
A HISTORY 2413: THE UNITED STATES, 1940-1975

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Office: 902 Milstein

Hours: M/W 1:30-2:30 and by appointment

COURSE REQUIREMENTS

Students have TWO options for completing requirements of this course:

OPTION A

- 1) **Midterm Exam** (October 25) (one-third of final grade);
- 2) **Final Exam** (December 18) (two-thirds of grade);

OPTION B

- 1) **Midterm Exam**: 25% of final grade;
- 2) **Paper Project A OR B**: 25% of grade; (see last pages of this syllabus)
- 3) **Final Exam**: 50% of grade

ABOUT THE EXAMS

Copies of previous exams—midterm and final—will be made available to all students early in the semester. The exams are demanding.

1. Midterm Exam: **October 25 (in class)**: Short answers and essay (several options);
2. Two-Part Final Exam: **December 18 (Monday) 9:00 AM to NOON**

Part A: Short answers (mostly from material since midterm)

Part B: Essays (covering material developed over entire semester)

CLASSROOM PROTOCOL

The instructor intends to reserve time for questions. He often prefers them at the **beginning** of the **next** lecture, after he has briefly summarized the previous one. Laptops and iPhones are allowed. Students who choose to play *World of Warcraft*, text friends, or check investments should do so quietly, and affect suitably studious expressions. The last row is reserved for these students. Those electronic devices that announce themselves audibly are to be confiscated by a vigilant neighbor and brought to the instructor, who will auction them off and donate the proceeds to whatever charity the class favors.

University policy forbids recording lectures, unless special arrangements have been made with the instructor.

REQUIRED BOOKS

Although no purchases are "required," the list of paperbacks that follows will be read nearly in entirety, and they are for sale at *Book Culture*, 536 West 112th Street.

Cost-Cutting Advisory: **The main text is William Chafe's *The Unfinished Journey***, which covers the period from 1940 to the present. Because this course does extend beyond 1980, and because most of Chafe's revisions have focused on the past two decades, students are encouraged to save money by buying earlier, cheaper, used editions. Sometimes Chafe has altered the organization of chapters, in which case you may need to adjust your reading slightly to fit the lecture schedule.

Books available at *Book Culture*:

1. 9780199347995 *The unfinished journey: America since WW II* (see "cost cutting advisory" above) William H. Chafe, NY: Oxford Univ. Press (used, price variable)
2. 9780385337816 *Coming of age in Mississippi* (2004) Anne Moody NY: Delta Trade paper (2004) \$16

Recommended:

1. 9780618706419: Tim O'Brien, *The Things They Carried* (1990) (Houghton Mifflin).

NOTES ON REQUIRED READINGS

Chafe's *Unfinished Journey* functions somewhat as a "text" for the course. Chafe has a strong interpretive position; often it differs from that of the instructor. Students are encouraged to challenge Chafe's views, and those of the instructor, too. In fact, the questions in the second—essay—section of the midterm and final examinations often require students to offer their own opinions on various matters.

Anne Moody's *Coming of Age* is an autobiography of a Black woman's childhood in the rural South and her later involvement in the civil rights movement. Students will likely read this at a single sitting if only because it is such a powerful story.

Notes on the Recommended List: Tim O'Brien's searing novel on the Vietnam War--*The Things They Carried*--is a major literary work; it is worth buying, and is probably available in plenty of used formats. One short question on the final exam will focus on this book. For Moody and O'Brien's books, the details matter less than the overall message.

Many of the lectures also include "required" online readings, which should be read in advance of the lecture. Students who prefer to skip the lectures may consult Mark C. Carnes and John A. Garraty, *The American Nation*, 15th edition (Pearson, 2016), a college text covering the entire span of American history. Chapters 29 through 32 focus on 1940-1980. This course, however, takes a very different approach from the text. History 2413 is not a survey; *The American Nation* text is meant for survey classes. Nevertheless some materials in the lectures overlap with the text; many others do not.

