

The University of Western Ontario  
Department of History  
2015-2016 (Fall Term)

**HISTORY 3327F**

**The Rebellious Decade:  
Culture and Conflict in the U.S. in the 1960s**

Mondays 9:30 a.m. – 12:30 p.m. SSC 3010



NARA/White House Photo Office Collection;  
Library of Congress #LC-USZ62-115078 &  
#LC-USZ62-107184



---

**Instructor:** Professor Aldona Sendzikas  
**E-mail:** [asendzi2@uwo.ca](mailto:asendzi2@uwo.ca)  
**Office hours:** Tuesdays 1:30 - 2:30 p.m. (or by appointment)

**Office:** Lawson Hall 1222  
**Telephone:** 661-2111, x84377

---

**Course Description:**

This course will focus on the key social movements of the 1960s (including The Great Society, civil rights, women's rights, gay rights, free speech, anti-Vietnam War, and the Counterculture) and examine the roots of these movements, the contexts in which they began and operated, and their successes and failures. Students will also analyze the long-range effects of these movements and their implications for the present.

### **Learning Outcomes:**

By the end of this course, students will have:

- developed a detailed knowledge of key events and issues of 1960s/early 1970s American society, from the inauguration of JFK to the end of the Vietnam War
- familiarized themselves with several of the most seminal books published during this period, examining them as primary documents and examining how these publications were inspired by, and in turn inspired and affected, the social trends and movements of the 1960s
- identified, compared and critically assessed differing interpretations of the 1960s
- assessed the legacy and long term impact of the social movements of the 1960s
- developed a research question and answered it in a written assignment, integrating both primary and secondary sources in formulating the argument
- developed presentation and communication skills through class discussion and presentations.
- developed presentation and communication skills through class discussion and presentations

### **Course readings:**

- *America's Uncivil War: The Sixties Era from Elvis to the Fall of Richard Nixon* by Mark Hamilton Lytle (OUP, 2007). (Available for purchase in the Western Bookstore.)
- Weekly online readings, available on the internet or on the course website.
- Each student will also choose and read one "classic" book that was widely read by the American public in the 1960s, listed below, and facilitate a class discussion about the book.

### **Assignments and marks distribution:**

- |   |     |
|---|-----|
| ➤ Short paper (4-5 pages in length) and short presentation on an influential musical artist, or song, or album of the 1960s. <b><i>Due 9:30 a.m. on Oct. 19<sup>th</sup>.</i></b>   | 15% |
| ➤ Facilitating class discussion on one of the weekly books  | 20% |
| ➤ Written proposal for research essay (to include: thesis statement or question to be addressed; outline to show how the paper will be structured; and preliminary bibliography). <b><i>Due 9:30 a.m. on Nov. 2<sup>nd</sup>.</i></b> | 10% |
| ➤ Research essay (10-12 pages in length; on a topic of the student's Choosing, in consultation with the instructor). <b><i>Due 9:30 a.m. on Dec. 14<sup>th</sup>.</i></b>   | 35% |
| ➤ Class participation   | 20% |

Details on all assignments will be provided during the first class meeting on Sept. 14<sup>th</sup>.

**Expectations:**

In order to earn participation marks, students are expected to:

- Attend all classes and participate thoughtfully in weekly discussions.
- Complete each week's assigned readings, and be prepared to discuss them in class.
- Show courtesy and respect towards all other members of the class. Pay attention when others are speaking.
- Be present! Turn off cell phones and other technological devices. Laptops are allowed if they are used to take notes or to access assigned online readings; they are NOT to be used in class for any other purpose.

**Policy on Absences and Extensions:**

Students should read carefully the Faculty of Social Science "Instructions for Students Registered in Social Science Who are Unable to Write Tests or Examinations or Submit Assignments as Scheduled." They are appended to this syllabus. Pressures of work or computer/printer difficulties do not constitute acceptable reasons for an extension.

If you require an extension or other type of academic accommodation, for either medical or non-medical reasons, contact Academic Counseling. 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 following website: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html), or can be picked up at the Academic Counseling Office in the student's home faculty. (For Social Science students: SSC 2105.) Further details on this policy can be found at this same website.

### **Support Services:**

- The website for the UWO Office of the Registrar is: <http://www.registrar.uwo.ca>.
  - Western has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment.
  - The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic, and professional goals. See: <http://www.sdc.uwo.ca>.
  - The Services for Students with Disabilities office (SSD) has staff members who specialize in assisting students with various disabilities to adjust to the university environment. See: <http://www.sdc.uwo.ca/ssd>.
  - For information related to accessibility, including accessible routes, temporary service disruptions, and university policies relating to accessibility issues, see: <http://www.accessibility.uwo.ca/students/>.
- 

### **WEEKLY TOPICS AND READINGS:**

#### **Week 1 (September 14th): Introduction.**

- The age of consensus: the 1950s.
- Review syllabus and assignments.

