

HIST 280: SEMINAR IN RECENT AMERICAN HISTORY

TOPIC: THE 1960s

SPRING 2022

WEDNESDAYS 6:00-8:45 PM IN DMH 167

*(CLASS MEETS ON ZOOM UNTIL FEB. 16)

INSTRUCTOR: PROF. GLEN GENDZEL

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Telephone: 408.924.5514 (Canvas message or email is better)

Office Location: DMH 134

Office Hours: Wednesdays 4:30-5:30 PM PST or by appointment

[CLICK HERE FOR OFFICE HOURS ZOOM LINK](#)

Class Day/Time: Wednesdays 6:00-8:45 PM in DMH 167*

*class meets on Zoom until Feb. 16 - [CLICK HERE FOR CLASS MEETING ZOOM LINK](#)

Prerequisites: Graduate standing or instructor consent

This course satisfies the [SJSU Graduation Writing Assessment Requirement \(GWAR\)](#)

Greetings, students! I am Prof. Gendzel and I am your instructor for this online course. I am a Bay Area native with a BA in History from the University of California, Berkeley, and an MA and PhD in History from the University of Wisconsin, Madison. I have taught at seven universities in five states. I have been teaching California and U.S. history at SJSU since 2005. I have been chair of the History department since 2016. Welcome to HIST 280!

If you need help with Canvas, click "Help" in the blue left-side menu bar of your Canvas screen. Consult the [Canvas Student Guide](#) and the [SJSU Canvas Student Resources](#). If you need help with Zoom, consult [Zoom Support](#). You can also get tech support from the helpful, friendly staff at [eCampus](#). Email them at [<ecampus@sjsu.edu>](mailto:ecampus@sjsu.edu) or call them at (408) 924-2337 (8 AM-7 PM daily). Prof. Gendzel does not provide tech support.

NOTE: You should access Canvas and Zoom on a computer, not on your phone. SJSU has free computers available for loan. Consult [SJSU Learn Anywhere](#) for more information. You can also borrow laptops from [Student Computing Services](#) at King Library. It is the responsibility of students who require special accommodations or assistive technology due to a disability to notify Prof. Gendzel immediately.

Course Enrollment and Student Consent

By enrolling in this course, you consent to all requirements listed on this [Home Page/Syllabus](#) and in course handouts. You accept responsibility for using Canvas to access required course materials, using Zoom, and seeking help from eCampus (not Prof. Gendzel) if you encounter technical problems. You are responsible for keeping up with course assignments and registering your correct email address with Canvas and with SJSU. Check Canvas and your SJSU-registered email regularly for course announcements.

By enrolling in this course, you agree to abide by [SJSU University Policy S12-7](#): "**Course material developed by the instructor is the intellectual property of that instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course . . . without instructor consent.**" Do NOT download, upload, stream, post, transmit, archive, reproduce, copy, save, distribute, or otherwise share ANYTHING from this course with ANYONE, including any social media or websites on the Internet. Any of these activities is a violation of

California Civil Code 980 a(1) and SJSU University Policy S12-7 and could result in possible sanction. Don't do it!

Instructor Contact and Office Hours

Contact Prof. Gendzel by Canvas message or by email at <glen.gendzel@sjsu.edu>. He will reply as soon as possible, but don't expect responses on evenings or weekends. He is available during office hours (Wednesdays 4:30-5:30 PM PST) in DMH 134 or by Zoom. [CLICK HERE](#) to access Zoom office hours. Other times are available by appointment. Request appointments by Canvas message or by email. You can post general questions about course organization, requirements, and assignments on the [Help Forum](#) in [Discussions](#) (see left hand menu in Canvas).

Course Description

From the SJSU Catalog: "An intensive study of some phase or problem in the period from the Civil War to the present. Individual research with oral and written reports." The topic of this course will be the United States in the 1960s. This course satisfies the SJSU Graduation Writing Assessment Requirement (GWAR). You are expected produce an individually written primary-source research paper 5,000 to 7,500 words in length (not counting references) that will count for 60% of your grade. Your paper is expected to meet the standards of the historical profession and demonstrate the skills used by historians.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO1: Describe and explain the causes and effects of major historical events in the United States in the 1960s. Assessed by class discussion and writing assignments.