REGISTER TO VOTE!

We have no class on Tuesday, November 7th, election day. This link is to register to vote

<https://columbia.turbovote.org>

LIBRARY RESERVES

The following books have been placed on reserve at the Barnard library.

William H. Chafe (1942)----*Unfinished Journey: America since World War II* E743 C43 (1986)

Anne Moody (1940-2016)---- *Coming of Age in Mississippi* E185.97 M65 (1982)

O'Brien, Tim (1946)----*Things They Carried* (PS 3565B75T 48)

Other readings are available through online links or through Courseworks.

EXAM PROTOCOL

The following rules, recommended by Columbia University, apply to exams in this course:

1) Students approved by disabilities services are automatically entitled to take exams under the supervision of the disabilities staff at Barnard or Columbia;

2) No electronic devices are allowed in the exam room, except those provided by disabilities services under their terms of supervision;

3) If you bring a coat, bag, or computer, electronic device or other incidentals to an exam, you will be required to leave them at the front of the room.

Midterm exams will be returned in class; those that are not claimed will be placed in a "Return Folder" on the door of Carnes's office, 902 Milstein. Final exams will not be returned but will be available for perusal. This is university policy.

If you cannot attend the midterm because of illness, make-up exams will be scheduled (with proctors) at two specific times. You must present yourself at one of those times.

FINAL EXAM: **MONDAY, DECEMBER 18: 9:00 AM TO NOON**

All students must take the final exam, scheduled according to university rules, for **Monday, DECEMBER 18: 9:00 AM to Noon**. This exam schedule applies to **all** university courses, based on the time that classes are held. Insofar as students cannot be enrolled in two courses that meet at the same time, scheduling conflicts should be rare. Most exam conflicts occur when instructors violate the university schedule. In such cases, students should ask those instructors to make provision for rescheduling; an alternative is to ask your dean of studies to corral the wayward instructor. The protocol is for instructors of smaller courses to yield to those with larger courses. It's easier to set up alternative exams in a course with 15 students than for one with 200.

Illness: The Barnard Dean of Studies has posted these rules:

The official exam schedule must be followed unless you have 2 exams scheduled for the same time or unless you have 4 exams within 48 hours or 3 within 24 hours. An instructor is not allowed to change the scheduling of an exam without having received verification of the conflict or overload on the designated Registrar's Office form.

If you are unable to take an exam because of illness or disabling personal or family emergency, you must obtain permission for a deferred exam from your course instructor, as well as a dean in the Dean of Studies Office, on the day of the exam--prior to its scheduled beginning time.

If a deferred exam is approved by both the instructor and dean, you must submit the required form, including an administration fee, to the Registrar's Office.

Deferred examinations for Barnard students (for courses taught both at Barnard and Columbia) will be administered in the beginning of the following semester (exact dates are listed in the [academic calendar](#)).

Deferred exams for Barnard and Columbia courses will be administered [at a specific time and date determined by the Barnard Registrar, usually during registration in January].

DISABILITIES

To receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is

available online for both the [Columbia](#) and [Barnard](#) registration processes. Refer to the appropriate website for information regarding deadlines, disability documentation requirements, and [drop-in hours](#) (Columbia)/[intake session](#) (Barnard).

LECTURE SCHEDULE WITH READING ASSIGNMENTS

NOTE: READING ASSIGNMENTS SHOULD BE COMPLETED BEFORE THE LECTURE

PART 1: FOUNDATIONS

Note: A major issue in this course concerns the systemic foundations of racism. An important element during the 20th century was redlining, a banking practice that profoundly discriminated against Black neighborhoods (and, to be sure, some other peoples, too). The lectures for the first three classes are fairly light; this is to allow students to plunge into the redlining project. Even if you don't decide to do the Redlining Project (A, p. 13 of this syllabus), you must:

1) go to the website, *Mapping Inequality: Redlining in New Deal America*, and look at your home town—and/or other cities you've visited.

