This course examines the origins, impact, and consequences of the social and political upheaval of the period in American history stretching from the early 1960s through the early 1970s. Topics include the civil rights movement; the Vietnam War and the accompanying antiwar movement; and the origins of some of the major social movements of the decade—the feminist, environmental, and gay liberation movements. Other topics will include changes in popular culture, the rise and fall of the New Left, and the conservative reaction to these ideas and events. The course will conclude with a look at the legacy of this unique period and its continuing influence on contemporary America.

**Required Readings**

All of the following books are available ONLY at Goerrings Book Store. All additional readings are available on reserves.

David Farber and Beth Bailey, *The Columbia Guide to America in the 1960s*
Alexander Bloom and Wini Breines, “‘Takin’ it to the Streets’: A Sixties Reader

**Course Objectives**

After completing this course, students should be able to:
1. read and analyze works of history, with particular attention to argument, methodology, and use of evidence;
2. improve their ability to communicate clearly and concisely, verbally and in writing;
3. understand how to locate and use primary sources in a library;
4. understand how to organize and assemble primary sources into a coherent research paper.

Course Assignments:

For all papers, I require that students email their writing assignments to me at my email address (linkwa@ufl.edu). Papers must be submitted in Microsoft Word, no later than the beginning of class. *NB: it your responsibility to make sure that I receive the paper electronically. It is not an acceptable excuse to say that the email system isn’t working.* Once I receive the paper, I will send a return receipt to you. If you haven’t received a receipt, you should assume that I haven’t received the paper. If I don’t receive it, I will assume that you haven’t turned it in.

1. **Class Participation (worth 20 percent of total grade).** Since this is a seminar, it is very important that all students make an effort to participate. **All students are expected to complete the weekly assigned readings by the time of class.** I expect active engagement in the class, based on a careful reading of class materials. I don’t count the volume of comments, but rather assess their quality—the ability to understand and digest what you’ve read, make connections, think on your feet, and listen and synthesize ideas that emerge in class.

2. **Discussion leaders (worth 10 percent of total grade):** Each student will participate as part of a discussion team of two or three students during the class session in which we are considering readings. Students should collaboratively prepare a list of questions, a bibliography of relevant secondary works, and survey the primary sources. All discussion leaders must meet with me in advance of the class discussion.

3. **Preliminary research exercises (worth 25 percent of the total grade):**

As part of your research project, I expect you to complete the following research exercises:

- **Oral presentation of topic:** this should include 1) a brief description of your topic, 2) what questions you are raising 3) what other historians have said about topic. **Due September 10th.**
- **Written presentation of topic (a revised, written version of the oral presentation — 2 pp.):** Due September 17th.
- **Library project/annotated bibliography of sources:** I expect you to take full advantage of the resources of the UF library, both materials in the stacks and the extensive electronic resources that are available. As part of your annotated bibliography, I want the following:
An indication of which databases and bibliographic sources you investigated;
- A complete bibliography, divided into primary and secondary sources;
- Full bibliographic information according to Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html), an indication of whether your source materials are at UF library, if they are available electronically, and (if unavailable locally) what other libraries contain these materials. **Due September 24th**.

- **Brief essay review (5 pp.):** this should examine the most important works that treat subjects related to your paper. This should be no more than 1000 words. **Due October 8th**.
- **2-3 pp. outline of your paper:** you may use whatever format you prefer, but it should intelligible, both to you and to the instructor. **Due October 22nd**.

4. **1st draft of paper and oral presentation (worth 10 percent of grade),** 3000 to 4000 words, excluding notes and bibliography. All students will present their papers in a 10-15 minute oral report to the class. The last few weeks of class are set aside for student presentations of their work. These ten- to fifteen-minute presentations and subsequent question-and-answer sessions provide each student the opportunity to submit his or her research to the rest of the class for peer review. Students not presenting on a particular day are required to be in class and to respond to the students who do present their work. **Due November 5th**.

