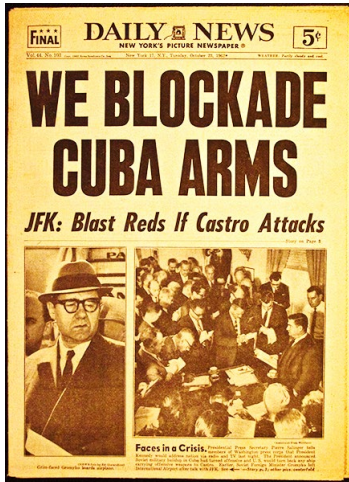


Professor Thomas Jackson
tjackson@uncg.edu (best method)
[Library Course Page](#) and Dr. Maggie Murphy

M,W, 3:30-4:45 MHRA 2206
[Spring 2023 Required Syllabus Language](#)
Office Hours: T, Th 1-2:00, W, 5-6 in MHRA 2141
Zoom by appointment

HIS 411A-01, Spring 2023: Seminar in Historical Research and Writing "Unraveling America: 1962-1972" (WI, SI)



In this class, you will research and write an original 18-22 page paper which poses and answers questions, analyzes primary sources, situates your research in a historical context, and engages with relevant historical scholarship. That's a tall order, but if you break it down and take it step by step, it is entirely achievable! Along the way, you will be refining skills of research, comparative source analysis, writing, discussion, peer collaboration, and formal oral presentation. As the "capstone" course of the history major, this seminar asks you to research a "burning question" that can carry you through several months. Educational researchers on student learning label this a "high impact" educational experience – if you sustain the commitment.

Scope and Content: In the 1960s, diverse Americans used the word "revolution" to advocate (and resist) a wide array of social, political, and cultural changes. But why do historians title their surveys with words like "the unraveling," or "the shattering," or even "America Divided: The Civil War of the 1960s?" Our main text seeks to explain the undoing of an "American consensus." What happened? Social movements and policymakers advanced a broad equality agenda, and the federal government diminished the powers of states and local governments to perpetuate hierarchies and injustices. And a lot of people had problems with that. The American consensus was to an extent real in 1963, especially among powerful political and intellectual elites. But that consensus was already fraying at the "bottom," since the American dream locked so many people out of the affluent middle-class cornucopia. Furthermore, the "boomers", the sons and daughters of a newly affluent middle-class rejected mainstream values and the nation's foreign policy. As Vietnam demonstrated to many, the Cold War was unsustainable, waged on quicksand. It was a uniquely violent decade, filled with assassinations, bombings, big-city uprisings, rising crime. Politicians and media actors sometimes exacerbated the conflicts to advance their interests. A series of crises amped by a communications revolution, with TV news at its center, shook things up. Contentious and polarizing, idealistic and outrageous, this decade's struggles for justice accomplished much and left much undone. The following subjects of inquiry fall within the scope of this class: the Black freedom struggle and related movements for liberation encompassing feminism and gay liberation; Cold War confrontations from the Cuban missile crisis to Vietnam; antiwar movements, including the students' and soldiers' antiwar movement; presidential and congressional action in civil rights and a new national "war on poverty"; urban racial and class revolts during the "long hot summers" 1964-1968; and of course, the populist conservative revolts against everything that "the Sixties" came to mean. "The past isn't dead," William Faulkner wrote. "It isn't even past."

Do I have to be original? That's intimidating! In this case, "original" research does not mean studying something that someone has never examined before. Rather, your future readers will appreciate your interpretation of original primary

sources, seeing that you have been guided by selected works of rigorous historical scholarship. The best way to form questions and develop interpretations is to consider and compare the best that has been written on a subject. Historians call this historiography, the study of historical writing, the core of which involves comparing different interpretations and the evidence that supports them. Don't be intimidated, the deeper you get into something the more you see. Test the interpretations you encounter, agree or disagree, use authors' ideas and referenced sources to develop and investigate your own "take" on the problem. Concur, dispute, qualify, examine authors' subjects and ideas in settings and places and among people you find interesting and accessible. Secondary readings inform us, introduce methods and explanatory concepts, and lead us to original sources through invaluable footnotes and "further readings" essays.

Your work will lean in the direction of interpreting primary sources and the consciousness and action of past actors. Original primary sources can be put in dialogue with each other and with your expanding knowledge. What they reveal about human action and motivation, that's the lively center of what you'll be doing.

