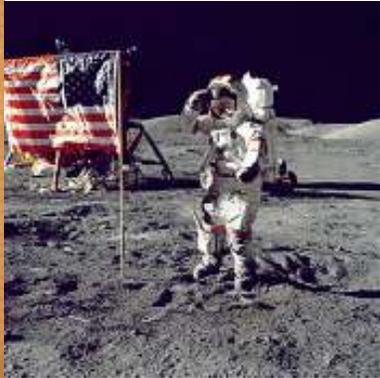
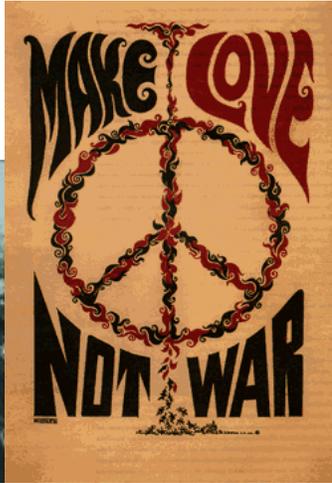


HIST 3Q99  
**The Sixties**

Brock University  
Winter 2014



Mondays, 3-5 p.m., WH 207

Instructor: Dr. Tami J. Friedman  
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Office hours: Tuesdays, 3-4:30 p.m.; Thursdays, 1:15-2:45 p.m.; and by appointment

Seminars: 1 Fridays, 12 noon-1 p.m. TH 133  
2 Thursdays, 3-4 p.m. EA 104

### **COURSE DESCRIPTION**

The 1960s was a period of dramatic upheaval, a turbulent time in which millions of ordinary citizens posed sweeping challenges to authoritarian political and social structures, military intervention, white supremacy, gender conventions, and other features of late twentieth-century existence that were either oppressive or simply mundane. Our fascination with the 1960s has lasted far longer than the decade itself; even those who declare with great relish that “the Sixties are over” seem to remain awed by the era’s power.

In this course, we will consider the 1960s largely from a U.S. vantage point, with some attention to the global context in which so much of the unrest occurred. We will place particular emphasis on social protest movements—ranging from student organizing and Third World nationalism to antiwar activism and women’s liberation—while also exploring the conditions that gave rise to what seemed a conservative counterrevolution in later years. Through our investigation, we will

aim to understand the causes and consequences of the Sixties, the decade's successes and failures, and the ways in which its legacy continues to affect our lives today.

We will focus mainly on primary sources, and you will find that the authors of many of our secondary sources also participated in or directly observed the historical events they discuss. A major goal of the course is to strengthen your ability to read, think, and write critically about the past – to identify, contextualize, and compare the perspectives of multiple historical actors, and to analyze and evaluate differing historical interpretations. You will refine your own research and writing abilities by using historical evidence to develop and articulate your own arguments. Finally, you will sharpen your verbal communication skills by engaging in group discussion and working with a partner to organize and guide discussion yourself.

## **REQUIRED AND RECOMMENDED READING**

The following **required texts** are available for purchase at the Brock University Campus Store. They are also on three-hour reserve in the James A. Gibson Library:

Alexander Bloom, ed., *Long Time Gone: Sixties America Then and Now*. New York: Oxford University Press, 2001.

Alexander Bloom and Wini Breines, eds., *“Takin’ It to the Streets”: A Sixties Reader*, 3<sup>rd</sup> ed. New York: Oxford University Press, 2010.

Multiple copies of additional **required readings** (designated as R in the “Schedule” section of this syllabus) are on three-hour reserve in the library.

The following book is **strongly recommended**:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7<sup>th</sup> ed. Boston: Bedford/St. Martins, 2012.

For general background on the 1960s, the following **recommended books** are on 24-hour reserve in the library:

Terry H. Anderson, *The Movement and the Sixties*. New York: Oxford University Press, 1995.

David Farber and Beth Bailey, eds., *The Columbia Guide to America in the 1960s*. New York: Columbia University Press, 2001.

Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s*. New York: Oxford University Press, 2000.

