

HTS 4001A: The United States in the 1960s
Georgia Institute of Technology
Spring 2014
Old Civil Engineering Building, 104

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Office: Old Civil Engineering Building, G18
Office Hours: Mondays, 2-4 pm and by appointment

Course Overview:

Through a combination of readings, discussions, and independent student research, this course examines one of the most tumultuous and formative moments in recent U.S. history. It explores Cold War liberalism, the early history of contemporary conservatism, the African American struggle for equality, the women's movement as well as a number of other struggles for social justice. It also examines the famous countercultural movements of the 1960s as well as the Vietnam War and the antiwar movement. In addition, it considers the American experience of the 1960s in a global context. Students in this course complete a major research paper (20-25 pages) and use their findings to enrich class discussions of these and other topics.

Students are expected to complete all assignments on time and to take seriously their part in building a classroom community committed to civil debate and ongoing discovery, a classroom in which all students feel comfortable stating their opinions and asking questions and, in fact, do so constructively and often.

Required Readings:

- 1) Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s*, 4th Edition
- 2) William Chafe, *Civilities and Civil Rights: Greensboro, North Carolina and the African American Struggle for Freedom*
- 3) Sara Evans, *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left*
- 4) David Farber, *Chicago '68*
- 5) Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Detente*
- 6) Assorted readings on T-Square

All books listed above are available for purchase at the campus bookstore. Most are available in e-reader formats.

Suggested Readings:

It is also **strongly** recommended that you obtain a copy of Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. The precise edition is not important. It can be purchased affordably online.

Assignments and Grading (See final pages for specific expectations):

- 1) Participation in Class Discussions (15%)
- 2) Preliminary Bibliography and Proposal (5%)
- 3) Preliminary Presentation (5%)
- 4) Annotated Bibliography and Revised Proposal (10%)
- 5) Outline (10%)
- 6) Draft (15%)
- 7) Final Presentation (10%)
- 8) Final Paper (30%)

Course Schedule:

Jan. 8 – Overview

Jan. 15 – Isserman and Kazin, *America Divided*, Chapters 1-7/Research Orientation and “Search Log” Overview

Jan. 22– Isserman and Kazin, *America Divided*, Chapters 8-14 and Conclusion/Research Orientation, Part 2

Preliminary Bibliography and Proposals Due on Monday, Jan. 27 at Midnight. Must be uploaded to the “Assignments” Page on T-Square.

Jan. 29 – One-on-One Meetings, Group A – Meetings held in instructor’s office, Old Civil Engineering Building, G18

Please bring your “search log” to your one-on-one meeting.

Feb. 5 – One-on-One Meetings, Group B – Meetings held in instructor’s office, Old Civil Engineering Building, G18

Please bring your “search log” to your one-on-one meeting.

Feb. 12 – Chafe, *Civilities and Civil Rights* (All)

Feb. 19 – Evans, *Personal Politics*, Chapters 1-4.

Feb. 26 – Evans, *Personal Politics*, Part 2/Preliminary Presentations, Chapters 5-9.

Annotated Bibliography and Revised Proposal Due on Friday, Feb. 28 at Midnight. Must be uploaded to the “Assignments” Page on T-Square.

Mar. 5 – Preliminary Presentations, Part 2

Mar. 12 – Farber, *Chicago '68* (All)

Mar. 19 – No Class, Spring Break

Mar. 26 – Suri, *Power and Protest*, Chapters 1-3
Didion, “Slouching Toward Bethlehem” (on T-Square)

Outlines Due on Friday, March 29 at Midnight. Must be uploaded to the “Assignments” Page on T-Square.

Apr. 2 – Suri, *Power and Protest*, Chapters 4-6 and Conclusion

Apr. 9 – Final Presentations

Drafts of Final Paper Due on Friday, April 11 by Midnight. Must be uploaded to the “Assignments” Page on T-Square.