The first weeks will be devoted to brainstorming questions, identifying theses in readings, and defining "problems" within the sub-topics that I suggest and that you notice in readings. We'll have interesting exercises in interpreting and discovering primary sources. Then you will write a proposal and "pitch" your project to the professor and the class. After that, we will have a series of workshops on research, building an argument, and writing. Content classes and skills workshops and "show and tells" will keep you on track and educate your peers. This will culminate in a paper of 18-22 pages (about 5400-6600 words, excluding endnotes). A short but formal oral report of 10-15 minutes will precede the final draft, when you can get feedback from your peers. The research question and final product will be uniquely yours.

The first month of the course serves two vital purposes:

1. To introduce you to a range of topics that will inform individual research choices and your capacity for informed peer commentary. Even if you are interested in President John Kennedy's leadership in the Cuban missile crisis and someone else is working on the Children's March in Birmingham, you will need to ask informed questions of your peers, and comment on their analysis and evidence and explanation. The more you know, the more connections you see across time and space.

2. To "warm up" or refine key skills of research and source analysis so as to give me a clear idea of the skills you might need to work on. So the schedule of classes and workshops is subject to some modification after the proposal is approved. All assignments you should check in Canvas. Canvas is the final authority on dates and activities. There may be some changes, but plenty of advance warning.

I will guide you through this process, but understand something important from Booth's book, *The Craft of Research*. "In true research, you must switch the roles of student and teacher" (18). One measure of your success will be to teach me and all of us something we didn't know, and maybe even something we should care about. (That is the answer to the "So, what?" question that makes the answers to our questions significant in terms of larger problems).

Student Learning Objectives for HIS 411A

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

- Exercise Information Literacy. Master selected relevant historical search engines and databases available through Jackson Library subscriptions (ProQuest Congressional; ProQuest Historical Newspapers; Film Collections; America History and Life; Roper Center's iPoll). Locate, evaluate, and share evidence from online curated document collections (Presidential libraries; civil rights institutes; PBS; ProQuest History Vault).
- Pose Informed Research Questions. Formulate and refine questions that lead to focused, researchable, significant, and original writing. Inspiration comes from any point on the compass:
 1. Reading primary source documents,
 2. Considering historians' interpretations and evidence,
 3. Examining your own inherited ideas,
 4. Questioning narratives present in the media or popular culture,

- 5. Considering your classmates and professor's interpretations.
- Find and Analyze Secondary Sources. Locate and evaluate scholarly sources that have addressed clear questions. Identify and analyze their concepts, main ideas, methods, sources, evidence, and conclusions. Practice "thesis finding" and make "thesis comparisons" with competing interpretations in the historiography. Thereby improve your own questions and possible avenues of inquiry.
- Find and Analyze Primary Sources. Identify, locate, interpret, and contextualize primary sources. Make inferences. Consider competing claims based upon contradictory evidence. Evaluate sources in terms of plausibility, trustworthiness, and accuracy. Corroborate facts and points of view by comparing sources. Extract useful evidence from sources through careful note taking, which involves summary, paraphrase, selective quotation, and commentary, keeping in mind that you are answering a clear question, solving a problem of interpretation.
- Write Up and Revise Research Findings. Synthesize evidence and communicate research findings effectively in writing and orally. Construct an argument, sequencing claims, reasons, evidence, and acknowledge counterarguments. Write clear paragraphs within a logical developing thesis. Mix summary, paraphrase, and carefully selected quotations. Always cite sources in full upon first citation, abbreviating thereafter.
- Integrate writing into all phases of the research process, correcting the misconception that writing only happens at the end! Avoid plagiarism. Incorporate our comments and suggestions into revisions.
- Critically evaluate the work of your peers. Constructively criticize the work of your peers while also utilizing feedback from others to revise your own project.
- Deliver Oral Reports (Speaking Intensive Requirement, throughout the Semester, Improving with Feedback): Organize, condense, and deliver clear and engaging spoken presentations, informal and formal, that reflect your understanding of concepts and your discovery of evidence.

Broad Course Themes – Keep in Mind as You Dig into Projects -- The Class is Your Audience

The ecology of the course: society, politics, and culture. Here is where sources are strongest. The veritable explosion of digital history makes possible now some innovative exploring of connections between: 1. Media (through massive ProQuest newspaper, magazine, television news archives), 2. Government (through digitized Congressional as well as Kennedy and Johnson Administration records and audio recordings), and 3. Social movements (television documentaries and oral histories and ProQuest History Vault digitized organizational records of all the major national civil rights organizations). If you don't like digital sources, however, Jackson Library has several floors of paper to work with! Finding an interesting niche will be the work of the first month.

