1968 was a tumultuous year around the world, seeing widespread expression of major social and political conflicts as the youthful generation born after World War II tested their voices. The seminar will move around the world, examining the major flashpoints and their cultural, social, and economic underpinnings, looking back from the perspective of fifty years later to explore how our understandings of these events have continued to evolve into the present day.

Learning Outcomes (Core Area/Attribute: E – Social Studies)

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. Students will demonstrate that they have met the Area E learning outcome through a writing assignments including a final research presentation and paper.

Learning Accommodations:

Classroom accommodations will be made for students with disabilities. These accommodations must be arranged in advance and in accordance with the ADAPTS office; please visit

http://www.adapts.gatech.edu

Academic Integrity:

Students are expected to comply with the Georgia Tech Academic Honor Code, including the provisions regarding plagiarism (more details below), and the Student Code of Conduct, available online at:

http://osi.gatech.edu/content/honor-code
http://www.policylibrary.gatech.edu/student-life/student-conduct

Required Texts (3):

Weekly Class Schedule and Readings

Week 1 (August 20) – Introduction/Orientation

Week 2 (August 27) – Overview
Read: Daniels, Year of the Heroic Guerrilla, 3-15, 235-47

Week 3 (September 3) – NO CLASS: LABOR DAY

Week 4 (September 10) – U.S./Vietnam
Read: Daniels, Year of the Heroic Guerrilla, 17-41

Week 5 (September 17) – China
Read: Daniels, Year of the Heroic Guerrilla, 167-85; Yang, Red Guard Generation (all)

Week 6 (September 24) – Czechoslovakia
Read: Daniels, Year of the Heroic Guerrilla, 187-211
- Paulina Bren, The Greengrocer and His TV: The Culture of Communism after the 1968 Prague Spring (Ithaca, NY, 2010), 11-34.
**Week 6 (cont.)**

**FINALIZE RESEARCH PAPER TOPIC, MEETINGS WITH PROF. MICHNEY THIS WEEK**

**Week 7 (October 1) – Black Power/MLK/Kerner Report**
*Read: Daniels, Year of the Heroic Guerrilla, 95-125*

**Week 8 (October 8) – NO CLASS: FALL BREAK**

**Week 9 (October 15) – U.S. Student Movement/New Left/Women’s Liberation**
*Read: Daniels, Year of the Heroic Guerrilla, 127-47*

**Week 10 (October 22) – France**
*Read: Daniels, Year of the Heroic Guerrilla, 149-65; Ross, May ’68 and Its Afterlives (all)*
**Week 11 (October 29) – Other Europe**

**Read:**

**Week 12 (November 5) – Mexico**

**Read:**

**Week 13 (November 12) – Counterculture**

**Read:**
- Daniels, *Year of the Heroic Guerrilla*, 43-65

**Week 14 (November 19) – Culture: Mass/Popular and Art/Avant Garde**

**Read:**
Week 14 (cont.)

Week 15 (November 26) – Chicago DNC/U.S. Presidential Election
Read: Daniels, *Year of the Heroic Guerrilla*, 67-93, 213-33

**RESEARCH PAPER ROUGH DRAFTS DUE FOR PEER REVIEW NOVEMBER 26**

Week 16 (December 3) – HSOC Undergraduate Research Forum
To be held in Hall Building Rm. 102, individual presentations on your topic, lunch provided

**FINAL RESEARCH PAPER DUE: WEDNESDAY, DECEMBER 12, 4pm to my office**

Course Requirements and Grading:

Class Participation (including co-lead weekly discussion) 20%
Weekly Analysis Papers (2) 30% (15% each)
Final Research Paper (and presentation) 50% (35% paper, 15% presentation)

Readings: This course includes both required texts and supplementary readings which are available on Canvas under the relevant course tab, organized by weekly “modules.” This is an advanced-level course, for which the reading load averages 127 pages per week (although the weeks we are reading the two assigned monographs, Weeks 5 and 10, respectively amount to 242 and 239 pages; please plan accordingly). It is imperative that you do the required readings beforehand, since they form the basis of our class discussions and writing assignments.

