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**HIS 511A, Fall 2016 - Seminar in Historical Research and Writing
"Crisis to Crisis: Cold War, Racial Conflict, Vietnam Quagmire,
and Urban Revolt, 1962-1968" (WI, SI)**

"There are decades when nothing happens; and there are weeks when decades happen."
— Quote attributed to Vladimir Ilyich Lenin (probably apocryphal).

The major project for this class is production of an original research paper which analyzes primary sources, situates the material in the appropriate historical context, and engages with the relevant historiography.

All deadlines and assignments are summarized in this paper syllabus. CANVAS is the more detailed Learning Management System that you should check for Announcements, new developments, any changes in content or tweaking of assigned readings.

In the years of the 1960s that concern us here, the word "revolution" was on more lips in the United States than perhaps at any time since the, well, Revolution. These are arguably the first years of our time. With an immediacy and intensity amped up by the new technology of television, the United States seemed to be propelled from crisis to crisis, at home and abroad. Many groups were inspired by the struggles of African Americans against segregation and police violence to assert their equal participation in democracy. A conservative popular revolt against the Establishment within the Republican Party ended in humiliation for the 1964 Republican presidential candidate, Barry Goldwater, but it laid the foundations for a new conservatism. Even then, the nation was frustrated by American efforts to control nations at war with themselves amid rising big-power tensions, which came terrifyingly close to nuclear war during the Cuban Missile Crisis.

New media of communications helped shake up politics, sexuality, and women's sense of their possibilities. Student freedom riders escaped burning busses in Alabama, and then fanned out across the South to make a voting rights revolution. Movements pressured, Presidents proposed, and Congress passed the most far reaching legislation in race relations since Reconstruction. They also overhauled an archaic system of immigration restriction, and initiated a multi-pronged War on Poverty. Contemporaries and scholars routinely refer to "a revolution in public policy," or more particularly, "The Negro Revolution of 1963." But military intervention against Vietnamese communists escalated in ways that cramped reform at home, even as it radicalized students and civil rights activists. Triggered by violent confrontations between police and citizens in big-city neighborhoods, 200 race riots challenged Americans to provide opportunity and reform police practices, to forestall the coming of a widely-feared "race war." And in response, conservative forces regrouped behind slogans of "law and order," laying the basis for modern "color-blind" conservatism. In the nest of the Great Society lay the eggs of contemporary dilemmas of mass incarceration and the challenges of immigration.

This course will begin with introductory readings in scholarship and primary sources. Students will then develop individual research questions in issue-focused "affinity groups." Expect to improve your proficiency in speaking, writing, and information literacy, though the planning and production of a 20-22 page research paper.

The first month will be taken up by common discussion and our search for a repertoire of researchable questions that any and all of you may draw from. Be collaborative at this stage, and above all, keep an open mind regarding your final research question, to which you will all commit yourselves on September 20.

Information literacy is among the most important skills we can help you learn, but most courses come rather pre-packaged for you (as did mine as a History major in the 1980s). So many of you may feel somewhat lost in the Jackson Library and the "Big Bang" universe of digitized sources online.

Students face entirely different challenges in my field compared to Dr. Anderson's or Dr. Eger's for example, where foreign or archeological information is limited. In my field, you may quickly feel yourself overwhelmed by sources! There has been an explosion of scholarship on every aspect of the Sixties (we even have our own journal *The Sixties*) and the richness of preserved primary sources is astonishing and a bit daunting: from the digitized National Archives records on the Kennedy Assassination to the complete records of the Black Nationalist League of Revolutionary Black Workers -- the sky is the limit. Do not hesitate to ask me for guidance into these sources.

Take the first weeks very seriously. Here you will be going through scholarship and identifying those topics and questions that you can narrow down into something focused and manageable.

In an 1864 essay, "The Functions of Criticism," Matthew Arnold urged that we "learn and propagate the best that is known and thought in the world." (Arnold was Eurocentric, but we don't have to be). A key skill in any field is to identify the best work distinguished from the less complete, the sparsely documented, the weakly or vaguely argued, and the poorly written historical writing on your topic. Take my suggestions or consult critical reviews of any work that becomes a central text to your inquiry.

An Invitation: My next book is on the impact of the black revolt of 1963 and Buddhist protest in Vietnam on the course of civil rights and foreign policymaking. I am happy to share tons of research as long as you pursue your own lines of inquiry.

Get Help: University Writing Center (www.uncg.edu/eng/writingcenter/; tel: 43125): An excellent place to get help with paper structure, grammar, style, etc. University Speaking Center (<http://speakingcenter.uncg.edu>): The place to go for help with all oral presentations, whether individual or group.

Theories of Learning – How We Think About You as Competent Historians

Consider the recently revised History Department goals for your education. What do they mean? These generalizations encompass the many time periods, locales, questions, and methods that you find in this department and in historical writing generally. [Key skills for this course are in **bold**].