Douglas T. Miller, *On Our Own: Americans in the Sixties*. Lexington: D. C. Heath, 1996.

## ASSIGNMENTS

*15% Seminar participation* While seminar attendance is mandatory, attendance alone will not count significantly toward your seminar grade. You must come to seminar having attended lectures and completed the week's readings. You are expected to participate actively and thoughtfully in seminar discussions. (See the "Seminar Participation Guidelines" handout.)

*15% Seminar facilitation* You will co-facilitate one seminar discussion. You and your partner must work together in advance and submit a formal overview and discussion questions 24 hours before your seminar (failure to do so will negatively affect your facilitation grade). For details, see the assignment guidelines attached to the syllabus. (See also the "Seminar Facilitation Guidelines" handout.)

*15% Treatise analysis (5-7 pages)* You will critically analyze a treatise of your choice that either influenced or was influenced by the movements of the 1960s, due in lecture on **March 10**. For details, see the assignment guidelines.

*35% Research paper (10-12 pages)* You will write a research paper on a topic of your choice relevant to the history of the 1960s, in two parts: 1) proposal/annotated bibliography (10%) due in lecture on **February 10**; and 2) final paper (25%), due in lecture on **March 31**. You are strongly encouraged to consult with me about your paper topic ahead of time. You cannot proceed with your final paper without an approved proposal/annotated bibliography. For details, see the assignment guidelines.

*20% Take-home final exam* Due date/time TBA

## CLASS POLICIES

- You must complete all components of the course in order to pass the course.
- If an assignment is late, the grade will be reduced by 5% for each day past the due date (including weekend days). Late penalties will be waived only in the event of a documented medical or family emergency, at the discretion of the instructor.
- Assignments that are more than 10 days late (including weekend days) without prior authorization of the instructor will not be accepted.
- Seminar absences will result in a grade of 0 (except for documented emergencies, at the instructor's discretion). There are no "free" missed seminars.
- To be excused from a missed seminar, late assignment, etc., for medical reasons, you must obtain an official Brock medical certificate beforehand and submit it to the History Department; see [www.brocku.ca/health-services/policies/exemption](http://www.brocku.ca/health-services/policies/exemption) for details.
- You must keep backup copies of all written work you have turned in.
- You must keep all original assignments that have been graded and returned to you.
- Do not submit your work electronically unless authorized in advance by the instructor.
- Do not submit your work to the History Department drop box. If you cannot turn in an assignment when scheduled, you must contact me to make alternative arrangements.
- Do not bring laptops to seminar unless absolutely necessary. Instead, bring seminar readings or your detailed notes on the readings.

## ACADEMIC INTEGRITY

Academic integrity – including doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing, and referencing/citation), and avoiding misrepresentation – is a core principle in university study. If you use others’ words or ideas without properly acknowledging that you have done so, you are committing plagiarism – a very serious form of academic misconduct that can have severe consequences for your academic career. Such actions as failing to acknowledge another’s work or misrepresenting it as your own may result in a grade of 0 for the assignment and possibly the course.

If in doubt about what constitutes academic misconduct, consult Rampolla, chapter 6 (“Plagiarism: What It Is and How to Avoid It”); the Brock library resources here: <[www.brocku.ca/library/help-lib/writingandciting/plagiarism](http://www.brocku.ca/library/help-lib/writingandciting/plagiarism)>; or the instructor. For a fuller description of Brock’s regulations regarding academic misconduct, including prohibited actions, procedures, and penalties, see the “Academic Misconduct” section of the *Undergraduate Calendar*: <[www.brocku.ca/webcal/2013/undergrad/areg.html#sec68](http://www.brocku.ca/webcal/2013/undergrad/areg.html#sec68)>.

## UNIVERSITY DEADLINES

Please note the following deadlines (see the *Undergraduate Calendar* for other important dates):

- **Friday, January 17** – Last day for late registration and course changes without instructor’s permission; last day to drop without financial penalty
- **Friday, March 7** – Last date to withdraw without academic penalty; last day to change from Credit to Audit without academic penalty

## ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre (4<sup>th</sup> floor of Schmon Tower, ext. 3240), so I can be informed of your needs.

