

## HIST152 : Social Protest In The 1960's

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li></ul>
Course Code (CB01) :	HIST152
Course Title (CB02) :	Social Protest In The 1960's
Department:	HIST
Proposal Start:	Fall 2024
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000418544
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	11/01/2021
Course Description and Course Note:	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 counter-culture.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	
Author:	
Course Family:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>History</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

#### IGETC Area

3B-Humanities

#### Area

Humanities Courses

#### Status

Approved

#### Approval Date

02/21/2007

#### Comparable Course

No Comparable Course defined.

4F-History

History

Approved

02/21/2007

#### CSU GE-Breadth Area

C2-Humanities

#### Area

Humanities:  
(Literature,  
Philosophy,  
Languages  
Other than  
English)

#### Status

Approved

#### Approval Date

02/21/2007

#### Comparable Course

No Comparable Course defined.

D6-History

History

Approved

02/21/2007

## Units and Hours

### Summary

**Minimum Credit Units (CB07)**

3

**Maximum Credit Units (CB06)**

3

**Total Course In-Class (Contact) Hours**

54

**Total Course Out-of-Class Hours**

108

**Total Student Learning Hours**

162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

 Education Status (CB10)**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories****Advisory**

ENGL101 - Introduction to College Reading and Composition

**Objectives**

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

**OR**

## Advisory

### ESL151 - Reading And Composition V

#### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

#### Entry Standards

Entry Standards

#### Course Limitations

Cross Listed or Equivalent Course

#### Specifications

##### Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Presentations

##### Out of Class Assignments

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

**Methods of Evaluation****Rationale**

Exam/Quiz/Test

Short answer essay examinations

Writing Assignment

Book critique

Presentation (group or individual)

Oral presentation

Exam/Quiz/Test

Final examination

**Textbook Rationale**

No Value

**Textbooks****Author****Title****Publisher****Date****ISBN**

Anderson, Terry

The Sixties

Routledge

2017

321421671

Schumaker, Kathryn

Troublemakers: Students'  
Rights and Racial Justice in the  
Long 1960s

NYU Press

2019

978-1479875139

Sipress, Joel

Fire in the Streets: The Social  
Crisis of the 1960sOxford University  
Press

2020

978-0197519172

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

# Learning Outcomes and Objectives

## Course Objectives

Analyze the goals, organizational structure, leadership abilities, strategic and tactical approaches and skills used to generate a protest movement.

Compare and contrast the various protest movements of the 1960s.

Interpret and assess the impact of various protest movements on society.

Explain the theoretical approach to understanding the stages in a social protest movement.

## SLOs

**Identify and interpret the impact of various grassroots movements of the 1960s.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
<i>SOC</i> Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.  Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

**Explain the political and moral motivations behind a Social Protest movement and its ensuing influence on society.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.  Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

**Analyze how social movements change cultural conceptions and attitudes in the United States.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
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SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
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SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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HIST History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.  Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Theoretical Framework (6 hours)

- Four Stages of Social Movements
- Promise of American Dream
- Declaration of Independence
- Constitution (Bill of Rights & 14th Amendment)
- Impact of WWII
  - Franklin Delano Roosevelt and the Democratic Party
  - Jobs for Black Americans and women
  - Cold War & Communism

#### The Civil Rights Era (6 hours)

- Seminal Events and People 1954-1965
- 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

#### Student Movement (6 hours)

- 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

### **The Woman's Movement (6 hours)**

- 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)

### **Black Power Movement (6 hours)**

- 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

### **Mexican American Movement, La Causa, La Movida (6 hours)**

- Restoration of Land Grants
  - Federal Alliance of Land Grants: Reies Lopez Tijerina
- Farm Worker Rights
  - United Farm Workers, La Raza: Cesar Chavez & Dolores Huerta
- Educational & Political Rights
  - 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

### **The Gay Power Movement (6 hours)**

- 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

### **Other Movements (8 hours)**

- Native American: Red Power
  - National Indian Youth Council, 1961
  - Fish-In Movement (fishing rights)
  - American Indian Movement (AIM), 1968: Dennis Banks & Russell Means
  - Occupation of Alcatraz
- Asian American: Yellow Power
  - Asian American Political Alliance (AAPA), 1968: Yuji Ichioka
  - Asian Americans for Action (AAA), 1969: Yuri Kochiyama
  - Arts & Culture
  - Japanese American Redress

### **Rise of Conservatism (4 hours)**

- The Conservative Mind, Russell Kirk, 1953
- Young Americans for Freedom (YAF), 1960
- Phyllis Schlafly
- Richard Nixon
- Silent Majority
- Ronald Reagan

**Total Hours: 54**

## **Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes



**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

Social Sciences

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Resources****Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value