

Chapter 28: The Rise and Fall of the New Liberalism, 1960-1968

Overview

A new decade, the 1960s, brought new leaders, new ideas, and a new sense of optimism. A fresh brand of liberalism, many believed, could repair the defects of the consumer society -- poverty, environmental degradation, Americans' poor health and welfare -- with a new approach to the political economy. Liberals wanted more of the nation's wealth and power directed to solving these problems at home and challenging the expansion of communism abroad. A new, young president, John F. Kennedy, symbolized those hopes. Lyndon Johnson's 1964 election was seen as a mandate for implementing those changes. Johnson's program was called the "Great Society." It aimed to wipe out poverty and enhance the quality of life for all Americans. With a liberal majority on the Supreme Court, the principles of liberalism, turned into law, were transforming American government and society. The civil rights movement benefited from and encouraged the liberal agenda of the 1960s. Government officials and President Johnson allied themselves and their power with the movement. The result was legislation outlawing segregation and restoring black voters' rights. Activism by African-Americans and the federal government resulted in positive change. What was more difficult to obtain was real social change. The liberals carried the same activist fervor to fighting the expansion of communism. Kennedy and Johnson were as staunchly anticommunist as Eisenhower and Truman. The Great Society modified the nation's defense and foreign policies of the 1950s by increasing defense spending and American commitments to foreign governments. Containment, that is halting the expansion of communism, continued to influence Kennedy's and Johnson's decision-making in the 1960s. Their optimism helped produce some dangerous crises. Where Eisenhower resisted sending troops to Vietnam, Kennedy deepened the American commitment to protect South Vietnam from the communist North Vietnam. President Johnson sent troops to Vietnam in 1965. Ironically, the war in Vietnam was begun as an expression of the liberals' faith in the nation's economic and political strength. Vietnam destroyed the Great Society. The fabric of the Great Society was ripping apart. New demands and dissatisfactions could not be settled by the new liberalism. 1968 was a pivotal year. In the end Johnson's fortunes were destroyed and the Democratic Party and liberalism almost destroyed.

Key Topics The information in chapter 28 introduces your students to the following key topics:

- How popular discontent spurred the emergence of a new liberalism characterized by faith in activist government, economic growth, and an emphasis on anticommunism, racial equality, and the quality of life for all Americans
- The influence of the new liberalism on American society through John Kennedy's "New Frontier" and Lyndon Johnson's "Great Society"
- The culmination of the nonviolent civil rights movement in the mid-1960s
- The ways in which the Vietnam War both reflected and damaged the liberalism of the Great Society
- The Great Society's inability to deal with the challenges of economic problems, the Black Power movement, the youth rebellion, and the women's movement

Chapter Outline

Second Lieutenant Fred Downs

The Liberal Opportunity

Discontent in the Consumer Society

The End of "Deliberate Speed"

The Emergence of the New Liberalism

The Presidential Election of 1960

Kennedy's Unfulfilled Promise

Lyndon Johnson's Mandate

Implementing the Liberal Agenda

Declaring War on Poverty

Improving the Quality of Life

Protecting the Environment

Preserving Personal Freedom

Winning Civil Rights
 A Growing Grass-Roots Movement
 White Resistance and Federal Reluctance
 The Death of Jim Crow
 Fighting the Cold War
 Flexible Response and the Third World
 Two Confrontations with the Soviets
 The American War in Vietnam
 Kennedy's Deepening Commitment
 Johnson's Decision for War
 Fighting a Limited War
 The War's Impact at Home
 The Great Society Comes Apart
 The Emergence of Black Power
 The Youth Rebellion
Feature: Focus on Youth: Indiana University Students in the 1960s
 The Rebirth of the Women's Movement
 1968: A Tumultuous Year
 Conclusion

Annotated chapter outline with review questions

Second Lieutenant Fred Downs: Like the U.S. at the time, Lt. Downs was a young, bright man with promise who was cut down by a mine. His experiences like those of his comrades, mirrored his nation's experience during the Vietnam war. They began with high hopes for improving the world and left humbled and a bit demoralized.