CLO2: Formulate a research question, locate primary sources, and conduct historical research according to the professional standards of the discipline of History. Assessed by writing assignments.

CLO3: Compose a thesis, use primary source evidence, write persuasively at length, and cite sources properly in Chicago style according to the professional standards of the discipline of History. Assessed by writing assignments.

Required Textbooks

1. Alexander Bloom and Wini Breines, eds., *Takin' It to the Streets: A Sixties Reader*, 4th ed. (New York: Oxford Univ. Press, 2015) ISBN 9780190250706 **[DO NOT USE EARLIER EDITIONS]**

2. Harvard Sitkoff, *The Struggle for Black Equality*, 25th Anniversary Edition (New York: Hill and Wang, 2008) ISBN 9780809089246 **[1993 EDITION IS ACCEPTABLE, DO NOT USE EARLIER EDITIONS BEFORE 1993]**

3. Christian G. Appy, *Working-Class War: American Combat Soldiers and Vietnam* (Chapel Hill: University of North Carolina Press, 1993) ISBN 9780807843918

4. Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2018) ISBN 9780226430577 **[DO NOT USE EARLIER EDITIONS OR THE EBOOK EDITION]**

All textbooks are available for purchase from the [Spartan Bookstore\(.\)](#). You can also purchase them from your favorite bookstore or online bookseller. Additional required readings are available as .pdf downloads under "[Modules](#)" on the left side of the course home page and also linked below in the Course Schedule below. Notify Prof. Gendzel immediately about any "dead links."

NOTE: Weekly reading assignments are listed in the Course Schedule below, not in the Modules. Only the .pdf readings are posted in Modules; other readings are in the assigned textbooks. Follow the reading assignments in the Course Schedule below.

Course Format and Workload

This course is taught in person (except for Weeks 1-3 on Zoom) using resources posted on Canvas. Because this is a 4-unit course, you can expect to spend a minimum of **10 hours per week** completing class-related assignments, in addition to the in-person class meetings. Outside of class, you are expected to complete all reading assignments, attend all class meetings and individual conferences, participate regularly in class discussion, lead or co-lead one topic discussion, write discussion questions, read an individually assigned book, write a Book Review (1,500 to 2,000 words), locate primary sources for your Research Paper, get your topic approved, formulate a research question, conduct research, compose a thesis, write a rough draft, critique rough drafts written by your classmates, complete a final draft of your Research Paper (5,000 to 7,500 words, not counting references), and turn in all assignments on time. Careful time management will enable you to keep up with assignments and succeed in all your classes.

SJSU University Policy S16-9: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” NOTE: For this course, this Home Page is the syllabus.

Library Liaisons

The SJSU History department's Library Liaison is Nyle Monday <nyle.monday@sjsu.edu>. Call him at (408) 808-2041 for help with any library assignments in your History classes. The Director of SJSU Special Collections and Archives is Craig Simpson <craig.simpson@sjsu.edu>. Call him at (408) 808-2062 for help with finding primary sources in Special Collections and Archives.

Diversity, Equity, and Inclusion Statement

See the “Statement in Support of Racial Justice and Anti-Racism” posted on the SJSU History department home page. This course will discuss what the statement calls "the resistance and resilience of marginalized groups," "civil rights movements," "community resistance," and "systemic racism and oppression." I hope to show proper respect and consideration for issues of diversity, equity, and inclusion, and I expect the same from my students. All students are welcome in this course. Please email me with your suggestions about how to make the course more inclusive and welcoming for all students.

