

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE
COURSE OUTLINE

Faculty are required to have the outline submitted to the Academic Affairs Office. The course outline is the form used for approval of new courses by the Collegewide Curriculum Committee.

DEPT.: Humanities

COURSE NO.: 2121

NUMBER OF CREDITS: 4

COURSE TITLE: The Turbulent Sixties

CATALOG DESCRIPTION:

Presents an interdisciplinary (history, literature, film) and topical survey of the 1960s. Topics will include the civil rights movement, war on poverty, Vietnam, feminism, the environmental movement and the counterculture. The course also counts as a Human Diversity course.

AUDIENCE: registered college students

FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)

Area 6 : by meeting the following competencies: a, b, c, d, e

Area 7 : by meeting the following competencies: a, b, c, d, e

Area : by meeting the following competencies:

PREREQUISITES OR NECESSARY ENTRY SKILLS/KNOWLEDGE: None

LENGTH OF COURSE: 1 semester

THIS COURSE IS USUALLY OFFERED:

Every other year ☐ fall ☐ spring ☒ summer ☐ undetermined ☐

Four goals are emphasized in course at Minnesota West Community & Technical College:

1) **ACADEMIC CONTENT:**

- 1) to develop knowledge of specific personalities, places, events and ideas of the 1960s in American history
- 2) to recognize key turning points (dates and events) in the 1960s
- 3) to study the age through reading the works of Tim O'Brien, Anne Moody, R. Heinlein, and others
- 4) to discuss in-depth the culture and counterculture of the 1960s
- 5) to study the age through some of its music such as the Beatles and Bob Dylan
- 6) to study the age through some of its art; also through some of its memorials such as the Vietnam Wall

2) **THINKING SKILLS:**

- 1) to develop a critical attitude toward history and literature so students can make independent judgments
- 2) to understand the various causes and results of historical movements through critical evaluation
- 3) to relate, whenever possible, the impact and legacy of the 1960s

3) COMMUNICATIONS SKILLS:

- 1) to discuss both orally and in writing interpretations, relationships and concepts in the history and literature of the 1960s
- 2) to write 4 reaction papers about films and readings presented in class

4) HUMAN DIVERSITY:

- 1) to study the history and literature of the 1960s through the perspectives of race, gender, class, and ethnicity, noting the contributions of various groups

TOPICS TO BE COVERED:

- | | |
|--------------------------------|--------------------------------|
| A. Introduction to the Sixties | F. Feminism |
| B. The Environmental Movement | G. Counterculture |
| C. The Civil Rights Movement | H. Space Race and the Cold War |
| D. The War on Poverty | I. 60's Legacies |
| E. Vietnam | |

LIST OF EXPECTED COURSE OUTCOMES: See above under goals

LEARNING/TEACHING TECHNIQUES used in the course are:

- | | |
|---|--|
| <input type="checkbox"/> Collaborative Learning | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Student Presentations | <input checked="" type="checkbox"/> Interactive Lectures |
| <input type="checkbox"/> Creative Projects | <input type="checkbox"/> Individual Coaching |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Films/Videos/Slides |
| <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Other (describe below) |
| <input type="checkbox"/> Lab | Discussion |

ASSIGNMENTS AND ASSESSMENTS FOR THIS CLASS INCLUDE:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Tests | <input type="checkbox"/> Individual Projects |
| <input type="checkbox"/> Oral Presentations | <input type="checkbox"/> Worksheets | <input type="checkbox"/> Collaborative Projects |
| <input type="checkbox"/> Textbook Problems | <input checked="" type="checkbox"/> Papers | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Group Problems | <input type="checkbox"/> Term Paper | |
| <input checked="" type="checkbox"/> Other (describe below) | | |
| Discussion | | |
| Quizzes | | |

EXPECTED STUDENT LEARNING OUTCOMES:

- 1) to develop knowledge of specific personalities, places, events and ideas of the 1960s in American history
- 2) to recognize key turning points (dates and events) in the 1960s
- 3) to study the age through reading the works of Tim O'Brien, Anne Moody, R. Heinlein, and others
- 4) to discuss in-depth the culture and counterculture of the 1960s
- 5) to study the age through some of its music such as the Beatles and Bob Dylan
- 6) to study the age through some of its art; also through some of its memorials such as the Vietnam Wall
- 7) to achieve the above outcomes while developing the goals related to thinking skills, communication skills and human diversity listed above

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or Minnesota Relay Service at 800-627-3529 or by using your preferred relay service.

**A Member of the Minnesota State Colleges and Universities System
An Affirmative Action Equal Opportunity Educator/Employer**

The information in this course outline is subject to revision.