Learning Goals for History Majors: Thinking in Time

History Graduates will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [**Historical Comprehension**]
2. Use **historical thinking** to **contextualize** and **analyze primary** and **secondary** sources representing different points of view. [**Historical Analysis**]
3. Conduct original **research** by **investigating** and **interpreting primary and secondary sources**. [**Historical Research**]
4. Use **evidence-based reasoning** to **interpret the past coherently** while developing and presenting an **original argument, orally and in writing**. [**Historical Interpretation**]

Student Learning Objectives for HIS 511A

Upon completion of this course, students will be able to demonstrate skills of historical reasoning, written, and oral expression:

- **Exercise Information Literacy.** Master several of the relevant historical search engines and databases available through Jackson Library subscriptions (Archives Unbound; ProQuest Congressional; ProQuest Historical Newspapers; America History and Life; EBSCO; iPoll – Roper Center). Locate, evaluate, and share evidence from the exploding world of online curated document collections (Presidential libraries; civil rights institutes; PBS; ProQuest database materials collected by the professor and his students through shared Zotero Group accounts).
- **Pose Research Questions.** Formulate and refine questions that might lead to focused, researchable, interesting, and original writing. These will be inspired by reading primary source documents, considering historians' interpretations, examining your own inherited assumptions, and questioning ideas and myths present in the culture.
- **Analyze Primary Sources.** Identify, locate, and contextualize primary source documents and interpret different types of primary sources. Make **inferences**. Consider competing interpretations of limited or ambiguous sources. Evaluate sources in terms of **plausibility, trustworthiness, and accuracy**. **Corroborate** facts and points of view by comparing primary sources with other sources. **Extract useful evidence** from sources through careful note taking, through summary, paraphrase, selective quotation, and commentary, with the purpose of answering a clear question, solving a problem of interpretation. Avoid plagiarism.
- **Analyze Secondary Sources.** Locate and evaluate scholarly sources that have addressed clear questions. Identify and analyze their concepts, methods, sources (as seen in their footnotes), conclusions and narrative accuracy. Employ evidence-based reasoning to improve your questions and approaches.
- **Explain and Use Historiography for Research.** Explain how historical understanding has advanced through testing old interpretations against new evidence, or reinterpreting old evidence in light of new questions and theories. Debate interpretation and evidence openly and ethically. Recognize valid and invalid revisionism. Explain how scholarly point of view can shape interpretations and research methods.
- **Write Up and Revise Research Findings.** Synthesize evidence and communicate research findings effectively in writing and orally. Take useful notes guided by clear questions, mixing summary, paraphrase, and careful quotation. ALWAYS cite sources in full.
- **Critically evaluate the work of your peers.**
- **Deliver Oral Reports (Speaking Intensive Requirement):** Organize, condense, and deliver clear and engaging spoken presentations, informal and formal, that reflect your understanding of concepts and discovery of evidence on focused and researchable questions.

Required Texts:

Gosse, Van. *Rethinking the New Left : An Interpretative History*. 1st ed. New York: Palgrave Macmillan, 2005. Goss really wants to broaden understanding of who participated in the Left, and show the vital connections and ramifications in what he calls "a movement of movements."

Mackenzie, G. Calvin, and Robert Weisbrot. *The Liberal Hour: Washington and the Politics of Change in the 1960s*. Penguin Books, 2008. These guys want us really to take seriously the politicians, judges, and executive administrators who initiated and implemented a veritable flood of legislation and rulings that fundamentally changed so many dimensions of social life, from legal racial segregation to women's job and educational opportunities, to wilderness preservation.

The authors especially concern themselves with the origins and consequences of the upheavals and political conflicts of the "Sixties," in each case introducing new players to neglected stories that they think are left out of conventional narratives. Gosse is "bottom up" and Mackenzie and Weisbrot "top down," but can one do without the other?

Optional Readings Online or on Google Drive – The Bases for First Individual Presentations on Scholarship.

Various scholarly articles will be **listed here more fully posted on Canvas** (these all link either to the class Google Drive Folder or to available Jackson Library Databases). If the Google Drive does not contain an item, EBSCO or the "red box" or "America History & Life" will usually get you to a PDF download. **You must use your UNCG account to download all this great stuff I've collected for you.** Please don't ask me to subscribe you on your gmail or other accounts. "Fair Use" requires that the stuff be limited to educational uses, hence within the boundaries of Canvas and UNCG managed Google Docs.

The Google Drive Folder (Central Repository for everything I've been able to digitize for the class).

Links are in the Canvas Assignments pages for each day (parallel to this syllabus) and I will take the opportunity to add worthy material by subject. Browse around. I put extra materials there. Here you will find a mix of all three sources: historiographical essays; articles and chapters of cutting edge scholarship; and primary sources (autobiographical writings, journalism, government reports, speeches).

