

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits/3contact hours. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

Form ID CCOREFORM10844600137001	Version No. 104.001	Created by Honigwachs, Lea
Created on 2019-02-25T14:34:49	Last Updated on 2019-02-25T14:46:32	Status Updated on 2019-05-03T15:07:21
Current Status Approved	Course Selected: Subject AMST. (AMST. - American Studies) Catalog Nbr 3212	

Course Revision & College	
Form Submission Initial Submission	College Brooklyn College

Course Data		
Course ID 109669	Subject AMST. (AMST. - American Studies)	Catalog Nbr 3212
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle Decade in Crisis: The 1960's		
Course Description 3 hours; 3 credits Counterculture and its challenge to traditional values. The Beat Generation, its poetry, literature, and music. Political papers, autobiographies, documentary film. (Not open to students who have completed American Studies 4002 [71], 1989, or spring, 1991.) Prerequisite: sophomore, junior, or senior standing or permission of the program director.		
Department American Studies		
Pre-Requisites/Co-Requisites SOPHOMORE OR JUNIOR OR SENIOR STANDING OR PERMISSION OF THE PROGRAM DIRECTOR		

Course Syllabus [Attachment Filename(s)]
SYLLABUS_AMST_3212.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition	World Cultures & Global Issues

<p>Math & Quantitative Reasoning</p> <p>Life and Physical Sciences</p>	<input checked="" type="checkbox"/>	<p>US Experience in its Diversity</p> <p>Creative Expression</p> <p>Individual and Society</p> <p>Scientific World</p>
Learning Outcomes: Questions	Learning Outcomes: Responses	
<p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p>	<p>Students will write low-stakes journal entries, a take-home exam, and a substantial research paper that examine and compare readings representing a wide range of formats (fiction, non-fiction, film, cultural theory, a graphic novel) and a diversity of social and cultural points of view. In addition, a major focus of class reading and discussion will be examining and making sense of conflicting voices, perspectives, and views of a famously controversial era.</p>	
<p>* 2. Evaluate evidence and arguments critically or analytically.</p>	<p>Students will be guided through the process of interpreting and analyzing primary and secondary (critical) texts. The response journals, the final exam, and the research paper all require students to demonstrate their ability to critically analyze textual evidence and evaluate arguments.</p>	
<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>Class discussions and the written assignments ? from low-stakes response papers to high-stakes essay and exam ? require that students use evidence to mount and support well-reasoned arguments, assertions and conclusions. The aim of the research paper, in particular, is for students to develop, hone, advance and support a substantial argument, based on primary and secondary evidence they have collected.</p>	
<p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</p>	<p>The syllabus of this course includes a wide range of materials, both primary and secondary: essays by historians, historical documents, documentary films, historical video, music, autobiography, literature and more. Together, the approach to the period through this mix of materials will introduce students to the fundamental concepts and methods of American Studies and its emphasis on a critical, multicultural approach to US society, art, and history. More specifically, the reading journal assignments and the final exam ask students to demonstrate their understanding of how interdisciplinary, American Studies perspectives and methods help illuminate the 1960s and our perspective on it.</p>	

<p>5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</p>	<p>Key readings and units from the course teach students to analyze crucial themes in US history-- including racial conflict; the transformation of sexual relations and gender roles; and war and violence?through a range of informed, and at times competing, perspectives, both from the era itself, and in the theories of historians. More specifically, the reading journal assignments ask students to think about how the range of materials assigned helps us understand key themes and issues through a range of informed perspectives.</p>
<p>6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</p>	
<p>7. Explain and evaluate the role of the United States in international relations.</p>	
<p>8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</p>	
<p>9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</p>	<p>As the readings on the syllabus indicate, the primary emphasis of the course is on the ways in which US social relations, government and social policies, and national identity are influenced and influence race, ethnicity, gender, class, age, and sexual orientation. The course is organized not around a consensus model of culture, but rather an approach that focuses on cultural differences and conflicts. The 1960s, with its broad-based social upheavals, is a perfect era for such a focus.</p>
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

<p>Chair (Approver) Comments</p>
<p>Comments Meets SLOs.</p>

American Studies 3212
Decade in Crisis: The 1960s
3 hours; 3 credits

Course Description

For many Americans, the decade of the 1960s continues to be the defining moment of their lives. Some believe that the period represents the end of an era—the conclusion of a time where fun was innocent, war was honorable, and only women had long hair. Others believe that the decade encompassed a period of dynamic, positive change that was reflected by a variety of social movements on issues such as civil rights, gay rights, women’s liberation, and opposition to the Vietnam War. This course will explore the warring factions that battled for control over the political, social, and cultural arenas during the 1960s. Using primary historical documents, films, music and autobiographies, we will focus on the various movements and individuals that transformed life in the United States. The goal of this course is to understand one of the most controversial periods in US social, cultural and political history, and how it continues to shape the world we live in today. Students will examine the major issues of the 1960s, become familiar with the most important developments and debates of the decade as well as explore the convergence of art, culture and politics that was essential to the emerging youth culture. Finally, students will explore how different groups interpreted and challenged radical and conservative viewpoints that framed American discourse about domestic and international politics.

