The decade of the sixties were years of prosperity, upheaval, war, peace, reform, and reaction in the United States. The most prevalent imagery of the period—images of civil rights demonstrations and anti-Vietnam War protests, of “be-ins” and “sex, drugs, and rock n’ roll,” of yippies and hippies—provoke violently different reactions among Americans who still argue about this tumultuous decade and its controversial legacy. Were the 1960s a time of political activism, bold new government initiatives, high-minded idealism, personal liberation, and grass-roots movements for social justice? Or were the 1960s full of mindless self-indulgence, social permissiveness, big government, violent disorder, treasonable dissent, and mass immorality? What was the impact of the decade and how did it continue to shape American life through the end of the twentieth century? This course will provide an opportunity to examine these and other questions, and to probe them for the roots of the American culture wars and political fault lines today. This course will cover politics, war, protests, riots, assassinations, sex, drugs, music, hippies, feminists, LGBTQ people, radicals, and conservatives by immersing you in the words, ideas, sounds, and images from the 1960s. Assessments will include weekly reading responses, two papers, and a final exam.
Readings:
We will be using the following text:


In addition to this text, additional readings will be uploaded to a folder entitled “Course Readings” accessible from the Schoology course page. Please bring the relevant readings to class each day.

Reading assignments are due before the first meeting of the week that they are listed in the assignments sheet (usually Sunday night) unless otherwise specified on the syllabus and in the Schoology assignments calendar. Written assignments are due on the day that they are listed on the assignment sheet, on the syllabus, and in the Schoology assignments calendar. Please ask if you feel an assignment is unclear. Keep a copy of the assignment sheet handy for your reference when writing papers and completing assignments.

Requirements:
Productive debates about history are impossible without a dependably shared body of knowledge, common engagement with the material, and mutual respect. You should come to class each day with the reading completed, and prepared to actively engage in the discussion.

As part of your preparation and in addition to the reading for each session, you will log on to the discussion board associated with each week’s homework and 1) post a brief question you have about the reading, AND 2) answer a question posted by a classmate. This should be done by **9:00 pm** the night before the readings are due (usually Sunday night).

Questions about points of fact (i.e.: “when did this happen?” or “I don’t understand who X was in relation to this movement?”) are acceptable, but questions that involve substantive analysis will be more valuable to our discussions. For example, a question like: “This author talks about X, and Y as being catalysts for the changes seen in Movement A, but I don’t understand why Z—who was such a prominent agent for change in Movement B—didn’t do more here,” suggests a thoughtful effort to evaluate the argument of a reading in the context of other class themes and topics. It can generate a far more useful debate through the answers given than a question whose answer is simply “1968,” for example.

Additionally, two papers—due on Sunday, October 6th and Thursday, November 7th, both emailed to me by 9:00 pm on the due date—will be required. In-class group activities and presentations will be held, and an in-class Final Writing Exercise will be held in the last week of the semester.
Course Policies

Classroom computer policy: When students use electronic devices for non-class related activities, they are not truly present in the room, and neither are those watching them. This hurts the class. So if you open a laptop in the classroom, it should be used for that day’s note-taking only. Please do not go on the internet without asking permission. Observe common trust.

You are permitted to bring your laptop to class, but its use is restricted to class work. It should distract neither you, nor those around you, from full participation in the class environment.

When we are reading from a text in class or engaged in a discussion, I expect that you close your computer and focus on the person, not the device.

Instant messaging, gaming, email, Facebooking, surfing the web and "chatting" with others during class is absolutely prohibited. If I see you doing anything other than class work with your computer, it will be banned from the classroom for one week. If it happens again, you will have a conversation with the Academic Dean and the Dean of Students.

Papers: Papers must conform to the page limitations set: approximately 4-5 pages, typed in 12 point Times New Roman font, and double-spaced (and please do not manipulate page margins or font-sizes). Papers should be proofread for spelling and grammar since they will be graded on style as well as content.

Rough drafts of the two papers should be submitted for my comments and suggestions, and the due dates for those are listed on the syllabus and in the Schoology assignments calendar.

Papers must be emailed or handed to me by the beginning of the class for which it is due. Penalties for late work will be 1/3rd of a letter grade for each day after the work’s deadline has passed (so a paper due on Monday but emailed to me on Wednesday would lose 2/3rd of a letter grade, eg: A → B+, or B- → C.)

Extensions may be granted for serious and unavoidable circumstances, but requests for these extensions must be made to me at least 24 hours before an assignment's due date. You must receive written/emailed confirmation from me of the extension before you can consider it granted so that late penalties will not apply. If the paper is turned in after the extended deadline has passed, the standard late work penalties will accrue from the point of the extended deadline.