#### **Week 2 (September 21<sup>st</sup>):**

JFK and the “New Frontier”: A brand new America

- Lytle, Chapters 1 & 2
- Excerpt from John F. Kennedy, *Profiles in Courage* (1956)
- Excerpt from Victor Lasky, *JFK: The Man and the Myth* (1963)
- Excerpt from Marshall McLuhan, *Understanding Media: The Extensions of Man* (1964)
- Excerpt from William Whyte, *The Organization Man* (1956)

#### **Week 3 (September 28<sup>th</sup>):**

Cracks in the consensus: Social criticism

- Lytle, Chapter 3
- Excerpt from Paul Goodman, *Growing Up Absurd: Problems of Youth in the Organized Society* (1960)
- Excerpt from John Steinbeck, *Travels with Charley: In Search of America* (1962)
- Excerpt from David Ogilvy, *Confessions of an Advertising Man* (1964)
- Excerpt from Vance Packard, *The Hidden Persuaders* (1957)

#### **Week 4 (October 5<sup>th</sup>):**

Sit-ins, boycotts, and non-violent resistance: the Civil Rights Movement

- Lytle, Chapters 4 & 6
- Excerpt from John Howard Griffin, *Black Like Me* (1960)
- Excerpt from James Baldwin, *The Fire Next Time* (1963)

- Excerpt from Martin Luther King, Jr., *Why We Can't Wait* (1964)

\*\*\*NO CLASS October 12<sup>th</sup>: Happy Thanksgiving!\*\*\*

### Week 5 (October 19<sup>th</sup>):

LBJ and the “Great Society”: Remaking America

- Lytle, Chapter 7
  - Excerpt from Michael Harrington, *The Other America: Poverty in the United States* (1963)
  - Excerpt from Richard Hofstadter, *Anti-Intellectualism in American Life* (1963)
  - Film: CBS/Edward R. Murrow, “Harvest of Shame” documentary (1960) [available online].
- *Short paper due!*

### Week 6 (October 26<sup>th</sup>):

Breaking free: The Women’s Rights and Gay Rights Movements

- Lytle, Chapter 12
- Chapter 1 of Betty Friedan, *The Feminine Mystique* (1963) (Available online at: <http://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf>).
- Excerpt from Frank Kameny, *Gay is Good: The Life and Letters of Gay Rights Pioneer Franklin Kameny* (2014)
- Excerpt from Donn Teal, *The Gay Militants* (1971)

### Week 7 (November 2<sup>nd</sup>):

Calls for change: Confronting corporate America

- Lytle, Chapter 14
  - Excerpt from Ralph Nader, *Unsafe at Any Speed* (1965)
  - Excerpt from Rachel Carson, *Silent Spring* (1962)
  - Paul Ehrlich, *The Population Bomb* (1968) [available online through UWO Libraries website] (Read: “Chapter 1—The Problem—Too Many People.”)
- *Essay proposal due!*

### Week 8 (November 9<sup>th</sup>):

The youth revolution: Student activism

- SDS, *The Port Huron Statement* (1964) [available online through UWO Libraries website] (Read: “Introduction—Agenda for a Generation.”)
- Hal Draper, *Berkeley: The New Student Revolt* (1965) [available online at: <http://csh.gn.apc.org/BerkeleyStudentRevolt.pdf>] (Read Section 1: “A New Generation of Students.”)
- Bill Ayers, *Fugitive Days: A Memoir* (2001) [available online through UWO Libraries website] (Read: Part 1—1965-70—15)

### **Week 9 (November 16<sup>th</sup>):**

Calls for conservatism: Restoring American values

- Excerpt from Barry Goldwater, *The Conscience of a Conservative* (1960)
- Excerpt from Billy Graham, *World Aflame* (1965)
- Excerpt from Phyllis Schlafly, *Safe—Not Sorry* (1967)

### **Week 10 (November 23<sup>rd</sup>):**

The war against the war: Vietnam and “the war at home”

- Lytle, Chapter 8
- Excerpt from Abbie Hoffman, *Revolution for the Hell of It* (1968)
- Excerpt from Joe McGinnis, *The Selling of the President, 1968* (1969)
- Excerpt from Ron Kovic, *Born on the Fourth of July* (1976)

### **Week 11 (November 30<sup>th</sup>):**

Give Peace a Chance: The counterculture

- Lytle, Chapter 9
- Excerpt from Tom Wolfe, *The Electric Kool-Aid Acid Test* (1968)
- Timothy Leary, *The Politics of Ecstasy* (1968) [an updated version is available online at: <https://archive.org/details/ecstaspoliticsof00learrich> ] Read Ch. 3: “What to do When the Vietcong Drop LSD in Our Water Supply” and Ch. 4: “The Fifth Freedom—The Right to Get High.”)
- Excerpt from Joan Didion, *Slouching Towards Bethlehem* (1968)
- Jerry Rubin, *Do It! Scenarios of the Revolution* (1970) [available online through UWO Library website] (Read: Chapter 2—“Elvis Presley Killed Ike Eisenhower.”)
- Hunter S. Thompson, *Hell’s Angels: A Strange and Terrible Saga* (1966) [available online at: <https://miltodd.files.wordpress.com/2011/08/hunter-s-thompson-hells-angels.pdf> ] (Read Chapter 2—“The Making of the Menace, 1965.”)

### **Week 12 (December 7<sup>th</sup>):**

All Power to the People: The Black Power and Red Power Movements

- Lytle, Chapters 10 & 13
- *The Autobiography of Malcolm X*, with the assistance of Alex Haley (1965) [available online through the UWO Libraries website] (Read Chapter 19—“1965.”)
- Excerpt from Eldridge Cleaver, *Soul on Ice* (1968)
- Excerpt from Huey P. Newton, *Revolutionary Suicide* (1973)
- H. Rap Brown, *Die Nigger Die!* (1969) [available online at: <http://www.historyisaweapon.com/defcon1/dnd.html> ] (Read: Chapter 1.)
- Excerpt from Vince Deloria, Jr., *Custer Died for Your Sins* (1969)
- Excerpt from Indians of All Tribes, Inc., *Alcatraz is Not an Island* (1972)

**\*\*\*Research essay due December 14<sup>th</sup>!**

## **ADDITIONAL STATEMENTS**

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and



indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

## **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or [msherif5@uwo.ca](mailto:msherif5@uwo.ca)