## SCHEDULE

### **Week 1: Jan. 6 – *first seminar meetings this week; introductions; co-facilitation sign-up***

- Introduction: what was/were “the Sixties”?
  - Seeds of discontent: the global context
- Seminar readings: Jan. 9-10*
- Bloom: “Introduction: Why Read about the 1960s at the Turn of the Twenty-First Century?” 3-9
  - Bloom/Breines: “‘Past as Prologue’: The 1950s as a Prelude to the 1960s,” 1-11
  - [handout] General G. Baker, Jr., “Letter to Draft Board 100,” Detroit, Michigan, 1965

### **Week 2: Jan. 13**

- Film: *Berkeley in the '60s* (118 minutes)
- Seminar: Jan. 16-17*
- Discussion of film; no reading

**Week 3: Jan. 20**

- Seeds of discontent: the domestic context
- Student mobilization I: SNCC and the black freedom struggle

*Seminar readings: Jan. 23-24*

- Julian Bond, “The Movement We Helped to Make,” in Bloom, 11-22
- [R] Charles Payne, “Men Led, but Women Organized: Movement Participation of Women in the Mississippi Delta,” in *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*, ed. Vicki L. Crawford, Jacqueline Anne Rouse, and Barbara Woods (Indianapolis: Indiana University Press, 1993), 1-11
- Bloom/Breines: chapter 1 (“Keep on Walkin’, Keep on Talkin’: Civil Rights to 1965”), 12-47

**Week 4: Jan. 27**

- Student mobilization II: campus/community organizing and the New Left
- The limits of liberalism

*Seminar readings: Jan. 30-31*

- Wini Breines, “‘Of This Generation’: The New Left and the Student Movement,” in Bloom, 23-45
- Bloom/Breines: chapter 2 (“‘My Generation’: American Politics, the Student Movement, and the New Left”), 48-106

**Week 5: Feb. 3**

- Black Power
- Brown, Red, and Yellow Power

*Seminar readings: Feb. 6-7*

- Karen K. Miller, “Negroes No More: The Emergence of Black Student Activism,” in Bloom, 123-143
- [R] Lorena Oropeza, “Antiwar Aztlán: The Chicano Movement Opposes U.S. Intervention in Vietnam,” in *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988*, ed. Brenda Gayle Plummer (Chapel Hill: University of North Carolina Press, 2003), 201-220.
- Bloom/Breines: chapter 3 (“‘Say It Loud, Say It Proud’: Black Nationalism and Ethnic Consciousness”), 107-51

**Week 6: Feb. 10 – *research paper proposal/annotated bibliography due in lecture***

- America’s war in Vietnam
- The GI antiwar movement

*Seminar readings: Feb. 13-14*

- Christian Appy and Alexander Bloom, “Vietnam War Mythology and the Rise of Public Cynicism,” in Bloom, 47-73
- Tom Wells, “Running Battle: Washington’s War at Home,” in Bloom, 75-98
- Bloom/Breines: chapter 4 (“‘Hey, Hey, LBJ’: Vietnam and the Antiwar Movement”), 152-224

**Reading Week: Feb. 17-21 NO CLASS**

**Week 7: Feb. 24**

- The counterculture
- Mixing art and politics

*Seminar readings: Feb. 27-28*

- Barry Melton, “Everything Seemed Beautiful: A Life in the Counterculture,” in Bloom, 145-157
- Bradford Martin, “Politics as Art, Art as Politics: The Freedom Singers, the Living Theatre, and Public Performance,” in Bloom, 159-187
- Bloom/Breines: chapter 5 (“‘Eight Miles High’: The Counterculture”), 225-285

**Week 8: March 3**

- The conservative ascendancy
- Government repression

*Seminar readings: March 6-7*

- Tom Wicker, “Lyndon Johnson and the Roots of Contemporary Conservatism,” in Bloom, 99-121
- Bloom/Breines: chapter 6 (“‘Love It or Leave It’: The Conservative Impulse in a Radical Age”), 286-328

