

Global 1968 Syllabus

Global 1968 History 499, Fall 2022

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About

In 1968, the world felt like it was on a revolutionary precipice. Assassination, protest, uprising, war, utopian dreams, consciousness... so much seemed to be on the table. The heaviness of that year, of its possibilities and its threats, continues to haunt global politics and capital accumulation, even as dreams of change have ceded to a capitalist realism. This class will ask the question, “What were the stakes of 1968?” Students will read theories and histories that defined the moment, often synonymous with the shorthand of their location and time: Japan '68, Mexico '68, May '68, etc. Students will conduct research and write capstone papers on some aspect of Global 1968, following the themes of the course. The stakes of that paper are graduation!

Course Objectives

Department guidelines for 499 set the following expectations for students:

1. to research and write a paper that displays the skills they have learned throughout the major;
2. to learn to develop a research question;
3. to learn to build an argument using primary sources and relevant secondary literature;

4. to do history on another level, not merely as consumers but as writers of history;
5. to progress to a stage where they can conduct research and teach themselves things they don't know;
6. to learn to take a large volume of information and explain it in an intelligible format.

These skills will culminate in the student writing a 4,500-6,000 word research paper in which they advance their own historical argument. We will work on these goals on paper and in discussion.

Reading, writing, and oral assignments for this course are designed to meet these goals. In meeting them, you will also be able to place global unrest and backlash from 1968 in its historical contexts and ambiguities.

Policies

Accommodations: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that your needs are met in a timely manner with appropriate documentation.

Attendance: Attendance at all class sessions is mandatory. If you will not be able to attend class, please contact me ahead of time.

Deadlines: Assignments must be turned in to the instructor or teaching assistant at the end of class on the day they are due, unless otherwise arranged by the professor. Late papers will not be accepted without **prior arrangement**, for any reason. This includes technology problems.

Cell Phones and Laptops: Please silence our cell phones prior to class. Please do not text during class. Cell phones are not permitted in class, and need to be put away for the duration of our meetings. Laptops are allowed only for tasks related to this class. Distracting use of technology (social media, surfing, GroupMe chats, etc.) causes problems not only for your own learning, but for those around you. Research shows that analog notetaking improves learning. Consider having paper with you. Based on the prevailing literature, hand notetaking—both while reading and in class—leads to substantially better educational outcomes. You are not required to have a laptop in class, so feel free to leave it at home. If, however, you have reason to use your laptop for notetaking, I won't stop you from doing so.

Plagiarism and Academic Honesty: Plagiarism occurs when someone knowingly or unknowingly presents another person's words or ideas as his or her own. Any work turned in for this class must meet University standards for academic honesty. Any students unsure about how to apply these rules are urged to consult with me prior to turning in any written work.

Drop-In Hours: Students are strongly encouraged to speak with me outside of class. The advantages of talking with me include: extra help on an assignment or preparation for an exam; clarification of materials covered in lecture, discussion of my comments on your work; discussion of this or related courses. I am available during office hours on a first-come, first-served basis; if you cannot come by during office hours, please contact me via email or phone and I will be happy to set up an appointment with you.

Changes: I reserve the right to change this syllabus as the semester progresses. This is not a contract, but rather a document to guide expectations and clearly communicate weekly assignments. Please bring the syllabus with you to our class meetings. Or, keep up with it on the course website.

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Readings

There are four books for purchase:

1. Marcuse, Herbert. *One Dimensional Man*. Boston: Beacon Press, 1991. On Amazon
2. Ross, Kristen. *May '68 and Its Afterlives*. Chicago: University of Chicago Press, 2004. On Amazon
3. Walker, Gavin, editor. *The Red Years: Theory, Politics, and Aesthetics in the Japanese '68*. New York: Verso Books, 2020. On Amazon
4. Zolov, Eric. *Refried Elvis: The Rise of the Mexican Counterculture*. Berkeley: University of California Press, 1999. On Amazon

Assignments

1. Participation and Self-Evaluation. (15%)

This course requires your active participation in book discussions and lecture. YOU MUST READ WEEKLY FOR THIS CLASS.

2. Weekly Assignments. (35%)

Each week, there will be some type of assignment designed to help you move along your research. These may include reading précis, outlines, bibliography work, research plans, primary source analyses, etc. Some of these are predetermined. Others, I will assign based on how the course is going and what your strengths and weaknesses seem to be. So, stay tuned!

3. Final Paper. (50%)

The paper to end all papers. Students will write a research paper of 4,500-6,000 words in length. The paper will have a formal bibliography. The topic will be of the student's choosing, and will analyze broader social or cultural issues, such as gender, race, sport, class, invention, urbanity, work, youth, protest, etc. in the context of a Global 1968. Topics can be about the lead up to, the crisis, or the aftermath of 1968, conceived broadly. As such, topics cannot be exclusively about the United States, but must engage a global setting. Topic selection must also come with a primary source base that you can work with during the course of the semester.

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Aug. 24: Introduction to the Course

Read:

- The Syllabus and website.