Class Participation and Attendance Policy: A successful seminar depends on all students participating verbally as we exchange and debate the variety of ideas covered in the readings and other course material. Therefore, class participation is worth 20% of your grade. Be sure to: 1) come prepared and bring the readings with you; 2) post at least one substantive discussion question on the readings to the appropriate Canvas module before every class meeting; and 3) take responsibility for co-leading one week of readings in which you come to class “extra prepared” (I’ll pass around a signup sheet at our first meeting).
Because the seminar depends on your participation, no one is permitted to miss more than one class meeting over the course of the semester; if you miss more than one, I may lower your final grade by as much as 10% (i.e., one letter grade) for each subsequent absence. For an excused absence in the case of an emergency (such as your own serious injury or a death in the family), you will be expected to provide official documentation. For details on GT’s attendance policy which is at the instructor’s discretion, see:

http://studentlife.gatech.edu/content/class-attendance

**Paper Assignments (3):** For this course, you will write two short-to-mid-length papers on the assigned weekly readings, as well as a traditional (long) research paper on a course-related topic of your choice.

The two short-to-mid-length papers are each worth 15% of your grade. These papers are to be 4-5 pages in length, and should “distill” one week’s worth of assigned readings for the course. The goal of this assignment is not to simply summarize the readings in question; rather, I want you to place the major ideas from the readings in “dialogue,” while raising key issues derived from your growing knowledge of the time period surrounding 1968. You may pick any two weeks to complete these papers, but I would **highly** recommend that you write one on the week for which you are co-leading discussion. It is also advisable to finish these sooner rather than later, in order to devote more time to your research paper. Papers on any given week’s readings are due at the following week’s (i.e., the next) class meeting.

The major writing assignment for the course, worth 35% of your entire grade, is a traditional research paper of approximately 20 pages in length, to be based on both primary and secondary sources. We will devote substantial class time to discussing the best practices for researching, writing, and preparing such a paper over the course of the semester, but please start thinking about a topic early; I will hold scheduled office meetings with each of you during Week 6 (September 24-28) to see where you stand with your selection. We will be incorporating peer review, so your initial paper drafts will be due to your peer/partner on November 26; you will return your partner’s draft with comments on December 3, our last class meeting which is also the day of the Undergraduate Research Forum (see below). The final paper is due by December 12. **NOTE:** I will be using the departmentally agreed-upon HTS rubric in evaluating your paper (more on this later).

All paper assignments are to be submitted in hard copy and typewritten, in a 12-point font, double-spaced (or 1.5), with 1-inch margins. Do not add additional breaks between paragraphs. Be sure to spell-check your papers. **THERE IS TO BE NO SUBMISSION OF PAPER ASSIGNMENTS VIA E-MAIL WITHOUT MY EXPLICIT AND PRIOR APPROVAL.**

**HSOC Undergraduate Research Forum (December 3):** You will make a short (worth 15% of your final grade) presentation of your individual research topic at this annual event, along with your fellow HSOC majors who are taking the other seminar(s) offered this semester, or else completing individual research. Traditionally these have been between 10-15 minutes and also are graded using a specific rubric (we’ll discuss closer to the date). The event is traditionally held in the Hall Building next door to Old CE, and includes lunch afterward.
Additional matters: We have a unique opportunity to commemorate the 50th anniversary of 1968; all year long, here at GT and elsewhere, there are special conferences, lectures, film festivals, news features, and media issues looking back on that momentous year. I will keep you apprised of any news articles (probably through the “discussions” feature on Canvas) or of any upcoming events relevant to the class. I am also looking into the possibility of screening several films from (or about) 1968 over the course of the semester. These might include: 2001: A Space Odyssey, Barbarella, The Green Berets, Destroy All Monsters (the first Godzilla movie), Night of the Living Dead, One+One (Sympathy for the Devil), Planet of the Apes, Rosemary’s Baby, or Yellow Submarine (the animated Beatles movie). More on this soon …

