

**THE UNITED STATES, 1960-74: HISTORY, POLITICS, AND CULTURE**  
(*Tentative Syllabus: subject to revision until the beginning of the quarter*)

**LECTURES:** Lectures will generally last the full 75 minutes. Whenever practical, however, we will try to allow time for questions and responses by students and faculty and for brief presentations to prepare you for subsequent readings and class sessions. Attendance at lectures is important and expected. No official lecture notes will be available for this class.

**DISCUSSION SECTIONS:** Discussion sections will meet for the first time on September 29 and 30. Attendance at section meetings is required. These sessions, and the graduate student instructors leading them, are critical for bringing the diverse elements of the course together. In addition, your performance in these sections will account for 25% of your grade. For that reason, regular informed and intelligent participation in these sessions is especially important for successful participation in this class. You must attend the section in which you are enrolled. The sections are as follows:

1A	Thursday	11:00a-12:50p	Covel 210	1B	Thursday	1:00p-2:50p,	Haines A28
1C	Thursday	3:00p-4:50p	Haines A20	1D	Friday	9:00a-10:50a	Rolfe 2134
1E	Friday	9:00a-10:50a	Bunche 3157	1F	Friday	11:00a-12:50p	Haine A28
1G	Friday	1:00p-2:50a	Haines A20	1H,	Friday	3:00p-4:50p	Haines A76
1I	Friday	9:00a-10:50a	Covel 210	1J	Friday	3:00p-4:50p	Covel 210

**OFFICE HOURS AND CONTACT INFORMATION** (check website for complete information)

**Faculty**

Joel D. Aberbach  
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Jan Reiff  
Associate Professor of History & Statistics  
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Jeff Decker  
Adj. Associate Professor of English/  
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Robert N. Watson  
Professor of English  
Off. Hrs: Tues, 3:25-4:25, Thur. 11-11:50 & by  
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**Teaching Fellows:**

Brandi Clay Brimmer (sections B & D)  
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Kim Hernandez (sections F & J)  
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Samantha Pinto (sections A & C)  
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**ENROLLMENT:** This course is part of a year-long GE Cluster series (60 ABC), and should only be taken a part of that entire series, not as a single-Quarter course. Enrollment is limited to 200 students, and students must be officially enrolled in one of the discussion sections as well as in the overall lecture listing.

**GRADING:** The main essay will count for 25% of your grade for the Quarter; the midterm examination, 20%; the final examination, 30%; and class attendance, participation, and other forms of writing, including journals and possible quizzes 25%. It is possible to receive a zero (out of one hundred) in any of these categories, which would do serious damage to your overall grade. No Incompletes will be given except under extraordinary circumstances. The grading will be done by the Teaching Fellows, under the supervision of the faculty.

**EXAMINATIONS:** You will be responsible for all course materials on the examinations, including not only readings and lectures, but also required films and other assignments which all sections have in common. The midterm will require you to identify facts and ideas from the first five weeks of the course, and to perform some brief analyses related to them. The final will also require some longer essays on major themes, and will emphasize material from the second half of the course, but some material from earlier weeks may also be represented.

**ESSAYS:** GE 60 satisfies the Writing II requirement (see the information about the Writing II assignment below), and as such it requires careful attention to prose exposition and extensive rewriting. You will produce and revise essays in the modes of several academic disciplines. Some discussion sessions will focus on this process, focusing on various practical issues in composition. One major essay will be due during Fall Quarter: a work of literary criticism, to be described on handouts and on the course Web site early in the term. The essays should conform to the conventions of the Modern Language Association or Chicago reference systems (explained on the class website), and it must be scrupulous and thorough in documenting its sources: any persons or writings from which you have derived any of your ideas or wordings. Essays will be penalized one-third of a grade (B+ to B, for example) for each business day of lateness; no essays will be accepted more than one week late. Essays may **NOT** be submitted by e-mail or fax.

**READINGS:** It is extremely important that you read the assigned work carefully before coming to class. Take notes on your ideas and questions. We have attempted to limit the total required reading to about 100 pages per week, though some of the less dense and technical reading assignments will be longer.

**REQUIRED BOOKS:** You will need to buy the following four books and course reader. The books are available at the ASUCLA Textbook store and various on-line booksellers. The course reader is available at Course Reader Material, 1141 Westwood Blvd.

Sara Evans, *Personal Politics*

David Farber, *Age of Great Dreams*

Tim O'Brien, *The Things They Carried*

Thomas Pynchon, *The Crying of Lot 49*

*Course Reader*, produced by the GE 60 faculty (listed as CR in assignments below).