Classroom Protocol

When the class meets in Weeks 2-7, designated students (or Prof. Gendzel) will lead discussion of assigned readings using questions posted in advance in the weekly Modules. Each week, you are expected to complete the assigned reading and to participate actively in class discussion. Share your thoughts and reactions to the readings in response to the discussion questions and the comments of your classmates. Listen respectfully to your classmates and to Prof. Gendzel. Give others a chance to talk. Don't confront anyone or put anyone on the spot. Don't get defensive or take anything personally. Don't be offended if Prof. Gendzel asks you to let someone else talk. In Week 14, you will critique rough drafts of other students' papers. You are expected to contribute constructive criticism of your fellow students' work and calmly accept criticism of your own. Do not upload, stream, post, transmit, archive, reproduce, copy, save, distribute, or otherwise share class sessions in any way without Prof. Gendzel's prior written approval (SJSU University Policy S12-7).

Electronic Devices

Turn off phones, computers, and all electronic devices and put them away when you come to class. Do not use ANY electronic devices in class without Prof. Gendzel's permission in advance (see [SJSU University Policy S12-7](#)). Do not call, text, or check messages in class. Do not leave the room to use your phone, except in emergencies. Otherwise, wait until break or after class. There will always be a short break in the middle of the scheduled class time for you to check your messages.

Attendance and Missing Class

You are expected to attend every class meeting from start to finish (see [SJSU University Policy F15-12](#)). If you will miss a class, or a scheduled individual conference, notify Prof. Gendzel in advance explaining your emergency. You must also submit a discussion paper (1,000-1,500 words) to [Assignments](#) in Canvas by 1:00 PM on the day of the next class meeting, answering the discussion questions for BOTH topics on the day that you missed, and making ample reference to the assigned readings. Your discussion paper must conclusively demonstrate that you did the week's assigned readings and that you could have answered all of the week's discussion questions, even though you were not in class. Use Chicago style. Failure to submit a satisfactory discussion paper on time for any missed class meeting will negatively affect your class participation grade.

Grading

This course is letter-graded. Your final grade will be determined by the grades that you earn for your class participation, discussion questions and leadership, Book Review, and Research Paper as described below. There is no "curve," so you are not in competition with other students and the overall grade distribution is irrelevant. There will be no "extra credit." Instead, you will earn FOUR letter grades worth these basic point values:

A+ = 100	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 78	C = 75	C- = 72
D+ = 68	D = 65	D- = 62
		F = 0

The points you earn for each assignment will be weighted according to this chart:

ASSIGNMENT	WEIGHT	POINTS
Class Participation	20%	200
Discussion Questions & Leadership	10%	100
Book Review (1,500-2,000 words)	10%	100
Research Paper (5,000-7,500 words)	60%	600
TOTAL	100%	1000

Your final grade in the course will be calculated strictly by totaling your points according to this chart:

TOTAL POINTS REQUIRED TO EARN FINAL LETTER GRADES:

A+ = 1000	A = 950	A- = 920
B+ = 880	B = 850	B- = 820
C+ = 780	C = 750	C- = 720
D+ = 680	D = 650	D- = 620
		F = <620

NOTE: All grades will be posted on Canvas under "Grades." Look for them there.

DESCRIPTIONS OF ASSIGNMENTS AND GRADING CRITERIA

Class Participation • 20% of grade • Assesses CLO1

>DETERMINED BY PROF. GENDZEL AT END OF THE SEMESTER

Your class participation grade will reflect Prof. Gendzel’s assessment of your average weekly preparation and your average weekly contribution to class discussion in Weeks 2-7; your oral reports on your research in Weeks 9, 11, and 14; and your comments (both oral and written) on other students’ rough drafts in Week 14. Your contributions to class discussion will be evaluated by how thoroughly you appear to have read and considered the assigned reading in Weeks 2-7. Quantity, quality, courteousness, responsiveness, and relevance of class participation all “count.” To help you prepare for discussions, Prof. Gendzel will distribute discussion questions in advance. Come prepared to answer every question. Prof. Gendzel might call on you in class. In Week 14, when you critique rough drafts by your fellow students, try to offer constructive criticism orally and in writing. Your critiques of other students’ rough drafts will figure into your class participation grade.