Main Topics. Please stay within chronological and topical boundaries. I won't approve topics that are too far out:

1. The African-American Freedom Movement -- Media and Public Policy Responses from the Kennedy and Johnson Administrations. I am especially equipped to guide you to issues (1962-1965) of the "Negro Revolution" as they named it in the day. I am also well equipped to guide you into sources on the "urban crisis" of the late 1960s. The months between the desegregation of the University of Mississippi in September 1962 and the Selma marches of March 1965 constitute the most extensive and intensive mobilization of Black political energies in the twentieth century. Nonviolent insurgents working from outside the political parties innovated on tactics of protest and disruption to advance democracy. Allies within the parties, national government, media, labor, church, and entertainment circles lent resources and favorable publicity. Some of them were problematic allies, however, seeking to restrain as well as support. Just at the moment of significant liberal reform breakthroughs in civil and voting rights, violent rebellions against a plethora of more intractable problems -- police violence, poverty -- changed the dynamic completely.
2. Confronting Communist "Aggression" in Cuba in Vietnam and Confronting the War Makers. These were also pivotal years in the cold war, when the country experienced sharp debates over diplomacy and war, the acceptable risks in nuclear confrontation, and how much freedom and democracy could be promoted abroad through military means, especially in Southeast Asia. After years of seemingly fruitless "progress" in the war in Vietnam, different groups rejected the war, either because they judged it unwinnable or a "mess", or downright criminal and immoral.
3. Cultural Revolution, Environmental, Consumer, and Identity Movements

Everything under this umbrella is fair game, from the hippies to Earth Day to Ralph Nader to feminism and gay-rights!

Early Options for Self-Starters. Over the years, I and my students gathered many sources. As we go forward with the common readings, know these are available to you after discussions with me. You may consult my "[Burning Questions You Can Have](#)" to give you a sense what is focused, researchable, and significant. Look at even more in-depth [Suggested Questions and Sources in the Black Freedom Struggle of the Early 1960s](#). And for quick "takes" on your subject once you decide, the document "[First Rate Scholarly Introductions to the Era](#)" contains references and links to online and published general surveys that belong on a strong shelf with Godfrey Hodgson, *America in Our Time*. Once you settle on a topic, I suggest that you consult a couple of these general histories to identify differences of interpretation, or to "follow the footnotes."

[The Google Drive Folder](#) "Sixties Research Course" (Central Repository for everything I and my students have downloaded for the class). In these subject folders you will find a mix of all three sources: historiographical essays; articles, books, and chapters of cutting-edge scholarship; and primary sources (autobiographical writings, journalism, government reports, speeches).

A Speaking Intensive Course: Formal University requirements involve repeated practice in oral presentations, with opportunities for feedback from professors and peers. Presentations will count in each of the graded assignments. Use PowerPoints to illustrate points, but not to provide a script that you read from. Keep the audience focused on you as the animating voice. Make eye contact and gesture. We can have a speaking coach visit the class if need be.

A Writing Intensive Class: Criteria will change, but the core of the University's expectations will be met by the page length and by serious attempts at revision after the professor's and one or more of your peer's feedback.

Required Reading Available for Purchase or Download

Hodgson, Godfrey. *America in Our Time*. Garden City, N.Y.: Doubleday, 1976. Available at the bookstore and online and through an e-book via archive.org. [PDF](#) This one was so good they even have a commemorative volume on its 40th anniversary! We will agree and disagree, and there are some glaring omissions we will have to fill in, but he was a journalist trained in history who met so many of the characters we will examine and wrote "the first draft of history" that so many historians have contended with.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*, Fourth Edition. 4 edition. Chicago: University of Chicago Press, 2016. [EBOOK](#). We will follow the path laid out by this excellent updated guide to research, especially useful in moving from general topics to focused questions and interesting problems; also to constructing an argument, and writing it up! Don't get [3e](#), 2008!! [4e](#), 2016 is so much better!!

Linked in Canvas are required and optional short primary and secondary sources. All in .pdf form.

Formal Graded Requirements (Summary)

- I. Participation in Class Discussions, Online Responses to Peers, and Peer Reviews, Cumulative All Semester, 15%
- II. Groundwork -- Pre-Proposal: Identifying Testable Theses, Posing Informed Questions, Reporting on Contending Interpretations, Historiographical Review, Some Primary Source Exercises, 15%.
- III. Proposal and Oral Pitch to Class, A Two-Step Process! 3 pages minimum written (double-spaced) PLUS a 2-3 page (single-spaced) annotated bibliography of primary sources. Total 5-6 pp. The Most important assignment—your roadmap—Professor's approval required to proceed. 10%
- IV. Post-Proposal Skills Exercises -- Thesis Development – Planning Your Argument, Outlining, Primary Source "Show and Tell," 10%
- V. "Second" Refined Draft for Feedback and Peer Review (with oral progress reports). 10%
- VI. Final Draft after Serious Revision, With Formal Presentation (If this score is higher than any of III-V, one lowest earlier score will be raised to the level of the final paper score). 40%