Zotero! This is a powerful records and bibliographic management software, an add-in to Firefox (or stand alone) that allows for cloud based collaboration of research "Groups." Much of my primary research on several of these topics, especially my newspaper databases and my growing bibliography of books and articles, can be transferred to a Group, once you settle on a topic. This is OPTIONAL but potentially very powerful for you.

Skills Guides Digitized for You (Google Drive or library ebooks):

The following sources have proven quite valuable. Excerpts will be assigned different weeks. Check the Google Drive folder for those and more. A few excerpts will be assigned.

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. 8th ed. Boston: Pearson, 2012, or 7th ed. New York: Longman, 2010. This is great for examples but quirky!

Storey, William Kelleher. *Writing History: A Guide for Students*. 4 edition. New York: Oxford University Press, 2012.

Elder, Dr Linda, et.al. *Student Guide to Historical Thinking*. Tomales, CA: Foundation for Critical Thinking, 2011. An inspiring and clear pamphlet.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Seventh Edition edition. Boston: Bedford/St. Martin's, 2012. What most professors assign. Great on things like citation and plagiarism, not so much on information search strategies.

Booth, Wayne C, Gregory G Colomb, and Joseph M Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2008. Ebook.

A note on Strategic Reading: Practice strategic reading, i.e. *preview* and *highlight* main ideas and turning points evident in paragraph transitions and sub-headings. Find that paragraph early on that encapsulates the structure of the whole. Understand the questions they are asking and paraphrase them for yourself. **Especially preview the conclusion, which is meant often to wrap up the puzzles and contradictions and offer an at least partial resolution.** If the reading is long and time is short, *skim* and *scan* for details that answer a question.

Time Commitment: Generally the University expects two hours for every one hour of class time. So that means officially I can ask you to spend six hours outside of class per week preparing and producing. Block that time out in your calendar. Be clear on the questions we are asking and the results that might satisfy you and others, and

you will do well.

Electronic Devices:

Because some our class period will be devoted to the evaluation of web sites and online information, I encourage you to bring your laptops and tablets. Put away all phones and don't text. "Lids down" should signal: "time to give the face to face class 100% attention." I have seen over my 14 years at UNCG class members increasingly bury their heads in their laptops and fail to engage in real time ideas of the professor and other students.

Email Etiquette and Efficiency – Required Subject Line "HIS 511A Question"

Please address questions to me via email regarding assignments, appointments, mishaps. **Subject line:** "HIS 511A question." I have a filter and deal with them all at once. If you don't hear back from me in 24 hours (weekends excepted), please try me again.

Attendance and Participation:

This class has a strong collaborative dimension, though we do not meet every week. Attendance is mandatory (any unexcused absences will hurt your grade, and any absences will deprive you of participation credit – excuses are limited to medical or family emergency, not competing work obligations, travel plans, or extra-curricular conflicts).

Plagiarism:

Plagiarism is a serious offense of the academic code and is treated as such by faculty. Do your own work and clearly cite any sources you rely upon for your information. You may view the university's academic integrity policy for further information. Familiarize yourself with the responsibilities of the instructor and the options I have: <http://sa.uncg.edu/handbook/academic-integritypolicy/> I will report violations of the honor code to the Dean of Students through one of the two paths explained on the website, both of which involve conferences with me, agreed penalties or mediation of the Academic Integrity Board.

Watch: Plagiarism 2.0: Information Ethics in the Digital Age [Plagiarism 2.0 Video](#)

(Beware specifically "Patch Writing" a form of plagiarism that plagues undergraduates, starting at 4:30 in the video).

Grading Scale:

A (93 and above), A- (90-92); B+ (87-89), B (83-86), B- (80-82); C+ (77-79), C (73-76), C- (70-72); D+ (67-69), D (63-66), D- (60-62); F (less than 60, unacceptable work). We will assign points on a 1000 point scale to comprise the several components of assessment that follow.

Graded Requirements:

I. Discussion Participation and Peer Reviews: 10% (Cumulative; interim grades upon request)

II. Skills Development Exercises: 10% (Cumulative; written on Canvas and in-class handouts)

III. Presentations: 20% (Cumulative; interim grades upon request)

IV. Proposal and Annotated Bibliography: 10% (Due September 26 8AM for Presentation and Discussion Next Day)

V. First Draft: 10% (Due Absolutely **Monday**, November 7, 8AM)

VI. Substantially Revised Final Draft: 50% (Due Absolutely December 6 PM in Canvas and hard copy to my office). **Peer Reviews due 24 hours later.**