<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>

and

2) read: Louis Lee Woods, "The Federal Home Loan Bank Board, Redlining, and the National Proliferation of Racial Lending Discrimination, 1921-1950," *Journal of Urban History*, Vol 38, #6, 2012. https://journals-sagepub-com.ezproxy.cul.columbia.edu/doi/full/10.1177/0096144211435126?utm_source=summon&utm_medium=discovery-provider

To do the Redlining Project, see p. **13**.

(1) September 6 -- 1940: Questions Posed: Beneath the Precipice

In addition to reading and working on redlining, you should:

Begin reading Anne Moody, *Coming of Age in Mississippi*. This is a quick and compelling read. You should finish Part 1, "Childhood," by September 20, and the remainder by the time of the Midterm.

(2) September 11 -- Doubts Resolved: Uniting against the Japanese

Readings: Chafe, *Unfinished Journey*, Chapter 1: "The War Years"

Online:

Executive Order 9066

<http://historymatters.gmu.edu/d/5154>

Decision of Justice Davis, *Ex Parte Milligan* (1866)

<https://www.crsd.org/cms/lib10/PA01000188/Centricity/Domain/432/Ex%20Parte%20Milligan%201866.pdf>

The above provides a 3-page summary of the case, but read in further detail 5-6 pages from the actual Supreme Court decision.

<https://supreme.justia.com/cases/federal/us/71/2/#tab-opinion-1965697>

see page 71 US 124 through US 131

And continue working on redlining.

(3) September 13-- The Manhattan Project: Unloosing the Genie

Continue working on redlining: Do readings, and then go to the website, *Mapping Inequality: Redlining in New Deal America* (see detail on Project A) (p.13)

<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>

PART 2: CONSENSUS!

(4) September 18: -- The Ideological Foundations of the Cold War

Readings: Chafe, *Unfinished*, Chapter 2: "Origins of the Cold War"

Online Readings:

Munich Pact (1938): <http://avalon.law.yale.edu/imt/munich1.asp>

Atlantic Charter (1941): <https://avalon.law.yale.edu/wwii/atlantic.asp>

Truman Doctrine (1947): http://avalon.law.yale.edu/20th_century/trudoc.asp

(5) September 20—The Marshall Plan and Containment in Europe: 1946-1950

Readings: Chafe, *Unfinished*, "Chapter 3: Truman and the Cold War"

Online: Marshall Plan speech:

<https://www.marshallfoundation.org/the-marshall-plan/speech/>

George Kennan (Mr. X) article, "The Sources of Soviet Conduct"

<http://slantchev.ucsd.edu/courses/pdf/Kennan%20-%20The%20Sources%20of%20Soviet%20Conduct.pdf>

Soviet response: Novikov Telegram:

<http://digitalarchive.wilsoncenter.org/document/110808.pdf?v=a8c1bf9f79f04aa2227394087a767c2a>

September 25—NO CLASS SEPTEMBER 25

(6) September 27 – Korea: The Cold War Grows Hot, 1950-1953

Readings: “United States Objectives and Programs for National Security: NSC-68”

You should read the entire 66-page typewritten document. The first link (which follows, and may take some time to load) takes you to the actual photocopy of this document. You should at least read a few pages of this, to see what “top secret” documents looked like in 1950:

<https://digitalarchive.wilsoncenter.org/document/116191.pdf?v=2699956db534c1821edefa61b8c13ffe>

But you will find it easier to read the entire document by looking at it in modern graphics: A

<http://www.citizensource.com/History/20thCen/NSC68.PDF>

While reading, keep in mind that this is a top secret, in-house policy document for the entire defense community. In what ways does it strike you as unusual?

