

## **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 that experience. By December too we all feel competent to employ scholarly skills and historical methods in the pursuit of greater understanding of the past and its connection to the human condition today.

## 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 edition).

Feenburg, Andrew and Jim Freedman, When Poetry Ruled the Streets (SUNY Press, 2001).

Books are available at the Grinnell College Bookstore. Additional readings will be distributed in class or on PWeb; make sure that you bring these readings to class on the days they are being discussed, as you would our course books.

Our four films are considered mandatory and, with the exception of “Oratorio for Prague,” you are required to watch the films on your own. Be prepared to discuss the film in class as noted on the syllabus. All films are available in the AV reserves.

## Assignments

1. **Short writing assignments:** There are 5 short assignments in this class. Each is worth 20 points for a total of 100 possible points.

Unless otherwise indicated on syllabus, your writing assignments are due in class on the day of the assignment. These are designed to facilitate source analysis and the development of your annotated bibliography.

2. **Exams:** You will have two exams each worth 100 points for a total of 200 points. You will receive the prompts for these exams the week before they are due.

3. **Annotated Bibliography:** This is your opportunity for library research and independent reading on a topic of your choice. There are two assignments (part of the “short writings”) that are designed to help you make progress on this project:

November 2: Annotated Bibliography proposal

November 26: A.B. research questions, preliminary thesis and three annotations

4. **Group Presentation:** This term, you will have the opportunity to lead our in-class discussion on a topic of your choosing. Your presentation will be worth 50 points. Given that multiple students may choose to present on the same day, you’ll be asked to coordinate and jointly lead discussion in class that day. Guidelines for the presentations and a sign-up sheet will be circulated in class.

***In all the work you do for this class, you will be evaluated on the clarity of your argument, the logical organization of your points, the precision of your language, the effectiveness and accuracy of your use of evidence, and the “correctness” of your grammar and punctuation.***

## 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. You demonstrated (every week if not every day) an engagement with the readings and a commitment to making the classroom a lively, interesting place to be.

### **Office Hours**

I encourage you to visit me during my office hours. I am available to discuss anything related to the course and can meet with you by appointment, if needed. You can also reach me by email.

### **Religious Holidays**

Please inform me as soon as possible if you will not be able to submit a paper or take a scheduled exam due to an official religious holiday so we can figure out an alternative schedule for completion of these assignments.

### **Statement on Academic Honesty**

Please keep in mind that I expect the highest level of integrity on the part of Grinnell students who enroll in my courses. Before beginning work on your papers or take-home exams, I recommend that you visit the page on citation posted by the Writing Lab. If you have any questions or uncertainties about my expectations, please ask me directly. ***I abide by the College’s stated policy on academic honesty and will submit all suspected cases of academic dishonesty directly to the Committee on Academic Standing. Please do not ruin our relationship by committing any form of academic dishonesty.***

### **Accommodation of Students with Disabilities**

Students who wish to have an accommodation for disability are responsible for contacting me as soon as possible. In addition, please arrange for the Office of Academic Advising (**1-641-269-3702**) to provide me with verification and recommendations to accommodate your specific needs.

## **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 of 1968” from Power and Protest (PWeb)
- Cold War Conflicts and Social Transformations, 1945-1985” from A History of Western Society (PWeb)

**Non-writing assignment:** LOCATE Suri’s thesis in “The Global Disruption”. Everyone should be prepared to share these in class.

*Guidelines for writing assignment #1 distributed.*

September 5: Origins of the Cold War

- Chafe, Preface and Chapters 1-2
- McDaniel, “How to Read for History” (PWeb)

**Non-writing assignment:** LOCATE Chafe’s thesis in Chapter 2. Everyone should be prepared to share these in class.

*Group presentation guidelines and sign-up sheet distributed in class.*

September 7: Origins of the Cold War continued

- Chafe, Chapter 3;
- Suny, Chapter 15, “The Big Chill” from The Soviet Experiment (PWeb)
- Fraser, Chapter 2, “Cold War: the Deadlocked 1950’s” from 1968: A Student Generation in Revolt (PWeb)