I. Participation and Peer Reviews: 10%

Active participation is essential to class citizenship and creating a learning environment that no single instructor can create. Nothing supercharges enthusiasm or clarifies essential issues better than verbalizing what you are working through. I will evaluate your contributions to in-class discussions and your peer reviews of each other's proposals and first drafts. The best critiques mix searching challenges (questions, counter-arguments) with appreciation of strengths in argument, plus imagination in suggesting lines of argument and sources of evidence. **Give feedback in 1-2 page peer-reviews of rough drafts and first drafts of at least one paper in your affinity group.**

Keeping Track: Each student will hand in at the end of class a 4x6 card (last name_first name on upper left, date on upper right, topic in center). These serve three purposes: attendance; reminding me of participation for crediting points; and affording you regular opportunity to raise questions. After you say something, just label the subject of your thoughts after the letters "PP" for participation point. Leave a few lines blank for my notes after class. Then at the bottom of the card, pose a question related to the subject and controversies of the day, if you are so moved. Use both sides if needed, but put an arrow → to let me know there is something on the reverse.

II. Skills Development Exercises: 10%

These assignments will be weekly short writing exercises posted to Canvas, focused on the interpretation of the assigned scholarship and primary sources. They will give you extensive practice at posing *informed* research questions. We will also have some in class writing on primary source interpretation, and practice with citations. In the fifth week I will ask you to write a short evaluation of a digitized primary source collection, with an in-class "show and tell" of your information literacy in finding primary sources.

III. Oral Presentations: 20%

Formal presentations on research findings at the end of the semester, **in-class informal presentations** about extra readings and research collections at the beginning of the semester, and **informal updates** along the way, constitute the Speaking Intensive component. We will have a workshop on speaking when I can schedule it. I will evaluate these presentations on the basis of clarity, concision, organization, and how well you can vividly relate interpretation and evidence. Members of the class will also fill out short evaluation forms and write down questions they might not have voiced in class. **Check Canvas Announcements for a sign-up sheet in Google Docs for one required 5 minute report on scholarship and one 3 minute presentation on primary sources. As mentioned, each student will also "show and tell" in week 5 about a digitized primary source collection, either online or in the Professor's possession.**

A. Scholarship presentation, 5 minutes. When you sign up, may choose between one of two options. These are very different, one very broad, the other quite specific. Pay attention to guidelines in each.

Historiographical Essays, or Literature Reviews.

In these essays, the reviewer surveys a range of scholarship in the field and clearly outlines how interpretations have changed in recent times. At their best they are evaluative and help structure understanding of past interpretations and new possibilities for thinking. At their worst they just list books and articles.

Answer: What key changing interpretations, questions, and historical players does your reviewer highlight as they look over the entire field? What is old, what is new? Who among the many scholars they cite seems to best exemplify new work, or the directions the reviewer would like us to explore? **Then, track down one of their favorite scholars,** a book or article that best exemplifies a major change or development in historical interpretation. Spend 15 minutes with that source to get the main ideas (there is a reason I am asking you to do this fast). Convey them to the class. You must read a focused scholarly treatment of many works of scholarship, not a review of a couple books, an encyclopedia article or popular news article. How can you quickly learn more about a scholar and his or her interpretation? Hint: look up an article in *America, History and Life* by the same

author, or find reviews of their scholarship through the main catalog, using the book title and checking the "articles" box).

Scholarly articles.

These generally make the case for the historiographical importance of their specific topic and questions, but mostly they present findings of empirical research, such as how John Kennedy handled a civil rights crisis or the Johnson administration planned the war on poverty. Introduce the main ideas, any revisionism of other scholars' work, and some examples of how they use evidence to capture the past.

Read before your evaluation of an example of scholarship.

"Understanding Critical Thinking As the Key to Historical Thought," and "Additional Thoughts on the Elements of Historical Reasoning," and "Analyzing the Logic of a Historical Article, Essay, or Chapter," (use the template for your critical assessment of scholarship) in *Student Guide to Historical Thinking*, 32-35, 40-44.

B. Primary Sources Presentation: 3 minutes. Clear this with me first, and write the subject on the Google Drive Sign up sheet. Consult Canvas modules and documents I have placed in the Google folders. I can set you up with something you want to research if you email me a couple of days in advance.

These range widely, from speeches and correspondence to journalism and scholarship published in the day. Feel free to "follow the footnotes" in our two books and find a primary source that speaks to a question you have formulated. Before you give your presentation on a specific document or source, you must read this: Marius and Page, *Short Guide to Writing about History*, **Evaluating Materials**, 48-53. How might you apply the criteria outlined by Marius and Page, regarding **plausibility, trustworthiness accuracy and corroboration?**

D. Proposal Pitches. Eight minutes and three minutes for discussion on September 27! See below.

E. Final Presentations of Almost Final Findings! Last two classes. 10-15 minutes per student.

F. Extra credit options, Past and Present and Popular History:

Find an opinion editorial based on historical analysis that directly draws from the subject matter to apply "lessons" of the past to present choices and conundrums. A good place to check is History News Network. Or share your insights about a feature film or television documentary that deals with one of the many issues raised in this concentrated time period. Clear these with me in advance so I can ensure they are pertinent to the discussion in terms of the rationale you share with me.