(7) October 2 --Banning Weapons of Mass Destruction: Atomic Diplomacy, 1945-1954

Online Readings: Acheson/Lilienthal Report

<https://fissilematerials.org/library/ach46.pdf>

Note: This report, though technical, is important: it is the first call for UN supervision of “weapons of mass destruction”. The issues resonate with debates today over the proposed treaty with Iran, in which the United States would lift economic sanctions in return for guarantees—including inspections—that would inhibit Iran’s production of fissionable material for atomic bombs. The entire document is 61 pages long. You should read the first dozen or so pages, which outline the need for international control and supervision of fissionable materials. Read also the introduction to Section III: Security through International Cooperative Development. President Truman did not accept the conclusions of the Acheson/Lilienthal Report.

(8) October 4 -- Eisenhower, Dulles and Massive Retaliation

Online: Eisenhower’s “military-industrial” speech, 1961

http://avalon.law.yale.edu/20th_century/eisenhower001.asp

(9) October 9-- McCarthyism and the Peril Within

Readings: Schrecker, *Age of McCarthyism*, Chapter 5. "Communist Spies in the State Department: The Emergence of Alger Hiss" (This chapter is available on Courseworks for this course in **the FILES** section of Courseworks).

(10) October 11 -- Delineaments of Consensus

Readings: Chafe, *Unfinished*, Chapter 5: "Paradox of Change"

Continue reading: Anne Moody, *Coming of Age in Mississippi* (all): this must be completed by the midterm exam.

Systemic Racism: 20th Century Foundations (Project 1 Due)

(11) October 16 -- Systemic Racism: 20th Century Foundations (Class Presentations)

Mini-Lecture: Deep Foundations: A History

Presentations of (optional) Paper Project A (Redlining): 10 minutes per team. (See **p. 13** of syllabus for details.)

Note: The teams of the half-dozen or so best projects, submitted on October 11, will be notified in advance of their selection, and will be invited to make an oral presentation (10-minutes per team) to the entire class. All participants in these presentations will receive 3 extra points on their midterm exams.

Readings:

Chafe, *Unfinished Journey*, Chapter 4: "The Other Half of the Walnut: Social Reform and Activism in the Postwar Years."

In addition to the optional redlining assignment, complete the "Childhood" section of *Coming of Age in Mississippi*. Moody's book helps explain how racism drove many African Americans from the rural South; the redlining project shows the problems many confronted in moving to cities—whether in the South or elsewhere.

(12) October 18 -- Seeking Consensus: Thurgood Marshall and the Assault on Segregated Education, 1941-1974

Readings: Chafe, *Unfinished*, Chapter 6: "The Civil Rights Movement" (beginning up to the section entitled, "The Montgomery Movement". (Note: Different editions of Chafe approach this material differently. For this class, you should read the sections that pertain to the

NAACP's legal fight against Jim Crow segregation. The class on October 20th will focus on MLK and the Direct Action campaigns, beginning with the Montgomery bus boycott.

Online:

Thurgood Marshall, "Argument before the Supreme Court in *Brown v. Board of Education*" (1953)

<http://www.blackpast.org/1953-thurgood-marshall-argument-u-s-supreme-court-brown-v-board-education>

Online: *McLaurin* decision:

<http://supreme.justia.com/us/339/637/case.html>

Brown decision:

<http://supreme.justia.com/us/347/483/case.html>

(13) October 23--Martin Luther King and JFK: The Challenge of Direct Action

Readings:

Chafe, *Unfinished*, Chapter 6: "The Civil Rights Movement" (continued): Section beginning with "The Montgomery Movement" through to end of chapter.

Online:

MLK: "Letter from a Birmingham Jail" (1963)

http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

MLK: "I Have a Dream" speech (1963):

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king.dreamspeech.excerpts.pdf>

(14) October 25: MIDTERM EXAM

PART 2: CONSENSUS!