**Non-writing assignment:** LOCATE Chafe’s thesis in Chapter 3. Everyone should be prepared to share these in class.

*Guidelines for Writing Assignment #2 distributed in class.*

### **Week Three: 1945-1965 Short Introduction continued**

September 10: Pressures to Conform and Reform

- Chafe, Chapters 4 & 5

- 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](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," Grinnell Magazine, Winter, 2010 (PWeb)
- Nissen, Drinkard, Harlan, and Thomas: Grinnell alums remember 1968. (PWeb)

**Midterm take-home exam due at 4:00 on Friday, October 19 in Mears Cottage.**

## **FALL BREAK**

### **Week Nine: All You Need is Love?**

October 29: The Counterculture

- Anderson, Chapter 5, "Counterculture" from The Movement and the Sixties (PWeb)
- Ferber, "A Time to Say No" (PWeb)
- Melton, "Everything Seemed Beautiful" (PWeb)
- "Woodstock Remembered" at: <http://www.celticguitarmusic.com/woodstock.htm>

#### **Group presentation #3.**

Oct. 31: Significance of the Counterculture?

- Zolov, "La Onda" from Refried Elvis (PWeb)
- Farber, "The Counterculture and the Antiwar Movement" (PWeb)
- Levy, "The Counterculture" (PWeb)
- Senator Strom Thurmond speech (PWeb)

**Non-Writing assignment:** Identify the thesis statement in Levy. Everyone should be prepared to share these in class.

November 2: Workshop on Annotated Bibliography

**Writing Assignment #3: *Annotated Bibliography assignment: Annotated Bibliography proposal due. Bring two copies to class.***

### **Week Ten: 1968 Politics: Global and Local Intertwine**

November 5: 1968 Big and Small

- Brown, "'1968' East and West" (PWeb)

**Non-Writing assignment:** Identify Brown's thesis. Be prepared to share it in class.

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 assassination (PWeb) – this can also be VIEWED on youtube

November 9: The Columbia Denouement: Big & Small

- Bradley, Chapter 5, Harlem vs. Columbia University (PWeb)
- Davis, "The New Left and the Confrontation at Columbia" from Assault on the Left (PWeb)
- "Sit-In Spectrum" from NYTimes (PWeb)
- Avorn, et. al., Chapter 12, Up Against the Ivy Wall (PWeb)
- "The Disturbances of May 22-23, 1968," from Cox Commission Report (PWeb)
- "The Night They Burned Ranum's Papers" through Orest Ranum oral history (PWeb)
- Letter to the Editor, "The 1968 Columbia Protests Revisited" (PWeb)

**Group presentation #4.**

## **Week Eleven: May, 1968: France**

November 12: What Happened in France?

- When Poetry Ruled the Streets, pp. xv-68
- review Suri re: Paris and Chapters 29 & 30 from Popkin, A History of Modern France

*Guidelines for writing assignment #4 distributed in class.*

November 14: Constructing What Happened in France

- Introduction & Chapter 1, "The Police Conception of History" from May '68 and its Afterlives (PWeb)

**Non-Writing assignment:** Identify Ross's thesis in Chapter 1. Everyone should be prepared to share these in class.

November 16: The Poetry of French Resistance

- When Poetry Ruled the Streets: "Documents of the May Movement" selections

## **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, Tlatelolco 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)
- Interview with Ludvík Vaculík (PWeb)
- "Was the Prague Invasion Justified?" (PWeb)

## **Week Fourteen: Prague Continued and The Press**

December 3: Prague continued

In-class film viewing: *Oratorio for Prague*

Guest lecture: Jonathan Larson

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)
- Echols "Nothing Distant About It" (PWeb)
- "No More Miss America" (PWeb)
- "Redstockings Manifesto" (PWeb)
- "Lilith's Manifesto" (PWeb)

December 14: The Election of Richard M. Nixon as President of the U.S., 1968: The Last Word?

- Chafe, pp. 365-66, 387-40 (PWeb)
- Nassi, "Survivors of the Sixties" (PWeb)
- Richard Nixon's 1968 Inaugural Address (PWeb)

***Take-home final exam due at 4:00pm on Monday, Dec. 17, in Mears Cottage.***

***Final version of Annotated Bibliography due on Friday, Dec. 21 at 3pm.***