Formal Graded Requirements (Detailed)

I. Participation in Class Discussions, Online Responses to Peers, and Peer Reviews, Cumulative All Semester, (Participation Grade Revised after Each Unit). 15%

This class works best when everybody prepares and contributes to common understandings and appreciation of different interpretations. So be concise, stay informed, stay on topic, and respond to each other as much as to me. Don't be afraid to respectfully disagree, but don't be disagreeable. Individual projects benefit enormously from general and small group discussion, affinity grouping, and paired evaluation. Counterargument will be baked into this process, so get ready to back up what you claim when the time comes. Peer review: Expect to supply 1 page written critiques of one other student's proposal, refined draft, and final paper. You will each have two more "eyes" on your project.

II. Groundwork -- Pre-Proposal: Identifying Testable Theses, Posing Informed Questions, Reporting on Contending Interpretations, Historiographical Review, Some Primary Source Exercises -- Cumulative Grade 15% Completed 2/16. ALWAYS CHECK CANVAS FOR PARTICULAR ASSIGNMENTS. These are listed below in some detail.

See the initial assignments from now to February. We progress from shared secondary and primary source readings to individual literature reviews and source searches. Each of the five topical units will introduce you to interpretations, debates, source searches, and source criticism. You will be asked to capture the thesis of the reading, use that thesis to focus on a question or two, and tell us how that question becomes a problem (you know you have a problem – a good one – when not knowing its answer deprives us of much more significant knowledge). Additionally each student will report on a significant chapter length piece of research that complements or contradicts assigned reading.

III. Proposal and Oral Pitch to Class, A Two-Step Process! 3 pages minimum written (double-spaced) PLUS a 2-3 page (single-spaced) annotated bibliography of primary sources. Total 5-6 pp. The Most important assignment—your roadmap—Professor's approval required to proceed. HOLY TRIAD: FOCUSED, SIGNIFICANT, RESEARCHABLE. 10%. 2/16-2/23

Write a fully fleshed out 3-page written proposal (double-spaced) with attached annotated bibliography (single-spaced) of no more than 3 pages, (total 6 pp. max) outlining a sharp set of questions that can be answered with readily available secondary and primary sources. There will be an interim deadline on the statement of the problem. The ideal proposal states a problem and 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. Annotations should not provide general or exhaustive summaries, rather focused synopses of key claims and evidence in the sources, and pertinent to your questions (NOT general summaries). [Rubric and Proposal Guidelines](#) (Canvas).

IV. Post-Proposal Skills Exercises -- Thesis Development – Planning Your Argument, Outlining, Primary Source "Show and Tell," students will be asked to summarize scholarly arguments they encounter during research. You will "show and tell" at least twice about especially significant sources. Depending on student need, I envision workshops on argumentation, outlining, citation, writing and/or presenting. Workshops, one-on-one conferences, days off. 10%

IV. "Second" Rough Draft for Feedback and Peer Review (with oral progress reports). 10%

Due April 4 for professor and peer feedback and discussion April 6. Shoot for a minimum of 15 pages with endnotes (which should be as complete as possible, since best practice calls for keeping citations tightly tied to writing. "Second" Draft is what you write after you hammer out your ideas in an outline and a "rough" draft.

V. Final Draft after Serious Revision, 40%.

This assignment is preceded by a REVISIONS AGREEMENT sketched with peer reviewer and professor. I will make explicit just how much revision is necessary. A good grade on the "second" draft does not mean that you have done all the work. Individual conferences of one-half hour minimum will help clarify expectations for revision, expansion, focus and editing. The revisions agreement is a simple checklist of intended revisions, which will provide the standard for raising or lowering the draft grade. See Final Draft Canvas Rubric.

Upward Revision of Final Grade: Should your paper reflect excellence and exceed any of the previous exercise grades of 10%, (III and IV), your paper grade will substitute for the lower, effectively bringing the paper weight to 50%.

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).

SCHEDULE OF MEETINGS AND DUE DATES
CHECK CANVAS FOR AUTHORITATIVE AND DETAILED SCHEDULE

1/10: Student Introductions, Course Introduction and Introduction to Sources, Questions, and Methods

Student introductions. Review of syllabus and requirements. Introduction to suggested research questions.