(15) October 30--Prologue to a Tragedy: Vietnam and the Failure of Containment, 1945-1954

Readings: Chafe, *Unfinished*, "Vietnam—the Early Years"

Also: begin reading Tim O'Brien's *The Things They Carried* (1990): finish in two weeks

Online: Geneva Accords (1954):

https://peacemaker.un.org/sites/peacemaker.un.org/files/KH-LA-VN_540720_GenevaAgreements.pdf

This document is 42-pages long. You can skim it.

(16) November 1-- Act I: Curses in Camelot, JFK

Readings: Chafe, *Unfinished*, Chapter 7: "John F. Kennedy,"

Also: Continue reading O'Brien's *The Things They Carried*

Online: Audio: JFK plotting to depose Diem.

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB101/index.htm#audio>

The audio clip is listed in conjunction with Document 18. Click on it. In this snippet JFK is briefed by intelligence officers who argue that, with covert U.S. support, South Vietnamese generals will likely succeed in driving Diem from power. Much of the discussion concerns military plans for implementing the coup. Robert F. Kennedy, JFK's brother (and Attorney General), raises the question of whether Diem's Presidential Guard units will be able to stop the coup; the CIA analyst notes that a nearby tank unit, commanded by supporters of the coup, would deal with the Presidential Guard units "handily". There is no discussion of what would happen to Diem after the coup. The subsequent murder of Diem and his brother, Nhu, were never part of the plan.

ELECTION BREAK NOVEMBER 6-7 : NO CLASS November 6

(17) November 8 -- Act II: LBJ Triumphant at Home and Defeated in Vietnam, 1964-1968

Readings: Chafe, *Unfinished*: Chapter 10: "Lyndon's War"

(18) November 13 -- Students and the Great Mandella

Readings:

Chafe, *Unfinished*: Remainder of: Chapter 11: "Coming Apart at Home," sections including: "The Student Movement," "The Emergence of Women's Liberation," and "The Counterresponse," "The White House Response," "Conclusion" and:

Also: C. Wright Mills, *The Power Elite*, Chapter 12: The Power Elite (available as E-book through Clio).

http://ezproxy.cul.columbia.edu/login?url=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cdocument%7C4709135?account_id=10226&usage_group_id=106481

Watch the documentary video of the student takeover of Columbia University in 1968,
https://www.youtube.com/watch?v=BUcYLuGiL_s

(19) November 15 – Consensus Shattered: From Malcolm X to 1968

Readings:

Chafe, *Unfinished*: Chapter 12: “1968”.

Online: Civil Rights Act of 1964

<https://www.archives.gov/milestone-documents/civil-rights-act>

Also: Malcolm X, as an alternative to MLK and integration:

Malcolm X: God’s Judgment of White America (The Chickens Come Home to Roost)--
speech following assassination of JFK

http://www.malcolm-x.org/speeches/spc_120463.htm

Malcolm X : audio recordings

Malcolm X was a powerful speaker: razor-sharp and witty. Of those talks that have survived, most were merely audiotaped. Sample from the following:

https://archive.org/details/Malcolm_X

Especially consider “Revolution” (4:27), a powerful call for violent revolution, and “Put Them To Bed,” a wickedly clever rendering of the same theme.

(20) November 20 -- NOW and the Ascent of Feminism

Readings:

Betty Friedan, *The Feminine Mystique* (1963),(any edition): Chapter 1--"The Problem that has No Name,"—is available in the FILES section of Courseworks. Only this chapter is required for the course, but you should sample some others as well.

Online: *Roe v. Wade*

<https://caselaw.findlaw.com/us-supreme-court/410/113.html>

NOVEMBER 22: THANKSGIVING HOLIDAY BEGINS: NO CLASS

(21) November 27– Act III: Nixon and Watergate

Readings: Chafe, *Unfinished*: Chapter 13: “Bringing Us Together”

Online: <https://www.nixonlibrary.gov/index.php/watergate-trial-tapes>

NB: Particularly listen to Conversation #668.8 *March 21, 1973: "Cancer on the presidency":

An email will be distributed offering special guidance on the Watergate audiotape.

