#### **COURSE OUTLINE**

# History 152 Radicals & Rebels: Social Protests in the 1960s

#### I. Catalog Statement

HIST 152 introduces students to the history of protest movements in the 1960s, focusing on the period 1954-1974. Students learn about the social conditions that gave rise to protest movements, the goals, internal dynamics, leadership, strategy and tactics used by these movements and the impact the various protest movements had on the society within which they existed. Particular emphasis is placed on an examination of the civil rights movements, the student movement, the anti-Vietnam movement, the minority empowerment movements, the women's movement and counter-culture.

Total Lecture Units: 3.0 **Total Course Units: 3.0** 

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0** 

Recommended Preparation: Eligibility for ENGL 101.

II. Course Entry Expectations

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 1.

Prior to enrolling in the course, the student should be able to:

- 1. read at the 12<sup>th</sup> grade level or higher;
- 2. understand abstract and complex collegiate reading selections;
- 3. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
- 4. complete a research paper, write essay exams, or complete other types of writing assignments;
- 5. communicate learning, conceptual understanding and critical analysis skills through writing research papers, essay exams, or other types of writing assignments;
- 6. learn material through class discussion and lecture;
- 7. perform basic arithmetic operations of addition, subtraction, multiplication, and division of whole numbers.

#### III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- 1. analyze the goals, organizational structure, leadership abilities, strategic and tactical approaches and organizational skills used to generate a successful protest movement;
- 2. compare and contrast the various movements of the 1960s;
- 3. interpret and assess the impact of these movements on society;
- 4. explain the overall role that protest movements play in American history by using the protest movements of the 1960s as a microcosm of protest movements in general.

## IV. Course Content

## **Total Faculty Contact Hours = 48 hours**

A. Post Civil War

1. Reconstruction

- 2. Black Codes, KKK, Sharecropping
- 3. Post-Reconstruction
- 4. Jim Crow, Plessy vs. Ferguson, Rise of Lynchings
- B. The Lay of the Land: America at Mid-Twentieth Century

3 Hours

3 Hours

- 1. Cold War: Abroad and at Home
- 2. Dominant values anti-communism, conservatism, conformity, consensus and consumerism, subordinate values counter-culture and challenges to racial inequality
- 3. Conditions that make protest movements possible
- C. The Civil Rights Struggle

5 Hours

- 1. Pre-Conditions
- 2. Roles Played
  - a. Ordinary People
  - b. Organizations
  - c. Leadership
  - d. Government
- 3. Seminal Events 1954-1965
- 4. Disagreements with the Civil Rights Movement
- 5. Success and Failures
- D. Cold War Liberalism

5 Hours

- 1. John F. Kennedy's New Frontier
- 2. Lyndon B. Johnson's Great Society
  - a. War on Poverty
  - b. Racial Justice
  - c. Expansion of Civil Liberties
- 3. The Vietnam War
  - a. Causes
  - b. Conduct
  - c. Consequences
- E. The Student Left and the Anti-Vietnam War Movement

6 Hours

1. Pre-Conditions

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	<ul> <li>2. Early Beginnings</li> <li>a. House for Un-American Activities Committee (HUAC) Prote</li> <li>b. Fair Play for Cuba</li> <li>c. Students for Democratic Society (SDS)</li> </ul>	ests
	<ul> <li>3. Movement in Full Stride</li> <li>a. Free Speech Movement</li> <li>b. Maturing of the SDS</li> <li>c. The Resistance</li> <li>d. 1968 The Year that was</li> <li>e. Collapse</li> </ul>	
F. The	e Minority Empowerment Movements	8 Hours
	1. Pre-Conditions 2. The Movements	
	<ul> <li>2. The Movements <ul> <li>a. Black Power – SNCC, Black Panther Power, Nation of Islam</li> <li>b. Brown Power – United Farmworkers Union, La Raza, Brown</li> <li>c. Red Power – The American Indian Movement</li> <li>d. Yellow Power – I Wor Kun</li> </ul> </li> <li>3. Differences with the Movements</li> </ul>	
G. The Woman's Movement		6 Hours
	<ol> <li>Pre-Conditions</li> <li>Civil Rights &amp; Student Left Movements</li> </ol>	
	<ul><li>3. Maturity</li><li>a. National Organization of Women (NOW)</li><li>b. Women's Liberation</li></ul>	
	<ul><li>4. Differences within the women's movements</li><li>5. Successes/Failures</li></ul>	
	ne Counter-Culture 1. Cultural Protest in the 1960s	6 Hours
	<ul><li>a. Dress</li><li>b. Drugs</li></ul>	
	c. Sex d. Music	
	2. The cultural/political world	
	a. Hippies	
	<ul><li>b. Youth International Party (Yippies)</li><li>3. Impact</li></ul>	
I. The	e Conservative Backlash	3 Hours
	1. The election of Richard Nixon, 1968	
	a. Law & Order	
	<ul><li>b. Southern Strategy</li><li>c. "Silent Majority"</li></ul>	
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2. The Vietnam War

- a. "Vietnamization"
- b. Escalation
- c. The Secret War in Cambodia
- d. Paris Peace Accords, 1973
- 3. Secrecy & Scandal
  - a. Counter-Intelligence Program (COINTELPRO)
  - b. Watergate
- 4. Nixon Resigns

#### J. The End of an Era

3 Hours

- 1. What factors influence the effectiveness of a protest movement?
  - a. Nature of Times
  - b. Existence of a critical mass
  - c. Internal Dynamics
  - d. Organization and Leadership
  - e. Successes and Disappointments
- 2. What lessons are to be learned from the protest movement of the 1960s for the protest movements of today?

#### V. Methods of Instruction

The following methods of instruction may be used in the course:

- 1. classroom lecture and discussion;
- 2. audio-visual presentations;
- 3. guest speakers;
- 4. student presentations and discussions
- 5. small group projects;
- 6. oral presentations.

# VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. research paper (e.g. paper regarding a minority's group movement that highlights strategies and tactics in organizing);
- 2. written review of a monograph (e.g. review of book focused on the Vietnam war written during the war).

#### VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

- 1. short answer/essay examinations;
- 2. book critique
- 3. oral presentation;
- 4. final examination.

## VIII. <u>Textbook(s)</u>

Burns, S. *Social Movements of the 1960s: Searching for Democracy.* Philadelphia, PA: Twayne Publishers, 1990. Print.

21.33 Gunning Fog Index Reading Level: ISBN#: 0-805-797-378

Anderson, T. *The Sixties*. New York: Pearson/Longman, 2007. Print. 17.05 Gunning Fog Index Grade Reading Level: ISBN#: 0321421671

Bloom & Breins, *Takin' it to the Streets: A Sixties Reader*. New York, NY: Oxford University Press, 2010. Print.

17.9 Gunning Fog Index Grade Reading Level: ISBN#: 978-0195368352

#### **Additional Books:**

Any Monograph or Biography associated with the Social Protest Movements between 1954 and 1974. An extensive list is provided to the students.

# IX. Student Learning Outcomes

Upon successful completion of the required coursework in Radicals & Rebels: Social Protests in the 1960s, the student will be able to:

- 1. identify and interpret the impact of various grass roots movements of the 1960s;
- 2. analyze how social movements change cultural conceptions and attitudes in the United States;
- 3. explain the political and moral motivations behind a Social Protest movement and its ensuing influence on society;
- 4. compare and contrast social protest movements in terms of why some are more successful than others.