Discussion Questions and Discussion Leadership • 10% of grade • Assesses CLO1

> DUE BY 1:00 PM ON MONDAY OF THE WEEK WHEN YOU WILL LEAD A DISCUSSION

In Week 1, you will sign up to write discussion questions about the assigned readings for one of 11 topics. Write 2 or 3 questions per each secondary source book chapter or article, plus 2 to 4 questions about the primary source readings in *Takin' It to the Streets*, 400-600 words in total. Submit your discussion questions to Assignments in Canvas by 1:00 PM on Monday of the week when you will lead a topic discussion. Prof. Gendzel will download your questions from Canvas; he may edit your questions before posting them in Modules for the class to download. When class meets that week, you will lead the class discussion of your chosen topic. Structure the discussion any way you wish, but try to cover as much of the assigned reading as possible. Try to focus on the main ideas in the readings, not random facts or details. Lead the discussion using your discussion questions. State your questions, give your classmates time to respond, and finish answering your own question before moving on to the next one. Try to maximize input from your classmates. Your grade on discussion questions and discussion leadership will reflect Prof. Gendzel’s assessment of the quality of your questions, your comprehension of the readings, your structuring of the discussion, your own answers to your questions, and the effectiveness of your discussion leadership in eliciting maximum, lively participation from your classmates.

Book Review (1,500-2,000 words) • 10% of grade • Assesses CLO1

> DUE BY 1:00 PM ON WEDNESDAY, MAR. 23

You will write a Book Review on an individually assigned book related to your research topic. Prof. Gendzel will assign a book to you once he has approved your research topic. It is your responsibility to seek an individual book assignment from Prof. Gendzel and then to obtain the book in time to complete your Book Review. Your review should be 1,500-2,000 words in length. Longer reviews are acceptable; shorter reviews are not. Book Reviews should summarize and critically analyze the assigned book using the format described in the Book Review Instructions posted in [Assignments](#), with proper Chicago Style references. Your review will be graded 40% on summary, 50% on critical analysis, and 10% on style and mechanics. Submit your Book Review to [Assignments](#) in Canvas by 1:00 PM on Wednesday, Mar. 23. **NO LATE BOOK REVIEWS WILL BE ACCEPTED.**

NOTE: At the end of your Book Review, include a separate page with (1) your specific **research topic** (which must have been approved in advance by Prof. Gendzel), (2) your **research question** in a single sentence, and (3) a Chicago style bibliography listing the **primary sources** that you intend to use. See Turabian, *A Manual for Writers*, Chap. 2 for guidance in formulating a research question. See the Book Review Instructions posted in [Assignments](#) for more information about this assignment.

Research Paper (5,000-7,500 words) • 60% of grade • Assesses CLO1, CLO2, CLO3

> ROUGH DRAFT DUE BY 1:00 PM ON FRIDAY, APR. 29

> FINAL DRAFT DUE BY 1:00 PM ON WEDNESDAY, MAY 18

Your main task this semester is to research and write a primary-source Research Paper about some aspect of U.S. history in the 1960s. It is your responsibility to choose a topic (with Prof. Gendzel's approval) based on available sources that you are responsible for finding (with Prof. Gendzel's approval). Your individually-written paper must be 5,000 to 7,500 words in length, not counting references. Your paper must use adequate primary sources and proper Chicago style. Your topic and sources must be approved in advance by Prof. Gendzel. **Start looking for sources and thinking of topics right away.** Consult with Prof. Gendzel so that he can assign an appropriate book for your Book Review, which is due on Mar. 23. By that time, you must have chosen an approved topic, found enough approved primary sources, and formulated a one-sentence research question. Turn in this information with your Book Review (see note above). Your Research Paper will be graded on how well you define your topic, formulate a research question, locate primary sources, conduct research, devise a thesis, organize your argument, support it with evidence, cite sources, use Chicago style, write persuasively, answer your research question, and prove your thesis. See the Research Paper Grading Rubric in [Assignments](#). Your rough draft will not be graded, but failure to submit one will result in loss of opportunity for feedback and possible grade penalties. **NO LATE RESEARCH PAPERS WILL BE ACCEPTED.**