Also: Finish reading O'Brien, *The Things They Carried*

(22) November 29 – Nuclear Armageddon? Missiles in Cuba: 1957-1975:

No readings:

(23) December 4 -- Postwar Work, the Economy, and the Stagflation of 1973

Chafe, *Unfinished*: Chapter 14: "New Rules, Old Realities" or, in recent versions of Chafe "An Era of Political Malaise" (the title of the chapter has changed over time)

(24) December 6-- Post 1973: Recession and the Assault on Feminism

Phyllis Schlafly, "What's Wrong with Equal Rights for Women"

Online: <http://eagleforum.org/publications/psr/feb1972.html>

(25) December 11: Connecting: Making It Personal—History and You

No Readings. Prepare for Final

Study Days: December 12-14

FINAL EXAM: Monday, December 18 9:00 AM to NOON

PAPER PROJECTS: A AND B

PROJECT A: SYSTEMIC RACISM 101: REDLINING

REDLINING: A FOUNDATION OF 20TH-CENTURY SYSTEMIC RACISM: PROJECT DUE ON **OCTOBER 11!!!!**

This (optional) assignment allows you to explore, in nearly any major American city of your choice, the details of redlining, a practice where federal officials in 1938 rated neighborhoods based on their credit-worthiness, nearly always to the detriment of racial and ethnic minorities.

This project will culminate in an 8-10 page research paper.

This assignment is also **collaborative**: (This is unusual in undergraduate education, but not in the real world: lawyers, medical doctors, tech entrepreneurs, and researchers in all branches of knowledge commonly work on teams.) So you must form a team composed of from 3 to 5 members of this class. You can start identifying teammates **immediately**, by going to the Courseworks page for the course, choosing “discussion,” and typing in your name, email, and preferred city or cities.

Procedure:

First, read at least the initial section of the following essay on the evolution of home financing during the mid-20th century, which explains how it discriminated against African Americans and, often, immigrants (available on JSTOR).

Louis Lee Woods, “The Federal Home Loan Bank Board, Redlining, and the National Proliferation of Racial Lending Discrimination, 1921-1950,” *Journal of Urban History*, Vol 38, #6, 2012. https://journals-sagepub-com.ezproxy.cul.columbia.edu/doi/full/10.1177/0096144211435126?utm_source=summon&utm_medium=discovery-provider

Then go to the website, *Mapping Inequality: Redlining in New Deal America*.

<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>

From the main map, click on any city—ideally one with which you are already familiar or that you can visit. You will see that all cities are divided into dozens of color-coded zones. The color-code ranges from green (Grade A, “best”) to red (Grade D “hazardous”). You should choose to focus on a couple of zones for further analysis. Perhaps, for contrast, you might focus on one green (best) and one red (hazardous) zone. Moreover, within your zones, focus more sharply on only a couple of specific streets within the zone. **In short, your analysis should not be a general comparison of “green” and “red” zones in a city, but a sharper analysis of particular streets: Elm Street in green zone A1 and Maple Street in red zone D2.**

Moreover, when you click on a particular zone (say, D2), you will see additional map detail along with a descriptive column to the left. (Always click to see “more”.) Read the detail carefully. Also note that, at the top of the descriptive column, you can change from one district to another: such as going from D2 (“Hazardous District 2”) to D3 (“Hazardous District 3”).

Note interesting details—from the maps themselves and from the descriptions provided. Write down some of the street names in that zone. Check out several other zones, including those of different grades. Note the similarities and differences. And write down the names of the interesting streets, along with your observations. (Note: For some cities, the descriptive accounts were lost or otherwise unavailable to the team that put together this website. Those cities will be a bit less interesting for this reason.)

Then go to [Google.com/maps](https://www.google.com/maps) and look up the streets you singled out from *Mapping Inequality*. Click on Street View (lower left corner) to see what the housing (and even the neighborhood) looks like today. You can advance down many streets (clicking the forward arrow) and can rotate to get a 360 degree view of the street. (It’s even better, of course, to check out the streets in person.)