April 16 – Final Presentations

Apr. 23 – Final Presentations

FINAL PAPER DUE, WEDNESDAY, APRIL 30 AT 11 AM. MUST BE UPLOADED TO THE “ASSIGNMENTS” PAGE ON T-SQUARE

Expectations for Graded Assignments and for Class Participation:

- 1) *General Class Participation (15%)* – You must engage consistently with all aspects of class discussion to earn full credit for class participation. Your questions and comments should be on-topic, constructive and respectful. You may miss **two** classes during the semester no questions asked (excluding a class when you are scheduled to present or to meet with me individually). Thereafter, for every absence, **I will deduct a third of a letter grade from your final grade** for the course except for the case of a documented medical or family emergency.
- 2) *Preliminary Bibliography and Proposal (5%)* – Your preliminary bibliography must consist of at least 3 scholarly books and 3 primary sources that are clearly related to your topic. You may substitute two scholarly articles for one of the books. The format of the bibliography should follow the *Chicago Manual of Style*. In the same document, you should also include a roughly 300-500-word description of the topic of your research project. This description should include: 1) a basic discussion of the topic; 2) an overview of how you plan to research it; 3) any concerns that you might have about your ability to execute a project based on the topic.
- 3) *Preliminary Presentation (5%)* – This presentation should be 8-10 minutes long. It should provide a clear discussion of: 1) the topic you are researching; 2) why you have chosen it; 3) your preliminary ideas about what scholarly contributions your paper might

make; 4) an overview of the kinds of sources that you plan on using and how *specifically* you have located those sources and how you will continue to search for more; 5) any challenges that you are currently facing in researching the topic. You should also be able to field *in a clear and concise manner* roughly ten-minutes worth of questions posed by me and your classmates about your project after your presentation. The main purpose of these presentations is to inform your classmates' about the basic contours of your research project and for you to benefit from their insights and reflections.

- 4) *Annotated Bibliography and Revised Proposal* (10%) – Your annotated bibliography must include an extensive combination of scholarly books, articles, and primary sources. It should include most of the sources that you plan to use to write your final paper. Entries in this bibliography should hew to the format described in the *Chicago Manual of Style* and should be followed by a paragraph describing the contents of the source and how specifically you plan on using it to further your project. After reading this bibliography, I should feel confident that you can execute the topic based on the sources that you have located. In addition, if appropriate – and it generally will be – you should revise the roughly 300-500-word proposal you handed in with your preliminary bibliography to accurately reflect the goals of the project.
- 5) *Outline* (10%) – The purpose of this outline is to show that you have worked extensively to craft a main argument (thesis) for your paper and that you have considered at length how you will organize your paper in order to execute this argument. Your outline MUST begin with an introductory paragraph that includes a thesis statement (in other words, a statement of your main argument). It should also include an in-depth outline of the body of your paper. This outline does not need to follow a particular format but it must be clear and easy to follow.
- 6) *Draft* (15%) – Your draft must be a FULL draft of your final paper in its entirety. *Your draft will be graded exclusively on the effort you have put into authoring a product that fulfills the criteria I will use to evaluate the final version of your paper as described below.*
- 7) *Final In-Class Presentation* (10%) – Expectations for this presentation will be detailed at an appropriate point in the course.
- 8) *Final Paper* (30%) – Your final paper will be evaluated based on the following criteria.
 - a) The Basics – Your paper should be 20-25-pages long, double-spaced, in a twelve-point font using one-inch margins. It should be based on extensive research in scholarly secondary sources (scholarly books and articles) as well as substantial primary-source research (for example, newspapers, diaries, speeches, and/or archival materials.) The precise combination of secondary and primary source research that will be necessary to execute a successful paper will vary from topic to topic. A more concrete estimate can be determined in consultation with the instructor after you have chosen a topic and as the semester progresses.

b) Citations – all information should be properly cited using footnotes following the format described in the *Chicago Manual of Style*. (More information about this format will be distributed and discussed during the semester). Footnotes should be single-spaced and written in a ten-point font. There should be no spaces between individual footnotes.

c) Clarity of Writing – Your sentences should be simple, clear and easy to follow. Moreover, it should be absolutely indisputable that you have taken the time to proofread your paper before handing it in.

d) Organization – Your paper should be well-organized. Your paper should lead the reader step-by-step to a full understanding of your argument. Each sentence should follow logically from the sentence that preceded it. Each paragraph should follow logically from the paragraph that preceded it as well.

e) Introduction and Conclusion– Each of your papers should begin with at least one paragraph that outlines your argument. Each of your papers should conclude with at least one paragraph that briefly recapitulates your most important points.

f) Use of Examples and Evidence – You should back up your argument using wisely selected examples and evidence that are properly cited as described in section b above. You should try to avoid overly long quotations. Quotations that are more than four lines long should be single-spaced with each line indented. (You should use quotations of such length very selectively.)

g) Mastery of Material– Your paper should show that you have mastered the material at hand. Mastery does not simply mean an ability to list a series of related points. Rather, it means that you have thought deeply about your topic and have offered a sophisticated and creative take on the issues at the heart of your project.