The Liberal Opportunity: A new decade, the 1960s, brought new leaders, new ideas, and a new sense of optimism. A fresh brand of liberalism, many believed, could repair the defects of the consumer society -- poverty, environmental degradation, Americans' poor health and welfare -- with a new approach to the political economy. Liberals wanted more of the nation's wealth and power directed to solving these problems at home and challenging the expansion of communism abroad. A new, young president, John F. Kennedy, symbolized those hopes. Lyndon Johnson's 1964 election was seen as a mandate for implementing those changes.

- Poverty and environmental degradation were two of the many problems Americans refused to ignore in the 1960s. Racism and lack of opportunity were seen as the causes of poverty, not the lack of ambition or personal shortcomings. Environmental problems were harder to ignore, in part because the smog and pollution were everywhere. Americans realized that their prized automobiles and life style contributed to the environmental problems. The environmental movement began and activists attacked the causes. Even corporate America was scrutinized --especially the automobile industry which valued profit over safety. The pinnacle of the consumer society, television, also came under attack.
- Younger African-Americans also criticized the speed, or lack thereof, of court-ordered desegregation. A new civil rights organization was formed in 1960 and the first sit-ins began. Black Americans forced segregation to the forefront of the American consciousness. Ordinary men and women of all colors were taking affairs into their own hands to change not only their own lives but the nation's agenda.
- Having been out of power during the 1950s, the nation's liberals and Democrats took the time to reformulate their political agenda. The key to their liberalism was a powerful faith in American economic growth and they encouraged further economic expansion. Economic expansion, they believed, could be kept going through government action: the right amount of taxes and expenditures would ensure full employment, strong consumer demand, and a rising gross national product. Their confidence in America's prosperity and power led them to the White House in 1960 and into a more activist international presence.
- A vaguely liberal future in the persona of Massachusetts Senator John F. Kennedy was offered by the Democrats in contrast to the status quo in the persona of Eisenhower's vice president Richard M. Nixon.

Kennedy's youth, exuberance, and energy were seen as vital components if the nation were to move on to the "New Frontier" which would work to improve the economy and education and dismantle poverty. Nixon did not talk about life on the New Frontier.

- Kennedy exuded confidence in America's unlimited power and responsibility. He supervised the escalation of the space race but a minute percentage victory over Nixon caused Kennedy's liberal activism to be tempered by caution. How far Kennedy might have led the nation on that liberal road is left to the imagination because the Kennedy administration was cut short by an assassin's bullets on November 22, 1963.
 - The new president, Lyndon B. Johnson, seemed far different. A self-made, earthy Texan, Johnson was a powerful politician who kept Kennedy's cabinet in place. When he was elected by a landslide in 1964, he felt he had a mandate to implement the liberal agenda. Johnson defeated the Republican candidate Arizona Senator Barry Goldwater who was too outspoken. Goldwater's brand of conservatism would appeal to voters in the 1980s but in the 1960s Americans wanted government action.
-] What were the main values and goals of the new liberalism in the 1960s? How did 1960s liberalism differ from the liberalism of the New Deal and the Fair Deal?

Implementing the Liberal Agenda: Johnson's program was called the "Great Society". It aimed to wipe out poverty and enhance the quality of life for all Americans. With a liberal majority on the Supreme Court, the principles of liberalism, turned into law, were transforming American government and society.

- President Johnson's Great Society declared a war on poverty. Liberals argued that the only institution capable of eliminating poverty was the federal government. It was not just putting people to work, the war on poverty had to include improved housing, education, health, and job opportunities and training. The Johnson administration implemented a wide array of legislation designed to eradicate poverty and government agencies met the challenge.
- Johnson was not satisfied with helping just the poor. He aimed to improve the lives of all Americans focusing on security, opportunity, and cultural enrichment were the goals. Medicare, Medicaid, consumer protection, federal support for education, federally ensured student loans, the National Endowment for the Arts and the Humanities and the Corporation for Public Broadcasting. Johnson's Great Society programs changed the American political economy. It brought massive and fundamental change to the size, scope, and power of the federal government.
- Johnson and the Congress did not ignore the environment either. More than 300 pieces of legislation dealt with environmental issues at the cost of over \$12 billion. Air, water, and the wilderness were protected and the nation's parks were improved. Many of these programs were the pets of the first lady, Lady Bird Johnson.
- Led by Chief Justice Earl Warren, the United States Supreme Court preserved and expanded individual rights. Paradoxically this coincided with the government's expansion of power. Freedoms of speech and religion were protected and sexual privacy enhanced. Some decisions, such as banning school prayer, were controversial. The rights of those accused of crimes were also protected. Conservative Americans called for Chief Justice Warren's impeachment but the liberal court prevailed. President Johnson and the Congress, with help from the Court, accomplished much of the liberal agenda.