Write down your observations, and compare these to what you saw about the same neighborhoods in the 1938 study.

Then conduct additional research, especially research focused on your special 3-4 streets. You can learn detailed information about each person living on your streets from the United States Census Schedule for that city and street in 1940. <https://catalog.archives.gov/id/16660414>. Click “Search Within This Series” [U.S. Census 1940], then click the city you have chosen. The streets are usually listed in alphabetical order, along the first far-left column. Horizontally, you will find detailed information—name, age, place of birth, race, occupation, etc.—for every person living on every street. (To be sure, the paid enumerators missed some people—then and now.)

You won’t find census schedules for recent decades: They are not made public until considerable time has elapsed, to protect privacy. But you can walk down the street and talk to people. You may wish to do additional research on the streets you’ve chosen today.

What has changed since 1938? Did the descriptions of the housing enumerators in 1938 plausibly influence what happened in the subsequent 80 years? Generate a thesis—an argument, based on your observations of the neighborhoods you chose, that might illuminate the complex foundations of systemic racism in the United States. Because you don’t have enough time (or pages!) to complete a thorough research project, you will be entitled to a wide range of speculation.

PROJECT B: PERSPECTIVES ON PROTEST: COLUMBIA, 1968 AND THE PRESENT

The year 1968 was an extraordinary one. The nation was deeply divided by a bloody, inconclusive war; and political divisions were intensified by disputes over race, gender, and culture. An upsurge in race riots, which began in the summer of 1964, peaked after the assassination of Martin Luther King, Jr. on April 4, 1968. Several weeks later protests erupted at Columbia University, culminating in the student takeover of Low Library, Fayerweather, and Hamilton and their subsequent bloody removal by New York City police. In May similar student protests erupted in France, Germany, Britain and elsewhere. Antiwar protests intensified during the next three years.

In some ways, the Black Lives Matter protests in recent years, and the attack on the U.S. Capitol on January 6, 2021 bear some resemblance to the spate of protests during the spring of 1968 and subsequent years. But historical analogies are often misleading. This (optional) paper is an attempt to compare, carefully and critically, some aspect of the 1968 protest at Columbia with protests—any protests—during the past four years. You will do so by focusing on a single primary source from 1968, a 50-minute, student-produced documentary on the takeover of Columbia University, which was released in 1969.

https://www.youtube.com/watch?v=BUcYLuGiL_s \

In your 8-page paper, you should generate a thesis based on your comparison of these primary sources. (Primary sources are historical materials produced by historical participants themselves: such as letters, published reports, photographs, or—as in this instance—films of and by actual participants or observers of historical events.) You are free to focus on whatever you find to be illuminating or revelatory: this could range from issues of video production (camera angles, editing strategies, use of music) to social or racial relations among college students to political efficacy and consequences, and on and on. In short, you have immense interpretive latitude: your job, simply put, is to generate an interesting a revelatory argument from your two “primary sources.”

This paper is due on Monday, December 1.

Additional sources:

History Channel provides context and historical perspective:

<https://www.youtube.com/watch?v=4LDX3TEel-U>.

For the overall context, including a long tradition of student protests at Columbia, see Robert McCaughey, “Riding the Whirlwind: Columbia 1968,” in his book, *Stand Columbia!* (Columbia University Press). The chapter is available through JSTOR:

https://www-jstor-org.ezproxy.cul.columbia.edu/stable/pdf/10.7312/mcca13008.24.pdf?ab_segments=0%2Fbasic_SYC-5187_SYC-5188%2F5187&refreqid=fastly-default%3A03f2f41cb796855448dd180febde1b17

Vanity Fair, on the 50th anniversary of the protest, collected a number of interviews with participants: <https://www.vanityfair.com/news/2018/03/the-students-behind-the-1968-columbia-uprising>