When the teen drama *Splendor in the Grass* opened in 1961, reigning box-office king John Wayne, incensed by the film’s realistic portrayal of young-adult sexuality, pronounced it “too disgusting for discussion.” Nine years later, Hollywood awarded its top accolade to the X-rated *Midnight Cowboy*, the story of a luckless hustler, Joe Buck, turning tricks on the streets of Manhattan. Whether measured in the distance separating John Wayne from Joe Buck or Chubby Checker from Janis Joplin, the 1960s looked, felt, and sounded like a time of wholesale cultural transformation. This course examines those changes and the battles fought around them. It takes a wide-angle view of popular culture, examining everything from rock and soul to food and fashion. Throughout the semester, we’ll pay close attention to the complex ways that cultural expression and social power informed one another by situating the decade’s aesthetic trends and developments within its multifaceted struggles for racial, ethnic, gender, and sexual equality. Likewise, we’ll examine how the era’s cultural climate conditioned popular thinking about the war in Vietnam, the plight of the poor, and a growing awareness of the planet’s fragility. All the while, we’ll be mindful not to reduce the 1960s to a simplified story of liberal awakening. To this end, we’ll explore how the more conservative quarters of U.S. culture also evolved over the course of the 1960s, not just by countering the era’s anti-establishment voices but by adapting to them as well, in some cases appropriating many of their most compelling themes. Indeed, the ever dynamic presence of the 1960s in American life (“OK Boomer”) speaks to just how contested the era’s changes in thought, perspective, and sentiment remain a half century later.

**Course Objectives and Goals**
By the end of this course, you will:

1. learn an overview of the cultural and social transformations that played out in the postwar United States, especially between the years 1956 and 1975 (the Long Sixties); become familiar with the leading arguments historians have made about how to understand the era;
2. gain a more sophisticated understanding of the complex roles played by cultural dynamics in historical processes of change; understand how culture serves as a field of conflict and contestation in and around social movements;
3. improve your ability to interpret, discuss, and analyze primary and secondary sources, especially the sorts of popular texts and artifacts commonly utilized by cultural historians; and
4. improve your research, writing, and analysis skills through class discussions and assignments.

Readings
All course readings are available on the course Canvas page, either as PDF documents or as links to websites. If you have any issues accessing online course material, please call the campus help desk (414-229-4040) or email: help@uwm.edu.

How the Course Will Work
On Mondays, you’ll work through a set of recorded lectures and examples I’ve created and curated for the course Canvas site. On Wednesdays, we’ll meet synchronously via Collaborate Ultra on Canvas for discussion. To facilitate discussion, the course will be divided into several groups. At the midway point of the semester, we’ll reshuffle the groups.

Please note that our Wednesday class sessions will be audio- visually recorded for students who are unable to attend at the scheduled time. Students who participate with their camera engaged or who utilize a profile image are agreeing to have their audio/video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

Course Requirements
Discussion Posts
These involve finding and analyzing an example that speaks to themes in that week’s material. You’ll write a 250 word post and a 100 word response to another student’s post.

- 5 @ 7 points each: 35 points total
- Due dates: Sept. 16, Sept. 30, Oct. 14, Oct. 21, Nov. 11

Reading Responses
100-125 word response summarizing the author’s primary argument. Over the course of the semester, you must turn in 7 response papers. There will be 13 opportunities to turn these in.

- 7 @ 3 points each: 21 points total
- Due: Wednesdays by 9am, Sept. 9 – Dec. 9

Syllabus Quiz
Short quiz testing you on your knowledge of the syllabus and course Canvas site.

- 2 points
- Must complete by Friday, Sept. 11

Realtime Meeting Participation
This portion of your grade is based on your contributions to class discussions. To receive full credit, students should plan on contributing at least 2 informed comments or questions per meeting.
• 3 points for the first half of the semester + 3 points for the second half of the semester: 6 points total

Scavenger Hunt
This assignment will entail using online archives to find, analyze, and critique the types of primary sources utilized by cultural historians.
• 12 points
• Due: Nov. 4

Short Paper
4-6 page work of original analysis engaging course themes and using primary and secondary sources gathered by the student.
• 14 points
• Due Dec. 2

Final Exam
Take home exam in which you’ll answer 2 of 4 essays. Each answer should run 3 paragraphs in length.
• 10 points
• Due: Dec. 16 (9:30am)

Schedule of Topics and Readings

Weeks 1-2: Sept. 2 & 9: Out of the “Fifties” and Into the “Sixties”
Readings:
• Maurice Isserman and Michael Kazin, "Gathering of the Forces." In America Divided: The Civil War of the 1960s (Oxford University Press, 1999)
• Evidence Set #1-2
Due: Reading response; Syllabus Quiz (Sept. 9)

