

The United States in the Age of Vietnam
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Credit: This course counts towards one Semester of US History Credit

Scope and Sequence: The United States in the Vietnam Era is a detailed exploration of the issues confronting the United States during the 1960s. Students will be looking at three different historical themes:

1. The Generation Gap
2. The causes and motivations for the Vietnam War
3. The strategies Civil Rights leaders used to implement change.

Students will be graded based on a series of short essays and reflection pieces about the events explored in the class. Students will be asked to write a series of short essays (between one and four paragraphs in length) where they will explore the major historical events of times.

Each essay will get one of four scores:

MASTERY: The essay is clear, on-topic, well organized including an introduction, body and conclusion. The essay will be well defended and well argued. A paper at the level of Mastery is graded as an "A."

ADVANCED PROFICIENCY; The essay is clear and on-topic. The essay will include an introduction, body and conclusion and well argued. An essay at the level of Advanced Proficiency is graded as a "B."

PROFICIENCY: The essay will be on-topic and include an introduction, body and conclusion. An argument will be apparent. An essay at the level of Proficient is graded as a "C."

NOT YET PROFICIENT: The essay is off-topic and/or lack either an introduction, body or conclusion. An essay at the level of Not Yet Proficient is not written at a **PASSING LEVEL**.

Students will have to demonstrate **PROFICIENCY** on at least 80% of the essays and will have to attempt to write at least 90% of the essays in order to pass the class.

If the majority of essays are written at the **MASTERY** level, the final grade will be an "A."

If the majority of essays are written at the **ADVANCED PROFICIENCY** level, the final grade will be a "B."

If the majority of essays are written at the **PROFICIENT** level, the final grade will be a "C"
Academic ground rules for the class:

1. Be present: "The first secret to success is being there." Because there is so much to cover in this class, you really need to be there. It is virtually impossible to teach this class through packets and worksheets. If you are absent for whatever reason, please let me know and we can talk about alternative assignment.
2. Be present: Students need to be there psychologically. You need to be alert, well rested and sober. You will need to participate in class discussion and you need to listen and ask questions. If you do, this class will blow you away. The topic is rich and fascinating and the events that took place in the 1960s influence how we see the world.
3. Give me a present: If I don't see the work that you do, no matter how intelligent and how competent you are, I have no way to grade you. If you are present every day and always give me a present, there will be plenty of time to get work done and you should do fine. If you don't give me a present, it will not be possible to pass you.

Behavioral ground rules:

1. Be in class and be on time. There will be time for bathroom breaks during classtime, and I know that students do need time to do there thing. However, when you are not in the room, you won't be able to hear the brilliance that is perculating in class.
2. Do not try to "swap classes." This is not the period to sneak over to Science or to Math class to make up a test; this is not a time to sneak over to your English class to finish a project or finish a Health worksheet. There was too much going on in the 1960s and you will not want to miss a moment of the exciting aventures of the 1960s
3. Respect the space. Please remember to clean up after yourselves. This is my room and if you leave a mess, not only will I have to clean up after you, but I will also be cranky. I have no problem with students bringing snacks in the class. Heck, I provide snacks once a week. I do, however, have a problem with a mess.
4. Respect your fellow students. Please remember that you are not the only person in the room. There are many students in this room who want to learn. All students in the room need the credit and many if not most students are trying to get an "A" for the class. So, small or large distractions hurt your fellow students in their pursue of a diploma.
5. Repect yourself. Finally, remember that you are number one. There is no one more important than you and this is definitely the time to show off how much you know, how smart you are and how skilled you are as a writer.

If you do all of this, you will not even notice the time and I hope you enjoy this wonderful class.

Week One: 1945 - 1961.

The Cold War and Setting Stage.

Week Two: 1961 - 1963

The Arms Race and the fear of the Atomic Bomb and war with the Soviet Union

Week Three: 1961 - 1963

The Civil Rights Movement and I Have a Dream

Week Four: 1964 - 1968

Fight for Social Justice: A Dream for Chicano Americans -- Example of the Use of Protest in the 1960s

Week Five: 1964 - 1968

A Dream for Chicano Americans -- Continuing examples of Protest in the 1960s

Week Six: 1963 - 1965

Vietnam: The early years and escalation

Week Seven: 1966 - 1968

The Vietnam War: The Middle Years

Week Eight: 1967 - 1969

Vietnam, the Homefront and the Anti-War Movement

Week Nine: 1968

The Role Vietnam played in the election of 1968

Week Ten: 1968 - 1969

Assassination of MLK and its effect on the radicalization of the Civil Rights movement

Week Eleven: 1969 - 1972

Vietnam in the era of Nixon

Week Twelve: 1972 - 1974

End of the Vietnam War.