IV. Proposal and Annotated Bibliography—For Peer Review and as a Basis for Verbal "Pitch" to the Class (Due September 26, 8AM, Letter Grade, 10%). No extensions. I and we need to read these.

A fully-fledged 4 page written *proposal* with attached annotated bibliography of no more than 3 pages, outlining a sharp set of questions that can be answered with *readily available secondary and primary sources*. Your proposal also states a *working hypothesis*, justifies the research in terms of what we don't know and should care about, and is followed by an annotated bibliography of *selected* secondary and primary sources. I will provide a **rubric**. Annotations should not provide general or exhaustive summaries, rather focused synopses of key claims and evidence discernible in the sources, pertinent to your questions.

Guidelines:

In carefully written prose:

1. State a *problem* needing explanation. Proposals often open with a compelling "hook" that creates curiosity, embodies the question or mystery, and gives the reader a sense of the people involved and what is at stake.

2. *Justify* in light of interpretation in secondary source scholarship and current debate. Has someone looked at this differently, with different sources? What mysteries remain, lines of investigation unexplored? Optional: Suggest its *significance* in terms of what many would recognize was an important public issue then, one that may or may not have implications for today.
3. Convince the audience or reader that it is sufficiently *focused* and *researchable* as to be achievable within a standard article length format aiming at a 12,000 word draft (this is the imagined end product, NOT what I am asking for here). Outline the primary sources that are likely to provide evidence, facts, data.
4. Give a "working hypothesis" or a framework of *informed* questions that clearly relates to the problem and has come coherence (i.e. don't ask wildly ranging separate, unconnected questions). This should incorporate your key concepts or theories, as well as assumptions and warrants that you feel should be made explicit at the outset.
6. Attach a bibliography whose annotations are brief but *specific* and *related* to the questions they are likely to answer or evidence they are likely to provide. Don't give a book summary, rather a specific quote, paraphrase, or reference to a claim made by an author or the subject matter in a primary testimony relevant to the questions you have posed.

V. First draft: 15-18 pages, including footnotes. 10% Drop Dead Deadline November 7, Monday, 8AM sharp. See Canvas rubric and instructions, with useful study guide excerpts.

VI. Final Paper Is Due Online in Canvas/Turnitin With Paper Copy In My Office by 6 PM December 6:!

Schedule of Classes and Assignments

Always check Canvas for the latest questions and links to documents required and optional in the Google Drive. This like the Constitution is a living document, and will adjust to the class' interests and level of prior knowledge.

August 23: Introductions and Overview of Themes, Requirements, and Resources

Peer Interviews: First political memories; relevant experiences or family and community background that made awakened you to a deeper and more powerful past; past events worth studying for contemporary relevance; historical writing that has inspired you.

Review of Requirements.

Introduction to Resources: The Google Drive; Canvas; Jackson Library's 511A subject guide; common search engines; Dr. Jackson's holdings in digitized manuscript collections and newspaper coverage (Google Drive and Zotero).

Signups: one secondary source review and one primary source review.

August 30: Left, Right, and Liberal: The Long View of a Revolutionary Decade

Read: Gosse, Van. *Rethinking the New Left*, 1-29; 208-210. (31)

Mackenzie and Weisbrot, *The Liberal Hour*, 1-133; 342-377. (168)

Skills: "Exploring Key Ideas within History," in *Student Guide to Historical Thinking*, 24-27. Clarity on basic conceptual organizing principles and tools.

Marius and Page, *Short Guide to Writing about History*, "Questioning Sources," 32-39. From factual to interpretive questions. Who what when why?? Liberalism as good example.

Questions to Think About for In-Class Discussion:

1. Where are our authors in relation to what has been written before? What unique interpretations or neglected dimensions of liberalism and the left do they seek to educate us about? *Can you succinctly state, or find in each text, statements reflecting their point of view that might distinguish them from others?* Briefly record or put a post-it in your books regarding two analytical points for each book.
2. Do all our authors share a definition of “Cold War liberalism?” How is it different from “New Deal liberalism” (or 19th Century liberalism for that matter)? Was there a “liberal consensus” or liberal “accord” around 1960?
3. Pay special attention to what Mackenzie and Weisbrot tell us about the changing structures of politics – power in Congress, apportionment of representatives in Congress and legislatures, party strength, dominant means of communication -- that created openings for liberalism. Aside from these changing structures, what contingent events (unpredictable, not likely to be repeated, unexpected) and personalities are necessary to understanding the course of liberal reform?
4. If Mackenzie and Weisbrot want us to take “top down” policy change more seriously, Gosse insists that popular movements can affect policy, society, and culture in myriad ways, not all through pressure on the state. As you read through Gosse, ask yourself: “How consequential were these popular uprisings and protests?” Who are the most important players Gosse would like us to become curious about, when he discusses the “New Left”? Where in *The Liberal Hour* do the voices and actions of citizens really belong?