Week 3: Sept. 14 & 16: The Culture of Civil Rights
Reading:
• Evidence Set #3
Due: Reading response; Discussion post 1

Week 4: Sept. 21 & 23: The Cultural Cold War
Reading:
- Evidence Set #4  
  Due: Reading response

**Week 5: Sept. 28 & 30: Pop Art and the Politics of Mass Culture**  
Reading:  
- Evidence Set #5  
  Due: Reading response; Discussion post 2

**Week 6: Oct. 5 & 7: Sexual Revolutions**  
Readings:  
- Evidence Set #6  
  Due: Reading response

**Week 7: Oct. 12 & 14: Psychedelia and the Counterculture**  
Reading:  
- Evidence Set #7  
  Due: Reading response; Discussion post 3

**Week 8: Oct. 19 & 21: Vietnam and GI Culture**  
Reading:  
- Evidence Set #8  
  Due: Reading response; Discussion post 4

Reading:  
- Evidence Set #9  
  Due: Reading response
Week 10: Nov. 2 & 4: The Anti-War Movement
Reading:
- Evidence Set #3
Due: Reading response; Scavenger Hunt

Week 11: Nov. 9 & 11: The New Hollywood and a Changing Media Landscape
Reading:
- Evidence Set #11
Due: Reading response; Discussion post 5

Weeks 12 & 13: Nov. 16, 18, & 23: Sexual Revolutions II: Women’s Liberation & the Queer Sixties
Readings:
- Evidence Set #12-13
Due: Reading response (Nov. 18)

Week 14: Nov. 30 & Dec. 2: “The Silent Majority” and the Conservative ’60s
Readings:
- Evidence Set #14
Due: Reading response; Short Paper

Week 15: Dec. 7 & 9: Earth Day and the New Environmentalism
Reading:
- Evidence Set #15
Due: Reading response

Week 16: Dec. 14: When Did the Sixties End?
Reading:

• Evidence Set #16

Due: Final exam (Dec. 16)

*Note: Schedule is subject to change during the semester.*

**Tech Help**

If you’re running into issues with Canvas, contact the UWM Help Desk. [https://uwm.edu/canvas/support-request/](https://uwm.edu/canvas/support-request/)

If you need a quiet and wi-fi friendly place to work outside the home, the Student Union has been rearranged to create socially distanced workspaces for students. It will be open until 10pm. The Learning Commons at Golda Meir Library will also feature socially-distanced workspaces. Please check the Library’s webpage for hours of operation: [https://uwm.edu/libraries/about/hours/](https://uwm.edu/libraries/about/hours/)

**Course Policies**

Late papers will be penalized 10% per day after the due date. If your paper is more than one week late (7 calendar days), you will receive a zero on the assignment. *Note: students cannot turn in reading response papers or discussion posts late.*

No extra credit assignments will be given.

Acts of academic misconduct, including plagiarism and collaborating on quizzes and individual assignments, will be treated severely. Students are responsible for the honest completion and representation of their work and for the proper citation of sources. Please familiarize yourself with the university’s policies and procedures regarding academic misconduct. [https://uwm.edu/deanofstudents/conduct/academic-misconduct/](https://uwm.edu/deanofstudents/conduct/academic-misconduct/)

If you need accessibility accommodations in order to meet the requirements of this course, please contact your instructor as soon as possible, preferably during the first week of the semester. You must have an Accessibility Resource Center (ARC) visa to receive any accommodation. For more see: [http://uwm.edu/arc/](http://uwm.edu/arc/)

**University Policies**

Please familiarize yourself with the university’s policies on accessibility, religious observances, active military duty, incompletes, discriminatory conduct, Title IX/sexual violence, academic misconduct, complaint procedures, grade appeal procedures, LGBTQ+ resources, tobacco use, and final examinations. Information on these policies can be found at: [https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf](https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf)
Allocation of Student Time for the Semester
- Time in class (Canvas lectures and meetings): 37.5 hours
- Time taking exams: 2 hours
- Time completing assignments: 62 hours
- Time for preparation and study: 42.5 hours
- Total: 144 hours

Grade Breakdown
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<thead>
<tr>
<th>93-100 A</th>
<th>90-92 A-</th>
<th>88-89 B+</th>
</tr>
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<tbody>
<tr>
<td>83-87 B</td>
<td>80-82 B-</td>
<td>78-79 C+</td>
</tr>
<tr>
<td>73-77 C</td>
<td>70-72 C-</td>
<td>68-69 D+</td>
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<tr>
<td>60-67 D</td>
<td>less than 60 F</td>
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