Plagiarism and Academic Honesty
At no point may you use any material or ideas without giving credit to the source. Whether using something directly (quotation) or in a format that incorporates another’s ideas with your own (paraphrasing), you must give credit. Similarly, your representation of an author’s argument must be consistent with their intent: you may not take an author’s words out of context in order to manufacture “evidence” for the arguments you are trying to make. We will
discuss this in advance of the relevant assignments, but feel free to ask if you are experiencing any confusion or have concerns.

**Grading**
The final grade for this course will be computed from a weighted average of the individual grades you receive on papers, the in-class final presentation, your weekly reading responses/questions, and your class participation. Both the quality and quantity of your contributions to the class discussion will be considered in calculating the class participation portion of the grade. Your regular, thoughtful, alert, and prepared attendance in class is expected; excessive, unexplained absences or unpreparedness will affect your class participation grade.

Each aspect of your performance in the course will be assigned the following approximate weights in determining your final grade for the course:

- **Weekly Reading Responses:** 20% (or 2% each)
- **Paper #1:** 15%
- **Paper #2:** 20%
- **Group Activities and Presentations:** 10%
- **In-Class Final Writing Exercise:** 20%
- **Class Participation and Preparedness:** 15%

**Conference/Office Hours and Communications Policy:**
I am available for conferences by appointment during the day and at other times including after dinner. If you would like to make an appointment to see me or you have questions for me, please contact me via e-mail me at claire_nelson@concordacademy.org. I will check my e-mail at least once a day, but you must be prepared for the possibility that it could take me up to 36 hours to receive and respond to your message. Please plan accordingly, but otherwise, do not hesitate to seek me out for extra support, or simply to tell me more about what interests you.
SCHEDULE AND ASSIGNMENTS

Week 1: The 1950s
Tuesday, 9/3:
THURSDAY, 9/5:

Week 2: Civil Rights—Integration
MONDAY, 9/9:
Tuesday, 9/10:
THURSDAY, 9/12:


Week 3: Civil Rights—Voting Rights
MONDAY, 9/16:
Tuesday, 9/17:
THURSDAY, 9/19:


Week 4: Black Nationalism and Internationalism
MONDAY, 9/23: Senior College Visiting Day.
Tuesday, 9/24:
THURSDAY, 9/26:
Homework: Read Dan Berger, Captive Nation: Black Prison Organizing in the Civil Rights Era, p. 1-4, 49-90 (in Course Readings Folder);

**Week 5: Prisoner Rights**
MONDAY, 9/30:
Tuesday, 10/1:
THURSDAY, 10/3:
Homework: Work on Paper. Rough draft due by 9:00 pm on Tuesday, 10/1; final draft due emailed to Claire_nelson@concordacademy.org by 9:00 pm on Sunday, 10/6.

**Week 6: Red and Brown Power**
MONDAY, 10/7: Paper #1 due.
Tuesday, 10/8:
THURSDAY, 10/10:


**Week 7: White Discontent**
THURSDAY, 10/17:

**Week 8: The Counterculture**
MONDAY, 10/21:
Tuesday, 10/22:
THURSDAY, 10/24:
Homework: Read Isserman & Kazin: “The Making of a Youth Culture,” p. 141-162 (in Course Readings Folder);

And, Joan Didion, “Slouching Towards Bethlehem” p. 4-35 (in Course Readings Folder);

Week 9: The Antiwar Movement
MONDAY, 10/28:
Tuesday, 10/29:
THURSDAY, 10/31:

Week 10: Student Movements
MONDAY, 11/4:
Tuesday, 11/5:
THURSDAY, 11/7:
Homework: Work on Paper #2. Rough Draft due by 9:00 pm on Sunday, 11/3; final draft due emailed to claire_nelson@concordacademy.org by 9:00 pm on Thursday, 11/7.

Week 11: Women's Rights
MONDAY, 11/11:
Tuesday, 11/12:
THURSDAY, 11/14:


Week 12: From Radical Feminists to Suburban Housewives
MONDAY, 11/18
Tuesday, 11/19:
THURSDAY, 11/21:

Week 13: Gender and Sexuality
MONDAY, 12/2:
Tuesday, 12/3:
THURSDAY, 12/5: Field Trip To Boston’s Equality Trail and the archives of The History Project

Week 14: Conservative Backlash
MONDAY, 12/9:
Tuesday, 12/10:
THURSDAY, 12/12:


Week 15: Final Exam
DATE AND TIME TBD.