Due Dates and Late Papers

Discussion questions are due in [Assignments](#) in Canvas by 1:00 PM on Monday of the week when you are scheduled to lead a topic discussion. Book Reviews are due in [Assignments](#) in Canvas by 1:00 PM on Wednesday, Mar. 23. Research Paper rough drafts are due in [Assignments](#) in Canvas by 1:00 PM on Friday, Apr. 29, and Research Paper final drafts are due in [Assignments](#) in Canvas by 1:00 PM on Wednesday, May 18. All written assignments must be submitted electronically to [Assignments](#) in Canvas. **Late assignments will not be accepted**, except in case of dire personal emergency verified by official documentation (e.g., hospital records, police report, funeral program, doctor's note) acceptable to Prof. Gendzel. You must notify Prof. Gendzel at least 24 hours in advance if you intend to claim a personal emergency for not submitting any assignment on time.

Incompletes

SJSU University Policy S09-7 mandates that a grade of Incomplete can be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, military service, or some other “unforeseen, but fully justified” event beyond the student’s control. Incompletes will only be considered for students with documented emergencies who have already satisfactorily completed most course requirements. No one will receive a grade of Incomplete without prior consultation with Prof. Gendzel, who may grant an “F” instead. A grade of Incomplete must be made up within a calendar year, or it will automatically convert into a failing grade (IC).

Getting Help

Prof. Gendzel is eager to help you during office hours. He will gladly review your Book Review and/or your Research Paper rough draft before they are due and make suggestions for improvement—but only in person, in his office or on Zoom, not by email. Do NOT send him your rough drafts or portions of rough drafts. You may also get help from the SJSU Writing Center. You are expressly forbidden to work with other students on the writing assignments for this course, or to use any unapproved sources. (See the penalties for cheating and plagiarism below.)

UNIVERSITY POLICIES

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (i.e., learning assistance, counseling, and other resources) are listed on the Syllabus Information web page, which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. (NOTE: Academic Integrity policies are reprinted here for your convenience.)

Academic integrity

University Policy F15-7 requires students to be honest in all academic course work. It also requires faculty members to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development web page for more information.

Cheating & Plagiarism

Cheating – from University Policy F15-7: “San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes: . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work simultaneously presented in two or more courses without prior approval of all course instructors. . . . altering or interfering with the grading process; . . . any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.”

Plagiarism – from University Policy F15-7: “San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes: **knowingly or unknowingly** incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit, and representing the product as one’s own work.”

Your name on your submitted coursework constitutes your promise that it represents 100% your own effort, unless you properly acknowledge every source in Chicago style. You must place QUOTATION MARKS around words that you didn't write yourself, and provide a properly formatted FOOTNOTE or ENDNOTE in Chicago style for every source of words or ideas other than your own. **Every source used in your submitted coursework must be fully and properly cited in your footnotes or endnotes.** Failure to fulfill this requirement could result in a grade of "F" in the course, regardless of your other grades. You must consult with Prof. Gendzel in advance if you are "unsure" or "confused" about what "might be" plagiarism. Even if you plagiarize from multiple sources, change some words, move sentences around, or add words of your own, it's still plagiarism. Likewise, even if you didn't mean to plagiarize, or you forgot to include quotation marks or references, or you accidentally omitted them, or your computer or someone else omitted them without your knowledge, or you didn't know you were plagiarizing when you plagiarized, it's still plagiarism, and it's still a violation of Academic Integrity that will be penalized. You are responsible for knowing and abiding by SJSU's rules of Academic Integrity. Claims of innocence, ignorance, forgetfulness, accidents, good intentions, reliance on others, or technological failures do NOT excuse plagiarism! **Cheating and/or plagiarism will result in a grade of "F" in this course and possible sanctions by the University, as authorized by Sec. 3.1.6 of University Policy F15-7.**