Course Goals

1. Through a focus on a particular period in American culture, the 1960s, this course will teach students to understand the social, cultural, and ideological diversity of American culture, and the manner in which the intersecting dynamics of race, ethnicity, class, gender, and other axes of social difference produce dissimilar "American" experiences for individuals and groups.
2. This course will teach students to interpret, discuss, and critically analyze a range of historical, cultural and critical texts. Students will be asked to write in both low-stakes and higher-stakes formats, and to examine and mount critical arguments about texts that represent diverse genres, forms, and social perspectives.
3. This course will teach students key methods of historically-oriented, interdisciplinary American Studies, especially how to conduct historical research and complete a substantial research assignment using both primary and secondary sources. Additionally, the course will help students to become more fluent in the key modes of academic writing, crafting introductions, conclusions, and arguments; developing a research bibliography; and supporting claims with evidence.

Required Reading (available at the BC bookstore)

Bloom and Breines eds. "Takin' It to the Streets": A Sixties Reader

Van Gosse, *Rethinking the New Left*

Anne Moody, *Coming of Age in Mississippi*

Tim O'Brien, *The Things They Carried*

Articles are available online @ Blackboard

*Optional readings

Assignments

This course has three central assignments:

1. A weekly reading journal: Students are required to write 10 reflections on readings and discussion from the first 12 weeks of class. Each reflection should be roughly 750 words long, and should be completed by Thursday at 7pm on the week about which you are writing. Your reflection should offer your own perspective on the readings and what we have been talking about in class. More specifically, each journal should address one of two questions: 1) How does the range of materials assigned and the class discussion help us grasp a key issue or event from more than one angle? 2) How do the range of materials assigned and the class discussion help us view the 1960s and its key concerns through an interdisciplinary, American Studies lens? You should include at least three quotations from the readings in each reflection, and also quote at least once from something one of your classmates said in the course of class discussion. Journals should be uploaded to Blackboard every two weeks. I will not grade individual entries, but will grade your journals as a whole at mid-term and again at semester's end.
2. A 10-page research paper, on a topic of your choice that speaks to a major theme or question from the class. The purpose of the paper is to pursue a topic about the 1960s that interests you; to devise a core research question to pursue; to develop a bibliography of at least 10 primary and secondary sources that you can use to examine your topic and your core question; to mount and support an argument about the topic that answers your research question. We will talk more about the research paper as we proceed; the syllabus contains key deadlines for submission of a topic proposal; an initial and a final bibliography; and a draft argument.
3. A final exam that will test: 1) your knowledge of the material from the semester; and 2) how an interdisciplinary, American Studies approach illuminates this tumultuous historical period through the lens of social and cultural diversity.

Grading

Class participation: 15%

Reading Journal: 25%

Final Research Project: 35%

Final Exam: 25%

Course Schedule

Week One **Introduction**
The 1950s and Youth Culture

Week Two **The Civil Rights Movement Part I**
From Lunch counters to Freedom Rides

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 1 to page 24
Van Gosse, *Rethinking the New Left*, Chapter 4 to page 41

Adam Fairclough, "The Preachers and the People: The Origins and Early Years of the Southern Christian Leadership Conference 1955-1959"

*Aldon Morris, "Black Southern Student Sit-in Movement: An Analysis of Internal Organization"

*Edgar Dyer, "A 'Triumph of Justice' in Alabama: The 1960 Perjury Trial of Martin Luther King, Jr."

Video: *February One*

Week Three **The National Preoccupation/Paranoia**
Communists and Other Types of Alien Infiltration

Kennedy's Bay of Pigs

Readings: Van Gosse, *Rethinking the New Left*, Chapters 1, 2, 5

Videos-John F. Kennedy-Inaugural Speech; Bay of Pigs

*Piero Gleijeses, "Ships in the Night: The CIA, the White House and the Bay of Pigs"

Week Four **From Kennedy to Johnson** The Federal Government and Civil Rights The New (Other) America

Readings:

Patterson and Brophy, "October Missiles and November Elections: The Cuban Missile Crisis and American Politics, 1962"

Kenneth O'Reilly, "The FBI and the Civil Rights Movement During the Kennedy Years-from the Freedom Rides to Albany"

Video on 1964 election

*Philip Brenner, "Cuba and the Missile Crisis"

*Carl M. Brauer, "Kennedy, Johnson, and the War on Poverty"

*Monroe Billington, "Lyndon Johnson and Blacks: The Early Years"

Proposed research paper topic due (including guiding research question)

Week Five **Civil Rights Part 2** From the South to the Nation

Readings: Bloom and Breines eds, "*Takin' It to the Streets*": *A Sixties Reader*, Chapter 1 from page 24
Van Gosse, *Rethinking the New Left*, Chapter 4 from page 41

John Lewis Speech at the March on Washington for Jobs and Freedom, August 28, 1963