] What was the Great Society? How did its programs reflect liberal values?

Winning Civil Rights: The civil rights movement benefited from and encouraged the liberal agenda of the 1960s. Government officials and President Johnson allied themselves and their power with the movement. The result was legislation outlawing segregation and restoring black voters' rights. Activism by African-Americans and the federal government resulted in positive change. What was more difficult to obtain was real social change.

- White resistance to court decisions and federal laws dealing with desegregation was swift and sometimes violent. President Kennedy's administration was lukewarm in its support of freedom riders or other civil rights activists. Kennedy worried that the civil rights movement and an activist federal government could force southern Democrats from the party. But violence caused Kennedy to act. Martin Luther King Jr., the SCLC, SNCC, and CORE argued that violence would continue and escalate without federal intervention. Riots in Birmingham, Alabama, defiant political figures, and national and international pressure finally forced Kennedy to take an open stand on civil rights finally admitting that the nation faced a "moral crisis". On August 28, 1963, 200,000 Americans, about 20,000 of whom were white, gathered at

the Lincoln Memorial in Washington, D.C. to celebrate the 100th anniversary of the Emancipation Proclamation. Dr. Martin Luther King, Jr. articulated the soul of the movement in his “I Have a Dream” speech.

- The violence in the south escalated as more white Americans came to identify with the goals of the civil rights movement. Lyndon Johnson’s administration had to navigate a way between white Democratic voters in the north and those in the south. Violence during Freedom Summer and the Mississippi Freedom Democratic Party’s plea to be recognized by the Democratic Party’s Credentials Committee caused the president and ordinary Americans to reevaluate their commitment. The violence of white segregationists and blacks trying to register to vote was televised for all the nation to see. The EEOC, the Civil Rights Act of 1964 and the Voting Rights Act of 1965 transformed the political and social landscape in the South. The foundation was laid for African-American political power but nothing could end white racism.
- Jim Crow did not die an easy death. In the last years of its existence, black civil rights workers and ordinary white men and women were drawn into the battle against racism and segregation. Violence and murder were common and President Johnson was drawn into the conflict. The Mississippi Freedom Democratic Party sent a full delegation of pro civil rights activists to the party’s convention and demanded to be seated. Johnson and the Democrats were not yet willing to share political power but they were willing to fight a little harder than their predecessors. The Civil Rights Act was adopted in 1964 and a year later the Voting Rights Act was approved. The civil rights landscape of the south was changing and with the power of the Great Society programs, Jim Crow took its final breath.

] What were the aims of the civil rights movement in the early 1960s? Was the movement successful?

Fighting the Cold War: The liberals carried the same activist fervor to fighting the expansion of communism. Kennedy and Johnson were as staunchly anticommunist as Eisenhower and Truman. The Great Society modified the nation’s defense and foreign policies of the 1950s by increasing defense spending and American commitments to foreign governments. Containment, that is halting the expansion of communism, continued to influence Kennedy’s and Johnson’s decision-making in the 1960s. Their optimism helped produce some dangerous crises.