**Week 9: March 10 – *treatise analysis due in lecture***

- The global '60s, West and East
- The global '60s: the Third World

*Seminar readings: March 13-14*

- [R] Eric Zolov, “Protest and Counterculture in the 1968 Student Movement in Mexico,” in *Student Protest: The Sixties and After*, ed. Gerard J. De Groot (New York: Longman, 1998), 70-84
- [R] Bertram Gordon, “The Eyes of the Marcher: Paris, May 1968 – Theory and Its Consequences,” in *Student Protest*, ed. De Groot, 39-53
- [R] Sean Mills, “Democracy, Dissent, and the City: Cross-Cultural Encounters in Sixties Montreal,” in *The Sixties in Canada: A Turbulent and Creative Decade*, ed. M. Athena Palaeologu (Montreal: Black Rose Books, 2009), 150-164
- Bloom/Breines: “Around the World” (part of chapter 7), 347-354
- [R] Daniel Cohn-Bendit, interview by Jean-Paul Sartre (20 May 1968), in Jeremi Suri, *The Global Revolutions of 1968* (New York: W. W. Norton, 2007), 132-141
- [R] “Mexican Student Poems,” in Suri, 198-200

**Week 10: March 17**

- Whither the working class?
- The New Left: rise or fall?

*Seminar readings: March 20-21*

- [R] A. C. Jones, “Rank-and-File Opposition in the UAW during the Long 1970s,” in *Rebel Rank and File: Labor Militancy and Revolt from Below during the Long 1970s*, ed. Aaron Brenner, Robert Brenner, and Cal Winslow (London: Verso, 2010), 281-308
- Bloom/Breines: chapter 7 (“‘The Whole World is Watching’: 1968 . . . and After”), 329-346, 354-391

**Week 11: March 24**

- Women's liberation I
- Women's liberation II

*Seminar readings: March 27-28*

- Sara M. Evans, "Sources of the Second Wave: The Rebirth of Feminism," in Bloom, 189-208
- Bloom/Breines: chapter 8 ("She's Leaving Home": The Women's Liberation Movement"), 392-463

**Week 12: March 31 – *research paper due in lecture***

- Gay liberation
- Lessons and legacies

*Seminar readings: April 3-4*

- John D'Emilio, "Placing Gay in the Sixties," in Bloom, 209-229
- Bloom/Breines: chapter 9 ("When the Music's Over": Endings and Beginnings"), 464-532

**HIST 3Q99: The Sixties**  
Winter 2014

**ASSIGNMENT GUIDELINES**

**I. Logistical requirements for all written work**

- Be sure to review relevant sections of Rampolla for help interpreting sources, writing history papers, quoting and citing sources, avoiding plagiarism, etc.
- Type and double-space your paper, using Times New Roman 12-point type and leaving 1-inch (2.54 cm) margins (please, no padding with extra spacing or giant margins!).
- For anything over three pages long, include a separate title page with a *relevant* title, your name, course number/name, and date. (For shorter papers, include this information at the top of the first page; a title is optional in these cases but still a good idea.)
- Number your pages and staple them together (the title page doesn't get a number).
- Use footnotes or endnotes to cite sources. For proper citation style, see Rampolla, chapter 7.
- (*Research paper only*) Include a separate bibliography. The bibliography pages get numbered but aren't part of your official page count. For proper citation style, see Rampolla, chapter 7.
- Before turning in any written assignment, ask yourself:
  - Do I begin with a strong, clear introduction?
  - Does my introduction contain a strong, clear thesis?
  - Have I supported my assertions with concrete, relevant evidence and examples?
  - Is my paper well organized and clearly written?
  - Have I proofread my paper and corrected any grammar and spelling errors?
  - Are my sources properly quoted and documented? (See Rampolla, chapter 7.)

