

Making History: 1968 Around the World

Fall, 2012

Professor Sara Sanders

HIS 100-03; MWF 11:00-11:50am;

Office Hours: TBA

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Course Description

“There are some years that stand out more clearly than the rest, when in our memory it seems that the world spun faster and important and unexpected things occurred almost on a daily basis. 1968 was that kind of a year.”

Michael Kaufman, New York Times reporter

This course is one of a set of 100-level courses that are titled “Making History.” The twin goals of the courses are, first, to examine how and why groups of people in various countries made history by shaping the trajectory of events, and, second, to examine how we, looking back, tell their story; how we re-make the history they made. This is a course that travels on parallel tracks: we study events in the past and we study the methods historians use to recount and interpret those events.

The global disturbances of 1968 are our vehicle for this exploration of the making and re-making of history. Because this is an introductory course, its design does not presume that you have prior knowledge of the topic. But the design does presume that you are committed to engagement with a considerable amount of reading and film viewing in order to gain knowledge of the topic. An introductory course is, by definition, a difficult undertaking because the climb toward mastery is necessarily steep and requires both knowledge acquisition and skill development. The course design is intended to aid you in making this brief, steep climb toward knowledge and understanding of “1968” and to equip you with the historical mindset and methods that will enable further study in this, and other, historical topics. To do that, we need to work on particular reading, writing, and research skills.

Time constraints mock any pretense of “covering” everything that happened in 1968 or everything that has been said about what happened. This syllabus offers a selection of topics that keep our eyes focused on state-society relations, confining our temporal scope to the year 1968 and its Cold War context. By December we should have a better understanding of the lived experience of 1968 and historians’ interpretations of

Required Texts

Arnold, John H, History: A Very Short Introduction (Oxford University Press, 2000).
William Chafe, The Unfinished Journey: America Since World War II (Oxford, Sixth

Evaluation Policy

Short writing assignments	= 100 points (20 each)
2 exams	= 200 points (100 each)
Annotated bibliography assignments)	= 250 points (200 for the bibliography, 50 for related assignments)
Presentation	= 50 points
Participation/contribution	= 150 points
Total points possible	= 750 total points possible

A to A- is 90% and higher

B+ to B- is 80% to 89%

C+ to C- is 70% to 79%

I do not mention the grades of D or F because I do not expect anyone in this class to get into that situation. If I see you headed there, we will talk about how you can change direction.

Also, in my experience, students often focus on their points on exams and fail to appreciate the importance of the points they can continually amass with short writings and consistent contributions to class discussion. If your final grade is important to you, then I strongly advise that you do the short writings and be a regular contributor to class discussion and debates. Attending to that part of the work will both prepare you to do well on exams and will give you a solid base of course points.

Take note: “class participation” is a substantial portion of your grade. What criteria do I use to evaluate your participation?

1. Did your presence in the class, over the course of the semester, improve the quality of our collective experience? Did you, on a weekly basis, raise a question, add a bit of information, make an observation, engage with a class member on a point, venture an idea? At the end of the term, can I look back and say, “yes, that student contributed to the value of the class”?
2. Participation involves questions, answers, theories, speculations, connections to other classes or earlier readings, jokes, expressions of amazement or anger or curiosity or confusion or dismay or delight. It means bringing your reactions to this material to the room and contributing those reactions in a way that enhances everyone’s learning.

An observation: students are sometimes shy about floating speculative theories in class. They are quiet in class and then float the speculative theory in an essay exam. This is a poor strategy! Class is the place to put forth a new idea and see what we all make of it.

Exams are the place to develop those ideas that you feel confident are sustainable.

3. "C" in participation = you attended regularly and were reliable about assignments but seldom if ever spoke. In short, you did not demonstrate engagement with the day's readings.

"B" = you were regular & reliable about attendance and assignments, and you sometimes contributed in class . . . or you contributed regularly when you were in class, but you were not reliable about attendance and assignments.

"A" = you were regular & reliable writings about attendance and assignments, and you were a regular, reliable participant in discussion. via ca0 1Td n.17 0 Td [(r)7 T61[(r)1 (e)-6

SCHEDULE OF READINGS AND CLASS ACTIVITIES

Week One: Introduction to the course and “the Sixties”

August 31: Introduction to the course and the syllabus

- Class Syllabus

Week Two: 1945-1965: A Very Short Introduction

September 3: Introduction to Post-WWII Europe & U.S.

