



COURSE OUTLINE : HIST 152
D Credit – Degree Applicable
COURSE ID 004120
Cyclical Review: November 2021

COURSE DISCIPLINE : HIST
COURSE NUMBER : 152
COURSE TITLE (FULL) : Social Protest In The 1960's
COURSE TITLE (SHORT) : Social Protest In The 1960's
ACADEMIC SENATE DISCIPLINE: History

CATALOG DESCRIPTION

HIST 152 introduces students to the history of protest movements in the 1960s, focusing on the period 1954-1974. Students learn about the social conditions that gave rise to protest movements, the goals, internal dynamics, leadership, strategy and tactics used by these movements and the impact the various protest movements had on the society within which they existed. Particular emphasis is placed on an examination of the civil rights movements, the student movement, the anti-Vietnam movement, the minority empowerment movements, the women's movement and counterculture.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author’s ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 analyze the goals, organizational structure, leadership abilities, strategic and tactical approaches and skills used to generate a protest movement;
- 2 compare and contrast the various protest movements of the 1960s;
- 3 interpret and assess the impact of various protest movements on society;
- 4 explain the theoretical approach to understanding the stages in a social protest movement.

STUDENT LEARNING OUTCOMES

- 1 Identify and interpret the impact of grass roots movements for social protests.
- 2 Explain the political and moral motivations behind a social protest movement and its influence on society.
- 3 Analyze how social movements change cultural conceptions, attitudes, and policy in the United States.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Theoretical Framework</p> <ul style="list-style-type: none"> • Four Stages of Social Movements • Promise of American Dream • Declaration of Independence • Constitution (Bill of Rights & 14th Amendment) • Impact of WWII <ul style="list-style-type: none"> • Franklin Delano Roosevelt and the Democratic Party • Jobs for Black Americans and women • Cold War & Communism 	6	0	6



2	<p>The Civil Rights Era</p> <p>Seminal Events and People 1954-1965</p> <ul style="list-style-type: none"> • Brown v. Board of Education • Grass Roots organizing • Civil disobedience • Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Congress of Racial Equality (CORE) • Civil Rights Act • Voting Rights Act 	6	0	6
3	<p>Student Movement</p> <ul style="list-style-type: none"> • Students for a Democratic Society (SDS) • Free Speech Movement (Berkeley) • Anti-War Movement • 1968 Democrat National Convention, Chicago • Peace & Freedom Party • Weather Underground • Kent State 	6	0	6
4	<p>The Woman's Movement</p> <ul style="list-style-type: none"> • Betty Friedan: The Feminine Mystique, NOW • Gloria Steinem: Ms. Magazine • Consciousness Raising Groups • Roe v. Wade • Title IX of 1972 Education Acts • Equal Rights Amendment (ERA) 	6	0	6
5	<p>Black Power Movement</p> <ul style="list-style-type: none"> • Malcolm X • Robert Williams • Black Panther Party: Bobby Seale & Huey Newton • Fred Hampton • 1968 Olympics: Tommie Smith & John Carlos • Muhammed Ali • Panther 21 • FBI: Cointelpro 	6	0	6



6	<p>Mexican American Movement, La Causa, La Movida</p> <p>Restoration of Land Grants</p> <ul style="list-style-type: none"> • Federal Alliance of Land Grants: Reies Lopez Tijerina <p>Farm Worker Rights</p> <ul style="list-style-type: none"> • United Farm Workers, La Raza: Cesar Chavez & Dolores Huerta <p>Educational & Political Rights</p> <ul style="list-style-type: none"> • Crusade for Justice: Rodolfo "Corky" Gonzales • Young Citizens for Community Action (YCCA): East Los Angeles High School Walk Outs/Blow Outs • First Chicano Studies Department at CSULA, 1968 • Brown Berets 	6	0	6
7	<p>The Gay Power Movement</p> <ul style="list-style-type: none"> • 1952 Diagnostic and Statistical Manual, American Psychological Association (APA) • FBI & Police harassment • Mattachine Society, Harry Hay, Frank Kameny • Daughters of Bilitis • Black Cat Tavern, 1967 • Stonewall Inn, Christopher Street, 1969 • Gay Pride • Castro District, CA: Harvey Milk 	6	0	6



8	<p>Other Movements</p> <p>Native American: Red Power</p> <ul style="list-style-type: none"> • National Indian Youth Council, 1961 • Fish-In Movement (fishing rights) • American Indian Movement (AIM), 1968: Dennis Banks & Russell Means • Occupation of Alcatraz <p>Asian American: Yellow Power</p> <ul style="list-style-type: none"> • Asian American Political Alliance (AAPA), 1968: Yuji Ichioka • Asian Americans for Action (AAA), 1969: Yuri Kochiyama • Arts & Culture • Japanese American Redress 	8	0	8
9	<p>Rise of Conservatism</p> <ul style="list-style-type: none"> • The Conservative Mind, Russell Kirk, 1953 • Young Americans for Freedom (YAF), 1960 • Phyllis Schlafly • Richard Nixon • Silent Majority • Ronald Reagan 	4	0	4
				54

OUT OF CLASS ASSIGNMENTS

- 1 research paper (e.g. paper regarding a minority's group movement that highlights strategies and tactics in organizing);
- 2 written review of a monograph (e.g. review of book focused on the Vietnam war written during the war).

METHODS OF EVALUATION

- 1 short answer/essay examinations;
- 2 book critique;
- 3 oral presentation;
- 4 final examination.



METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Fire in the Streets: The Social Crisis of the 1960s	Required	Oxford University Press			Sipress, Joel	978-0197519172	2020
The Sixties	Required	Routledge	5	Print	Anderson, Terry	0321421671	2017
Troublemakers: Students' Rights and Racial Justice in the Long 1960s	Required	NYU Press		Print	Schumaker, Kathryn	978-1479875139	2019

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