**II. Seminar facilitation (15%)**

- You must work with your partner in advance to plan your seminar. (For help with this, see the "Seminar Facilitation Guidelines" handout.)
- You must submit 1) a polished overview (1-2 pages, typed, double-spaced) that identifies central arguments and key themes in the week's readings (to serve as a guide for introducing your seminar), and 2) a typed list of discussion questions, **no later than 24 hours before your seminar begins**, so I can provide feedback. *Failure to do so will negatively affect your facilitation grade.* (You are welcome to consult with me earlier about your plans.)
- Facilitation materials
  - You must submit *one* overview and set of questions, representing your combined efforts.

- In your overview, *do not simply describe or summarize the contents of individual readings*. Give yourself enough time to think more broadly, beyond descriptive details, about larger issues that emerge from the readings.
- Your overview and questions must reflect that 1) you have paid attention to all readings for your week (even if you do not ask explicit questions about all of them – often this will not be possible given time constraints), and 2) you expect students to demonstrate familiarity with all readings.
- When you send me your materials, please provide contact information for both partners.
- Be sure you and your partner contribute equally to preparing for and guiding seminar. How you divide up tasks in seminar is up to you – but if it is clear that one partner did most of the work, co-facilitators may receive different grades.

### III. Treatise analysis (15%)

Both the period of germination for Sixties movements, and the movements themselves, gave rise to an extraordinary outpouring of treatises about a host of concerns. Some authors sought to catalogue society's ills or explain (or justify) resistance movements; others wanted to restore the status quo. Whatever their views, they influenced millions of people who read or were informed by their work; indeed, their writings remain influential today. Now, these works are also historical documents that, by revealing the yearnings of a generation, help us understand what "the Sixties" was/were all about.

For this assignment, you will write a 5-7 page critical analysis of a treatise that either influenced or was influenced by the movements of the 1960s. You can choose any book from the list at the end of this section. Since you will need several book-length sources for your research paper, you may want to choose a treatise you can use as one of those sources.

In your analysis, be sure to situate your treatise *historically*. Ask yourself: what intellectual currents or historical events shaped the author's thinking? What kind of society did s/he envision, and why did s/he articulate that vision at this particular moment in time? Was s/he "preaching to the converted" or trying to reach those who might not already agree? See what you can learn about the book's impact on others who embraced or rejected its ideas.

You'll need to do some background research to establish the historical context in which the treatise was written. See the "recommended books" on p. 2 of this syllabus and the "Finding Sources" section of the research paper guidelines (below); I can also offer suggestions.

And be sure to gather some biographical information on your author. Feel free to consult reliable encyclopedias, bibliographies, or other reference materials.

Questions to consider in writing your analysis:

- Who wrote the treatise, when, and in what historical context?
- Who is the intended audience?
- Why did the author write this treatise? (Consider: what does s/he want the audience to believe [or do] as a result of reading it? What larger goals does s/he hope to achieve?)

- What ideas, impressions, arguments, etc., does the author convey? Is there a central thesis?
- How does the author communicate her/his ideas? (Consider rhetorical devices, language, tone, examples, etc.)
- Is the author's approach effective in getting her/his message across? Why or why not?
- How and why did this treatise appear when it did? How does it – and the ideas it contains – help us understand the Sixties or a particular aspect of it?

Your paper will have a thesis reflecting your assessment of the book's value and importance.

***Treatise list by topic (\* = not at Brock; otherwise, on 24-hour reserve)***

*Black freedom struggle*

- Robert L. Allen, *Black Awakening in Capitalist America: An Analytic History* (1969)
- Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (1967)
- Franz Fanon, *The Wretched of the Earth* (1963)
- James Farmer, *Freedom When?* (1965)
- James Forman, *The Making of Black Revolutionaries* (1972)
- Martin Luther King, Jr., *Why We Can't Wait* (1964)
- Robert Williams, *Negroes with Guns* (1962)

*Conservatism*

- Midge Decter, *The Liberated Woman and Other Americans* (1970)
- Midge Decter, *The New Chastity and Other Arguments against Women's Liberation* (1972)
- Barry Goldwater, *Conscience of a Conservative* (1960)
- \* Phyllis Schlafly, *A Choice Not an Echo: The Inside Story of How American Presidents are Chosen* (1964)
- John A. Stormer, *None Dare Call It Treason* (1964)

