

SECTION

2

Decade of Change

★ THE BIG IDEA

The 1960s were a tumultuous era in American society. During this period

- the struggle for civil rights continued.
- the women's rights movement organized.
- other groups, including Native Americans, struggled for equality.
- New Frontier and Great Society programs expanded upon the New Deal of the 1930s.
- the Cold War affected foreign policy in Latin America.

KEY TERMS

civil disobedience
Civil Rights Act of 1964
Voting Rights Act of 1965
Equal Rights Amendment
affirmative action
United Farm Workers
American Indian Movement
mainstreaming
Americans with Disabilities Act of 1990
New Frontier
Great Society
Cuban missile crisis
Berlin Wall

SECTION OVERVIEW

In the early 1960s, the continuing pressure of African American civil rights groups, plus growing public sympathy, forced the passage of new legislation. Women, Latino Americans, Native Americans, and disabled Americans adapted civil rights tactics to achieve their own goals of equality. Meanwhile, the cold war tensions between the United States and the Soviet Union continued, as the two nations came into conflict in Germany and Cuba.

KEY THEMES AND CONCEPTS

As you review this section, take special note of the following key themes and concepts:

Citizenship How did the African American civil rights movement inspire others to struggle to achieve greater equality?

Government How did Presidents Kennedy and Johnson continue and expand upon traditions from the New Deal of the 1930s?

Foreign Policy How did the antagonism between the United States and the Soviet Union bring the two nations to the brink of war?

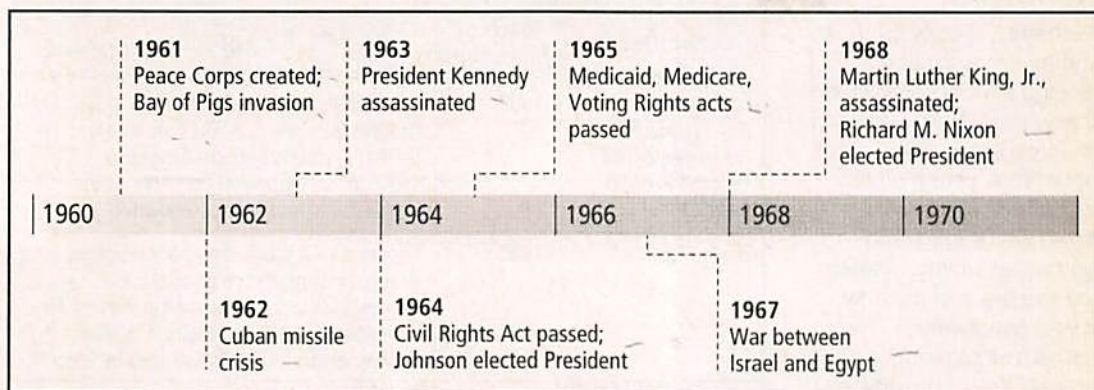
KEY PEOPLE

James Meredith
Medgar Evers
Lyndon B. Johnson
Malcolm X
Cesar Chavez

KEY SUPREME COURT CASES

Heart of Atlanta Motel v. United States
Roe v. Wade
Regents of the University of California v. Bakke

The Sixties



THE STRUGGLE FOR CIVIL RIGHTS CONTINUES

During the 1960s, the struggle of African Americans to win equality before the law grew more intense. In their fight, African Americans were seeking to overcome a heritage of racism that had been a part of American thought and tradition for more than 300 years.

By the 1960s, however, many African Americans were working together for the common goal of justice and equality. The successes they gained would deeply affect many parts of American society.

African Americans Organize

African Americans formed a number of different groups that used a variety of approaches in the attempt to achieve justice and equality. In the early 1960s, many groups followed the nonviolent methods introduced by Dr. Martin Luther King, Jr., and the Southern Christian Leadership Conference (SCLC), an organization of clergy who shifted the leadership of the civil rights movement to the South.

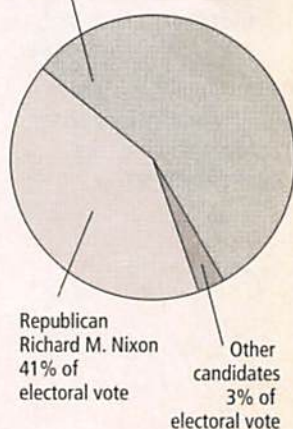
Many civil rights activists used a form of protest called civil disobedience. This means the deliberate breaking of a law to show a belief that the law is unjust. For example, they attempted to use segregated facilities at interstate train stations and bus depots. Usually they were arrested for such acts; often they were beaten.

JAMES MEREDITH The push to integrate education continued. In 1962, James Meredith, an African American Air Force veteran, made headlines when he tried to enroll at the all-white University of Mississippi. The governor of the state personally tried to stop Meredith from enrolling. Riots broke out, and federal marshals and the National Guard were called up. Although he had to overcome continued harassment, Meredith did finally enter and eventually graduate from the university.