Moody, *Coming of Age in Mississippi*

*Steven F. Lawson, "I Got it From the New York Times: Lyndon Johnson and the Kennedy Civil Rights Program"

*Leigh Raiford, "'Come Let Us Build a New World Together': SNCC and Photography of the Civil Rights Movement"

Week Six **The New Left** Free Speech? Students Moving Forward

Readings: Bloom and Breines eds. "*Takin' It to the Streets*": *A Sixties Reader*, Chapter 2

Van Gosse, *Rethinking the New Left*, Chapter 6

Richard J. Ellis "Romancing the Oppressed: The New Left and Left Out"

Bret Eynon, "Community in Motion: The Free Speech Movement, Civil Rights, and the Roots of the New Left"

Video: *Berkeley in the 1960s*

Week Seven **The New Right/ Changes on Campus** Conservatives Moving West Campus Cultures

Readings: Bloom and Breines eds. "*Takin' It to the Streets*": *A Sixties Reader*, Chapter 6 to page 317
Helen L. Horowitz, "The 1960s and the Transformation of Campus Cultures"

Initial research paper bibliography due

Week Eight

Power to All People

Equal Rights For All-By Any Means Necessary

Black, Brown, Yellow and Red Power in the Community and on Campus

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 3; Chapter 6 from page 317

Van Gosse, *Rethinking the New Left*, Chapters 9-10

*Peniel E. Joseph, "Dashikis and Democracy: Black Studies Student Activism, and the Black Power Movement"

*Jessica C. Harris, "Revolutionary Nationalism: The Black Panther Party"

Week Nine

Working Class + War=Vietnam

The Roots of the Conflict

Working Class War

Readings: Tim O'Brien, *The Things They Carried*

Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 4 to page 174

Van Gosse, *Rethinking the New Left*, Chapter 8 to page 93

Edward Cuddy "Vietnam: Mr. Johnson's War. Or Mr. Eisenhower's?"

Video on the Tet Offensive

Week Ten

Hell No, We Won't Go: The Antiwar Movement

A New Youth Movement

The Left on the Offensive

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 4, 174-226

Van Gosse, *Rethinking the New Left*, Chapter 8 from page 93

Adam Fairclough, "Martin Luther King, Jr. and the War in Vietnam"

E. M. Schreiber, "Anti-War Demonstrations and American Public Opinion on the War in Vietnam"

*Barrie Thorne, "Protest and the Problem of Credibility: Uses of Knowledge and Risk-Taking in the Draft Resistance Movement of the 1960's"

Video: *Sir, No Sir*

Martin Luther King, Jr., "Beyond Vietnam"

Final bibliography due

Week Eleven

White Rabbits and Yellow Submarines

The Feds and LSD

Turn On, Tune In, Drop Out

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 5

Todd Gitlin, *The Sixties: Years of Hope, Days of Rage*, Chapter 15 pp. 353-361

Lee and Shlain, *Acid Dreams*, Chapter 5

Video: Hugh Downs interviews Timothy Leary

Week Twelve

Riotin' In the Streets

Johnson's Farewell

1968: A Year of Protests

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 7

Kenneth O'Reilly, "The FBI and the Politics of the Riots, 1964-1968" *Journal of American History* V.75, N.1 (June, 1988)

Stefan Bradley, "'Gym Crow Must Go!' Black Student Activism at Columbia University 1967-1968"
Video: Student Protest at Columbia University

Week Thirteen A New Feminism
Uncovering the *Feminine Mystique*
New Gender Politics

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 8
Van Gosse, *Rethinking the New Left*, Chapters 7, 11

*Shirley N. Weber, "Black Power in the 1960s: A Study of Its Impact on Women's Liberation"

*Judith Rollins, "Part of a Whole: The Interdependence of the Civil Rights Movement and Other Social Movements"

Draft research paper argument due

Week Fourteen From the Summer of Love To Altamont and Beyond
Outdoor Festivals Galore
From Stonewall to Gay Pride

Readings: Bloom and Breines eds. *"Takin' It to the Streets": A Sixties Reader*, Chapter 9

Lee and Shlain, *Acid Dreams*, Chapter 9 pp.251-258

Mark Hamilton Lyle, *America's Uncivil Wars*, Chapter 15 pp.334-338

Van Gosse, *Rethinking the New Left*, Chapter 12

Week Fifteen The New/Old Face of Diversity
Nixon and the Silent Majority
Watergate

Readings: David Farber, *The Age of Great Dreams*, Chapter 10

Gerard J. De Groot "Ronald Reagan and Student Unrest in California, 1966-1970"

Hugh Davis Graham, "On Riots and Riot Commissions: Civil Disorders in the 1960s"

Van Gosse, *Rethinking the New Left*, Chapter 13

*William M. King, "The Reemerging Revolutionary Consciousness of the Reverend Dr. Martin Luther King, Jr., 1965-1968"

*Harry A. Reed "Martin Luther King, Jr.: History and Memory, Reflections on Dreams and Silences"

Research paper due

FINAL EXAM