

AI 183 The 60s

DePaul University School for New Learning
Naperville Campus
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Competences:

A-1-E: Can interpret the work of writers or artists within a historical or social context.

1. Chooses an artistic or literary work to consider.
2. Identifies a historical or social context relevant to the work.
3. Analyzes the work from the perspective of that historical or social context.

A-3-G: Can assess the assumptions and implications of significant ideas about human experience.

1. Identifies a significant philosopher, theologian, tradition, or thinker's ideas that address the meaning of human experience.
2. Identifies appropriate criteria to assess these ideas.
3. Applies these criteria to the assumptions and implications of these ideas.

H-1-C: Can explain the emergence, maintenance, or evolution of an economic or political system.

1. Identifies a political or economic system and describe its elements.
2. Explains how the system functions and how it has changed over time.

H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

1. Identifies and frames a significant social problem.
2. Identifies a social institution which addresses this problem.
3. Articulates criteria used to assess the effectiveness of the social institution.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Required Texts:

Terry Anderson: *The Sixties*, ISBN-13: 978-0321421678

Ann Charters: *The Portable Sixties Reader*, ISBN-10: 0142001945

Tim O'Brien: *The Things They Carry*, ISBN-13: 978-0767902892

Course Description:

The decade of the 1960s was a watershed period in the social, cultural, and political history of the United States. This course will examine the era from a variety of viewpoints in order to promote student understanding and analysis of key movements, episodes, and personalities. The course will include investigation of John F. Kennedy's "New Frontier," the Cold War, the Space Race, the Civil Rights and Women's Liberation movements, Lyndon Johnson's "Great Society" the Vietnam War, popular culture, literature, student unrest, and the realignment of traditional political voting blocks. In addition, the course will demonstrate how the decade's music mirrored the changing times.

Goals:

1. Students will examine the American political and social landscape of the 1960s, recognizing the pivotal events and identifying the key figures. They will endeavor to discover antecedent factors that impacted the era, as well as the long-term effects of the decade's developments.
2. The class will develop an overview of the major foreign policy events of the decade, and will use the knowledge gained to analyze and appraise the history of the Cold War during the decade.
3. Students will learn the key events of the Civil Rights and Women's Rights movements during the 1960s and evaluate the movements' real and/or symbolic impact.
4. The class will obtain an appreciation of the trends in American popular culture during the decade, and relate those trends to the 60s' societal evolution.

The Learning Experience:

The course is designed to disseminate information, foster critical thinking skills, encourage alternative opinions, promote informed discussion, instill critical listening and questioning skills, and elicit proof of higher-level thinking. Bloom's taxonomy and Gardner's multiple intelligences will be used in the development of assignments aimed at assessing the acquisition of the unit's goals. Learning materials will include textbook readings, biographies, primary sources, videos, music, and additional literature. Students will demonstrate their mastery of the subject material through a variety of assignments aimed at measuring higher-level thinking skills.

Assessment:

Writing assignments (four) – the class will periodically write answers to questions derived from selected reading assignments or class activities. Depth of thought will be rewarded on scale of 1-25 and mechanics/grammar will count for up to 5 points. Papers

are due at the beginning of the designated class periods stipulated in the “Schedule of Lessons” below. Late submissions will lose 10 points per day and forty-eight hours past the due date will not be accepted for credit.

Weekly questions – students will prepare three questions based on the week’s reading, class activities, or course-related independent research. These questions will be the basis of classroom discussion. They will be graded on a 1-10 scale, 10 representing the highest level of inquiry.

Group presentations – two group presentations will be created and presented by the students. One will be based on a facet of 60s culture of the groups’ choosing, the other will deal with an assigned historical event or movement. The group presentations will be worth 50 points, 25 points from a teacher evaluation and 25 points from the average score of peer evaluations performed by each group member.

Take-home quizzes – two take-home short essay quizzes will be given, one at the mid-term and one at the end of the quarter. Each quiz will consist of three questions based on the course material and will assess the students’ ability to analyze and synthesize the information. Each quiz will be worth 75 points (25 points per question).

Summative Assessment:

Writing assignments (4) @ 30 points each	120 points
Weekly questions (9) @ 10 points each week	90 points
Group presentations (2) @ 50 points each	100 points
Take-home quizzes (2) @ 75 points each	<u>150 points</u>
Total possible points	460 points

Conversion Scale:

95-100%, 437-460 points = A+	80-82%, 368-381 points = C+
92-94%, 423-436 points = A	77-79%, 354-367 points = C
89-91%, 409-422 points = B+	74-76%, 340-353 points = C-
86-88%, 396-408 points = B	70-73%, 322-339 points = D
83-85%, 382-395 points = B-	Below 70%, -321 points = F

Attendance Policy:

Because we meet just once per week and classroom participation is an important part of the course, attendance at all class meetings is strongly advised. Students who miss more than **two** classes are required to meet with me to discuss writing assignments designed as alternatives to class participation. Please let me know if you are going to miss a class, arrive late, or leave early, and arrange for a friend to hand-in assignments, take notes, etc.

Academic Integrity Policy Statement:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Essay-Writing Assistance:

Feel free to discuss with me any concerns you have regarding your writing assignments. DePaul offers essay-writing assistance at:
<http://condor.depaul.edu/~history/webresources/hstwriting.html>