**RESERVE READINGS:** All the assigned textbooks for the class, a few other especially valuable works, will be on reserve in the College library. Lists of further readings on various topics will be available through the course Web site, where you will also find a range of other useful information and links. Among the other general histories and analytic overviews of the period, we recommend Todd Gitlin, *The Sixties: Years of Hope, Days of Rage*; Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* would also be valuable.

**THE TEXTBOOK:** One of the particular challenges of studying the 1960s from a multi-disciplinary perspective is that it is sometimes difficult to keep the relationship between the various topics in focus. At the same time, doing so is critical for understanding the "big picture" that allows us to understand why so many transformations took place during that era.

To help you to keep that big picture in mind - and to give you a ready reference for topics covered in class - we have assigned a short textbook on the 1960s. We expect you to read the textbook and you are responsible for knowing materials from the textbook. However, we do not expect you to spend time memorizing the facts in the textbook the way you may have tried to master textbook materials in the past. Rather, we expect you to use the materials in the textbook to enhance your understanding of the era.

For example, during lectures, you will hear many references to the 1968 Democratic Convention in Chicago. You might hear of its importance for changing the internal politics of the Democratic Party. You might hear how the Yippies used the convention to bring the cultural revolution to the public's attention and how Chicago's police rioted (in the words of the commission to investigate the events that took place there). You might also hear how author Norman Mailer contributed to the genre called New Journalism with his evocative book, *Miami and the Siege of Chicago*. In addition, you might be asked to read some newspaper stories reporting on the events of the convention. Despite all of these references, lectures may not sketch out the basic details of the convention because we assume that you will have read the section of the textbook dealing with the convention.

Clearly, you will understand each of the lectures and readings far better if you have read the appropriate parts of the textbook. Moreover, you will be much better prepared for the exam if you are familiar with the basic facts of the convention. Our past experience suggests that students who have taken the time to read the textbook generally do better on the papers and the exams.

Remember, also, that (like all books) *The Age of Great Dreams* is just one perspective, not a transparent window into complete and objective truth about the period. Other commentaries will focus on different facts and interpret the same events differently. Recognizing the complexity of beliefs and of the transmission of knowledge is usually a crucial step in the transition from high school to higher education, which requires you to think analytically, with an open but critical mind.

**COURSE WEBSITE:** The course website <http://www.sscnet.ucla.edu/classes/cluster60/GE60Home.html> is an integral part of this course. Announcements and updates regarding the class will be posted on it. You

should take advantage of the class bulletin board to ask questions of the faculty. We will post information regarding assignments on the site. You are expected to visit it regularly and encouraged to take advantage of the materials on it.

**FILM SCREENINGS:** Three movies with special significance for the study of the Sixties are required this Quarter, and **MUST** be viewed **BEFORE** the lecture session in which they will be discussed. They will be screened at the Northwest Campus Auditorium (unless otherwise announced) on the following schedule:

Wed., Oct. 5, 7 PM: Dr. Strangelove	
Wed., Oct. 19, 7 PM: In the Heat of the Night	(dinner in DeNeve Private Dining Room-5:45)
Wed., Nov. 9, 7 PM: Hearts and Minds	(dinner in DeNeve Private Dining Room-5:45)

You are urged to attend these screenings: though most of these films will be available in the Powell Library Media Lab and/or in video rental stores, seeing the films on a larger screen with the Cluster audience is a different experience, and if you miss the brief discussions before or after the movies, you will be expected to learn what was said there.

#### **RECEIVING WRITING II CREDIT FOR THE YOUR GE CLUSTER (NOTE WELL)**

##### ***Satisfaction of Writing I***

In order for the spring quarter seminar of your Cluster course to satisfy the College's Writing II requirement, you must satisfy the Writing I requirement by the end of winter quarter. If you have not satisfied the Writing I requirement with an AP English score, an IB English score, or transfer work, you must take English 3 in fall or winter quarter and complete it with a grade of C or better.

##### ***Enrollment in English 3***

It is your responsibility as a Cluster student to ensure that you enroll in English 3 in a timely way. Ideally you should take English 3 in fall quarter. If you don't, you should use your **WINTER QUARTER PRIORITY PASS** to enroll in an English 3 course that fits your schedule.