Trying to shed 300 yrs of racism

Election of 1960

Democrat John F. Kennedy
56% of electoral vote



ANALYZING
DOCUMENTS

"Perhaps it is easy for those who have never felt the stinging dark of segregation to say, 'Wait.' But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; . . . when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted . . . as you seek to explain to your six-year-old daughter why she can't go to the public amusement park . . . and see tears welling up in her eyes when she is told that Funtown is closed to colored children, . . . then you will understand why we find it difficult to wait."

—Dr. Martin Luther King, Jr.,
"Letter from a Birmingham Jail" (1963)

- How does King justify the immediate need for direct action to end discrimination?

Major African American Organizations

Organization	Date of Founding	Background
National Association for the Advancement of Colored People (NAACP)	1909	Organized by black and white progressives; W. E. B. Du Bois an early leader; favored court challenges to segregation; appealed primarily to the professional and college-educated.
Black Muslims	1931	Founded as a black separatist religious group; became the voice of black nationalism in the 1960s; Muhammed Ali converted in 1965; Malcolm X, a leading spokesperson, was assassinated in 1965.
Congress of Racial Equality (CORE)	1942	Became best known for the "freedom rides" of the 1960s, efforts to desegregate interstate transportation.
Southern Christian Leadership Conference (SCLC)	1957	Founded by Martin Luther King, Jr., to encourage nonviolent passive resistance; organized black Christian churches.
Student Nonviolent Coordinating Committee (SNCC)	1960	In early days, used nonviolent civil disobedience in sit-ins and boycotts; later supported the idea of "black power" put forward by Stokely Carmichael.

GREENSBORO Practicing civil disobedience, demonstrators protested such discrimination as segregated lunch counters and buses. Sit-ins at lunch counters—the 1960s version of fast-food restaurants—began at Greensboro, North Carolina, in 1960. There a group of African Americans sat at a "whites only" lunch counter and refused to leave until served. As such protests became popular, some sympathetic whites often joined the sit-ins.

BIRMINGHAM In 1963, Dr. Martin Luther King, Jr., and the SCLC began a campaign to bring integration to Birmingham, Alabama, which many considered to be the most segregated city in the South. At a protest march, police used dogs and fire hoses to break up the marchers and arrested more than 2,000 people. One of those jailed was King, who then wrote his famous "Letter from a Birmingham Jail," in which he defended his methods of nonviolent civil disobedience and restated the need for direct action to end segregation.

Television cameras had brought the scenes of violence in Birmingham to people across the country. This helped build support for the growing civil rights movement. In Birmingham, the protests eventually resulted in the desegregation of city facilities.

says it all

MEDGAR EVERS White reaction to African American protests sometimes turned deadly. Medgar Evers, field secretary of the NAACP, had been working to desegregate Jackson, Mississippi. In June 1963, Evers was murdered by a sniper outside his home.

UNIVERSITY OF ALABAMA Also in June 1963, Governor George Wallace of Alabama vowed to stop two African American students from registering at the state university. Pressure from President Kennedy and the later arrival of the National Guard forced Wallace to back down. The two students enrolled peacefully.

THE MARCH ON WASHINGTON The growing civil rights movement moved President Kennedy to deliver a televised speech to the nation in June 1963 on the need to guarantee the civil rights of African Americans. This marked the first speech by a President specifically on this issue. Eight days later, he sent the most comprehensive civil rights bill in the nation's history to Congress.

Civil rights groups organized a huge march on Washington, D.C., in August 1963, to show support for the bill. At the march, Dr. Martin Luther King, Jr., delivered his famous "I have a dream" speech to a crowd of more than 200,000 participants. In the speech, he eloquently expressed his hopes for a unified America.

Not all Americans shared King's dream, however. Just a few weeks after the March on Washington, white terrorists bombed an African American church in Birmingham, killing four young girls.

JOHNSON AND THE CIVIL RIGHTS ACT After the assassination of John F. Kennedy in November 1963, the new President, Lyndon Johnson, recognized the urgency of pushing forward with civil rights legislation. Johnson worked tirelessly for the passage of the bill, and in July 1964, he signed the **Civil Rights Act of 1964**, the most sweeping civil rights law in American history. The bill called for

- protection of voting rights for all Americans. ✓
- opening of public facilities (restaurants, hotels, stores, restrooms) to people of all races. ✓
- a commission to protect equal job opportunities for all Americans. ✓

Passage of the Civil Rights Act came just months after ratification of the Twenty-fourth Amendment to the Constitution, which abolished the poll tax in federal elections. A poll tax was a fee that had to be paid before a person could vote. The poll tax had prevented poorer Americans—including many African Americans—from exercising their legal right to vote.

The Civil Rights Act of 1964 outlawed race discrimination in public accommodations, including motels that refused rooms to African Americans. In the landmark Supreme Court case Heart of Atlanta Motel v. United States (1964), racial segregation of private facilities engaged in interstate commerce was found unconstitutional.

← Big Racist

organized to support Kennedy's civil rights bill

TURNING POINT

Why is the Civil Rights Act of 1964 considered a turning point in the struggle for civil rights?

most note

**READING
STRATEGY****Organizing Information**

In the space below, list three provisions of the Voting Rights Act of 1965. Which do you think is the most significant? Why?

1.

2.

3.

