberation, colorful individualism, and really great music. Others see an age of excess, declension, and violent turmoil. The goal of this course is to make some sense of “the Sixties.” We’ll search for the deeper meanings behind the dramatic events of the era, being sensitive to the interplay of change and continuity and to the ambiguous complexity of much that Americans experienced.
REQUIRED BOOKS AND MATERIALS

• David Farber, ed. *The Columbia Guide to America in the 1960s* (2003, Kindle or print)
• Eldridge Cleaver, *Soul On Ice* (1968)
• John Dean, *Blind Ambition* (1977)
• David Harris, *Dreams Die Hard: Three Men's Journey Through the Sixties* (Mercury House, 1982)
• Michael Herr, *Dispatches* (1977)
• Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin’s, 2009)
• iClickerGo app

These books and materials are available for purchase through the USU Bookstore. Additional required materials will be available to students at no charge through Canvas or on library reserve.

COURSE LEARNING OBJECTIVES

This course will help students develop mastery of the USU Department of History’s Learning Outcomes.

**Historical Knowledge:** Recognizing how change occurs over time and the complex nature of historical causation.

**Historical Thinking:** Recognizing the past-ness of the past, the complexity of past experience, and the problematic nature of the historic record.

**Historical Skills:** Developing critical thinking and critical reading skills and the ability to independently set research tasks and solve problems.

To read the full description of the department’s Learning Outcomes, please visit the USU History Department web page.
COURSE ACTIVITIES

Lectures
HIST 4760 meets once a week for lectures, films, and discussion. Attendance is required and students should come to each meeting prepared to take notes and ask questions. The instructor posts lecture slides on Canvas after each session.

Reading/Viewing
• Students should purchase the following books:

  David Farber, ed. *The Columbia Guide to America in the 1960s* (2003, Kindle or print)
  Eldridge Cleaver, *Soul On Ice* (1968)
  John Dean, *Blind Ambition* (1977)
  David Harris, *Dreams Die Hard: Three Men’s Journey Through the Sixties* (Mercury House, 1982)
  Michael Herr, *Dispatches* (1977)

  *These required books are available at the USU Bookstore. The books by Cleaver, Dean, Harris, and Herr are also available from many online used book outlets such as Amazon.com or AbeBooks.com.*

• The following required readings are available at no charge on Canvas:

  Godfrey Hodson, “The Ideology of the Liberal Consensus”
  William Chafe, “1968”
  John Herring, “Nixon, Kissinger, and the End of the Postwar Era”
  Melvin Small, “Watergate”

Films
In addition to lectures we will watch portions of several documentary films in class. Students are encouraged, however, to watch the complete films outside of class. I will try to have as many clips available on Canvas as possible, but most are available for streaming at no cost from Amazon.com or PBS.com.

American Experience: The Kennedys (free on Amazon.com)
American Experience: LBJ (free on Amazon.com)
American Experience: Richard Nixon (free on Amazon.com)
**Online Discussion**
Students will participate in a weekly online discussion via Canvas. The instructor will post a discussion question at the beginning of each week. Students are required to make a 250-word response to the posted question and a 100-word reply to at least one other student's response. Responses are due by midnight on Fridays; replies are due by midnight on Mondays. Students are required to participate in fourteen (14) weekly discussions. Each discussion is worth 15pts.

*Weekly Discussions are worth 21% of the final course grade.*

**Term Project**
Students are required to complete a Term Project on any aspect of the 1960s that is of interest to them. Projects may be in any of the following formats:

- Oral History Interview and Transcript
- Research Paper
- Sixties Film Festival Presentation
- Sixties Music Retrospective Disc
- Secondary Ed Teaching Unit

The instructor must approve topics in advance and students are required to meet with the instructor twice during the semester to discuss progress on their Term Projects. In addition to consulting with the instructor, students will participate in small support groups via Canvas in which students can collaborate on research and share and critique drafts.

Detailed instructions on the requirements for each of these formats will be available on Canvas. Students who choose to do music or film projects will be expected to make a public presentation to the class on the last day of the semester.

*Term Projects are worth 34% of the total course grade.*

**Exams**
There will be three exams, one after each unit of the course. Exams are take home essays. Students will have four days in which to complete the tests. There will be no comprehensive final exam, but the Unit Three Exam will be taken during test week. On each exam students will be required to write two essays, each 3-4 pages in length, in response to questions posed by the instructor. Completed exams will be delivered via Canvas.