HIST 280 COURSE SCHEDULE – SPRING 2022

INSTRUCTIONS: Assigned readings are listed in the Course Schedule below. Assigned readings must be completed by 6:00 PM on Wednesday of each week. Some assigned readings are in the required textbooks that are available for purchase from the Spartan Bookstore or from your favorite online bookseller. Other assigned readings that are marked with an asterisk (*) are posted here and in the weekly Modules. Download these readings as .pdf files that you can print out or read on your computer. In Weeks 2-7, class meetings will cover two topics each week, with a short break in the middle. Reading assignments are listed by topic, but the entire week's assigned reading (for BOTH topics) should be completed before class. Discussion leaders are only responsible for leading discussion and writing discussion questions about ONE topic in each week.

NOTE: This course schedule is subject to change. Any changes will be announced in class and/or email and/or Canvas Announcements. Notify Prof. Gendzel immediately of any "dead links" or if you are unable to access any of the assigned readings. Keep up with the reading assignments and get started early on your search for primary sources, or else you will have great difficulty completing your Research Paper on time.

SJSU University Policy S17-1: "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." The Research Paper is the culminating activity for this course.

Week	Date	Seminar Topics and Reading Assignments
1	Jan. 26	<p>COURSE INTRODUCTION</p> <p>Read this syllabus carefully and ask Prof. Gendzel if you have any questions. Choose one topic in Weeks 2-7 for leading class discussion. You will write discussion questions on that topic. If you miss any class meeting, you must submit a discussion paper about any topic(s) that you missed (see above).</p>

		SIGN UP FOR DISCUSSION LEADERSHIP
2	Feb. 2	<p>TOPIC 1: COLD WAR AMERICA</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), Introduction and Chaps. 1-4. [CLICK HERE and HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), Prologue and pp. 1-11.</p> <p>TOPIC 2: LIBRARY ORIENTATION</p> <p>READ: Kate L. Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i>, 9th ed. (Chicago: University of Chicago Press, 2017), Chaps. 1-3.</p> <p>*READ: *Jenny L. Presnell, <i>The Information-Literate Historian: A Guide to Research for History Students</i>, 3rd ed. (New York: Oxford University Press, 2019), Chaps. 6-7. [CLICK HERE and HERE]</p> <p>Be ready to ask questions about primary sources available at the library, including online databases. Get started right away on finding primary sources for your research paper! Don't delay, or you will have difficulty completing your research on time.</p>
3	Feb. 9	<p>TOPIC 3: KENNEDY & JOHNSON</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), Chap. 5 and pp. 138-140. [CLICK HERE]</p> <p>*READ: Allen Matusow, <i>The Unraveling of America: A History of Liberalism in the 1960s</i> (New York: Harper & Row, 1984), Chap. 5, Chap. 8, and Chap. 9. [CLICK HERE]</p> <p>*READ: Joseph Califano, "What Was Really Great About the Great Society," <i>Washington Monthly</i> 31 (Oct. 1999): 13-19. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), pp. 52-59 and pp. 90-96.</p> <p>TOPIC 4: THE CIVIL RIGHTS MOVEMENT</p> <p>READ: Harvard Sitkoff, <i>The Struggle for Black Equality</i>, 25th Anniversary Edition (New York: Hill and Wang, 2008), Chaps. 1-6.</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), Chap. 1.</p>
4	Feb. 16	<p>TOPIC 5: THE BLACK POWER MOVEMENT</p> <p>READ: Harvard Sitkoff, <i>The Struggle for Black Equality</i>, 25th Anniversary Edition (New York: Hill and Wang, 2008), Chaps. 7-8.</p>