- Where Eisenhower was cautious with the nation’s defense budget, Kennedy believed the nation could afford to spend more money on the military. Kennedy replaced “Massive Retaliation” with “Flexible Response”. Where Massive Retaliation relied on enlarged conventional ground forces, special forces, as well as nuclear weapons. Kennedy was also willing to commit those forces. The nation’s responses to events in the Third World were sometimes contradictory -- supporting native independence movements or repressing them in the name of anticommunism. The Peace Corps complimented military might by sending young teachers, agriculturalists, and health care specialists to help Third World nations to develop modern, educated democracies. Cuba presented a special problem. It’s leader, Fidel Castro, came to power through revolution, declared himself a communist and he looked to the Soviet Union for support. Castro’s public support of communism came after a failed CIA-backed attempt to assassinate Castro. Johnson approached the Third World from the same perspective. He was equally optimistic, convinced of the rightness of the American cause, and willing to combat the expansion of communism. Johnson committed military troops to locations in the Dominican Republic and Cuba. Another nation’s sovereignty was not really an obstacle in the war against communism.
- A confrontation with the Soviet Union occurred in Berlin in East Germany in 1961. Response and counter response resulted in the Soviets building a barbed wire and concrete wall between East and West Berlin. The Berlin Wall became the symbol of the American-Soviet Cold War. The more dangerous confrontation occurred in Cuba. An American spy plane revealed the Soviets were building nuclear missile launch sites just 90 miles from Florida. All manner of offensive responses were discussed and discarded. Kennedy opted for a public disclosure of the missile sites and demanded the Soviets remove them. Soviet Premier Krushchev removed the missiles because he could not confront the United States in the Western Hemisphere. The Cuban Missile Crisis both eased and intensified the Cold War. A teletype “hot line” was installed linking Washington and Moscow and in 1963 they agreed to halt above ground nuclear tests. Despite concessions, both were determined to stand strong against the other.

The American War in Vietnam: Where Eisenhower resisted sending troops to Vietnam, Kennedy deepened the American commitment to protect South Vietnam from the communist North Vietnam. President

Johnson sent troops to Vietnam in 1965. Ironically, the war in Vietnam was begun as an expression of the liberals' faith in the nation's economic and political strength. Vietnam destroyed the Great Society.

- Kennedy inherited a commitment to South Vietnam and the United States backed leader Ngo Dinh Diem from President Eisenhower. Diem faced domestic attacks as well as attacks by the North Vietnamese. Kennedy sent aid and advisors to help Diem and special forces units to train South Vietnamese troops. When Kennedy died, he had escalated the number of advisors from 900 to 16,000. Diem's regime was overthrown in 1963 but the United States did nothing more to help him hold on to his office. He was an unpopular dictator who did not have his people's support. The United States was more deeply involved in Vietnam than before when Lyndon Johnson became president.
- President Johnson was also a cold warrior and he was unwilling to abandon South Vietnam to the communists. A believer in the domino theory he sent more aid and advisors, and he stepped-up covert action against the North. In August 1964 the Congress gave Johnson the authority to use military force to safeguard South Vietnam. Known as the Tonkin Gulf Resolution, after the North Vietnamese location at which the incident occurred, it was the closest thing to a declaration of war. The Tonkin Gulf Resolution was in essence a blank check to fight in Southeast Asia, guaranteed, in part, by Johnson's intentional exaggeration of the threat. Six months later North Vietnamese troops attacked American soldiers and Johnson authorized air strikes against North Vietnam. Known as Rolling Thunder, the strikes had no discernable effect and Johnson had a clear choice: he could pull American troops out of Vietnam and suffer the blame that he lost South Vietnam to the communists or he could commit more American troops to Vietnam to halt the spread of communism. He chose the latter and 180,000 soldiers were sent in.
- Despite American plans to fight a short-term limited war to preserve an independent, democratic South Vietnam, the war did not go as planned. The American strategy, designed by General William Westmoreland, was poorly suited to Vietnam. Soldiers on both sides were killed in combat but the North Vietnamese continued to fight.
- If the war in Southeast Asia had little impact there, it had a tremendous effect on Americans at home. An impassioned antiwar movement, made up of young college and university students, condemned the war. The war symbolized the failures of the Great Society and revealed how undemocratic America had become. "Doves" questioned the wisdom and morality of the war. Some African-Americans saw it as an example of American racism. Americans took to the streets demonstrating against the war. Other Americans, called "Hawks", supported the war. But as 1967 drew to a close only 28 percent approved Johnson's conduct of the war. The economy had also become inflationary and the Federal Reserve Board contracted the money supply. Interest rates rose to 1920s figures. The economy could not support the cost of the war and the Great Society programs.

] Why did the United States go to war in Vietnam? How did the decision for war reflect liberal values?

The Great Society Comes Apart: The fabric of the Great Society was ripping apart. New demands and dissatisfactions could not be settled by the new liberalism. 1968 was a pivotal year. In the end Johnson's fortunes were destroyed and the Democratic Party and liberalism almost destroyed.