**KEY THEMES AND
CONCEPTS****Individuals, Groups,
Institutions**

In the 1960s, many African Americans felt that they should take more control over the political and economic conditions in their lives. A new leader named Malcolm X emerged and began to attract attention from more militant individuals.

How were Malcolm X's beliefs different from those of Martin Luther King, Jr.?

**TURNING
POINT**

Why is the assassination of Martin Luther King, Jr., in 1968 considered a turning point in history?

THE VOTING RIGHTS ACT OF 1965 Many southern states continued to resist civil rights legislation and Supreme Court rulings. Southern resistance to civil rights laws angered Johnson. He proposed new legislation, which was passed as the **Voting Rights Act of 1965**. This bill

- put an end to literacy tests—tests of a person's ability to read and write that had often been misused to bar African American voters.
- authorized federal examiners to register voters in areas suspected of denying African Americans the right to vote.
- directed the attorney general of the United States to take legal action against states that continued to use poll taxes in state elections.

CHANGES IN THE CIVIL RIGHTS MOVEMENT The summer of 1964 was known as "Freedom Summer" for its many demonstrations, protests, voter registration drives, and the March on Washington. Freedom Summer and the passage of the Voting Rights Act a year later marked highpoints of the civil rights movement.

By the mid-1960s, some civil rights activists became frustrated that the new legislation had not improved conditions enough. Some demanded "Black Power," stressing that African Americans should take total control of the political and economic aspects of their lives. Some advocated the use of violence. Meanwhile, more moderate leaders continued to call for nonviolent methods of protest. These splits weakened the effectiveness of the civil rights movement.

A new, more militant leader, Malcolm X, began to attract a following from African Americans who were frustrated by the pace of the civil rights movement. Malcolm X spoke against integration, instead promoting black nationalism, a belief in the separate identity and racial unity of the African American community. A member of the separatist group Nation of Islam until 1964, Malcolm X broke with that group to form his own religious organization, called Muslim Mosque, Inc. After a pilgrimage to the Muslim holy city of Mecca in Saudi Arabia, during which he saw millions of Muslims of all races worshipping peacefully together, he changed his views about integration and began to work toward a more unified civil rights movement. He had made enemies, though, and in February 1965, he was assassinated at a New York City rally.

In 1964 and 1965, frustration at the discrimination in housing, education, and employment boiled over into riots in New York City, Rochester, and the Watts neighborhood of Los Angeles. In Watts alone, 34 people were killed, and more than a thousand were injured.

The federal government set up the Kerner Commission to investigate the cause of the rioting. It concluded that the riots were a result of the anger that had been building in many of America's inner cities.

ASSASSINATIONS Dr. Martin Luther King, Jr., had been awarded the Nobel Peace Prize in 1964 "for the furtherance of brotherhood

among men." He remained a leading speaker for African American rights, even as splits developed in the civil rights movement.

As a supporter of the underprivileged and the needy, King went to Memphis, Tennessee, in April 1968 to back a sanitation workers' strike. There he was shot and killed by a white assassin. The death of the leading spokesperson for nonviolence set off new rounds of rioting in American cities.

Just two months after King's death, Senator Robert F. Kennedy, brother of the late President and now a presidential candidate committed to civil rights, was assassinated. The shock of these deaths and the increasing urban violence made the goals of King and the Kennedys seem far off to many Americans.

THE WOMEN'S RIGHTS MOVEMENT

Like African Americans, women had long been denied equal rights in the United States. The successes of the African American civil rights movement in the 1960s highlighted the need for organized action by women to achieve similar goals.

Past Successes, New Goals

The women's rights movement was not just a product of the 1960s. The struggle for equality had been a long one. Some of the key events in the struggle are listed below.

- 1848 The Seneca Falls Convention marked the beginning of the organized women's rights movement in this nation.
- 1868 Passage of the Fifteenth Amendment granted the vote to African American men but not to any women. Susan B. Anthony arranged to have a women's suffrage amendment introduced in Congress. It was defeated there, but Anthony and others continued the fight.
- 1920 Ratification of the Nineteenth Amendment gave women the right to vote.

1940s Thousands of women took jobs in war-related industries.

By the 1960s, women had exercised the right to vote for 40 years, yet women still had not achieved equal status with men economically and socially. Women's groups renewed demands for a variety of goals including more job opportunities, equality of pay with men, and an end to discrimination based on sex.

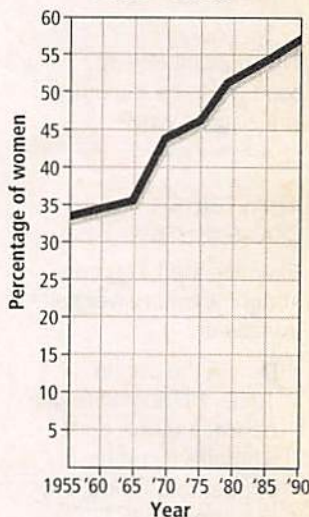
Presidents Kennedy and Johnson appointed no women to major posts in their administrations. Yet in those years, fundamental changes occurred.