*In case you are shut out of a English 3 section during your winter quarter priority pass, you will have another window of opportunity during the first pass enrollment period for winter quarter. Prior to the end of the first pass enrollment period, UCLA Writing Programs reduces the enrollment caps in its English 3 classes from 20 to 18. This is to ensure that there are two reserved spaces in each class for cluster students. If your schedule requires you to enroll in a section that has already enrolled to 18, you must call the Writing Programs office at (310) 206-1145 **DURING FIRST PASS** to secure one of these two reserved places.*

You should understand, however, that these places will be available on a first-come, first-served basis, and that at the end of first pass English 3 enrollment caps will be set at 20. No special arrangements for Cluster students will be made after that time. You should also understand that enrolled students seldom drop English 3, and that being on an English 3 waitlist, even in first position, does not usually mean that you will ultimately be in the class.

## SCHEDULE

Sept. 29      **INTRODUCTION TO THE COURSE, THE FACULTY, AND THE SIXTIES**

Oct. 04      Prof. Reiff: **THE SIXTIES: A HISTORICAL OVERVIEW**

*Readings:*

- Choose a magazine that interests you and that was published regularly from 1954-1960 and read carefully **ONE ISSUE** of that magazine. Those listed below are available at UCLA. Unless specified, the magazines are located in the Main Reading Room, Bound Periodicals area at College Library and in the designated stack areas at YRL. Some likely magazines include:

- Life (AP2 .L261 – College and YRL)
- Time (AP2 .T48 – College and YRL)
- Newsweek (AP2 .N47 – College and YRL)
- Ebony (E185.5 .E16 – College and YRL)
- National Review (AP2 .N213 – College and YRL)
- U. S. News and World Report (AP2 .U573 – YRL)
- Good Housekeeping (Microfilm TX1 .G59 and SRLF requests)
- Readers' Digest (AP2 .R22 – YRL)
- Look (AP2 .L87 -- YRL)

Then write a short essay (less than one page, typed), based on the magazines and newspapers you read, exploring how the concerns of American society at the start of the 1960s seem to differ from concerns today. Use the sources, take a position, and bring your essay to your discussion section on the 6th or 7th. [Assignment Guide](#)

- David Farber, *The Age of Great Dreams*, 7-24

Oct. 05      Film: **DR. STRANGELOVE**

Oct. 06      Panel Discussion: **DR. STRANGELOVE**

Prof. Reiff: **THE COLD WAR AND THE U.S. AT THE START OF THE SIXTIES**

*Readings:*

- Mr. X (George Kennan), "The Sources of Soviet Conduct," *Foreign Affairs*, July 1947; on-line at <http://www.cnn.com/SPECIALS/cold.war/episodes/04/documents/x.html> (among other places).
- Excerpts from *What You Should Know About COMMUNISM and Why* (CR)
- David Farber, *The Age of Great Dreams*, 25-66

Oct. 11      Prof. Reiff: **THE CIVIL RIGHTS MOVEMENT**

- Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *The Journal of American History* 91:4 (March 2005), available at <http://www.historycooperative.org/journals/jah/91.4/hall.html> [available online through UCLA]
- Brown v. Board of Education (class web site: Events/News: Brown v. Board of Education)
- David Farber, *The Age of Great Dreams*, 67-116 (these pages will be useful for all of the lectures between now and the midterm)