Demonstrations of the most productive on-line search engines. Sometime this week: Fill in the [Intake Questionnaire!](#)

1/12: Conflicting Sources, Rising Questions--Downtown Greensboro, May 21, 1963

A Fun and Profitable Source Exercise—Oral History, News Reportage, Local Newspaper, National Television – Bias and Corroboration and Context. Sources on a confrontation, May 21, 1963 between NC A&T student leader Jesse Jackson and restaurant owner and former mayor Boyd Morris, at the Mayfair Cafeteria.

1. [Boyd Morris Oral History by William Link](#) Dec 9 1986 read especially page 4, and nearby bolded and sections (I did the work of identifying pertinent evidence for you on this one).

2. Eric Ginsburg, "[Jesse Jackson](#)," YES! Weekly, July 17, 2013. Read highlighted portion beginning "The confrontation that led to Jackson's arrest is far . ." [pdf version](#)

3. "[More Demonstrators Arrested](#)," Greensboro Daily News, May 22, 1963. See second page, Bottom column 1, "Sing Songs," through Column 2 "Continue Chant." [Full page](#) available.

4. "[Silent March is Staged by Negroes](#)." Greensboro Daily News, May 23, 1963. Second confrontation, bottom column 1 continues to 2nd page.

5. IN CLASS: CBS News, "Eyewitness: Week of Decision," aired May 24, 1963, Library of Congress Audiovisual Division. View the [segment](#). Or the [full program](#) (confrontation at 5:00).

Questions (WRITE 200 WORDS-- I need to see how you write and handle evidence): How does each man remember the confrontation? Its context? His own position in relation to his Christianity? Love? Like? Dislike? Did Morris honestly explain why Jackson "will not be admitted?" Who did he say he would not allow to enter "today, tomorrow, or any day?" What about the context of the civil rights movement, Greensboro, and the media do we need to know to make sense of this? Discussion: The Vagaries of Memory.

Professor Mini-Lecture: The importance of contextualization: the Supreme Court and private businesses serving the public.

Discussion: Read: Booth, et. al. [Craft of Research, 10-15, 17, 22-26 \(start at 2.3.3\), 29-31](#). [The digital copy has my bolding]. Why write a paper? (Understand your role, readers, and your need not only to inform or entertain but to explain). Who are you doing this for, anyway? Why should we care? We will go through the checklist together on page 26!

1/17-2/9: Contending Interpretations Report – Each Student, Varying Days and Topics—Instructions on [Sign up](#) Sheet and See Canvas Assignment Pages.

There is a lot of reading in the next few weeks. You may skip one of the class assignments s on 1/17, 1/19, 1/24, 1/31, 2/7, or 2/9.

1/17: Cold War America, ca. 1960

Road map to Hodgson, *America in Our Time*. Follow detailed CANVAS guidelines for manageable read of selected chapters and pages 3-43, 44-47, 51-52, 61-62, 73-74, 75-83, 86-90, 99-100, 108-110, 117-122, 123-126, 129-133. Subjects noted in Canvas. Pages not explicitly identified for you to read may be skimmed or skipped. Remember, we are going for "thesis identification" and "limited interpretive generalizations" that can be tested with evidence.

On Method, for Discussion, and to Guide You: Booth, *Craft of Research*, ch. 3, "[From Topics to Questions](#)," [Essential](#) on how to focus and where to find questions. Elegant framework for defining topics, questions, rationales, and significance.

ASSIGNMENT: Write: 150-200 Words as a Discussion Post. Based upon this reading of Hodgson, list 4 subjects that caught your attention. Then name two researchable focused topics (not broad subjects) and turn them both into informed questions (or even claims that might or might not be true).

Use the Booth template for Topics and Questions: 1. I am studying _____. 2. Because I want to find out what/why/how _____. Try to be specific as to who/what/when/where makes your topic researchable.

THINK: What pieces of the picture that Hodgson paints of America before 1963 seem most provocative or interesting, such that you might turn them into research problems? For discussion: What concepts or interpretations are entirely new to you? Helpful: Look up unfamiliar events or words in the encyclopedia or the Oxford English Dictionary.

1/19: Media, Television, the President, and the Intensification of "The Crisis" (about 40 pages).

Hodgson, *America in Our Time*, chapters and pages:

7. The Media, 134-152, skimming or skipping 137-141. Read 134-137, 141-152 How did television news amp up the sense of crisis and contribute to a national "nervous breakdown"?

8. The Crisis, 153-178. Read the entire chapter, on Civil Rights, the assassination, and LBJ's commitment to wage War on Poverty and War in Vietnam. This chapter alone is worth the price of the book.