- review syllabus and bring questions
- Gitlin, “Fighting Back” from The Sixties: Years of Hope, Days of Rage (PWeb)
- Suri, “The Global Disruption

- Fraser, Chapter 3, “Shaping the Movements” from 1968: A Student Generation in Revolt (PWeb)

Writing assignment #1 due in class.

September 12: The Permissive Society?

- Petigny, Chapter 5, “Youth Culture” from The Permissive Society, America, 1941-1965 (PWeb)
- Lorence, Introduction to Screening America (PWeb)

September 14: What’s the Question? What’s the Data? What’s the Interpretation?

- Arnold, History: A Short Introduction, Chapter 1
- selections from MAD Magazine and SEVENTEEN magazine (PWeb)

Writing assignment #2 due in class.

Week Four: The Cold War and Imperialism

September 17: Post-World War II Resistance to Colonialism

- Westad, “The Revolutionaries,” from The Global Cold War (PWeb)
- Chapters 29 & 30 from Popkin, A History of Modern France (PWeb)
- Fulbright, “Intervention in the Dominican Republic” (PWeb)
- Che Guevarra’s “Two, Three, Many Vietnams” (PWeb)

Group presentation #1.

September 19: The U.S., the USSR, and Cuba

- Arnold, History: A Short Introduction, Chapters 2-3
- V. Brown, “Decision Making on the Brink” from Going to the Source (PWeb)
- “Did JFK Lose Berlin?” (PWeb)

September 21: JFK & LBJ

Chafe, Chaps. 7 & 8

Week Five: The Hot War

Film viewing: “The Fog of War” (2 hours). On reserve in A-V.

September 24: War in Vietnam: From Dien Bien Phu to Tet

- Chafe, Chapters 9 & 10
- Patch, “The War on Television” (PWeb)
- Chronology of Vietnam War, 1942-1972 (PWeb)
- The Pentagon Papers excerpts (PWeb)

September 26: U.S. Critiques of the Vietnam War

- Franklin, "The Antiwar Movement We are Supposed to Forget" (PWeb)
- skim Wikipedia on "Opposition to the U.S. Involvement in Vietnam":
http://en.wikipedia.org/wiki/Opposition_to_the_U.S._involvement_in_the_Vietnam_War;
- Duncan, Fulbright, Cronkite (PWeb)
- Robert F. Kennedy (PWeb)
- Martin Luther King, "A Time to Break Silence" at:
<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>
On that site, you will be able to LISTEN to the sermon.

September 28: The Fog of War

- Be prepared to discuss the film in class
- Reviews of "The Fog of War" (PWeb)
- Craig McNamara oral history (PWeb)
- Paul Potter, "We Must Name the System" & 1965 Student Opinions (PWeb)

Week Six: Race

Film viewing, 8:00-10:00: CBS Reports re: "Voting Rights in Mississippi" and "Black Power/White Backlash" (2 hours). On reserve in A-V.

October 1: From Civil Rights to Black Power

- Chafe, Chapter 6 and pp. 290-307
- Williams, "A Red, Black, and Green Liberation Jumpsuit" from The Black Power Movement (PWeb)

October 3: Black Power and Mentalité

- Arnold, Chapters 6
- SNCC Founding Statement (1960) (PWeb)
- Carmichael, "What We Want" (1966) (PWeb)
- Black Panther Party, "What We Want, What We Believe" (1966) (PWeb)

October 5: International Black Power & the Black Panther Party

- Joseph, Chapter 8 from Waiting 'Til the Midnight Hour (PWeb)
- Klimke, "Black and Red Panthers" (PWeb)
- CIA report, "Restless Youth" excerpt (PWeb)
- Be prepared to discuss the film

Week Seven: Wealth

Film viewing, "A Midwives Tale." On reserve in A-V.

October 8: Questioning Wealth & Privilege

- Chafe, pp. 307-322
- "Port Huron Statement, 1962" (PWeb)
- Marcuse, One Dimensional Man excerpts (PWeb)
- Harrington, The Other America excerpt (PWeb)
- Galbraith, The Affluent Society excerpt (PWeb)
- Levy, "Statistical Profile" America in the Sixties (PWeb)

October 10: "Berkeley in the Sixties"

- Kerr, The Uses of the University excerpts (PWeb)
- Chronology of Free Speech Controversy (PWeb)
- "We Want a University" (PWeb)
- Lyonns, "The Police Car Demonstration: A Survey of Participants" (PWeb)
- Heist, "Intellect and Commitment: The Faces of Discontent" (PWeb)
- Williamson, "Rights and Responsibilities of Students" (PWeb)
- Weissman response to Williamson (PWeb)
- Westby & Braungart, "Class and Politics in Family Backgrounds..." (PWeb)

Group presentation #2.