	<p>*READ: Van Gosse, <i>Rethinking the New Left: An Interpretative History</i> (New York: Palgrave Macmillan, 2005), pp. 46-52 and Chap. 9. [CLICK HERE]</p> <p>*READ: Karen K. Miller, "Negroes No More: The Emergence of Black Student Activism," in <i>Long Time Gone: Sixties America Then and Now</i>, ed. Alexander Bloom (New York: Oxford University Press, 2001), pp. 123-143. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), pp. 117-147 and pp. 375-385.</p> <p>TOPIC 6: MORE POWER MOVEMENTS</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), Chap. 13. [CLICK HERE]</p> <p>*READ: Van Gosse, <i>Rethinking the New Left: An Interpretative History</i> (New York: Palgrave Macmillan, 2005), Chap. 10. [CLICK HERE]</p> <p>*READ: Carlos Muñoz, Jr., "The Chicano Movement: Mexican American History and the Struggle for Equality," <i>Perspectives on Global Development and Technology</i> 17 (2018): 31-52. [CLICK HERE]</p> <p>*READ: Daryl J. Maeda, "Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness, 1969-1972," <i>American Quarterly</i> 57 (Dec. 2005): 1079-1103. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), pp. 147-162.</p>
5	<p>Feb. 23</p> <p>TOPIC 7: THE VIETNAM WAR</p> <p>READ: Christian G. Appy, <i>Working-Class War: American Combat Soldiers and Vietnam</i> (Chapel Hill: University of North Carolina Press, 1993), Introduction and Chaps. 3-8.</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), pp. 162-193.</p> <p>TOPIC 8: THE PEACE MOVEMENT</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), pp. 174-184, pp. 190-193, and pp. 240-250. [CLICK HERE]</p> <p>READ: Christian G. Appy, <i>Working-Class War: American Combat Soldiers and Vietnam</i> (Chapel Hill: University of North Carolina Press, 1993), Chap. 9.</p>

		<p>*READ: H. Bruce Franklin, "The Antiwar Movement We Are Supposed to Forget," in <i>Vietnam and Other American Fantasies</i> (Amherst: University of Massachusetts Press, 2000), pp. 47-70. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), pp. 193-235.</p>
6	Mar. 2	<p>TOPIC 9: THE NEW LEFT</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), pp. 168-173. [CLICK HERE]</p> <p>*READ: Wini Breines, "'Of This Generation': The New Left and the Student Movement," in <i>Long Time Gone: Sixties America Then and Now</i>, ed. Alexander Bloom (New York: Oxford University Press, 2001), pp. 23-45. [CLICK HERE]</p> <p>*READ: William L. O'Neill, "Fadeout," in <i>The New Left: A History</i> (Wheeling, IL: Harlan Davidson, 2001), pp. 60-78. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), pp. 60-90, pp. 97-116, pp. 343-353, and pp. 399-402.</p> <p>TOPIC 10: THE COUNTERCULTURE</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), pp. 143-147, pp. 194-227, and pp. 334-338. [CLICK HERE]</p> <p>*READ: Beth Bailey, "Sexual Revolution(s)," in <i>The Sixties: From Memory to History</i>, ed. by David Farber (Chapel Hill: University of North Carolina Press, 1994), pp. 235-262. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), Chap. 5 and pp. 515-527.</p>
7	Mar. 9	<p>TOPIC 11: FEMINISM & MORE</p> <p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), Chap. 12 and Chap. 14. [CLICK HERE]</p> <p>*READ: Van Gosse, <i>Rethinking the New Left: An Interpretative History</i> (New York: Palgrave Macmillan, 2005), Chap. 12. [CLICK HERE]</p> <p>READ: Alexander Bloom and Wini Breines, eds., <i>Takin' It to the Streets: A Sixties Reader</i>, 4th ed. (New York: Oxford University Press, 2015), Chap. 8, pp. 500-515, and pp. 527-539.</p> <p>TOPIC 12: BACKLASH & NIXON</p>

