

HTS 4091: SEMINAR IN GLOBAL ISSUES: 1968, YEAR OF GLOBAL PROTEST
Fall 2018, Georgia Institute of Technology
Dr. Todd M. Michney

Meeting Place/Time: Old Civil Engineering G10

M 9:05-11:50am

Office/Office Hours: Old Civil Engineering G24

T 10am-12pm, W 3-4pm,

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or by appt.

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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):

- Robert V. Daniels, *Year of the Heroic Guerrilla: World Revolution and Counterrevolution in 1968*, (Cambridge, MA: Harvard University Press, 1989; 1996). ISBN: 978-0-674-96451-8
- Guobin Yang, *The Red Guard Generation and Political Activism in China* (New York: Columbia University Press, 2016). ISBN: 978-0-231-14965-5
- Kristin Ross, *May '68 and Its Afterlives* (Chicago: University of Chicago Press, 2002). ISBN: 978-0-226-72799-8

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

- Immanuel Wallerstein, “1968: Revolution in the World System: Theses and Queries,” *Theory and Society* 18:4 (July 1989): 431-49.
- Max Elbaum, “What Legacy from the Radical Internationalism of 1968?” *Radical History Review* 82 (Winter 2002): 37-64.
- Helena Sheehan, “When the Old World Unraveled,” *Jacobin Magazine* 29 (Spring 2018): 105-12.
- Alan Wolfe, “The World That 1968 Ushered in Is a Far Cry from the One Activists Imagined,” <https://newrepublic.com/article/148276/violent-year>

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

Week 4 (September 10) – U.S./Vietnam

Read: Daniels, *Year of the Heroic Guerrilla*, 17-41

- “Means of Deduction” (Vietnam overview), *Jacobin Magazine* 29 (Spring 2018): 24-33.
- George C. Herring, “What Kind of War Was the Vietnam War?” in *Facing My Lai: Moving Beyond the Massacre*, ed. David L. Anderson (Lawrence, KS, 1998), 95-105.
- Kyle Longley, “Tet: A Very Near Thing,” in *LBJ’s 1968: Power, Politics, and the Presidency in America’s Year of Upheaval* (Cambridge, 2017), 55-83.
- Chester J. Pach, Jr., “Tet on TV: U.S. Nightly News Reporting and Presidential Policy Making,” in *1968: The World Transformed*, ed. Carole Fink, Philipp Gassert, and Detlef Junker (Cambridge, 1998), 55-81.
- Melvin Small, “The Doves Ascendant: The American Antiwar Movement in 1968,” *South Central Review* 16:4-17:1 (Winter 1999-Spring 2000): 43-52.

Week 5 (September 17) – China

Read: Daniels, *Year of the Heroic Guerrilla*, 167-85; Yang, *Red Guard Generation* (all)

- Nancy Bernkopf Tucker, “China Under Siege: Escaping the Dangers of 1968,” in *1968: The World Transformed*, ed. Carole Fink, Philipp Gassert, and Detlef Junker (Cambridge, 1998), 193-216.
- Jeffrey Wasserstrom, “Did China Have a 1968?” *American Historical Review* 123:3 (June 2018): 722-27.

Week 6 (September 24) – Czechoslovakia

Read: Daniels, *Year of the Heroic Guerrilla*, 187-211

- Jeremy Suri, “The Promise and Failure of ‘Developed Socialism’: The Soviet ‘Thaw’ and the Crucible of the Prague Spring, 1964-1972,” *Contemporary European History* 15:2 (2006): 133-58.
- Paulina Bren, *The Greengrocer and His TV: The Culture of Communism after the 1968 Prague Spring* (Ithaca, NY, 2010), 11-34.

Week 6 (cont.)

- Vaclav Havel, "On the Theme of Opposition" and "Letter to Alexander Dubcek," in *Open Letters: Selected Writings, 1965-1990* (New York, 1992), 25-35, 36-49.
- Charles Sabatos, "Criticism and Destiny: Kundera and Havel on the Legacy of 1968," *Europe-Asia Studies* 60:10 (2008): 1827-45.