- More and more women entered fields that men had traditionally dominated, such as law, medicine, engineering, and the sciences.
- In 1963, Betty Friedan wrote *The Feminine Mystique*, a book arguing that society had forced American women out of the job market and

ANALYZING DOCUMENTS

According to the line graph below, between which years did the number of women working outside the home first exceed 50 percent?

Women Working Outside the Home, 1955–1990



Source: Statistical Abstract of the United States

READING STRATEGY

Organizing Information

In the space below, list five important events of the women's rights movement of the 1960s and early 1970s.

- 1.
- 2.
- 3.
- 4.
- 5.

Which event do you consider to be the most significant? Why?

ANALYZING DOCUMENTS

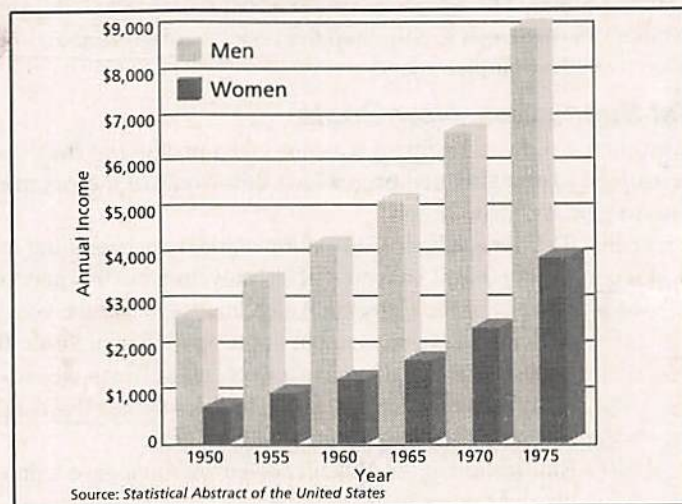
Examine the bar graph at right, then answer the questions.

- During the period 1950–1975, did the gap between men's and women's incomes appear to be widening or narrowing?
- What might explain this trend?

back into the home after World War II. She said that not all women were content with the role of homemaker and that more job opportunities should be open to women.

- Title VII of the Civil Rights Act of 1964 barred job discrimination on the basis of sex as well as race.
- The National Organization for Women (NOW) formed in 1966 to push for legislation guaranteeing equality for women.
- Congress approved the **Equal Rights Amendment (ERA)** in 1972 and sent it to the states for ratification. The amendment stated "equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex." *not signed by all states yet*
- The Equal Opportunity Act of 1972 required employers to pay equal wages for equal work.
- Title IX of the Educational Amendments Act of 1972 gave female college athletes the right to the same financial support as male athletes.

Median Incomes of Men and Women, 1950–1975



In the landmark case of *Roe v. Wade* (1973), the Supreme Court ruled that a woman's right to terminate a pregnancy is constitutionally protected. Laws making abortion a crime were overturned because they violated a woman's right to privacy; the Supreme Court held that the states could only limit abortion after the first six months of pregnancy. Challenges to the decision in *Roe v. Wade* continued for decades afterward.

Today many states have instituted laws against abortion after 1st 6 mos. Activist won't challenge for fear of nothing

AFFIRMATIVE ACTION Some of the laws guaranteeing equal opportunities for women, African Americans, and other minority groups called for **affirmative action**. This meant taking positive steps to eliminate the effects of past discrimination in hiring. In practice, it often meant giving preference to members of such groups when hiring

workers or accepting applicants to schools. These affirmative action programs were begun during the Johnson administration of the 1960s.



Adapted from The New Yorker



"Founding Fathers? How come no Founding Mothers?"

WOMEN'S RIGHTS VOCABULARY The term *feminism* refers to the belief that women should have the same economic, social, and political rights as men. The women's rights movement is sometimes called the feminist movement.

The term *sexism* refers to beliefs or practices that discriminate against a person on the basis of sex. The women's movement directed its efforts at removing sexist terminology, practices, and literature from American business and education.

The term *glass ceiling* was used to describe a mid-level position to which women might be promoted in many jobs but which allowed women to see upper-level, better-paying positions that were held by men and were not open to women. This type of unspoken discrimination occurred in all types of employment and can still be found today.

Setbacks for the Women's Rights Movement

Not all Americans supported the women's rights movement. Some argued that women already had equal rights. Others claimed that those goals undermined "traditional" values. In 1971, President Nixon vetoed a bill that would have provided for a national system of day care for the children of working mothers. His reason for vetoing the bill was that he believed that the family rather than the government should be responsible for the care of children.

Critics also charged that affirmative action programs were a kind of reverse discrimination, in which white males lost chances at jobs to less-qualified women and members of minority groups. In 1979, the Supreme Court ruled in *Regents of the University of California v. Bakke* that the school used racial quotas when deciding

ANALYZING DOCUMENTS

Examine the cartoon at left, which features a painting by John Trumbull that shows the signing of the Declaration of Independence.

- What criticism about this painting are the two characters giving?

READING STRATEGY

Formulating Questions

Why might some women support the women's rights movement of the 1960s, while other might oppose it?

**PREPARING FOR THE EXAM**

Why did the proposed Equal Rights Amendment cause controversy?