Booth, *Craft of Research*, ch. 4, "[From Questions to Problems](#)." "A question raises a problem if not answering it keeps us from knowing something more important than its answer."

ASSIGNMENT: Write: 150-200 Words as a Discussion Post. Based upon this reading of Hodgson, briefly paraphrase our quote a thesis claim he made, then formulate two focused informed questions, and try to reach out for their significance by following the Booth template: 2. Question: I want to find out what/why/how _____. 3.

Significance: in order to help my reader understand _____. Your questions must be referable back to something Hodgson wrote. So it will be good for you to write first. "Godfrey Hodgson has claimed X_____ (page # only). But I want to find out _____."

EXAMPLE: Example Question: "How much did President Kennedy seek to control the staging, messages, and public "framing" of the March on Washington?" What is more important than its answer? Problem: "How did 1960s social movements engage policymakers without diluting their goals or suffering co-optation by officials who did not share their issues and urgency?"

1/24: Black Freedom and the Poverty Agenda

Hodgson, *America in Our Time*, 9. Black Uprising 179-199, 10. Black Separatism 200-224, 13. Fragmented Consensus 263-273 only (BF module), 23. No Crystal Stair, 429-39, rebellions' causes and the police, structural and institutional change, 441-446, bifurcation of black economic fortunes, see especially 444, skim or read if interested, 446-462 is on the debate over school spending for equality around 1966, and court ordered busing for integration in the early 1970s.

Booth, Craft of Research, ch. 6., "[Engaging Sources](#)." Very important on how to discern arguments, agreement, bias.

ASSIGNMENT: Write: 150-200 Words as a Discussion Post. Based upon this reading of Hodgson, briefly paraphrase our quote a thesis claim he made, then formulate two focused informed questions, and try to reach out for their significance by following the Booth template: 2. Question: I want to find out what/why/how _____ 3. Significance: in order to help my reader understand_____. Like last time, only better.

1/26: Black Freedom Sources—The "Freedom Now" Moment—Let the Primary Sources Speak! Locating, Listening, Analyzing. Full assignment with questions is on Canvas.

Part One: Listening, Reading, Analyzing, Contextualizing primary sources. Links and instructions for analyzing President Kennedy's and John Lewis' speeches are in Canvas.

Part Two: Finding Primary Sources in News Coverage (Introduction to ProQuest Historical Newspapers). Find a news story from 1963 (NOT later) that is substantive enough to suggest that the media was engaged in "framing" both the president's initiative and the purposes of the March. [List of all the newspapers](#).

[Watch the video on finding sources using ProQuest Historical Newspapers](#).

[Poke around in the TV News and Film Documentaries Folder](#).

Booth, Craft of Research, ch. 5, "[From Problems to Sources](#)."

WRITE and be prepared to discuss: 200-300 Words, half (150) on the most interesting observations on either Kennedy's or Lewis's speech, half (150) on the "framing" example you found in a newspaper article or TV program. Don't just pick something random because it's the first thing you came across. Upload the article as a PDF to the discussion thread, and tell us how media actors were framing the government or the movement.

1/31: Into the Quagmire: Vietnam and the Great Schism(s) in American Politics

Hodgson, America in Our Time, 11. Vietnam: The Beginning 225-243. This chapter is loaded, and deserves careful page by page attention. 12. Economic Consequences, Read, 244--254, (you can skip page 250), but especially understand 253-254 (the effect of inflation on "Mr. Middle American). Skim or skip the technical discussion of the balance of payments crisis, from 254-260, but read the last paragraph 260. 14. The Great Schism, 274-287, Read also in the development of the antiwar movement, 301, and 318-321. 18. The End of Consensus, 353-364, on War and Antiwar, from ch. 19, read 376-379. 20. War, Peace, and Two Americas, 384-398. This is a complicated chapter that masterfully mines public opinion research to get beyond the simplistic dichotomy of pro-war hawks, and antiwar doves, to document two antiwar movements, one premised on the idea of the war was a crime, the other premised on the idea the war was a mistake or a mass. Summary, 392, 395, and middle paragraph 397.

Write: 150-200 Words as a Discussion Post. Based upon this reading of Hodgson, briefly paraphrase or quote a thesis claim he made, then formulate two focused informed questions, and try to reach out for their significance by following the Booth template: 2. Question: I want to find out what/why/how _____ 3. Significance: in order to help my reader understand_____. Like last time, only better.

2/2: Vietnam and antiwar sources

SEE CANVAS ASSIGNMENT. Interpreting quantitative data. Opinion research. See video on finding Congressional Sources. Video on finding quantitative opinion research. Research one of the surveys referenced by Hodgson, cited on 528.

