

Fall 2018

HIST 654 - From Woodstock to Reagan: US History 1960-1980

Neil Maher

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FROM WOODSTOCK TO REAGAN: U.S. HISTORY 1960-1980

(DRAFT)

Graduate Research Seminar: HIST 654: 101
Rutgers, Newark/NJIT: Fall 2018
Time: Wednesdays, 5:30 – 8:10 p.m.
Location: 324 Conklin Hall (Rutgers, Newark History Department)

- Instructor:** Prof. Neil Maher
Federated Department of History NJIT-Rutgers, Newark
- Office Hours:** 329 Cullimore Hall
Wednesdays, 2:00-4:00 p.m.
And by appointment
- Contact:** E-mail: maher@njit.edu
Office: 973-596-6348
Cell: 646-325-3704 (not before 8:00 a.m. or after 10:00 p.m.)
- To Register:** Contact Rutgers Newark History Department Administrator
Christina Strasburger at 973-353-3902 or cstras@rutgers.edu

COURSE DESCRIPTION:

This research seminar will focus on the history of the United States during the 1960s era, which spanned from the late 1950s through the early 1980s. This is an extremely interesting and important period in American history. It was also a turbulent time defined by a host of iconic events: Martin Luther King's March on Washington, the Apollo 11 moon landing, the assassination of President John F. Kennedy, Woodstock, the Kent State shootings, and the birth of the National Organization of Women, among others. Later in the era, President Ronald Reagan led a conservative crusade that swept across the country. Students in this class will explore this fascinating history by conducting their own historical research about the period.

The course is designed to help both graduate students who have never before taken a research seminar as well as more advanced graduate students who are working on their master's theses or Ph.D. dissertations. The goal for the class is to guide students through the exciting process of researching a topic, organizing primary and secondary source materials, and writing a full-length historical essay. The final product of the seminar will be an essay of primary historical research 20-25 pages in length.

The course schedule for the semester is divided into three parts. To better understand the context of the 1960s era, we will spend the first 4 weeks of the semester reviewing the

history of the U.S. from 1960 through the 1980s. Beginning with week 5, we will shift our attention to understanding how one “does history.” This will include reading assignments and in-class discussions that will help students finalize a research topic, locate and gather archival source materials, organize their research, and ultimately write a final paper. Finally, the end of the semester will be dedicated to a “Paper Writing Workshop,” during which the entire class will read and critique an outline and rough draft of your final paper.

PLEASE NOTE: It is NOT necessary to have prior knowledge of the history of the 1960s, 1970s, and 1980s to take this course.

REQUIREMENTS:

Over the course of the semester students will be sharing their work as it progresses, reading each other’s proposals, outlines, and rough drafts, and trading strategies of research and writing. They are expected not only to work hard on their own papers, but also to be supportive yet critical readers of their classmates’ work. Students’ own skills of analysis and writing always improve as they critique the work of others. Giving detailed criticism to peers is likewise good practice for helping students become better history teachers and professional historians.

Reading Assignments:

Because this is a research seminar, I have only assigned four books and a few articles. You will, however, also be reading several other secondary sources that you yourself locate, and which pertain to your chosen topic of research.

Writing Assignments:

Throughout the semester, you will have several written assignments that will serve as building blocks towards the completion of your final paper. Below you will find brief descriptions of these assignments, but I will also distribute more detailed guidelines for each of these assignments before they are due. For each of the assignments described below, you will be graded on both your ideas and your writing.

1. Research Paper Proposal

This written proposal will serve as a guide for you, your classmates, and me regarding your research topic. At various points during the semester you will hand in the following components of your Research Paper Proposal:

- *Overall Project Description* (including a preliminary paper title and a description of the historical questions and issues you will be examining in your research paper).
- *Description of Primary Sources* (here you will have to include copies of your sources, as well as brief descriptions of them).

- *Annotated Bibliography of Secondary Sources* (this will include a short description of your secondary source materials, and how each one will help you with various parts of your final paper).
- *Paper Outline* (this will be a detailed outline that you will rely on while writing your final paper).

2. Paper Draft

The last two weeks of the course will be devoted to discussion of paper drafts (you should think of this part of the course as a paper-writing workshop). Students will provide copies of their papers to everyone in the seminar several days before we meet so that we may discuss them.

3. Final Paper

Your final paper's, which should be between 20-25 pages in length, will be due one week after our last class meeting.

4. "Suggestions for Author"

Throughout the semester you will be asked write to what I'm calling "Suggestions for Author" in an effort to critique the work of seminar members. You will be asked to make these "Suggestions" for most of the assignments listed above (Project Description, Description of Primary Sources, Annotated Bibliography of Secondary Sources, Paper Outline, and Paper Draft). Along with making written notations in the margin of your classmates' submissions, you should also type out detailed comments regarding what works well and what needs improvements for each submission (i.e. a computer file). Please bring two copies of your written critiques to class – one for the author and one for me.