DUE:

Aug. 31: One Dimensional Man, Part 1.

In a somewhat surprising twist, the global crises of the late 1960s made a celebrity out of an aging German cultural theorist who had escaped the Nazi regime. Herbert Marcuse's most famous book, *One Dimensional Man*, became a reference text for a decade that aspired to liberation. That same popularity has made his work still today the object of cultural and political backlash. What did he say that resonated with youth of the 1960s, while also still being perceived as threatening to this day? What were his divisive concepts?

Read:

- Herbert Marcuse, *One Dimensional Man*, pp. 1-83.

DUE:

- A précis of one of the three chapters.

Sep. 7: One Dimensional Man, Part 2.

Having diagnosed a problem, does Marcuse create a path forward? Is there more to critical theory than the negation of the present?

Read:

- Herbert Marcuse, *One Dimensional Man*, pp. 84-122; 225-258.

DUE:

- Full research memo on *One Dimensional Man*.

Sep. 14: Fanon and Guevara

One Dimensional Man provides an entry into one vector of critique that animated the global protests of 1968. It is in the tradition of European philosophy and critical theory, and centered on themes of alienation, affluence, technology, bureaucracy, etc. An wholly other context produced soliarity and action that was less an immanent critique of Europe and the United States, and more an anti-colonial and anti-capitalist from outside of Europe and the United States. This week we have two chapters that are examples of that critique. Franz Fanon's work emerged in the context of both the French Caribbean and Algeria's struggle for Independence. Che Guevara was a product of anti-imperialism in the Americas, and particularly in the struggle against US American hegemony.

Read:

1. Franz Fanon, "Concerning Violence," pp. 35-106 in *Wretched of the Earth*, Constance Farrington, trans. (New York: Grove Press, 1963).
 2. Ernesto Guevara, "Socialism and Man in Cuba"
- Be ready to brainstorm some potential paper topics, including thinking about what kinds of resources you will need for said topics.

Sep. 21: Towards 1968 – Mexico Pt. 1.

It's tempting with a year like 1968, where so much happened of significance, to work through the year and around the globe in a sort-of de-contextualized synchronicity. The roots of the events of 1968 were particular to each place, even as they expressed similar grievances. This week, we look at particular roots in Mexico in the decades before 1968, and that year's associations with the counterculture (*La Onda*) and student agitation that preceded it.

Read:

1. Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture* (University of California Press, 1999), pp. 1-92.

DUE:

- Précis and notes on Zolov.

Sep. 28: Towards 1968 – Mexico Part 2.

In addition to Zolov's account of *La Onda* and 1968, this week we'll also be thinking about the particular global context of Mexico City that year, as a showcase of statecraft and sportwashing.

Read:

1. Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture* (University of California Press, 1999), pp. 93-166.

DUE:

- A finalized topic in one paragraph.
- A précis for Zolov.

Oct. 5: Fall Break

Enjoy your break. But not too much.

Oct. 12: When it Explodes – Japan Part 1.

Read:

1. Gavin Walker, "Revolution and Retrospection," pp. 1-11 in Walker, ed., *The Red Years: Theory, Politics, and Aesthetics in the Japanese '68* (New York: Verso, 2020).
2. Hiroshi Nagasaki, "On the Japanese '68," pp. 12-37 in Walker (2020).
3. Yohihiko Ichida, "The Ethics of the Agitator: On Hiroshi Nagasaki's *The Phenomenology of Politics*" pp. 38-56 in Walker (2020).
4. Hidemi Suga, "1968 and the Postwar Regime of Emperor-System Democracy," pp. 98-119 in Walker (2020).

DUE:

- Pick two of the readings, and write précis.
- Annotated bibliography with secondary and primary sources.

Oct. 19: What were the Stakes – Japan Part 2.

Read:

1. Chelsea Szendi Schider, "Human Liberation or 'Male Romance'? The Gendered Everyday of the Student New Left," pp. 143-159 in Walker (2020).

2. Yutaka Nagahara, "1972: The Structure of the Streets," pp. 181-211 in Walker (2020).
3. Gavin Walker, "The Post-'68 Conjuncture," pp. 229-236 in Walker (2020).

DUE:

- Reading précis.

Oct. 26: From 1968 – France Part 1.

Read:

1. Kristen Ross, *May '68 and It's Afterlives* (Chicago: Chicago University Press, 2002): Introduction, Chapters 1-2.

DUE:

- One sentence, one paragraph, one page.

Nov. 2: Does it still matter? France Part 2.

Read:

1. Kristen Ross, *May '68 and It's Afterlives*, Chapters 3-4.

DUE:

- Weekly assignment.

Nov. 9: Research/Meetings/Writing

- Scheduled meetings with Prof. Black.

Nov. 16: Research/Meetings/Writing

- Scheduled meetings with Prof. Black.

Nov. 23: Thanksgiving

DUE:* HAVE A NICE THANKSGIVING

Nov. 30: Presentations 1

Project presentations by group 1.

Dec. 7: Presentations 2

Project presentations by group 2.