2/7: Cultural Revolution, Environmental, Consumer, and Identity Movements – First Years of the Culture Wars

Hodgson, *America in Our Time*, 15. Telegraph Avenue, Son of Madison Avenue, 289-305. 16. An Invasion of Centaurs, 306-325; 17. Triumph and Failure of a Cultural Revolution, 326-352. 21. More Movements than Movement, 402-411.

Write: 150-200 Words as a Discussion Post. Based upon this reading of Hodgson, briefly paraphrase or quote a thesis claim he made, then formulate two focused informed questions, and try to reach out for their significance by following the Booth template: 2. Question: I want to find out what/why/how _____ 3. Significance: in order to help my reader understand _____. Like last time, only better.

2/9: The Revolt of "Middle America" and the Roots of the Nixon-Reagan Coalition

Hodgson, *America in Our Time*, 19. The Discovery of Middle America, 365-383. [Reread 387-397 on the mass pragmatic shift in working class opinion toward concluding the war was a mess or a mistake]. 22. The Capture of the New Majority, 412-428, 467-468, 471 (middle 2 paragraphs), 472-473, 478-490. Those who lament these developments have puzzled for decades about why blue-collar workers joined conservative elites in pursuing economic policies that don't serve their interests. Hodgson wonders why 1960s liberals did not serve their interests either.

Write: 150-200 Words as a Discussion Post. Based upon this reading of Hodgson, briefly paraphrase or quote a thesis claim he made, then formulate two focused informed questions, and try to reach out for their significance by following the Booth template: 2. Question: I want to find out what/why/how _____ 3. Significance: in order to help my reader understand _____. Like last time, only better.

2/14: Locating Relevant Historiography-- Contrasting Interpretations One Step Further

Read one or two historiographical essays on your topic. "[1960s Historiographical Essays by Topic](#)" lists them and all are available in the Google Folder or Jackson Library search. Select 2-3 scholars referenced therein and track down their scholarship. ASK ME!! Skim for questions and sources. Read book reviews of key titles. Find the books online or in the Jackson Library. Skim. Write 6 sentences with the structure, "Whereas X argues Y, Z argues by contrast that . ." (or "draws our attention to . ." or "interprets the same evidence to mean . ." or "changes the relevant context to _____ so as to argue that ____."

2/16: Locating Relevant Primary Sources-- Follow Those Footnotes and Fire up Those Search Engines Assembling, Annotating, and Appropriately Citing a Research Bibliography -- Maggie Murphy and Videos

2/19: Sunday: PROPOSALS are due! By 11:59 PM, in CANVAS, before your pitch to the class, to give your professor and peer reviewer time to read [NB: This is a Saturday night, so block out some time Sunday or early Monday or work with your peer reviewer]. (You must submit something. These are subject to my approval before you go to the next stage. I sometimes must ask students to re-submit within a week. Get your road map in the best shape it can be at this point). [See detailed rubric](#).

2/21: Proposal Pitches, Questions, Critiques, Feedback on Refinements and Resubmissions

These will take the form of a "Research Grant Sales Pitch" in which students make the case to the entire class for funding one project (\$50,000) and a "runner up" (\$20,000, play money, of course). Criteria: Focused Questions on a Problem of Interpretation, Researchability, Significance to History and Possible Contemporary Relevance. Introductions often best 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).

2/23: Proposal Pitches Continued

THE REMAINDER OF THE CLASS IS UNDER CONSTRUCTION, UNREVISED FROM LAST YEAR (EXCEPT FOR A SLIGHTLY LATER ROUGH DRAFT DUE DATE), AND WILL BE SHAPED IN PART BY CLASS NEEDS AS I SEE THEM. THERE IS ALSO A FACULTY GROUP MEETING TO COMPARE NOTES ON HOW BEST TO SHEPHERD THESE PROJECTS TO A SUCCESSFUL CONCLUSION. COUNT ON CONFERENCES AND WORKSHOPS ON THE PROCESS OF RESEARCH AND WRITING. Before the proposal is due, count on a fleshed out schedule that you can staple to this syllabus.