5. **Final draft, research paper (worth 35 percent of the total grade), due December 3rd.**

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Other Matters…

**Drop policy:** The History Department’s official policy regarding this course is the following: **students are permitted only one chance to complete this course successfully.** During the official drop-add period, all students are permitted to drop the senior seminar, and this drop will not be counted against you. If drops are completed during this period, students will be permitted to register for a future senior seminar. All other students are expected to complete and pass the senior seminar that they are enrolled in.

**Attendance:** Attendance at all classes is absolutely essential, and your attendance in class is mandatory. **You will lose one letter grade from your course participation grade for each unexcused absence.** I will accept no excuses except medical or family emergencies.
Deadlines: You must submit your work on time. Any unexcused late work will be penalized by one letter grade a day.

Plagiarism: I will enforce a policy of zero tolerance toward plagiarism of any kind, and I will be especially severe with anyone guilty of it. That means that anyone discovered cheating in any fashion will be given a failing course grade. It is your responsibility to be familiar with what cheating and especially plagiarism are. The University's rules on Academic Honesty and the statement on Academic Honesty are in the Undergraduate Catalog and at http://www.dso.ufl.edu/judicial/academic.php. The Department of History's own statement on Academic Honesty, contained in the Department's Manual on Policies and Procedures, covers plagiarism, attribution, citation, multiple submission of papers, etc. If you have any doubts about what constitutes plagiarism, please consult the University and Departmental guidelines, or ask me for clarification.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information, consult the following website: http://www.dso.ufl.edu/drc.
COURSE SCHEDULE

WEEK 1  August 27:  Course introduction
Distribute syllabus, make assignments, review course requirements

WEEK 2  September 3:
No class, Labor Day holiday
Read Farber and Bailey, pp. 1-76 for an overview about the Sixties

WEEK 3  September 10:
Topic:  The Civil Rights Movement
Common reading:  Bloom and Breines, ch. 1; Farber and Bailey, pp. 79-90
Discussion leaders:  Perry, Pascal
Oral presentation of topics
Research discussion:  Rampolla, ch. 1

WEEK 4  September 17:
Topic:  The Student Revolt
Common reading:  Bloom and Breines, ch. 2; Farber and Bailey, pp. 91-97
Written presentation of topic
Discussion leaders:  Buford, Ylijoki, Louis
Research discussion:  Rampolla, ch. 2
WEEK 5  September 24:

Topic: Black Nationalism and Ethnic Consciousness

Common reading: Bloom and Breines, ch. 3

Research discussion: Rampolla, ch. 3

Annotated bibliography of sources due

Discussion leaders: Brandao, Fleenor, Falcone

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WEEK 6  October 1:

Topic: The Vietnam War

Common reading: Bloom and Breines, ch. 4; Farber and Bailey, pp. 118-24

Research discussion: Rampolla, ch. 4

Discussion leaders: Scofield, Stevenson

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WEEK 7  October 8

Topic: The Counterculture

Common Reading: Bloom and Breines, ch. 5; Farber and Bailey, pp. 143-56

Research discussion: Rampolla, ch. 5

Brief essay review due

Discussion leaders: Quinn, Rush, Kemmerling

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WEEK 8  October 15:
Topic: Modern Conservatism

Common Reading: Bloom and Breines, ch. 6; Farber and Bailey, pp. 157-66

Research discussion: Rampolla, ch. 6

Discussion leaders: Griffin, Hartmann, Beltran

WEEK 9 October 22:

Topic: Women’s Liberation

Common Reading: Bloom and Breines, ch. 8; Farber and Bailey, pp. 125-33.

Research discussion: Rampolla, ch. 7

2-3 page outline of your paper due

Discussion leaders: Patel, Logsdon

WEEK 10 October 29:

Topic: Into the Seventies

Common Reading: Bloom and Breines, ch. 9; Farber and Bailey, pp. 109-17.

Discussion leaders: Hunt, Lusby, McNeal

WEEK 11 November 5:

1st drafts due; class presentations

WEEK 12 November 12:

NO CLASS

WEEK 13 November 19:
class presentations on drafts

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WEEK 14  November 26
class presentations on drafts

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WEEK 15:  December 3:  Final drafts of papers due