- The gains of the civil rights movements and the Great Society did not come close to the addressing the needs of many black Americans. Race riots in Harlem, Watts in Los Angeles and Detroit resulted in destroyed property, death, and disillusionment. Between 1964 and 1969 there were over 300 race riots in the United States. Martin Luther King, Jr.'s inability to successfully deal with racial injustice in Chicago revealed a rift in the movement. A growing number of young black activists were disenchanted with King's methods and his preoccupation with issues in the South. Malcolm X and the members of the Nation of Islam celebrated black identity and denied integration in favor of separatism. Others found company in the Black Power party which was born in Oakland, California, and led by Huey Newton and Bobby Seale. The Black Power membership advocated violence.
- For other young Americans the 1960s was a time of rebellion against authority and the status quo. The consumer society was condemned and the youthful "counter culture" helped divide the Great Society. Some combined their power in a political organization known as Students for a Democratic Society and articulated a platform of beliefs which argued for "participatory democracy" to give Americans real choice over the direction of their lives and that of their nation. The battleground was an unconventional one: university and college campuses. Others, less politically active than the SDS, coalesced in the counter

culture which was a social revolution. New lifestyles, morés, music, and thinking were intertwined into a society that sought to transcend the consumer society of their parent's generation. Sexual freedom and recreational drugs were the hallmarks of the counter culture.

- The 1960s also saw the rebirth of a women's movement. Neither the New Frontier nor the Great Society had addressed women's issues such as equal rights and equal opportunities. Educated and relatively privileged middle class women questioned society's double standard of sexual behavior and their second class status. Books, magazines, even government reports examined women's inequality. Congress passed the Equal Pay Act in 1963 and the Civil Rights Act of 1964 prohibited sex discrimination in hiring and pay, but there was little enforcement of the laws. "Women's liberation" was the goal of a number of women's organizations. They also found that, like the Black Power movement and the New Left, their demands did not fit comfortably within the political economy of white, male-dominated new liberalism.
 - 1968, the single-most tumultuous year in the United States since World War II. Lyndon Johnson gave up plans for re-election. Angry groups demanded the nation deal with their issues, riots, and two assassinations rocked the nation. All these played out against the same backdrop: Vietnam and the unmet promises of the Great Society. The Republicans won the election and liberalism was defeated. The war, the economy, the Great Society were lost. And the nation erupted in antiwar demonstrations, strikes, and riots. Martin Luther King, Jr. was assassinated on April 4 in Memphis, Tennessee, and on June 5, Robert Kennedy was assassinated in Los Angeles. The Democratic Party convention featured Chicago police beating antiwar demonstrators. Vice President Hubert Humphrey and Republican Richard Nixon campaigned for the presidency. Segregationist former Alabama governor offered himself as a third party candidate. Nixon won by a narrow margin promising to speak for the "forgotten American". The Great Society was over and the sense of optimism which characterized the 1960s dead.
-] Compare the Black Power movement, the New Left, and the counterculture. Did any of them want radical change for the United States?

Feature: Focus on Youth: Indiana University Students in the 1960s: College life at Indiana University in Bloomington, Indiana, mirrored what many in the United States believed to be good and true about American society. University life was controlled by a rigid set of rules that were sometimes broken by college kids looking for a good time. Campus society was predominantly white and the few African American students were isolated from the main stream. However, times were changing and soon, party raids would become a fond memory as college campuses erupted in political and social unrest.

Conclusion: The world of 1960 and the world of 1968 bore little resemblance to one another for Americans. The decade had begun with a young, bright, energetic president and ended with one that was dark and secretive. The decade and the nation saw many of its best dead: either gunned down by assassins' bullets or in warfare or urban violence. Others felt a sense of despair. The Great Society was over along with the hopes of a better future for all Americans.

Making links to other ideas Using the maps and websites, in addition to your prepared lectures and other assignments, can give you more resources to enable your students to see that history is much more than memorizing names and dates. You will find that the websites are even more comprehensive and adaptable than described and because they have been collected here in one volume you have a world of information no further away than the click of your mouse. If you are new to the web's opportunities, you will be pleasantly surprised at the breadth and depth of the information available in these sites.

Map 01. The election between Kennedy and Nixon was almost a tie. Keeping the election issues in mind, which state(s) could have voted differently for a different outcome?

Map 02. Compare this map with the map in chapter 20.03B and 21.02. What are the similarities and differences in American presence in the Caribbean and Central America?