*Exams are worth 45% of the final course grade.*
COURSE SCHEDULE

Making Sense: Welcome, Introductions, Explanations

WEEK 1: Making Sense of the Sixties (August 27)
REQUIRED READING/VIEWING
  • David Farber, “The Sixties Legacy: ‘The Destructive Generation’ or ‘Years of Hope,’” in Columbia Guide to America in the 1960s
  • The 1960s: A Documentary Reader, chp. 12: The Sixties in Myth and Memory

  Unit One: Camelot, Come and Gone (1954-1963)

WEEK 2: Cold War Liberalism at High Tide (September 3)
REQUIRED READING/VIEWING
  • Godfrey Hodgson, “The Ideology of the Liberal Consensus” (PDF available on Canvas)
  • The 1960s: A Documentary Reader, Chp. 2: The Economy: Abundance, Consumerism, and Poverty

WEEK 3: Jack, We Hardly Knew Ye (September 10)
REQUIRED READING/VIEWING
  • Columbia Guide to America in the 1960s, Chp. 1: John Kennedy and the Promise of Leadership
  • American Experience: The Kennedys

WEEK 4: Freedom Now!: The Civil Rights Movement in the 1960s (September 17)
REQUIRED READING/VIEWING
  • Columbia Guide to America in the 1960s, Chp. 2: The Civil Rights Revolution
  • The 1960s: A Documentary Reader, Chp. 4: The Civil Rights Movement
  • Eldridge Cleaver, Soul On Ice

WEEK 5: On the Brink: JFK and the Cold War (September 24)
REQUIRED READING/VIEWING
  • The 1960s: A Documentary Reader, Chp. 3: The Cold War Context
  • The Cuban Missile Crisis Graphic Novel, at The Armageddon Letters web site (http://www.armageddonletters.com)

UNIT ONE EXAM: Questions posted on Wednesday, September 25
Completed exams due Monday, September 30 at noon
Unit Two: Into the Big Muddy (1964-1968)

WEEK 6: The Great Society (October 1)
REQUIRED READING/VIEWING
- American Experience: LJB
- Columbia Guide to America in the 1960s, Chp. 3: The Great Society

WEEK 7: America's War in Vietnam (October 8)
REQUIRED READING/VIEWING
- Columbia Guide to America in the 1960s, Chp. 4: The Vietnam War
- The 1960s: A Documentary Reader, Chp. 6: Vietnam
- Michael Herr, Dispatches

WEEK 8: The New Left (October 15)
REQUIRED READING/VIEWING
- Doug Rossinow, “The New Left: Democratic Reformers or Left-Wing Revolutionaries?” in Columbia Guide to America in the 1960s
- The 1960s: A Documentary Reader, Chp. 5: The New Left and the Counterculture
- David Harris, Dreams Die Hard

WEEK 9: Culture/Counterculture (October 22)
REQUIRED READING/VIEWING
- Columbia Guide to America in the 1960s, Chp. 6: Sixties Culture
- Michael Wm. Doyle, “Debating the Counterculture: Ecstasy and Anxiety over the Hip Alternative,” in Columbia Guide to America in the 1960s
- “Popular Music,” in Columbia Guide to America in the 1960s
- “Religion,” in Columbia Guide to America in the 1960s
- The 1960s: A Documentary Reader, Chp. 7: Gender and Sexuality

WEEK 10: 1968 (October 29)
REQUIRED READING/VIEWING
- Columbia Guide to America in the 1960s, Chp. 5: “Polarization”
- Heather Ann Thompson, “Urban Uprisings: Riots or Rebellions?” in Columbia Guide to America in the 1960s
- William Chafe, “1968” (PDF available on Canvas)

UNIT two EXAM: Questions posted on Wednesday, October 30
Completed exams due Monday, November 4 at noon
Unit Three: Nixonland (1969-1974)

WEEK 11: The New Right (November 5)
REQUIRED READING/VIEWING
- American Experience: Nixon (film available on library reserve or streaming from Amazon.com)
- Columbia Guide to America in the 1960s, Chp. 7: New Directions
- Jeff Roche, “Political Conservatism in the Sixties: Silent Majority or White Backlash?” in Columbia Guide to America in the 1960s
- The 1960s: A Documentary Reader, chp. 8: Conservatism and the New Right