Written Assignment on Discussion Board.

Pose three researchable questions that the readings present. Try to ask specific questions that carry larger meanings for understanding the changes discussed. Then to the degree possible, with the information literacy skills you currently possess, and the time at hand, note the sources that either informed our authors’ interpretations (looking at the footnotes and chapter source summaries at the end) or other sources that seem to you will likely be *reliable* and *authoritative*. Be prepared to report to the class one of your questions and which sources look worth tracking down (you need not actually retrieve the sources, especially books, yet, though there may be quick on-line shortcuts to the scholarship and primary sources). Don’t overlook the value of book reviews, now in the catalog searches.

Possible Presentations:

Historiographical essays.

- Schmitt, Edward R. “The War on Poverty.” In *A Companion to Lyndon B. Johnson*, edited by Mitchell B Lerner, 94–110. Chichester, UK: Wiley-Blackwell, 2012.
- Rossinow, Doug. “Domestic Insurgencies.” In *A Companion to Lyndon B. Johnson*, edited by Mitchell B Lerner, 278–94. Chichester, UK: Wiley-Blackwell, 2012.

Scholarly Articles

- McKee, Guian A. “‘This Government Is With Us’: Lyndon Johnson and the Grassroots War on Poverty.” In *The War on Poverty a New Grassroots History, 1964-1980*, edited by Annelise Orleck and Lisa Gayle Hazirjian, 31–62. Athens: University of Georgia Press, 2011.
- Brauer, Carl M. “Kennedy, Johnson, and the War on Poverty.” *The Journal of American History* 69, no. 1 (1982): 98–119. Best on the origins and limitations of the War on Poverty.
- Kerstein, Robert J., and Dennis R. Judd. “Achieving Less Influence with More Democracy: The Permanent Legacy of the War on Poverty.” *Social Science Quarterly* 61 no. 2 (1980): 208-20. (12) **ER524**. LOG
- Jackson, Thomas F. “The State, the Movement, and the Urban Poor: The War on Poverty and Political Mobilization in the 1960s.” In *The “Underclass” Debate: Views from History*, edited by Michael B. Katz, 403–39. Princeton: Princeton University Press, 1993. Best overview of urban programs interacting with social movements, though superseded by much later work.

Maidment, Richard A. "Policy in Search of Law: The Warren Court from 'Brown to Miranda.'" *Journal of American Studies* 9, no. 3 (1975): 301–20.

Optional but Recommended Skills Reading: "Understanding the Role of Questions," in *Student Guide to Historical Thinking*, edited by Linda Elder and Richard Paul. Foundation for Critical Thinking, 2011, 18-21. Crucial statement on factual and interpretive questioning and reasoning!

Primary Sources (see citations and links on Canvas):

Through the UCSB Presidency Project, track down Johnson's U Michigan speech on the Great Society and his declaration of a War on Poverty in his first state of the Union message.

"Statement by Dr. Martin Luther King, Jr. On Accepting the N.Y.C. Medallion," 12/17/64, Cleveland Robinson Papers, NYU Tamiment Library, read in conjunction with the President's declaration of a war on poverty.

Economic report of the president on poverty

And an article mentioned in *The Liberal Hour*: Dale, Edwin L. "BIG DEBATE: PUBLIC VS. PRIVATE

SPENDING: Critics Charge Government Policies Allot Too Much of Our Resources to Private Sector." *New York Times*. March 13, 1960. From *Liberal Hour*, 392, n. 47

September 6: Black (and Red and Brown) Freedom: Civil Rights and Power in the Stream of Minority Struggle

Gosse, Van. *Rethinking the New Left*, chs. 4, 9, 10, pp. 31-52, 111-151. (60)

Mackenzie and Weisbrot, *The Liberal Hour*, ch. 4, pp. 134-183. (50)

Keyssar, Alexander. *The Right to Vote: The Contested History of Democracy in the United States*. Revised ed. edition. New York: Basic Books, 2009. Ch. 8 Breaking the Barriers.

Skills: Booth, Wayne C, Gregory G Colomb, and Joseph M Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2008, chapter 3, "From Topics to Questions."

Questions for In-Class Discussion. Here is the test of the Mackenzie and Weisbrot thesis: How much of the civil rights revolution was the product of presidential, congressional, and Supreme Court decision making, and how much the product of popular politics and protest? How did they interact? What is your best example? Were liberal reforms enough for the ramifying black freedom and black power movements? What grievances and needs did liberal reform address, and what demands in the freedom movement went beyond the capacity of liberal reformers to deliver, if not beyond the capacity of government to perform? Why did so many civil rights activists move to Black Power as the solution?