Here are links to several timelines useful in making sense of the year’s chronology:

- [https://www.smithsonianmag.com/history/timeline-seismic-180967503/](https://www.smithsonianmag.com/history/timeline-seismic-180967503/)

In addition, there are several relevant Twitter accounts you might be interested to follow:

- Today In 1968: [https://twitter.com/TodayIn1968](https://twitter.com/TodayIn1968)
- Cultural Revolution (OTD 1968): [https://twitter.com/GPCR50](https://twitter.com/GPCR50)
- Columbia 1968: [https://twitter.com/1968CU](https://twitter.com/1968CU)
- DC 1968 Project: [https://twitter.com/dc1968project](https://twitter.com/dc1968project)
- 1968 Exhibit: [https://twitter.com/1968_Project](https://twitter.com/1968_Project)

Contractions: The use of contractions (such as can’t, won’t, I’ve, didn’t) is inappropriate in formal writing, as is the use of most abbreviations (especially “etc.”) and colloquial expressions (slang). Instead substitute the full wording (“cannot” for can’t, “will not” for won’t, “I have” for I’ve, “did not” for didn’t, and so on). In case you haven’t guessed, this is a pet peeve of mine. We will be covering the conventions of formal writing and stylistics in class.

Plagiarism: Plagiarism is defined as the use of another’s ideas or verbiage without proper citation; it is a direct violation of the Georgia Tech Honor Code and is completely unacceptable; plagiarism includes lifting as few as three words verbatim, or paraphrasing without crediting the original source. It falls under the category of cheating; offenders will receive a “0” on the assignment in question, or else fail the course outright, at my discretion. For more details on plagiarism, see:


THE OFFICIAL POLICY AT GEORGIA TECH IS THAT ALL INCIDENTS OF PLAGIARISM MUST BE REPORTED TO THE OFFICE OF STUDENT INTEGRITY ([http://osi.gatech.edu/](http://osi.gatech.edu/)). For an overview of the process that follows upon the reporting of such an incident of academic misconduct, see:

[https://policylibrary.gatech.edu/student-life/academic-misconduct](https://policylibrary.gatech.edu/student-life/academic-misconduct)
**Writing Assistance:** I am also more than happy to read and comment on rough drafts of any papers, provided you submit these at least four days in advance. I may not have time to provide you with detailed feedback if you allow me less time to do so than that. You can also make an appointment for writing assistance with the Communication Center (Clough Undergraduate Learning Commons, Suite 447); for more information see:

[http://www.communicationcenter.gatech.edu/content/frequently-asked-questions](http://www.communicationcenter.gatech.edu/content/frequently-asked-questions)

**Grades:** By my standards, “A” quality work demonstrates a mastery of the materials covered in the course; “B” work is characterized by a full understanding of the materials, but a less thorough evaluation of them; and “C” work shows a satisfactory understanding, but an even less-thorough evaluation. Work not showing an understanding of the course materials or a highly inadequate evaluation will earn either a “D” or an “F.” On all assignments, you will receive letter grades along with a numerical score on the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below.

**Disturbances during Class:** It is inappropriate to use laptops, tablets, cell phones and similar electronic devices during a seminar such as this one, so please silence and/or turn these off when we are in session. Discussion and debate on the content and over how to interpret the events of 1968 may become contentious at certain points, but you should take care to maintain the proper respect for your fellow classmates at all times. I will also make every attempt to give you advance “trigger warnings” in the event that we will be encountering potentially offensive language or subject matter in the readings – for example in primary sources from the time, some of which contain expressions of racism, sexism, or homophobia.
### HTS 4091: SEMINAR IN GLOBAL ISSUES: 1968, YEAR OF GLOBAL PROTEST

DISCUSSION LEADERS SIGNUP – choose two dates, indicating your first and second choice

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