2/28: Workshop: Taking Good Notes – Share Your Best Note

3/2: Individual Conferences via Zoom, Recorded to Allow you to Follow Online Searches

Spring break: no class

3/14: Firming Up Your "Lit. Review"

3/16: Workshop: Making an Argument

3/21: Making Claims and Giving Reasons

3/23: Anticipating Counterargument and Qualifying Claims

3/28: Models of Good Writing – Preparing for Peer Review

3/30: Primary Source Analysis and the Presentation of Evidence– Student Show and Tell

4/4: Fitting the Pieces Together—Paragraph Sequencing

4/6: Working with Numbers, in Text and Graphically

4/10: Rough "Second Drafts" are Due – 15 pages minimum, coherent paragraphs and sentences with evidence

4/11: Revisions Conferences with Peers and Professor in Class—Students must submit written peer review to professor and peer. (Revisions Agreement will be due after conferences with Peers and Professor)

4/13: Revisions – Citing Sources and Avoiding Plagiarism

4/18: Workshop – Introductions and Conclusions

4/20: Formal Presentations of Findings

4/25: Formal Presentations of Findings – Final Class Wrap Up

5/2: Tuesday 6:30 PM, The End of Final Exam Period: All Papers Due in Canvas.

Some Resources:

History Department (his.uncg.edu/ and www.facebook.com/UNCGDepartmentofHistory/): Keep up with departmental activities and fellow history majors!

Dean of Students (sa.uncg.edu/dean/support/): Supports and advocates for students in crisis, including those with family emergencies, extended illness, trauma, etc.

Office of Accessibility Resources and Services (ods.uncg.edu/): Students who have documented disabilities that require accommodation should register with OARS and bring in the required paperwork during the first week of class. No accommodations can be made without this paperwork.

Information Technology Services (its.uncg.edu/): Your source for all tech problems, including computer malfunctions, issues with Canvas, etc. The professor cannot help you with these!

Get Help: University Writing Center (www.uncg.edu/eng/writingcenter/; tel: 4-3125): 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.

Rules and Regulations:

Time Commitment: Generally, the University expects two hours for every one hour of class time. Block that time out in your calendar. Be clear on the questions we are asking and the results that might satisfy you and others.

Email Etiquette and Efficiency – Required Subject Line "HIS 411A Question" and a Hint of Content
Please address questions to me via email regarding assignments, appointments, mishaps. Subject line: "HIS 411A question." Or HIS 411A Absence." If you don't hear back from me in 24 hours, please try me again! Use your UNCG account only.

Attendance and Participation: This class has a strong collaborative dimension, though we do not meet every session. 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 (including Covid isolation, per University policies), not competing work obligations, travel plans, or extra-curricular conflicts). Email me in advance if you will miss class. I don't need explanations or notes. You are adults.

Plagiarism: Plagiarism is a serious offense of the academic integrity code. Do your own work and clearly cite any sources you rely upon for your information. Don't quote phrases verbatim without quotation marks and citations. 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). See the links in this syllabus to Rampolla, chs. 6-7.

Tips for Staying in Good Study:

Read Booth, et. al. The Craft of Research and practice its many recommendations, from "soup to nuts."

Zotero! This is a powerful records and bibliographic management software 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, curated by me and past students.

Skills Guides Digitized for You ([Google Drive](#) – compendium of pdfs and library ebooks):

The following sources have proven quite valuable. Check the Google Drive folder for those and more (Titled Skills Guides" and linked to a bibliography in Canvas titled "[Skills Guides Digitized for You By Chapter and Topic With Links.](#)" I may ask you to read selections as I understand your proficiencies.

Strategic Reading of Scholarship: Practice strategic reading of secondary sources, 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 of any writing, which is meant often to restate the questions and offer resolution and explanation. If the reading is long and time is short, skim and scan for answers to a question.

Strategic previewing, reading, and note taking of primary sources. It helps with any source or collection to do a quick skim and preview of the whole thing, noting the documents, articles, speeches, etc. that seem especially rich and pertinent. If you are working with PDFs, you can bookmark or put a comment on a page and then compile a summary list of the sources that are likely to supply the richest and most diverse perspectives. Try to balance close and selective attention to text and wide awareness of available texts. Craft of Research has very good pages on this).

Good websites: [One tab page of many pages covering source analysis.](#)

[How to Analyze a Primary Source](#), Carleton College

[READING, WRITING, AND RESEARCHING FOR HISTORY](#), Bowdoin College, see especially "[Predatory Reading](#)"

Reference and User Services Association, American Library Association, [Primary Sources on the Web: Finding, Evaluating, Using](#)

UNCG's Culture of Care—Faculty Senate Syllabus Language

As we return for spring 2023, please uphold UNCG's culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of covid-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to isolate if ill
- Completing a [self-report](#) when experiencing covid-19 symptoms or testing positive for covid-19
- Following the CDC's [exposure guidelines](#) when exposed to someone who has tested positive for covid-19
- Staying informed about the University's policies and announcements via the [covid-19](#) website