		<p>*READ: Mark Hamilton Lytle, <i>America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Nixon</i> (New York: Oxford University Press, 2006), pp. 250-265, pp. 339-361, and Epilogue. [CLICK HERE]</p> <p>*READ: Jonathan Rieder, "The Rise of the 'Silent Majority,'" in <i>The Rise and Fall of the New Deal Order, 1930-1980</i>, ed. Steve Fraser and Gary Gerstle (Princeton: Princeton University Press, 1989), pp. 243-268. [CLICK HERE]</p>
8	Mar. 16	NO CLASS MEETING - RESEARCH AND INDIVIDUAL CONFERENCES
9	Mar. 23	<p>BOOK REVIEWS DUE - TOPIC PRESENTATIONS IN CLASS</p> <p>Your reading assignment for this week is the book that Prof. Gendzel assigned to you individually. Write your Book Review using the format specified in the Book Review Instructions posted in <u>Assignments</u>. Submit your Book Review to <u>Assignments</u> in Canvas by 1:00 PM in Mar. 23, and come to class prepared to talk about it. You must also have your research topic and primary sources approved by this time. Add a page at the back of your Book Review naming your topic, stating your research question in a single sentence, and listing (in a Chicago style bibliography) the main primary sources that you intend to use. Come prepared to give a brief, informal 5 to 10 minute presentation of your topic, your Book Review, and your primary sources to the class. Remember: Prof. Gendzel must approve all research topics and primary sources in advance. NOTE: No late Book Reviews will be accepted.</p>
		SPRING BREAK - NO CLASS ON MAR. 30
10	Apr. 6	NO CLASS MEETING - RESEARCH AND INDIVIDUAL CONFERENCES
11	Apr. 13	<p>WRITING TIPS</p> <p>READ: Kate L. Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i>, 9th ed. (Chicago: University of Chicago Press, 2017), Chaps. 4-7, Chaps. 9-11, and Chaps. 15-17.</p> <p>Class will meet to share stories about the joys of research and to hear Prof. Gendzel's suggestions for writing your rough draft. Come prepared to discuss your research. Bring your copy of Turabian, <i>A Manual for Writers</i> to class.</p>
12	Apr. 20	NO CLASS MEETING - RESEARCH AND INDIVIDUAL CONFERENCES
13	Apr. 27	<p>NO CLASS MEETING - ROUGH DRAFT DUE BY 1:00 PM ON FRIDAY, APRIL 29</p> <p>Submit the rough draft of your Research Paper to <u>Assignments</u> in Canvas by 1:00 PM on Friday, April 29. Prof. Gendzel will send your rough draft to your assigned fellow-student readers. He will also send you the rough drafts written by fellow students whose drafts you agreed to read. Read the rough drafts and write a single page of comments for each student. Offer constructive criticism that will help your fellow students improve their final drafts. Late submission of your rough draft will incur severe final grade penalties.</p>
14	May 4	<p>MEET TO DISCUSS ROUGH DRAFTS</p> <p>Come prepared to discuss and critique other students' rough drafts that you were assigned to read. Bring TWO copies of your written comments that you will provide to these</p>

		students. Give one copy to each student and give the other copy to Prof. Gendzel. Use the comments you receive on your rough draft from Prof. Gendzel and from other students for guidance in writing your final draft.
15	May 11	NO CLASS MEETING - FINISH WRITING!
16	May 18	NO CLASS MEETING - RESEARCH PAPER DUE BY 1:00 PM ON WEDNESDAY, MAY 18 Submit your finished Research Paper to <u>Assignments</u> in Canvas by 1:00 PM on Wednesday, May 18. There will be no exceptions except in dire emergencies with official documentation (see above). NO LATE RESEARCH PAPERS WILL BE ACCEPTED.

REMEMBER: By enrolling in this course, you agree to abide by SJSU University Policy S12-7: "**Course material developed by the instructor is the intellectual property of that instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course . . . without instructor consent.**" Do NOT download, upload, stream, post, transmit, archive, reproduce, copy, save, distribute, or otherwise share ANYTHING from this course! Any of these activities is a violation of California Civil Code 980 a(1) and University Policy S12-7 and could result in possible sanction. Don't do it!