*Counterculture*

- Theodore Roszak, *The Making of a Counter Culture: Reflections on the Technocratic Society and Its Youthful Opposition* (1968)

*Environmentalism*

- Rachel Carson, *Silent Spring* (1962)

*New Left*

- \* Saul D. Alinsky, *Rules for Radicals: A Pragmatic Primer for Realistic Radicals* (1971)
- Paul Goodman, *Growing Up Absurd: Problems of Youth in the Organized Society* (1956)
- Michael Harrington, *Socialism* (1973)
- \* Abbie Hoffman, *Revolution for the Hell of It*
- Abbie Hoffman, *Steal this Book* (1971)
- Herbert Marcuse, *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society* (1964)
- C. Wright Mills, *Causes of World War III* (1958)

- Carl Oglesby and Richard Schaul, *Containment and Change: Two Dissenting Views of American Foreign Policy* (1967)
- Charles Reich, *The Greening of America* (1970)
- \* Jerry Rubin, *Do It! Scenarios of the Revolution* (1970)
- E. F. Schumacher, *Small is Beautiful: Economics as if People Mattered* (1973)

#### *Women's liberation*

- Shulamith Firestone, *The Dialectic of Sex: The Case for Feminist Revolution* (1970)
- Betty Friedan, *The Feminine Mystique* (1963)
- Germaine Greer, *The Female Eunuch* (1971)
- Kate Millett, *Sexual Politics* (1969)
- Juliet Mitchell, *Woman's Estate* (1971)
- \* Celestine Ware, *Woman Power: The Movement for Women's Liberation* (1970)

#### **IV. Research paper (35%)**

For this assignment, you will write a 10-12 page research paper on any topic related to the 1960s that interests you. In choosing a topic, the course texts are good places to start, but there are many other possibilities.

NOTE: You are strongly encouraged to consult with me in advance about your paper topic. If you want to focus on a topic outside the United States, you *must* consult with me first.

Once you have identified a general topic (e.g., the counterculture, music, religion, etc.), consider a specific question you'd like to explore. Here are a few examples:

- Was the '60s counterculture truly oppositional, or was it co-opted by mainstream marketing?
- How important was political activism in influencing the musical traditions of the 1960s?
- What impact did the social ferment of the 1960s have on mainstream churches?

The goal of your paper is to answer your question. Your "answer" is your thesis.

#### **Sources**

You must use *a minimum of eight sources* for your paper. At least three must be book-length. Of the three books, at least one must be a primary source (memoir, treatise, etc.) and at least one must be a secondary source (preferably by an historian). The other five sources can be any combination of primary and secondary sources (scholarly books, journal articles, essays, memoirs, treatises, etc.) You are welcome to use more than eight sources if you like. All of your sources should be in English; see me to discuss exceptions to this.

Of your eight sources, one can be a source you are already reading in class (including the book you are using for your treatise analysis). You can certainly use other readings from class, but they will count as extra sources (above the minimum of eight).

Many of the authors whose work we are reading in class have written entire books on their subjects, which I hope you will consider using for your paper. But if you use one of those books, you cannot also count as one of your eight sources an article by the same author – if the article is also a chapter in the book or a summary of the book.

Sometimes it is difficult to distinguish between primary and secondary sources, especially since many former '60s activists are also scholars who have written about the period. Whether a source is primary or secondary may depend on the question you want to explore. If you're not sure how to classify a source, see me. And, please do your best to use secondary sources by *historians*.

Internet sources are acceptable if they are 1) legitimate primary sources, 2) published scholarly articles, or 3) books available in their entirety online (the latter would include E-books available through the campus library but would exclude many items on Google Books that are only partially available). When citing *primary sources* found online, please supply (along with the standard citation), the URL where you found the item and the date you accessed it).