ANALYZING DOCUMENTS

According to the graphic organizer below, how did Latinos gain political strength at a national level in the 1960s?

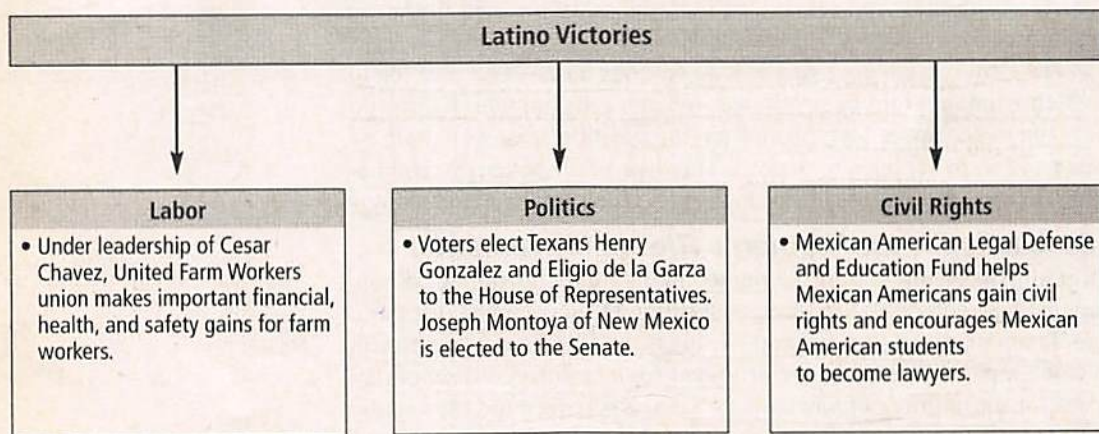
on applicants to medical school. This meant that Allan Bakke was rejected admission to the medical school in favor of less-qualified applicants. The Court ruled that Bakke had been denied equal protection under the Fourteenth Amendment. It nevertheless found that other affirmative action programs may be constitutional.

The proposed ERA generated tremendous controversy. Opponents claimed that the women's rights movement had led to rising divorce rates, increasing numbers of abortions, and the growing acceptance and recognition of homosexuality—all threats to traditional values, said critics. Ratification of the ERA, they argued, would cause still more problems for American society. By the 1982 deadline, the ERA was three states short of ratification and thus was defeated.

In the late 1980s and 1990s, women's groups began to demand legal protection against physical and mental abuse directed toward both women and children. Lawsuits began to occur to protest sexual harassment, especially in the workplace.

OTHER GROUPS STRUGGLE FOR THEIR RIGHTS

In addition to the African American and women's civil rights movements, Latinos, Native Americans, and disabled Americans fought for equality and justice.

Latino Victories in the 1960s

Latinos began to organize against discrimination in the 1960s.

Latinos

Latinos—people whose family origins are in the Spanish-speaking nations of Latin America—have often been denied equal opportunities

in employment, education, and housing. The largest group of Latinos is Mexican Americans, often known as Chicanos.

By the early 1960s, large numbers of Chicanos were employed as farm workers, often migrants. They faced problems of discrimination, poor pay, and hazardous working conditions. In 1962, a Chicano named Cesar Chavez emerged as a labor leader, starting a union for migrant farm workers, a union that became the **United Farm Workers**. Chavez's work was especially helpful to grape and lettuce pickers in their struggle for higher wages and better working conditions.

Chavez, like Dr. Martin Luther King, Jr., believed in nonviolent methods. Chavez continued to serve as spokesperson for farm workers until his death in 1993. He helped raise the self-esteem of the nation's growing Latino population by making their contributions to the American economy and culture more visible.

Native Americans

In the twentieth century, some conditions for Native Americans had improved. They were granted full citizenship in 1924, and Franklin Roosevelt's Indian New Deal of the 1930s had changed earlier government policies and aimed to rebuild tribes and promote tribal cultures. As the circumstances of the Native Americans improved, their population began to increase.

Nevertheless, conditions remained poor for many Native Americans. The per capita income of Native Americans was well below the poverty level. Rates of alcoholism and suicide were the highest of any ethnic group in the United States. Unemployment rates were far higher than the national average, and the high-school dropout rate was near 50 percent.

NATIVE AMERICANS ORGANIZE In the early 1950s, Congress had enacted legislation to lessen government control over reservations, but this led to the loss of property by many Native Americans and forced some onto welfare. During the Johnson administration, the government tried to improve conditions by starting new programs to raise the standard of housing and to provide medical facilities, educational institutions, and vocational training.

Native Americans began demanding greater responsibility in making decisions that affected their lives. Native Americans took inspiration from the African American civil rights movement. They began to call for "Red Power" and formed the **American Indian Movement (AIM)** to further their goals.

In 1969, a group of militant Native Americans seized Alcatraz Island in San Francisco Bay with the demand that it be turned into an Indian cultural center. In 1972, members of AIM occupied the Bureau of Indian Affairs in Washington, D. C., demanding rights and property they said were guaranteed to them under earlier treaties. In 1973, AIM members occupied the reservation village of Wounded Knee, South Dakota, site

READING STRATEGY

Organizing Information

Latinos also faced problems of discrimination. What are two ways that they fought for equal rights?