Assignment: Same as last time. Pose three *informed* questions that lead to sources that can help you answer.

Share one of these in class, with the leads and sources the assigned readings cite.

Historiographical Essays:

Hall, Jacquelyn Dowd. "The Long Civil Rights Movement and the Political Uses of the Past." *Journal of American History* 91, no. 4 (March): 1235–63.

Catsam, Derek C. "Civil Rights." In *A Companion to John F. Kennedy*, edited by Marc J Selverstone, 540–57. Malden, MA: Wiley-Blackwell, 2014.

Germany, Kent B. "African-American Civil Rights." In *A Companion to Lyndon B. Johnson*, edited by Mitchell B Lerner, 111–28. Chichester, UK: Wiley-Blackwell, 2012.

Scholarly Articles:

- Jeffries, Kwame Hassan. "Organizing for More Than the Vote: The Political Radicalization of Local People in Lowndes County, Alabama, 1965-1966." In *Groundwork: Local Black Freedom Movements in America*, edited by Jeanne Theoharis and Komozi Woodard, 140–63. New York: New York University Press, 2005.
- Jones, Patrick. "'Not a Color, but an Attitude': Father James Groppi and Black Power Politics in Milwaukee." In *Groundwork: Local Black Freedom Movements in America*, edited by Jeanne Theoharis and Komozi Woodard, 259–81. New York: New York University Press, 2005.
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- Jackson, Thomas F. *From Civil Rights to Human Rights: Martin Luther King, Jr., and the Struggle for Economic Justice*. Philadelphia, Pa.: University of Pennsylvania Press, 2007. Chapter 6, "Jobs and Freedom," or Chapter 7, "The Secret Heart of America"

Primary Sources (see Canvas):

John F. Kennedy Address to the Nation, June 11, 1963

John Lewis speech at the MOW as Delivered (Jackson's Google Drive of MOW TV footage)

Kennedy's Meeting with Civil Rights Leaders

Malcolm X and MLK on the March on Washington.

Lyndon Johnson's voting rights speech.

Martin Luther King's speech at the end of the Selma-to-Montgomery March.

Smith, Jean. "I Learned to Feel Black." In *The Black Power Revolt*, edited by Floyd Barbour, 247-62. New York:

Collier, 1968. (This has been many people's favorite reading in my courses: a memoir of idealism and adaptation to harsh realities).

September 13: Cold War and Domestic Politics, from Cuba to Vietnam

Mackenzie and Weisbrot, *The Liberal Hour*, chs. 6-7, pp. 228-325.

Gosse, Van. *Rethinking the New Left*, chs. 5, 8, pp. 53-62, 85-109.

Articles:

Swerdlow, Amy. "Ladies Day at the Capitol: Women Strike for Peace versus HUAC." In *U.S. Women in Struggle*, edited by Claire Goldberg Moses and Heidi Hartmann, 214–39. Urbana: University of Illinois Press, 1995.

Bernstein, Barton J. "The Week We Almost Went to War." *Bulletin of the Atomic Scientists* 32, no. 2 (February 1976): 12–21.

Pach, Chester J. "That's the Way It Was: Vietnam War on the Network Nightly News." In *The Sixties: From Memory to History*, edited by David R Farber, 90–118. Chapel Hill: University of North Carolina Press, 1994.

Logevall, Fredrik. "'There Ain't No Daylight': Lyndon Johnson and the Politics of Escalation." In *Making Sense of the Vietnam Wars: Local, National, and Transnational Perspectives*, edited by Marilyn Blatt Young and Mark

Bradley, 91–108. Oxford; New York: Oxford University Press. Make sure you capture Logevall's thesis that Johnson *chose* war from among wider options than most historians recognize.

Dobbs, Michael, and United States Institute of Peace. *Why We Should Still Study the Cuban Missile Crisis*. Washington, DC: U.S. Institute of Peace, 2008. <http://purl.access.gpo.gov/GPO/LPS95544>.

Historiography:

McPherson, Alan. "Cuba." In *A Companion to John F. Kennedy*, edited by Marc J Selverstone, 228–47. Malden, MA: Wiley-Blackwell, 2014. <http://site.ebrary.com/id/10851686>.

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Preston, Andrew R. "18 Decisions for War." In *A Companion to Lyndon B. Johnson*, edited by Mitchell B Lerner, 111–28. Chichester, UK: Wiley-Blackwell, 2012.

Robert J. McMahon. "Turning Point: The Vietnam War's Pivotal Year, November 1967–November 1968." In *The Columbia History of the Vietnam War*, edited by David L Anderson, 191–216. New York: Columbia University Press, 2011.

