

The University of Western Ontario  
Department of History  
2016-2017 (Winter Term)

## **HISTORY 2137B**

### **Draft Dodgers, Hippies and Black Panthers: The U.S. in the 1960s**

Tuesdays 11:30 a.m. – 1:30 p.m.  
Location: UCC 37

**Instructor:** Professor Aldona Sendzikas  
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**Office hours:** Tuesdays 1:30-2:30 p.m. (or by appointment)

**Office:** Lawson Hall 1222  
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#### **Course Description:**

The popularity of the recent AMC television drama series, *Mad Men*, inspired a new interest in the 1960s. The show's lead character, Madison Avenue advertising executive Don Draper, can be said to represent the "man in the grey flannel suit" of the 1950s. Beginning with Season One, set in 1960, we followed Draper through several seasons—and a turbulent decade—as he struggled to adjust to the rapidly changing world around him. Race riots, women's liberation, anti-war protests, recreational drug use, the counterculture: as we watched Draper, his family and his co-workers cope with these changes, we were presented with an image of the 1960s as a decade of rapid, intense and momentous change in American culture and society.

In this course, we will examine the events and forces in 1960s America that changed and shaped the nation. We will study the various movements that flourished during this period (including the Free Speech Movement, Women's Lib, anti-war activism, 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 long-lasting?

#### **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).

### **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 (3<sup>rd</sup> edition) OR 2015 (4<sup>th</sup> edition).

There will be one copy of each book available on 2-hour loan at Weldon Library.

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

- Brief in-class reaction papers, based on weekly readings and lectures: **35%**
- Mid-term examination (in-class, Feb. 14<sup>th</sup>): **30%**
- Final examination (to be held during final exam period): **35%**

### **Expectations:**

- Attendance at all lectures.
- Completion of each week's assigned readings, before the start of that week's lecture.
- Courtesy and respect towards other members of the class.
- Be present! Turn off cell phones and other technological devices. Laptops are allowed if they are used to take notes or to access online assigned readings; they are NOT to be used in class for any other purpose.

**Reaction Papers:** Each week during class, 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. These papers will be graded on the basis of demonstrated comprehension of course readings, and effective synthesis of information gleaned through course readings, lectures and other sources in order to create and express a coherent argument. These papers are to be written and handed in during the class, **so please be sure to bring a pen and paper with you to each lecture.**

Grades assigned to these reaction papers will, together, constitute 35% of the student's final grade.\* A missed reaction paper due to absence may not be written outside of class and/or submitted late, unless the student has provided to the instructor documentation from Academic Counseling excusing the absence. (See Policy on Absences and Extensions, below.)

\*One reaction paper—the paper receiving the lowest grade—will not be counted towards the 35% total.

### **Mid-term Examination:**

There will be a two hour mid-term exam that will be written in class on February 14<sup>th</sup>. This exam will consist of short answer/identification questions and essay questions.

### **Final Examination:**

There will be a two hour final exam for this course, which will take place during the April exam period (April 9-30<sup>th</sup>, 2017). Students are advised not to make travel plans or other commitments for this period until the university publishes the exam schedule.

The final exam will cover course material since the mid-term exam (February 14<sup>th</sup>), and will consist of short answer/identification and essay questions.

No aids (notes, textbooks, cell phones, computers, etc.) will be allowed during either exam.

**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 UWO Student Medical Certificate. This form can be accessed at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

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.

**Statement on Academic Offences:**

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes 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:**

Plagiarism is a serious academic issue which can result in failure (*i.e.*, a grade of zero) on an assignment or more serious penalties. Plagiarism is reported to the Department Chair and the Faculty Dean. Students may be asked to submit research notes, and so students should keep all research notes for all assignments until after they have obtained their final grade in the course.

*A copy of the Faculty of Social Science’s policy on plagiarism is attached to this syllabus. Students should familiarize themselves with this policy.*

**Support Services**

- The website for the UWO Office of the Registrar is: <http://www.registrar.uwo.ca>.
- UWO 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 related to accessibility issues, see: <http://www.accessibility.uwo.ca/students/>.
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## **CLASS SCHEDULE**

- Week 1 (January 10<sup>th</sup>):**      **Introduction.**  
**Review of syllabus.**  
**Lecture: America in the 1950s.**
- Week 2 (January 17<sup>th</sup>):**      **“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 24<sup>th</sup>):**      **“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
- Week 4 (January 31<sup>st</sup>):**      **“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 (*4<sup>th</sup> 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. 176-177*)
- “One Soldier’s View: Vietnam Letters,” pp. 167-172 (*pp. 178-183*)

**Week 5 (February 7<sup>th</sup>):**

**“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*)

**Week 6 (February 14<sup>th</sup>):**

**Mid-term test.** (In-class; 2 hours.)

**February 21<sup>st</sup> – CONFERENCE WEEK – No lecture today.**

**Week 7 (February 28<sup>th</sup>):**

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

**Week 8 (March 7<sup>th</sup>):**

**“Turn on, tune it, 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*)

**Week 9 (March 14<sup>th</sup>):**

**“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*)

**Week 10 (March 21<sup>st</sup>):**

**“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*)

**Week 11 (March 28<sup>th</sup>):**

**“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*)

**Week 12 (April 4<sup>th</sup>): “Tin soldiers and Nixon coming”: The Beginning of the End – Chicago, Altamont, and Kent State**

- 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)

**Discussion: 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)

## 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, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)