** 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

- Eldridge Cleaver, *Soul on Ice* (New York, 1968), 3-25.
- Steve Estes, "'I AM A MAN!': Race, Masculinity, and the 1968 Memphis Sanitation Strike," *Labor History* 41:2 (May 2000): 153-70.
- Alyssa Ribeiro, "'A Period of Turmoil': Pittsburgh's April 1968 Riots and Their Aftermath," *Journal of Urban History* 39:2 (March 2013): 147-71.
- Kevin B. Witherspoon, "Image Tarnished: The Revolt of the Black Athlete," in *Before the Eyes of the World: Mexico and the 1968 Olympic Games* (DeKalb, IL, 2008), 87-103.
- Van R. Newkirk II, "The Whitewashing of King's Assassination," <https://www.theatlantic.com/magazine/archive/2018/02/how-to-kill-a-revolution/552518/>

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

- Lisa McGirr, "Port Huron and the Origins of the International New Left," in *The Port Huron Statement: Sources and Legacies*, ed. Richard Flacks and Nelson Lichtenstein (Philadelphia, 2015), 50-64.
- Blake Slonecker, "The Columbia Coalition: African Americans, New Leftists, and Counterculture at the Columbia University Protest of 1968," *Journal of Social History* 41:4 (Summer 2008): 967-96.
- James Simon Kunen, *The Strawberry Statement: Notes of a College Revolutionary* (1968; Saint James, NY, 1995), 113-27.
- Sara M. Evans, "Sons, Daughters, and the Patriarchy: Gender and the 1968 Generation," *American Historical Review* 114:2 (April 2009): 331-47.
- Mark Rudd, "The Missing History of the Columbia '68 Protests," <https://www.nytimes.com/2018/04/22/opinion/-missing-history-columbia-protests.html>

Week 10 (October 22) – France

Read: Daniels, *Year of the Heroic Guerrilla*, 149-65; Ross, *May '68 and Its Afterlives* (all)

- Romain Goupil, et al., "Excerpts from 'Chronicles of May 1968,'" *South Central Review* 16:4-17:1 (Winter 1999-Spring 2000): 100-8.
- Robert Zaretsky, "Everyone in France Wants to Claim the Legacy of 1968," <https://foreignpolicy.com/2018/04/18/everyone-in-france-wants-to-claim-the-legacy-of-1968/>
- David Palumbo-Liu, "France Must Move Beyond May 1968 and Tackle the Racial Legacy of Empire," <https://www.theguardian.com/commentisfree/2018/may/08/france-may-1968-racial-legacy-empire-50-anniversary>

Week 11 (October 29) – Other Europe

Read:

- Richard Ivan Jobs, “Youth Movements: Travel, Protest, and Europe in 1968,” *American Historical Review* 114:2 (April 2009): 376-404.
- Timothy S. Brown, “‘1968’ East and West: Divided Germany as a Case Study in Transnational History,” *American Historical Review* 114:1 (February 2009): 69-96.
- J. D. Taylor, “The Party’s Over? The Angry Brigade, the Counterculture, and the British New Left, 1967-1972,” *Historical Journal* 58:3 (September 2015): 877-900.
- Richard Drake, “Italy in the 1960s: A Legacy of Terrorism and Liberation,” *South Central Review* 16:4-17:1 (Winter 1999-Spring 2000): 62-76.
- Simon Prince, “The Global Revolt of 1968 and Northern Ireland,” *Historical Journal* 49:3 (September 2006): 851-75.

Week 12 (November 5) – Mexico

Read:

- Jeffrey L. Gould, “Solidarity under Siege: The Latin American Left, 1968,” *American Historical Review* 114:2 (April 2009): 348-75.
- Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture* (Berkeley, CA, 1999), 93-131.
- Elena Poniatowska, *Massacre in Mexico*, trans. Helen R. Lane (1971; New York, 1975), 5-14, 209-23.
- Jacqueline E. Bixler, “Mexico 1968 and the Art(s) of Memory,” in *The Long 1968: Revisions and New Perspectives*, ed. Daniel J. Sherman et al. (Bloomington, IN, 2013), 169-215.