Schulzinger, Robert D. "19 Fighting the Vietnam War." In *A Companion to Lyndon B. Johnson*, edited by Mitchell B Lerner. Chichester, UK: Wiley-Blackwell, 2012.

Wynkoop, Mary Ann. "20 The War at Home." In *A Companion to Lyndon B. Johnson*, edited by Mitchell B Lerner. Chichester, UK: Wiley-Blackwell, 2012.

Primary Sources:

LBJ, Address at Johns Hopkins University: "Peace Without Conquest" April 7, 1965 LBJ Library Memorandum from Vice President Hubert H. Humphrey to Johnson, 17 Feb 1965, SUBJECT: Vietnam, in Logevall, Fredrik. *The Origins of the Vietnam War*. Harlow, England; New York: Longman, 2001.

Martin Luther King, Jr., "A Time to Break Silence (Beyond Vietnam)" from *A Testament of Hope*, James Washington, ed. (NY: Harper and Row, 1986), pp. 230-244.

Carl Oglesby "Let Us Shape the Future," November 27, 1965, SDS Document Library. Oglesby, SDS President, spoke at a March on Washington.

September 20: Feminism, Gay Liberation, Environmentalism, and the Conservative Reaction

Mackenzie and Weisbrot, *The Liberal Hour*, chs. 6-7, pp. 228-325.

Gosse, Van. *Rethinking the New Left*, chs. 6, 7, 11-13, pp. 63-72, 73-83, 153-210.

SEE CANVAS FOR FULL OPTIONS.

September 24: 6PM! Preliminary statement of your Topic and Questions, Posted on Discussion Board (I need this to pair you with peer reviewers and to think about affinity groups).

September 26: NOON, Research Proposal and Annotated Bibliography Due to Me and a Peer Reviewer.

September 27: Proposal Pitches to the Class

You are asking for a \$45,000 residential fellowship to write up an article that will shake the world.

Classmates will fill out a rubric and vote within a mock \$45,000 grant awards panel. Each will follow the format outlined by Booth, et. al. *The Craft of Research*

1. I am working on the topic of . . . (posed as questions or mysteries)

2. Because I want to find out . . . (what you don't know or what we should learn in addition to what we know)

3. In order to help my reader understand better . . . (why you want your reader to know and care about it— the rationale and the bigger implications and the answers to the “so what” question).

October 4: Primary Sources and Research Challenges. Reports on digitized primary source collections and the research process.

By agreement with me, you will select an online digital primary source collection relevant to your topic and use appropriate finding aids or browsing techniques to locate a primary document that sheds substantial light on your question. Chosen from any one on the Library's research guide, Archives Unbound, or your professor's various downloaded collections.

October 11: No Class – Research!!

Look ahead to the readings about writing and citation for Oct. 25 and Nov. 7.

Fall BREAK

October 25: Status Updates and Affinity Groups

You may not have finished your research, but you are writing up your most solid and interesting findings. You should be able at this point to share a fairly firm conclusion about a core piece of your emerging argument. 1) Analytical statement: was your working hypothesis confirmed by evidence you are examining, complicated by it, or have the basic terms of one of your claims changed in light of evidence and counterargument? 2) Discuss the evidence, what it clearly shows, and how you found it. 3) Field questions from your peers.

Keeping the end in view: Good History Essays and Good Writing:

Read: Marius and Page, *Short Guide to Writing about History 6e*, Basic Principles for History Essays,” pp. 9-23, and “Modes of Historical Writing,” 55-78, and “Simple and Direct Writing,” 151-63.

November 1: No Class – Write!! Paper conferences with the Professor, Peer Discussions, Visits to the Writing Center or Speaking Center.

November 7: First Drafts Due to me and peer reviewer. Peer reviews posted by class time on Tuesday. 15-18 pages with notes. 10%

November 8: Discussion of First Drafts with Peer Reviewers! Citation Tutorial.

Review of citation practices and plagiarism definitions and sanctions.

Citation

Rampolla, *Pocket Guide*, ch. 7 “Avoiding Plagiarism.”

Rampolla, *Pocket Guide*, ch. 7, “Quoting and Documenting Sources,” 106-147 (more complete).

There will be a short quiz on the main style of citation for several different kinds of sources.

Extraordinarily valuable section on when, why, and how much to quote! Think also about how professors have evaluated your use of quotes in the past according to the guidelines. Write several sentences about how you have used quotes well and poorly in the past.

NB: In writing, the ratio of paraphrase and summary to direct quotation varies, but don't quote more than 25% to 30% directly. Pick only the quotes that have unique language that vividly convey (as paraphrase cannot) the consciousness of the historical subject.

November 15: NO Class – Write!! Prepare for Presentations!

November 22: Presentations of Findings

November 29: Presentations of Findings

**December 6: Final Paper Is Due Online in Canvas/Turnitin With Paper Copy In My Office by 6 PM!
Congratulations!**