You can use reference works, such as textbooks or encyclopedias, for background information – but these will count as extra sources (above your minimum of eight). Be sure to consult reference works whose authorship and accuracy can be verified (i.e., not Wikipedia).

### **Finding sources**

For primary sources, Bloom/Breines is a good place to start; many of the sources are excerpted, however, so you may want to read the longer works. You will find a wealth of primary sources in a database that you can access through the Brock library: *The Sixties: Primary Documents and Personal Narratives, 1960-1974*.

For secondary sources, a good place to start is with an article on the syllabus that deals with your topic. See if the author has written other articles or books about the topic. Look at the citations to see what sources the author used.

Also, be sure to review the (very long) list of books on 24-hour reserve in the Brock library for this course (which includes both primary and secondary sources).

You should conduct additional book searches using Brock's online catalogue (try relevant subject and keyword searches, among others). But since Brock's holdings are limited, it's a good idea to look elsewhere too. Here are some recommendations:

- University of Toronto libraries online catalogue
- St. Catharines Public Library online catalogue
- Online bookseller websites (e.g., Amazon): back-cover reviews and excerpts can help you decide if a book will be useful – *but do not plagiarize this material!*
- Interlibrary Loan: You can borrow books from other universities if Brock doesn't own them, and you can even obtain journal articles that are inaccessible through the Brock library.

For journal articles, look at databases available through the library such as “America: History and Life” and “Historical Abstracts.” (Note, however, that these are not all-inclusive.). An especially useful journal is *The Sixties: A Journal of History, Politics, and Culture*.

Here are some useful Internet resources:

- The Sixties: <http://scholar.library.miami.edu/sixties/>
- The Sixties Project: [www2.iath.virginia.edu/sixties/HTML\\_docs/Sixties.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Sixties.html)
- U.S. History Resources (1960s): [www.andrew.cmu.edu/user/sc24/1960s.html](http://www.andrew.cmu.edu/user/sc24/1960s.html)
- Black Panther Party: [www.itsabouttimebpp.com](http://www.itsabouttimebpp.com)
- Chicago Women’s Liberation Union Herstory Project: [www.cwluherstory.org](http://www.cwluherstory.org)
- Civil Rights Digital Library: <http://crdl.usg.edu>
- Civil Rights Movement Veterans: [www.crmvet.org](http://www.crmvet.org)
- Virtual Vietnam Archive: [www.vietnam.ttu.edu](http://www.vietnam.ttu.edu)

Finally, check out H-1960s, a discussion list devoted to the history and legacy of the ’60s: <[www.h-net.org/~h-1960s](http://www.h-net.org/~h-1960s)>. You can browse discussion logs, read book reviews, and more.

### ***Part 1: Paper proposal and bibliography (10%)***

Your *paper proposal* should be just a few paragraphs long. Be sure to include the following:

- A clear statement of your research question. What do you want to explain, understand, etc.?
- A hypothesis (the possible “answer” to your research question)
- A brief explanation of why your topic is significant. Why does it matter? What might your investigation help us explain or understand more fully? When you tell someone about your research and s/he says, “So what?” what will you say? *Why do you care about it?*

NOTE: Be sure to include historical context that will make your proposal make sense.

Your *annotated bibliography* will contain the sources you plan to use in your paper. (If you find more sources later on, that’s fine.) For each source, provide the following:

- A complete, correct bibliographic citation (see Rampolla, chapter 7)
- A few sentences providing basic information about the source (what it is; who wrote it, when, and why; what it is about; etc.)
- A brief explanation of why you are using the source. Be specific! How is it relevant to your paper? How will it be useful to you in writing your paper?

Your annotated bibliography must reflect the requirements for sources indicated on pp. 11-12

For help preparing a proposal and bibliography, see relevant sections of Rampolla, chapters 3-5.

### ***Part 2: Final paper (25%)***

Your final paper should be 10-12 pages long (longer is okay, but talk to me first). You must attach your original proposal/annotated bibliography (with comments and grade) to the paper. Remember to prepare a regular (not annotated) bibliography to go with your paper.