- Oct. 13 Prof. Watson: **THE CIVIL RIGHTS MOVEMENT IN WORDS, SOUNDS AND IMAGES – AND A FIRST CRY OF LOT 49**  
*Readings:*  
 - Thomas Pynchon, *The Crying of Lot 49*, chapter 1  
 - Thomas Pynchon, “A Journey Into the Mind of Watts” (CR)
- Oct. 18 Prof. Watson: **THE CRYING OF LOT 49 AND THE MORAL CHOICES OF 1965**  
*Readings:*  
 Thomas Pynchon, *The Crying of Lot 49*, chapters 2-6
- Oct 19 Film: **IN THE HEAT OF THE NIGHT** (dinner in DeNeve Private Dining Room-5:45)
- Oct 20 News story: **BIG NEWS: KNXT, AUGUST 13, 1965**  
 - Newspaper articles on the Watts riots  
 - Gene Marine, “I’ve got nothing against the Colored, understand,” *Ramparts* (Nov. 1966), 13-18 (CR)
- Oct 25 Prof. Aberbach: **LBJ AND THE GREAT SOCIETY**  
*Readings:*  
 - Theodore White, *Making of the President, 1964*, pp. 130-38, Chaps. 7 and 11 (CR)  
 - James L. Sundquist, *Politics and Policy*, pp. 3-10. 385-396, Chapter 11. (CR)
- Oct 27 Prof. Reiff: **WOMEN AND CIVIL RIGHTS**  
*Readings:*  
 - Sara Evans, *Personal Politics*
- Nov 01 Film: **BERKELEY IN THE 60S, PT I**  
 Panel Discussion:
- Nov 03 **MIDTERM EXAM**
- Nov 08 Prof. Reiff: **A HISTORY OF THE VIETNAM WAR**  
*Readings:*  
 - David Farber, *The Age of Great Dreams*, 117-166 (these pages will be useful for the next three lectures)  
 - Marita Sturken, “The Wall and the Screen Memory: The Vietnam Veterans Memorial,” *Tangled Memories*, pp. 44-84 (CR)  
 For further information, consult the Pentagon Papers  
<http://www.mtholyoke.edu/acad/intrel/pentagon/pent1.html>
- Nov 09 Film: **HEARTS AND MINDS** (dinner in DeNeve Private Dining Room-5:45)
- Nov 10 Prof. Decker: **VIETNAM IN THE NEWS**  
*Readings:*  
 - Edward Jay Epstein, "Pictures for an Organization," *News From Nowhere*, pp. 3-44 (CR)  
 - Harry Castleman and Walter J. Podrazik, "1967-68 Season: The Whole World Is Watching," *Watching Television*, pp. 204-205 (CR)  
 - Michael Herr, "Khe Sanh," *Esquire* (Sept. 1969): pp. 118-123 (CR)  
 - Wallace Stevens, "Anecdote of the Jar" (poem) (CR)

- Nov 15 Prof. Aberbach: **THE POLITICS OF THE VIETNAM WAR**  
*Readings:*
- John E. Mueller, "Trends in Popular Support for the Wars in Korea and Vietnam" (CR)
  - Milton Rosenberg, Sidney Verba and Philip E. Converse, *Vietnam and the Silent Majority*, Chapters 2 and 3. (CR)
  - Peter Braestrup, *Vietnam as History*, pp. 3-36. (CR)
  - David Farber, *The Age of Great Dreams*, 167-211 (these pages will be useful for all the lectures through the end of the quarter)
- Nov 17 Prof. Watson: **WAR STORIES: HEARING VOICES**  
*Readings:*
- Tim O'Brien, *The Things They Carried*--selections
  - Denise Levertov, "What Were They Like," from *Where is Vietnam?* (CR)
  - Pulitzer-winning series on the Tiger Force, course Web site or <http://www.toledoblade.com/apps/pbcs.dll/section?Category=SRTIGERFORCE>
- Film excerpts*, "Platoon"  
**FIRST WRITING ASSIGNMENT DUE IN CLASS**
- Nov 22 Prof. Watson: **MORE WAR STORIES: HITTING THE WALL**  
*Readings:*
- Tim O'Brien, *The Things They Carried*--selections
  - Wallace Terry/Malik Edwards, oral history, from *Bloods* (CR)
  - 10,000 Maniacs, "The Big Parade" (CR)
- Nov 24 **THANKSGIVING DAY: NO CLASS**
- Nov 29 Prof. Aberbach, **BLACK POWER AND THE DETROIT RIOTS, PT. I**  
*Readings:*
- Stokely Carmichael and Charles Hamilton, *Black Power*, Chapters 2, 3, and 8. (CR)
- Dec 01 Prof. Aberbach, **BLACK POWER AND THE DETROIT RIOTS, PT. II**  
*Readings:*
- Bayard Rustin, "'Black Power' and Coalition Politics" (CR)
  - David Danzig, "In Defense of 'Black Power'" (CR)
- Dec 06 Prof. Decker: **THE YIPPIE-PANTHER ANTI-RACIST COALITION**  
*Readings:*
- Eldridge Cleaver, "The White Race and Its Heroes," from *Soul On Ice* (CR)
  - Abbie Hoffman, "The White Niggers" and "Advice to My Black Brothers," from *Revolution for the Hell of It* (CR)
  - Jerry Rubin, chapters 10, 16, 34, and 41 from *Do It!* (CR)
  - Huey Newton, "Letter on the Women's and Gay Liberation Movements" (CR)
  - Dennis Altman, *Homosexual: Oppression and Liberation* (selections) (CR)
- Dec 08 Film: **BERKELEY IN THE 60s, PT. II**  
 Panel Discussion: **REVIEW OF TOPICS FROM FALL QUARTER, LOOKING FORWARD TO NEXT QUARTER**
- Dec 13 **FINAL EXAM: 8:00am-11:00am**