GRADING:

| | |
|--|-----|
| In-Class Participation: | 25% |
| Suggestions for Author | 25% |
| Final Research Paper | 50% |
| Consistent effort and improvement will be weighted heavily in grading. | |

REQUIRED TEXTS:

Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* (Oxford University Press, 2015). Any edition.

Bruce Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics* (The Free Press, 2001). Any edition.

Rightward Bound: Making America Conservative in the 1970s, Bruce Schulman and Julian Zelizer, eds. (Harvard University Press, 2008)

Wayne Booth, Gregory Colomb, and Joseph Williams, *The Craft of Research* (University of Chicago Press, 2008). Fourth Edition (**This must be the 4th edition**)

WEEKLY ASSIGNMENTS:

PART I: THE HISTORY OF THE 1960s ERA

WEEK 1: INTRODUCTIONS (September 5)

Discussion:

Course structure, logistics, calendar.

In-Class Discussion:

Your Possible Topics

WEEK 2: THE 1960s (September 12)

Required Reading:

Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* (Oxford University Press, 2015)

WEEK 3: THE 1970s (September 19)

Required Reading:

Bruce Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics* (The Free Press, 2001)

WEEK 4: THE REAGAN REVOLUTION (September 26)

Required Reading:

Rightward Bound: Making America Conservative in the 1970s, Bruce Schulman and Julian Zelizer, eds. (Harvard University Press, 2008)

PART II: DOING HISTORY

WEEK 5: CHOOSING A PAPER TOPIC (October 3)

Required Reading:

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, eds., *The Craft of Research*, 3rd Edition, (Chicago: Chicago U Press, 2008)

Discussion:

We will discuss what sorts of historical questions you need to ask in order to narrow in on a do-able paper topic.

Assignments:

1. Overall Project Description **draft** (to be explained)
 2. Written comments on each of your classmate's proposals
- WEEK 6: PRIMARY SOURCES** (October 10)

Required Reading:

Each other's Description of Primary Sources draft (to be explained)

Discussion:

We will be meeting in Rutgers-Newark's Dana Library (meet in the lobby at 5:00 pm). We will have a one-hour presentation concerning the library's resources, both those that are physically located in the library stacks as well as those online, that will help you conduct your research. We will then return to our classroom and discuss your Description of Primary Sources draft.

Assignments:

1. Description of Primary Sources **draft**
2. Written comments on each of your classmate's Description of Primary Sources

- WEEK 7: SECONDARY SOURCES** (October 17)

Required Reading:

Each other's Annotated Bibliography **draft** (to be explained)

Discussion:

We will discuss how to find secondary sources that will help you contextualize your primary research. We will also discuss your Annotated Bibliography drafts.

Assignments:

1. Annotated Bibliography **draft**
2. Written comments on each of your classmate's Annotated Bibliography

- WEEK 8: RESEARCHING YOUR PAPER** (October 24)

Required Reading:

Each other's Research Questions **draft** (to be explained)

Discussion:

We will discuss various strategies for finding source materials, organizing those materials, and taking notes from those materials. I will present to you my own method for note taking, organizing notes, and keeping track of source materials.

Assignments:

1. Three detailed questions that you have regarding problems you have encountered during this early stage in researching your paper.
2. Written comments on each of your classmates' research questions.

WEEK 9: MAKING HISTORICAL ARGUMENTS (October 31)

Required Reading:

Each other's Overall Paper Argument

Discussion:

We will discuss the important difference between retelling factual information in your papers versus making analytical arguments.

Assignments:

1. Overall Paper Argument (draft)
2. Comments on your classmates Overall Paper Arguments

WEEK 10: ORGANIZING YOUR PAPER WITH OUTLINES (November 7)

Required Reading:

To Be Determined

Assignment:

To be Determined

PART III: WRITING WORKSHOP

WEEK 11: OUTLINE WORKSHOP I (November 14)

Required Reading:

Each others outlines

Assignment:

1. Preliminary Paper Outline
2. Written comments on each of your classmates' outlines

WEEK 12: OUTLINE WORKSHOP II (NOTE: Tuesday, November 20)

Required Reading:

Each others outlines

Assignment:

1. Preliminary Paper Outline
2. Written comments on each of your classmates' outlines

WEEK 13: WRITING WORKSHOP I (November 28)

Required Reading:
Each other's paper drafts

Assignment:
1. Final paper intro and as much of your draft as possible
2. Written comments on each of above

WEEK 14: WRITING WORKSHOP II (December 5)

Required Reading:
Each other's paper drafts

Assignment:
1. Final paper intro and as much of your draft as possible
2. Written comments on each of above

WEEK 15: REVISE, REVISE, REVISE (December 12)

Required Reading:
To be determined

Assignment:
To be determined