**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.**

**Course Title, Number, and Section**: HIST 5348 VC 01 - History of the Twentieth Century: The American People in the 1960’s

**Term**: Summer, 2018

**Instructor**: C. Gwin Morris, Ph.D.

**Office Phone Number and WBU Email Address**: 469-656-1129 [gwin.morris@wayland.wbu.edu] [gwinmorris@tx.rr.com]

**Office Hours, Building, and Location**: The instructor is available by phone (469-656-1129) or email (gwin.morris@wayland.wbu.edu or gwinmorris@tx.rr.com) and is normally available Monday-Friday from 9:00 am to 10:00 am (Central Standard or Central Daylight), but generally available upon contact.

**Class Meeting Time and Location**: Online/asynchronous via Blackboard

**Catalog Description**: Examines the social, cultural, and political history of the 20th Century; may be repeated for credit when the topic changes.

**Course Description**: ***The American People in the 1960’s*** will focus on selected political, military, economic, social, cultural and intellectual topics and issues in the history of the United States during the decade from 1969-1969. The course will also focus on issues, events and influences during the 1960’s, with emphasis upon the people and institutions that influenced the decade and were influenced by it, the results of the thoughts, actions and activities on the decade and following, and the comparisons between that decade and the current period in which we are living.

**Prerequisite:** There is no prerequisite for this course.

**Required Textbook(s) and/or Required Material(s):**

1. O'Neill, William L., **Coming Apart: An Informal History of America in the 1960's**, Ivan R. Dee, Publisher, 2005.
2. **Making Sense of the Sixties.** Video series produced by
3. Turabian, Kate L., ***A Manual for Writers of Research Papers, Theses, and Dissertations***, 7th edition, University of Chicago Press: 2007. ISBN: 9780226823379.
4. Strunk, William, Jr., and White, E. B., **The Elements of Style** (various editions), Allyn and Bacon, 2000.
5. Students will also access assigned readings and videos from primary source materials posted online
6. The Writing Center provides assistance to all students preparing research assignments. Access the Center via a link from Wayland's web page at www.wbu.edu or email WC@wbu.edu (806) 291-3670.
7. The Learning Resource Center provides assistance to all students. Access the LRC via a link from Wayland's web page at www.wbu.edu or email LRCREF@wbul.edu (806) 291-3708.

**Course Outcome Competencies**: Upon completion of this course, students will be able to:

* Demonstrate an understanding of the political, social, social, economic, religious, and intellectual events peculiar to the 20th century.
* identify and describe the significance of notable persons of the 20th century, including ethnic minorities and women.
* analyze and explain the impact of outside forces on the development of events in the 20th century.
* Describe the historical literature and scholarship associated with events occurring during the 20th century.
* Demonstrate the ability to perform graduate-level research and write graduate-level essays, reports and research papers.
* Demonstrate the ability to discuss topics and exchange ideas with others in the class through weekly discussions forums.

The object of this course is learning. Students enrolled in this course should have every expectation that, upon the completion of this course and the exertion of solid effort, they will gain mastery over the content and the perspective that comes from that mastery. Thus, at the completion of this course, the student should be able to

1. Demonstrate an understanding of the years from 1869 to 1959 as a background to the 1960’s.
2. Identify and discuss the significance of the major political, economic, social, cultural and intellectual influences and activities, as well as the major turning points and policy decisions that occurred during the period of US History from 1960-1969
3. Compare and contrast the years from 1960-1969 with previous and subsequent eras, particularly the current first decades of the 21st Century.
4. Demonstrate an understanding of, and appreciation for, the historical literature (historiography)--past and current--for the period under study

**Attendance Requirements**:

WBU online (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational

program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

**Course Requirements:**

1. On-line Class Discussion(s) (550 points)
* Ten weekly discussion forums based on assigned readings in text and internet-based videos
* Additional questions posed by the instructor
1. First Person Interview with someone who lived during the 1960's. (55 points, included in on-line discussion forum points)
	* Conduct a person to person interview with someone (relative, friend, acquaintance, etc.) who was living during the 1960's and has a memory of it. This will be part of Discussion Forum 9. In Forum 9 you will post a synopsis of your interview to share with the class.
2. Mid-Term Examination (100 points)
* Essay selected from a topic or topics provided by the instructor
1. Research Project (150 points total)
* 1) A research paper, five to seven pages, including footnotes, on a topic approved by the instructor, following a template provided by the instructor; OR
* 2) a teaching unit on a topic approved by the instructor, based on an established format; OR
* 3) a historiographical study, five to seven pages, on a topic approved by the instructor, based on an established format.
1. Research Development Projects (100 points)
* Annotated Bibliography (50 points)
* Research Synopsis (50 points)
1. Final Examination (100 points)
* Essay selected from a topic or topics provided by the instructor

**Grading Criteria**:

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro-term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

**Final Grade:**

A:900 or more cumulative points

B: 800 to 899 cumulative points

C: 700 to 799 cumulative points

D: 600 to 699 cumulative points

F: 599 or fewer cumulative points

**Student Grade Appeals**:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Class Schedule**

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| **Week** | **Date** | **Assignments** |
|  | May 28 | Term Begins |
| 1 | May 28-June 3 | **Research topic due June 3**O'Neill: Chapter 1Discussion Forum 1: The Sixties that the Fifties Made |
| 2 | June 4-10 | O'Neill: Chapters 2 & 3Discussion Forum 2: Camelot and The New Frontier: The Administration of John F. Kennedy |
| 3 | June 11-17 | **Research bibliography due June 17**O'Neill: Chapter 4 & 5Discussion Forum 3: The Great Society and the War on Poverty: The Administration of Lyndon Baines Johnson |
| 4 | June 18-24 | O'Neill: Chapter 6 Discussion Forum 4: Free at Last: The Civil Rights Movement from MLK to Black Power |
| 5 | June 25-July 1 | O'Neill: Chapters 10 Discussion Forum 5: The Vietnam War |
| 6 | July 2-8 | **July 4 Holiday****Mid-Term Examination due July 3**O'Neill: Chapter 7Discussion Forum 6: Culture in the 1960s: Music, Movies, Literature and Television |
| 7 | July 9-15 | **Annotated Bibliography due July 10**O'Neill: Chapters 8 & 9Discussion Forum 7: Burn, Baby Burn: Counter-culture in the 1960s |
| 8 | July 16-22 | O'Neill: Chapter 11Discussion Forum 8: 1968 and Beyond |
| 9 | July 23-29 | **Research Synopsis due July 24****Oral interview due July 25** (Post to discussion forum 9)Discussion Forum 9: Making Sense of the 1960s, Part I  |
| 10 | July 30-August 5 | O'Neill: Chapter 12Discussion Forum 10: Making Sense of the 1960s, Part II |
| 11 | August 6-11 | **Research Project due August 8; Final Examination due August 11** |
|  | August 11 | Term Ends |
|  | August 14 | **Grades Posted** |