1.

2.

KEY THEMES AND CONCEPTS

Government

How did the federal government change its policies toward Native Americans in the early 1900s? What were the effects of these changes?

PREPARING FOR THE EXAM

- What problems did Native Americans face in the 1960s and 1970s?
- How did they draw attention to their plight?

of the last battle in the Indian wars of the 1800s. The takeover lasted two months, with the militants demanding changes in policies toward Native Americans.

Although these actions did not always achieve Native Americans' goals, the agitation did draw attention to their problems. Throughout the 1970s, court decisions tried to remedy earlier treaty violations. By 1989, Native Americans had been awarded more than \$80 million as compensation for lost land.

In addition, government policies changed again. The Indian Self-Determination and Education Assistance Act of 1975 gave Native Americans more control over reservations. Also, the post of Assistant Secretary of the Interior for Indian Affairs was created in 1975 to protect Native American interests.

NEW YORK STATE AND NATIVE AMERICANS Some major court cases involving Native American rights have taken place in New York State. For example, in *County of Oneida v. Oneida Indian Nation of New York State* (1985), the Supreme Court ruled that Native Americans had a right to sue to enforce their original land rights. The Court further stated that New York's purchase of 872 acres from the Oneida Indians in 1795 was illegal, because it was neither witnessed by federal agents nor approved by Congress. Both these steps were required under the federal Indian Trade and Non-Intercourse Act of 1793. Such court decisions have encouraged other Native American groups in New York State and across the nation to sue for return of lost lands.

More recent controversies have arisen in northern New York regarding the St. Regis Indian Reservation, or Akwesasne Mohawk Reservation as it is also known. Violence erupted on the 14,000-acre reservation, which stretches into southern Canada, in the spring of 1990. At issue was gambling on the reservation. The incident involved questions of which Native American group controlled reservation policy as well as the role New York State has in dealing with the reservation.

Disabled Americans

Americans with disabilities have endured a long struggle to gain their full rights in American society. In the nation's early years, care of the handicapped was usually left to their families, often resulting in the neglect or abuse of the disabled. Reformers began to work for change in the early 1800s. For example, in Massachusetts, Dorothea Dix led a campaign to improve conditions for mentally ill people, resulting in the founding of more than 30 state institutions to care for them.

Educational opportunities for hearing-impaired students were gradually widened. Gallaudet College in Washington, D.C., was founded in 1857, and today that institution is internationally recognized for its educational programs for hearing-impaired students. In the late 1980s, its students successfully demonstrated to win appointment of a hearing-impaired person as president of the college. In New York

KEY THEMES AND CONCEPTS

Constitutional Principles

The Supreme Court case *County of Oneida v. Oneida Indian Nation of New York State* (1985) established that Native American tribes had the right to sue state governments to reclaim their tribal lands.

- Why is *County of Oneida v. Oneida Indian Nation of New York State* important in the struggle for Native American equality?

READING STRATEGY

Reinforcing Main Ideas

How has the view of people with handicaps changed from the nation's early years to today?

Signs in Washington, D.C. about the 1980s live in So No. 10

State, the National Technical Institute for the Deaf at the Rochester Institute of Technology is another school for the hearing impaired whose programs have won wide recognition. The school provides deaf students with college training in technical and scientific fields.

Educational opportunities were also widened for visually-impaired students. In 1829, the Perkins School for the Blind opened in Boston and quickly became a model for schools elsewhere. Although such schools still exist and serve important functions, many visually-impaired students today attend regular schools under a practice called **mainstreaming**. The idea behind mainstreaming is to bring handicapped students out of the isolation of special schools and into the "mainstream" of student life.

NEW PROGRAMS FOR PEOPLE WITH DISABILITIES The federal government has been especially active in setting out new programs and policies for people with disabilities.

- President Kennedy established the Presidential Commission on Mental Retardation to study and highlight the problems of the mentally handicapped individuals in American society.
- President Kennedy also backed the establishment of the Special Olympics to provide both a showcase and encouragement for athletes with handicapping conditions.
- The Rehabilitation Act of 1973, Section 504, barred discrimination against people with disabilities in any programs, activities, and facilities that were supported by federal funds.
- The Education for All Handicapped Children Act of 1975 ensured a free, appropriate education for children with disabilities, including special education and related services.
- The **Americans with Disabilities Act of 1990** prohibited discrimination in employment, public accommodation, transportation, state and local government services, and telecommunications. Benefits of the act included greater accessibility to public buildings and transportation for people who use wheelchairs and the availability of electronic devices to allow hearing-impaired people to use telephones and enjoy movies.

Activism by disabled veterans, especially from the Vietnam War, drew increased attention to the needs of people with disabilities. Celebrities have also taken up the cause of working for increased congressional funding of medical research. Some examples include Elizabeth Taylor for AIDS research, Christopher Reeve for spinal cord injuries research, and Michael J. Fox for Parkinson's disease.