Week 13 (November 12) – Counterculture

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

- Jeremy Suri, “The Rise and Fall of an International Counterculture, 1960-1975,” *American Historical Review* 114:1 (February 2009): 45-68.
- Tom Wolfe, *The Electric Kool-Aid Acid Test* (New York, 1968), 1-14, 29-48.
- Lewis Yablonsky, *The Hippie Trip* (New York, 1968), 21-37.
- Simon Hall, “Gay Liberation and The Spirit of ‘68,” in *Reframing 1968: American Politics, Protest and Identity*, ed. Martin Halliwell and Nick Witham (Edinburgh, UK, 2018), 227-48.

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

Read:

- Robert Newman, “The Haunting of 1968,” *South Central Review* 16:4-17:1 (Winter 1999-Spring 2000): 53-61.
- Mike O’Connor, “Liberals in Space: The 1960s Politics of Star Trek,” *The Sixties: A Journal of History, Politics & Culture* 5:2 (December 2012): 185-203.
- Aniko Bodroghkozy, “The Smothers Brothers Comedy Hour and the Youth Rebellion,” in *The Revolution Wasn’t Televised: Sixties Television and Social Conflict*, ed. Lynn Spigel and Michael Curtin (New York: Routledge, 1997), 201-16.
- Patrick Burke, “Tear Down the Walls: Jefferson Airplane, Race, and Revolutionary Rhetoric in 1960s Rock,” *Popular Music* 29:1 (January 2010): 61-79.

Week 14 (cont.)

- Kevin Heffernan, "Inner-City Exhibition and the Genre Film: Distributing 'Night of the Living Dead' (1968)," *Cinema Journal* 41:3 (Spring 2002): 59-77.
- A. S. Hamrah, "You Say You Want an Evolution," https://www.bookforum.com/inprint/025_02/19687

Week 15 (November 26) – Chicago DNC/U.S. Presidential Election

Read: Daniels, *Year of the Heroic Guerrilla*, 67-93, 213-33

- Abbie Hoffman, "On to Chicago" (1968), in *The Best of Abbie Hoffman*, ed. Daniel Simon (New York, 1989), 61-76.
- David Dellinger, *From Yale to Jail: The Life Story of a Moral Dissenter* (New York, 1993), 328-37.
- Michael A. Cohen, *American Maelstrom: The 1968 Election and the Politics of Division* (New York, 2016), 305-26.
- Alan Brinkley, "1968 and the Unraveling of Liberal America," in *1968: The World Transformed*, ed. Carole Fink, Philipp Gassert, and Detlef Junker (Cambridge, 1998), 219-36.
- Leo P. Ribuffo, "George Wallace's '68," *Jacobin Magazine* 29 (Spring 2018): 118-20.

** 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://cds.library.brown.edu/projects/1968/reference/timeline.html>
- <http://www.fsmitha.com/time/1968.htm>

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

- Today In 1968: <https://twitter.com/TodayIn1968>
- 1968 Tweets: <https://twitter.com/1968Tweets>
- Cultural Revolution (OTD 1968): <https://twitter.com/GPCR50>
- Columbia 1968: <https://twitter.com/1968CU>
- DC 1968 Project: <https://twitter.com/dc1968project>
- 1968 Exhibit: 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:

<http://www.plagiarism.org/>

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/>). 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>

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>

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.

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

Week 4 (Sep. 10)

U.S./Vietnam

Week 10 (October 22)

France

Week 5 (Sep. 17)

China

Week 11 (October 29)

Other Europe

Week 6 (Sep. 24)

Czechoslovakia

Week 12 (November 5)

Mexico

Week 7 (October 1)

Black Power/MLK/Kerner Report

Week 13 (November 12)

Counterculture

Week 9 (October 15)

U.S. Student Movement/New Left

Week 14 (November 19)

Culture

Week 15 (November 26)

Chicago DNC/U.S. Presidential Election