October 12: Telling the Story

- Arnold, Chapter 7
- Chafe, pp. 322-334
- text of LBJ televised address, March 31, 1968. (PWeb) The famous last six minutes of LBJ's address are at: <http://www.youtube.com/watch?v=2-FibDxpkb0>

Prompt and guidelines for take-home midterm exam will be distributed in class

Week Eight: Doing 1968 History

October 15: What is an annotated bibliography and how do I write one?

- Chafe, Chapter 12
- Perlstein, "Who Owns the Sixties?" (PWeb)
- review Suri, "The Global Disruption of 1968"
- Brown & Shannon, "Avoiding Plagiarism" and "Documenting the Source" from Going to the Source. (PWeb)

Guidelines for annotated bibliography (aka A.B.) will be distributed in class. Guidelines for writing assignment #3, the A.B. proposal, distributed in class.

October 17: Visit to Grinnell College archives for 1968 sources

October 19: Grinnell in 1968

- Hoffmann, "Self-Governance,"

November 7: The Columbia University Uprising: Big & Small

- Brown, "Writing on the Ivy Walls: A Popular History of the 1968 Columbia University Rebellion" (PWeb)
- "Seven Days in April" (PWeb)
- RFK on MLK death (PWeb)
- Buckley, "Linda's Crusade" (PWeb)
- Mark Rudd letter to Grayson Kirk (PWeb)
- Columbia Strike Committee statement (PWeb)
- Hayden, "Two, Three ..." (PWeb)
- Robert F. Kennedy speech re: Martin Luther King

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Week Twelve: June- October, 1968: Mexico

November 19: Mexico's student movement

- Zolov, "Showcasing the 'Land of Tomorrow': Mexico and the 1968 Olympics". (PWeb)
- Poniatowska, Massacre in Mexico (PWeb)

November 21: Tlatelolco massacre

- Listening: NPR, "Radio Diaries" re: Mexico '68: "What Really Happened?" (25 minutes) @: <http://www.npr.org/templates/story/story.php?storyId=97546687>;
- Doyle, Tlatelco Massacre: Declassified Documents on Mexico and the Events of 1968" (PWeb)
- Viewing: Footage of the massacre @ <http://www.youtube.com/v/OBu8o6AIQIA&hl=en&fs=1>

November 23: THANKSGIVING BREAK

Week Thirteen: August, 1968: Chicago & Prague

November 26: Annotated Bibliography Workshop

Writing Assignment #4 due in class: A.B. assignment: Research question, preliminary thesis statement, and three annotations. Bring two copies to class.

Guidelines for writing assignment #5 distributed in class.

November 28: Chicago Democratic Convention: A Police Riot?

- Kaiser, "This Wheel's on Fire," from 1968 (PWeb)
- Kusch, Chapters 6 & 7 from Battleground Chicago (PWeb)

Group presentation #5.

November 30: Prague Spring: No Police Riot?

- "Two Thousand Words" (PWeb) •

December 5: Mainstream Press

- Arnold, Chapters 4-5

December 7: Underground Press

- McMillan, Chapter 4, "All the Protest Fit to Print" from Smoking Typewriters (PWeb)
- examples from Grinnell College's Pterodactyl (PWeb)

Writing Assignment #5 due in class.

Week Fifteen: Sex, Gender, and November, 1968

December 10: The Sexual Revolution

- Beth Bailey, "Sexual Revolutions" (PWeb)
- Herzog, "Between Coitus and Commodification" (PWeb)
- "Grinnell College Coeds Subject of Kinsey-like Study" (PWeb)
- Margaret Cerullo, "Hidden History: An Illegal Abortion" (PWeb)

Group presentation #6.

Prompt for take-home final exam will be distributed in class.

December 12: The Uprising of the Women

- Evans, "Sons, Daughters, and Patriarchy" (PWeb)

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December 12: The Uprising of the Women