Schools began to mainstream students with disabilities into regular classrooms. Students who previously might have attended special schools with other students with similar disabilities have begun to attend regular public schools in a major attempt at deinstitutionalization. These efforts are known as programs of inclusion.

KEY THEMES AND CONCEPTS

Diversity

What is the purpose behind the practice of mainstreaming?

READING STRATEGY

Analyzing Cause and Effect

How did the Americans With Disabilities Act (1990) change the lives of people with handicaps?

**PREPARING FOR THE EXAM**

On the examination, you will need to understand the major domestic programs of the 1960s.

In the space below, give two provisions of President Kennedy's "New Frontier" program and the reasons for these provisions.

1.

2.

THE NEW FRONTIER AND THE GREAT SOCIETY

Not all legislation on domestic issues during the 1960s concerned civil rights. Kennedy's programs, known as the **New Frontier**, and Johnson's, known as the **Great Society**, continued and expanded upon traditions begun during Franklin Roosevelt's New Deal of the 1930s.

Kennedy

- **The space program** Following the successful launch of a Soviet cosmonaut in 1961, the first man in space, President Kennedy committed the nation to a space program with the goal of landing a person on the moon by the end of the 1960s. In July 1969, six years after Kennedy's death, that goal was met when astronaut Neil Armstrong stepped onto the moon's surface. The effort had cost some \$25.4 billion.
- **The Peace Corps** This program sent thousands of American volunteers to developing nations where they trained local people in technical, educational, and health programs. The Peace Corps program was intended to offset the growth of communism in such nations. The program is still in existence.

**PREPARING FOR THE EXAM**

On the examination, you will need to understand major U.S. domestic policy.

In the space below, give three provisions of President Johnson's "Great Society" program and the reasons for these provisions.

1.

2.

3.

Johnson

- **The VISTA program** The Volunteers in Service to America (VISTA) program was meant as a domestic Peace Corps, aiding poor citizens in rural and impoverished areas.
- **The Office of Economic Opportunity** Set up in 1964, this was the directing agency in President Johnson's War on Poverty. Its branches included Project Head Start (to provide education for preschoolers from low-income families), Project Upward Bound (to assist high-school students from low-income families to attend college), and the Job Corps (to provide vocational training for high-school dropouts).
- **The Elementary and Secondary Education Act** This 1965 measure provided more than \$1 billion in federal aid to education, with the greatest share going to school districts with large numbers of students from low-income families. Sections of the bill required that schools accepting the money be integrated.
- **Medicare** Amendments to the Social Security Act provided health insurance and some types of health care to those over the age of 65. A Medicaid program provided states with funds to help the needy who were not covered by Medicare.
- **Department of Housing and Urban Development** This cabinet post was meant to oversee federal efforts to improve housing and aid economic development of cities. Its first head, Robert C. Weaver, was the first African American to hold a cabinet post.

FOREIGN POLICY IN THE 1960S

United States foreign policy under Kennedy and Johnson continued Truman's cold war policy of containment of communism. In Section 3, you will review how this policy led the nation into the **Vietnam War**. In this section, you will see how cold war concerns affected other aspects of the United States foreign policy in the 1960s.

A History of Involvement

As you remember, the United States has been deeply involved in the affairs of Latin America since early in its history. Latin American nations often resented such intervention, and United States policies have left a legacy of anger and hostility.

Some of the key events in United States-Latin American relations are listed on the next page. For additional discussion of these events, see Unit 3, Section 2.

Key Developments in United States— Latin American Relations

The Monroe Doctrine	In 1823, President Monroe warned the nations of Europe not to interfere with the nations of the Western Hemisphere, thus assuming the role of protector of the Western Hemisphere. However, this policy earned the United States a negative image in much of Latin America.
Spanish-American War (1898)	Victory in a war with Spain brought the United States an overseas empire. It also increased the nation's role in Latin America by giving it possession of Puerto Rico and much control over the government of Cuba.
Panama Canal (1901–1914)	The United States gained control over land where it wanted to build a canal by interfering in the internal affairs of Colombia. As a result, the United States made many enemies in Latin America.
Roosevelt Corollary (1904)	Under this addition to the Monroe Doctrine, President Theodore Roosevelt claimed the United States had the right to intervene in the affairs of Latin American nations guilty of "chronic wrongdoing."
"Dollar Diplomacy" (early 1900s)	This term describe President Taft's plan of increasing U.S. influence in Latin America through economic investment backed by military force.
"Good Neighbor" Policy (1933)	This was President Franklin Roosevelt's effort to improve relations with Latin America by stressing increased cooperation.

KEY THEMES AND CONCEPTS

Examine the table at left, then answer these questions.

- Which event resulted in the United States becoming an imperial nation?
- Which development was intended to improve relations with Latin American nations?

*Truman's
Policy
moves all
way into
60*

KEY THEMES AND CONCEPTS

Foreign Policy

In the 1960s, the United States had an uneasy relationship with many Latin American nations. While Presidents Kennedy and Johnson supported the cold war policies begun under President Truman, Kennedy hoped to warm ties with Latin American through the Alliance for Progress. However, economic development funds from this program tended to support repressive, anti-communist governments.