Map 03. In what countries does the Ho Chi Minh pass? What difficulty for the U. S. did this pose? How did the location help the North Vietnamese? Locate the Gulf of Tonkin. What was the Maddox doing up that far north?

Map 04. Identify the city locations of the riots shown on the map. What judgments can you make about the absence of riots in the inner-mountain west?

Place the following civil rights events in chronological order: JFK's election, Watts Riots, LBJ's election, Albany Movement, Albany, Georgia, civil rights march on Washington, D. C., Lunch counter sit-ins, Voting Rights Act, assassination of RFK, Civil Rights Act, civil rights protests in Birmingham, Alabama, assassination of JFK, LBJ's war on poverty announced, Freedom Rides, Harlem race riot, integration of the University of Mississippi, SNCC voter registration drive, assassination of MLK, Jr., Richard Nixon elected.

Web connections and resources Consider using these websites to supplement your students' reading and analytical skills. The sites were chosen because of their relevance to the material in the chapter -- not just to mirror it but to provide additional materials and perspectives. Questions from the student study guide have been included so that you can use or amend them to your own needs. Your students may find it insightful for you to guide them through the site as you help them develop research strategies.

"Environment: Rachel Carson" www.prenhall.com/boydston.carson

Scientist Rachel Carson published *Silent Spring* in 1962, starting the late 20th-century's environmental movement by providing people with scientific information about the food they ate, the water they drank, and the air they breathed. In particular, Carson demonstrated the unintended effects of modern chemicals such as DDT on humans and every other part of the web of nature. By the time Lyndon Johnson was President (1963-1968), many of the public knew the research existed, and their demands led to increased government regulation of applied science. Many of those regulations continue today, and have been augmented by worldwide efforts to maintain human life -- and quality of life -- on planet Earth. What was the meaning of the term "silent spring" anyway? And how did Carson's work lead to such long-lasting effects?

"The Cuban Missile Crisis, 1962" http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri.html

This site provides an introduction and overview of events of the Cuban Missile Crisis. A glossary of terms includes military jargon and sketches of the key political actors involved. Photos on the site are available from the JFK Library.

1. Read and summarize the White House, "Post Mortem on Cuba" October 29, 1962.

"The Great Society Speech" <http://www.tamu.edu/scom/pres.speeches/lbjgreat.html>

At this online speech archive, read Lyndon B. Johnson's "Great Society" speech and many other of his presidency.

1. Summarize the points of Johnson's Great Society speech. What is President Johnson's vision for the future? How can it become a reality? How did LBJ enlist support for making his dream a reality?

"The History of NOW" <http://www.now.org/history.html>

Visit the National Organization of Women's web site and read about the group's founding, their involvement in the Equal Rights Amendment drive and their advocacy for issues concerning working women. Also, read primary source documents addressing women's liberation at Duke University's online collection "Documents from the Women's Liberation Movement" at <http://scriptorium.lib.duke.edu/wlm/>.

1. Read the history of the Equal Rights Amendment. What exactly did the amendment cover? Are you surprised at its length?
2. In Maxine Waters's article, "Black Women and the Struggle for Liberation," what is the single-most important obstacle preventing black women's liberation?

Analytical reading Your students may need more experience analyzing a short reading passage so that he or she can determine its component parts. They may need help identifying primary and supporting information as well as the author's analysis. The analytical reading passages and the questions from the student study guide have been duplicated in the instructor's manual for your use. Your students may need direction and encouragement in using them.

Two months later, on August 28, a march on Washington brought together a crowd of nearly 200,000 people, including 50,000 whites, at the Lincoln Memorial to commemorate the

100th anniversary of the Emancipation Proclamation and to demand “jobs and freedom.” The crowd epitomized the growing national constituency for civil rights. Whites and blacks, workers and students, singers and preachers joined hands to sing the stirring civil rights anthem, “A We Shall Overcome.” Martin Luther King, Jr., the best-known advocate of nonviolent integration, moved the nation with his vision of racial harmony. “I have a dream,” he said, “that one day . . . little black boys and black girls will be able to join with little white boys and white girls as sisters and brothers.” King looked forward to “that day when all God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!”

1. Was Dr. King speaking just to black people that day in August?
2. Why would he think it important to include all Americans in his dream for America?