WEEK 12: The Earth and the Moon: Science, Technology, and the Environment (November 12)
REQUIRED READING/VIEWING
- “Environmentalism” and “The End of Enthusiasm: Science and Technology,” in Columbia Guide to America in the 1960s
- The 1960s: A Documentary Reader, chp. 9: Science, Technology and the Environment

WEEK 13: Mad Men: Foreign Policy under Nixon and Kissinger (November 19)
REQUIRED READING/VIEWING
- John Herring, “Nixon, Kissinger, and the End of the Postwar Era,” (PDF available on Canvas)
- John Adams, “Nixon in China,” Act I, Scene I (Audio recording available on Canvas)

WEEK 14: Watergate: Nixon and the Modern Presidency (November 26)
REQUIRED READING/VIEWING
- Melvin Small, “Watergate” (PDF available on Canvas)
- John Dean, Blind Ambition

UNIT THREE EXAM: Questions posted on Monday, December 9
Completed exams due Thursday, December 12 at noon

Making Sense: Presentations and Conclusions

WEEK 15: Term Project Presentations and Course Wrap Up (December 3)
REQUIRED READING/VIEWING
- Columbia Guide to America in the 1960s, Chp. 8, Conclusion
COURSE GRADING
Your grade is based on performance of course components and possible points.

Component Points
- Weekly Discussion 210pts
- Unit One Exam 150
- Unit Two Exam 150
- Unit Three Exam 150
- Term Project 340

TOTAL POINTS 1000pts

Final grades are calculated using a percentage scale out of 100%.

GRADE PERCENTAGE RANGE POINTS
- A 100% - 93% 930 - 1000
- A- < 93% - 90% 900 - 929
- B+ < 90% - 87% 870 - 899
- B < 87% - 83% 830 - 869
- B- < 83% - 80% 800 - 829
- C+ < 80% - 77% 770 - 799
- C < 77% - 73% 730 - 769
- C- < 73% - 70% 700 - 729
- D < 70% - 60% 600 - 669
- F < 60 % 0 - 599

COURSE POLICIES

Attendance. Attendance is required. Students with more than 3 unexcused absences will receive an automatic course grade of “F.” Attendance will be taken at the beginning of each class session using iClickerGo. The instructor may use iClickerGo to verify attendance at any time during the class session.

Digital submission of required materials. All work in this course will be done in digital format and submitted via Canvas. Students are required to have access to a computer with an active internet connection.

All electronic files must be submitted in Microsoft Word(.doc, .docx) or rich text file (.rtf) format, unless otherwise specified by the instructor. Work submitted in other file formats will not be accepted or receive credit.
Communication. Students are encouraged to visit the instructor in person or via Skype during her regularly scheduled office hours. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor.

Late Materials. All assignments and exams must be turned in on the scheduled due date. No late materials are accepted except in cases of personal or family emergency. Students who provide a written excuse and/or documentation may reschedule submissions at the instructor’s discretion.

Missing/Rescheduling Exams. Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor’s convenience.

Academic honesty policy. All assignments and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive a grade of F in the course. Students who have submitted plagiarized, falsified, or copied work will NOT be given an opportunity to redo the assignment or exam.

The instructor will report all violations of this academic honesty policy according the USU Student Conduct Code.

Courtesy in class and online. It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are speaking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom and may be subject to disciplinary action.

Students should turn off or mute their cell phones before class begins. Text messaging and surfing the web during class is not permitted.
UNIVERSITY POLICIES

Honor Pledge. As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students.”

Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Academic Dishonesty. The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code:

Acts of academic dishonesty include but are not limited to:
1. Cheating using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”;
   a. Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
   b. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
   c. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
   d. Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
   e. Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.
3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
Withdrawal Policy and “I” Grade Policy. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. A death in the immediate family,
3. Financial responsibilities requiring a student to alter a work schedule to secure employment,
4. Change in work schedule as required by an employer,
5. Other emergencies deemed appropriate by the instructor. (http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf)

Students with Disabilities. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Diversity Statement. Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact

Grievance Process. Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: http://www.usu.edu/studentservices/pdf/StudentCode.pdf - page=3 (Article VII. Grievances, pages 27-36).

This syllabus is subject to change at the instructor’s discretion. Changes will be announced in class and/or via Canvas. Students are responsible for setting their notification preferences on Canvas and checking regularly for announcements about any course changes.