- Why was the Bay of Pigs invasion of Cuba considered a failure?

TURNING POINT

Why is the Cuban missile crisis of 1962 considered a turning point in U.S.-Soviet relations?

Kennedy and Latin America

Some of President Kennedy's most significant foreign policy decisions involved Latin America.

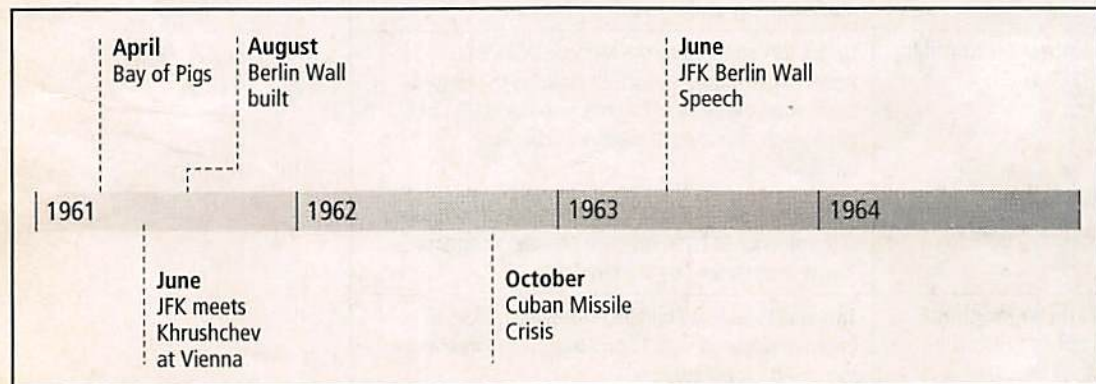
THE ALLIANCE FOR PROGRESS Kennedy hoped to improve relations with Latin America and stop the spread of communism there through the Alliance for Progress, which pledged \$20 billion to help economic development in the region. However, funds often went to aid repressive governments simply because they were anticommunist.

THE BAY OF PIGS After President Kennedy took office, he approved a CIA plan to overthrow Fidel Castro, the communist leader of Cuba. The plan called for Cuban exiles—supplied with U.S. arms, material, and training—to invade Cuba and set off a popular uprising against Castro. The invasion took place on April 17, 1961, at a location called the Bay of Pigs, about 90 miles from Havana. No uprising followed, and Castro's troops quickly crushed the invading forces, to the embarrassment of Kennedy and the United States government.

THE CUBAN MISSILE CRISIS Fearing another U.S. invasion attempt, Castro agreed to a Soviet plan to base nuclear missiles aimed at the United States in Cuba. Kennedy learned of the plan while the bases were under construction. On October 22, 1962, he announced a naval blockade of Cuba and demanded that the Soviets withdraw the missiles. The **Cuban missile crisis** brought the United States and the Soviet Union to the brink of war, but the Soviets backed down and withdrew their missiles.

Kennedy had clearly demonstrated that the United States would not tolerate a Soviet presence in the Western Hemisphere just 90 miles from its shores. By doing so, Kennedy also helped the nation recover some of the prestige it had lost in the failed Bay of Pigs invasion.

U.S. - Soviet Tensions, 1961–1963



In 1963, the United States, Soviet Union, and Great Britain signed a nuclear test ban treaty in which they agreed not to test nuclear weapons in the air, in outer space, or under the sea. Underground testing was permitted.

Kennedy and Berlin

Since World War II, the division of Germany into a Communist East Germany and a democratic West Germany had added to cold war tensions. President Kennedy and Soviet Premier Nikita Khrushchev met in Austria in June 1961 to discuss relations between the United States and the Soviet Union. Khrushchev thought that the Bay of Pigs disaster revealed American weakness, and he tried to threaten Kennedy into removing NATO troops from Europe. Instead, Kennedy increased U.S. military and financial commitment to West Germany.

Response to the American moves came in August 1961, when the East German government built a wall between East and West Berlin. The **Berlin Wall** was meant to stop the flood of East Germans escaping to freedom in the West and quickly became a symbol of tyranny. In June 1963, Kennedy visited West Berlin, renewing the American commitment to defend that city and Western Europe. In a famous speech, he said that he and all people who wanted freedom were citizens of Berlin.

The Berlin Wall stood as a strong cold war symbol until 1989. In that year, political change sweeping through Eastern Europe led East Germany to tear down the wall. By October 1990, the rapid political changes in the region had led to the reunification of the two Germanys as a single nation for the first time since the end of World War II.

IMPACT OF KENNEDY'S DEATH Kennedy's energetic voice for world democracy and his multilingual wife, Jacqueline, helped to make friends for the United States in many areas of the world. His tragic and unexpected assassination in November 1963 caused an outpouring of grief from around the world as dozens of foreign heads of state came hurriedly to Washington, D.C., for Kennedy's funeral.

ANALYZING DOCUMENTS

Examine the timeline on page 316, then answer these questions.

- How many years passed between the fall of the Berlin Wall and the reunification of Germany?
- Which event occurred first: the meeting between President Kennedy and Soviet Premier Khrushchev, or the building of the Berlin Wall?