Writing The questions or writing prompts from the student study guide have been duplicated here for your use. These writing topics make good lecture topics especially if you help your students see the development of the idea in lecture format before they refine the idea in their writing assignments.

1. Contrast the foreign policy of the 1950s with that of the 1960s. In what ways did the prosperity of the 1950s make it possible for a more active American presence in Southeast Asia?
2. In what ways did that prosperity of the 1960s make it possible for developing and implementing the liberal agenda?
3. How was the nation’s political economy redefined in the 1960s?
4. In the opinion of American civil rights leaders what was wrong with “all deliberate speed?” How did they go about changing the status quo.
5. Discuss the importance of grassroots activism in which ordinary Americans worked together to bring about social change.
6. Discuss the continuity of objectives in Presidents Kennedy’s and Johnson’s administrations.
7. In what ways is the counter culture of the 1960s a reaction to the 1950s?
8. 1968 was the year the dream of the Great Society ended. How did it its end come about and why?

Lecture Strategies Ultimately the lecture is where you impart, or profess, your knowledge for the benefit of your students. These strategies were designed around the textbook and if your classroom strategy is to use the organization of the text to organize your course content, these lecture ideas may prove helpful. However, if you lecture around themes please see the section entitled “Thematic Lecture Topics.” You may find that you are more comfortable with and your students are more responsive to a combination of the two.

The dreams characterized by JFK’s “Camelot” and LBJ’s Great Society allow you and your students to examine the social benefits of government largesse. Whether you look at the domestic or foreign policy issues of the 1960s it will be easier to understand if you have prepared your students to comprehend the economic growth of the 1950s. Secondly, the 1960s can better be understood if your students are able to see that using the nation’s wealth to battle the inequalities “discovered” in the 1950s was believed to be a positive use of that wealth. With so much available, the discontented and those discriminated against were no longer willing to wait for their day to come. So having covered these topics your students are going to be better able to examine the civil rights movement and the development of internal factions or the war in southeast Asia from a more informed perspective.

The Cold War continued in Kennedy’s and Johnson’s administrations and if you are tracing its development through the last half of the twentieth century, this is a good time to broaden your students’ comprehension of the global nature of the Cold War by looking at it in Cuba, Latin America, Africa, and the Middle East. The web site in this chapter from the National Security Archives has a very interesting discussion of the movie, “Thirteen Days” as compared to the actual event. Since so many Americans get their history from Hollywood excerpts from this film might allow you to discuss the real event as well as fictionalized accounts taken as history.

The election of 1960, Nixon vs. Kennedy, is an opportunity to examine just how important one vote can be. In light of the conflicts over the election of 2000, the election of 1960 could have gone the other way with a handful of votes having been cast for the other candidate. Although your students may find the sophistication of the state of

the art election in 1960, the election of 1960, the first election to be so televised, is also an opportunity for them to see the birth of modern campaigns.

The 1960s also furthers the notion of using government power to protect the environment and Lady Bird Johnson's beautification program is a good starting point for this notion.

The Supreme Court and its landmark decisions establishes a tradition of the court protecting personal freedoms.

But, pervading all of the 1960s and the Great Society programs and the civil rights movement was the war in Vietnam. If you have not, check the web site listed in chapter 29 from the students at Vassar. It offers an array of primary source documents for your students' use.

Penguin Classics

For studies of the civil rights movement see the following:

Matrin Luther King, Jr. articulates the reasons why "all deliberate speed" was not good enough. Your students will read, in Dr. King's stirring rhetoric, the justifications for the civil rights movement in Martin Luther King, Jr, Why We Can't Wait, with a new afterword by Reverend Jesse L. Jackson, Sr. New York: A Signet Book, 2000. Written in 1963, the message is not tempered by the passage of time between the event and the writing. King does not have the focus that reflection might add; this was written "on the spot" and with all of the immediate emotion and pain of Dr. King's and all Americans' experiences.

Douglas Brinkley, Rosa Parks. New York: A Lipper/Viking Book, 2000. Rosa Parks, the woman, the myth, and her place in the civil rights movement, is the subject of Douglas Brinkley's short biography. This is not just the story of one woman's life and work in the civil rights movement, it is the story of the time. It is an excellent biography of both the life and the times.