**Shaken to the Roots, 1965 - 1980**

**Lecture 1 (p. 348 - 359)**

1. **The End of Consensus**
2. **Deeper into Vietnam**
3. **Controlled military escalation**

* Advisers persuaded Lyndon Johnson that controlled military escalation – a middle course between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – could secure Vietnam.
* On July 28, he finally gave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the commander of U.S. forces in Vietnam, doubled draft calls and an increase in U.S. combat troops from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by 1966.
* American forces reached their maximum of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in August 1969. In all more than \_\_\_\_\_\_\_\_\_\_\_ Americans served in Vietnam.

1. **“Search and destroy” strategy on the ground**

* As conceived by Westmoreland, it used sophisticated surveillance and heavily armed patrols to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which could then be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, artillery, and reinforcements carried in by helicopters.
* However, most opponents were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forcing the United States to make repeated sweeps through farms and villages. The enemy were difficult for Americans to recognize among farmers and workers, making South Vietnamese \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Voices of Dissent**
2. **The realists**

* “Realists,” such as Senator William Fulbright, the chairman of the Senate Foreign Relations Committee, argued that the war was a dangerous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the country’s vital interests in regions such as Europe, and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Some called it an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that revealed the power of multinational corporations to control \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Draft resistance**

* Much of the anger was directed against the military draft administration, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Draft deferral criteria favored the middle class and helped make Vietnam a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* As protests mounted, draft resistance provided a direct avenue to attack the war. Young men \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or applied for conscientious objector status on moral or religious grounds.

1. **New Left and Community Action**
2. **Students for a Democratic Society**

* The antiwar movement was part of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that took much of its tone from the university-based Students for a Democratic Society (SDS).
* SDS tried to harness youthful disillusionment about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **The Free Speech Movement**

* The Free Speech Movement (FSM), founded at the University of California at Berkeley in 1964 hoped to build a multi-issue “\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” around the idea of “a free university in a free society.”
* FSM protests climaxed with a December sit-in that led to \_\_\_\_\_\_\_\_\_\_\_\_ and stirred protests on other campuses.

1. **The Feminist Critique**
2. **The fight for equal economic opportunity**

* Mainstream feminism targeted unequal opportunity in the \_\_\_\_\_\_\_\_\_\_\_.
* College-educated baby boomers encountered “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and job discrimination, in which companies hired less qualified men who “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” rather than more qualified women who supposedly did not.

1. **The sexual revolution**

* Changes in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ efforts to equalize treatment in the workplace.
* More reliable methods of contraception, especially \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ introduced in the early 1960s, gave women greater control over childbearing.

1. **Youth Culture and Counterculture**
2. **The youth culture**

* Millions of young people in the second half of the 1960s expressed their alienation from American society by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or chasing the rainbow of a youth culture.
* The middle aged and middle class ignored the differences and dubbed the rebellious young “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

1. **The counterculture**

* Within the youth culture was a smaller and more intense counterculture that added \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, social radicalism, and evangelistic belief in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Sounds of Change**

* The youth culture was shaped by films and philosophers, by pot and poets, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The Beatles’ immense popularity opened the way for such hard-edged British bands as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to introduce social criticism and class consciousness into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The transformation of rock in the mid-1960s invited \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ treatment of sex and illegal drugs than was previously accepted in pop music.

1. **Communes and Cults**
2. **Communes**

* Thousands of Americans in the late 1960s and 1970s formed “\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_” or “communes.”
* Communes were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, financed by inheritances, food stamps, and handicraft sales, and they suffered from the same inequality between men and women that was fueling the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Religious communities**

* Far more organized were exotic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Following an American tradition, they have offered tightly knit group membership and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to basic questions of human life.

1. **Cities Under Stress**
2. **Diagnosing an Urban Crisis**

* Central cities had a special burden in caring for the domestic poor. Baltimore had \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Maryland population in 1970 but \_\_\_\_\_\_\_\_\_\_\_ of the state’s welfare recipients.
* Many urban problems were associated with the “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” created by the migration of 2.5 million African Americans from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cities in the 1950s and 1960s.
* Central cities faced additional financial problems unrelated to poverty and race. Much of their infrastructure was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ old by the 1960s and 1970s, and it was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Racial Rioting**
2. **The Watts riot**

* African Americans and Hispanics who rioted in city streets in the mid-1960s were fed up with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and with substandard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in their neighborhoods.
* The explosion of the Watts neighborhood in Los Angeles fixed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the public mind. Rioting, looting, and arson spread through Watts until the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occupied the neighborhood on August 14 and 15.

1. **Discontent based on rising expectations**

* Despite the political gains of the civil rights movement, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the police treated all black people as \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The urban riots were political actions to force the problems of African Americans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Minority Separation**
2. **Black Power**

* The phrase “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” challenged the central goal of the civil rights movement, which sought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in American life.
* Black power also meant increased interest in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or Black Muslims, who combined a version of Islam with radical separatism.
* The Black Panthers pursued similar goals. Bobby Seale and Huey Newton saw African – American ghettos as internal colonies in need of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The Panthers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to prevent mistreatment of African Americans and carried weapons into the California State Legislature in May 1967 to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Hispanic activism in the Southwest**

* Latinos in the Southwest developed their own “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” movement in the late 1960s, but the best-known Hispanic activism combined \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of earlier labor union organizing campaigns.
* Cesar Chavez organized the multiracial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (UFW) among the Mexican – American \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in California in 1965.
* Although the UFW had only limited success, Chavez’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ gave both Chicanos and the country a new hero.

1. **Native Americans assert their identity**

* Native Americans also fought both for equal access to American society and to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through tribal institutions.
* Some Native Americans used media-oriented protest, such as seizing the abandoned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1969-1971) to assist “\_\_\_\_\_\_\_\_\_\_\_\_.”
* Indians in Minneapolis created the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (AIM) in 1968 to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, stop police mistreatment and to assert their distinctiveness within American society.

1. **Suburban Independence: the Outer City**
2. **Baker v. Carr**

* In 1962, the Supreme Court in the case of ***Baker v. Carr*** overturned laws that treated counties or other political subdivisions as the units to be represented in state legislatures. The Court said that legislative seats should be appointed on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **The challenges of suburban school desegregation**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ controversies in the 1970s reinforced a tendency for suburbanites to separate themselves from city problems.
* In ***Swan v. Charlotte-Mecklenburg Board of Education*** (1971) the U.S. Supreme Court held that crosstown busing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the de facto segregation that resulted from residential patterns within a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The goal of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clashed with equally strong values of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, community, and ethnic solidarity.