**The Global Sixties: Race, Sex, Revolution**

**History 160S: Gateway Seminar, Fall 2015**

**Carr 135**

**Wednesday, 4:40-7:10**

Professor James Chappel

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Carr 327

Office Hours: Thursday, 3-5 and by appointment

This course explores the waves of rebellion, and reaction, that swept the globe in the 1960s. In many ways, this decade set the parameters for today's political and social debates: indeed, it provides the hinge between the postwar era of economic stability and moral certainty, and our own of economic crisis, cultural upheaval, and the proliferation of non-state actors (from terrorist groups to protest movements of the right and left). In the 1960s, the world changed. Over the next few months, we will try to understand how.

The world is a big place, of course, and despite the course's title, we could not possibly cover everything. While you are free to conduct research on any portion of the globe, we will focus our attention on the United States, Latin America, and Europe (both East and West, including Britain). There are fascinating stories to be told about Argentina, China, Japan, and Ethiopia, but we will only be able to touch on them here. This course is designed to teach you how to understand global processes, not to exhaustively catalog every event and movement of the decade.

As a gateway seminar, this course is designed to teach you the skills of historical reasoning and research. We will learn how to use primary sources and secondary sources together to think critically and creatively about the past. We will develop the “fly's eye” of the historian, using an enormous variety of sources to gain a multi-faceted understanding of the decade. We will listen to music and watch films, TV shows, and music videos. We will read everything from poetry to travel guides to home-protection guides, in addition to the more familiar political documents of the period.

**Course goals**

There are two distinct goals in this course. There will be multiple forms of assessment, but in the end, I want to see two things.

1) Historical reasoning skills. This is a gateway seminar, designed to introduce you to historical methodology and ways of thinking. I expect you to learn how to read a “primary source” critically, and I expect you to learn how to ask good questions about the past, and then answer them using a combination of primary and secondary sources.

2) The “global sixties” will be the topic of our investigations, and I do expect you to learn the basics of the material. I don't fetishize “names and dates,” but I do believe that they matter. To think historically, especially about a “global” topic, means that you must keep a dizzying number of themes, individuals, and regions in your mind at once. This is not easy, but it is what it takes to be a historian—and, it bears pointing out, this is what is required to understand the world today.

**Course requirements**

*Attendance:* Given the nature of the course, attendance is mandatory, and all absences will be noted. If you have a reason to be absent, let me know as far in advance as possible. One absence will not torpedo your grade, but two or more absences without excuses will definitely hurt you.

*Discussion:* This is a seminar, organized around discussion. The most important course requirement is that you do the reading and that you come to class prepared to discuss it. A seminar is different from a lecture or a paper: we will learn to bounce our ideas off one another and build confidence to speak before our ideas are fully formed. I understand that some people are more comfortable speaking in class than others. It is important to realize, though, that speaking in class is not a talent that one either has or doesn’t have: it is a skill that requires work and practice. You are not permitted to rest on your laurels during class because you imagine yourself to be someone who does not speak.

*Two key requirements:* First, you may not use a laptop computer in class. Studies show that students learn better when they take notes with paper. Second, most of the readings for this course are online PDF's. You are REQUIRED to print these out and bring them to class. It is NOT ACCEPTABLE to simply read it on your computer and show up empty-handed.

*Plagiarism*: I take plagiarism extremely seriously. My plagiarism policy is simple: if I even suspect a whiff of plagiarism, I will open a case with the Office of Student Conduct. If you have any questions about this—that is, if you are not sure whether or not a certain act constitutes plagiarism—ask me before turning in your paper: you will not be penalized in any way if you check something out with me and I tell you that it needs a citation or a rewording. The basic concept is easy: do not pass off other’s ideas or words as your own. If you got a cool idea from a footnote, from a website, from Wikipedia, or from a conversation with another faculty member, you have to cite it.

*Writing:*This is a writing-intensive course. There are three assignments: the first two are short reading exercises, and the third is a major piece of research, of about 15 pages, due at the end of the semester. The final paper is meant to be a serious achievement, and you will be doing original, historical research. You will have help, of course, from me, your classmates, and Duke’s wonderful librarians. You are expected to bring each assignment with you to class, printed out and stapled, with your name and the date.

*Assessment*:

30%: Attendance/ participation (i.e. are you coming to class and intelligently participating?)

30%: Two reading assignments (15% apiece)

40%: Paper 2 (including process)

*Reading:*The majority of the readings, marked with an asterisk, will be available online at Sakai. The others are available at the textbook store. The required texts are:

Georges Perec, *Things: A Novel of the Sixties (*[1567921574](tel:1567921574))

Herbert Marcuse, *An Essay on Liberation (*[0807005959](tel:0807005959))

Paco Ignacio Taibo, *'68* ([1583226087](tel:1583226087))

Benjamin Kunkel, *Indecision: A Novel (*[0812973755](tel:0812973755))

**COURSE SCHEDULE**

Wed, 26 August:  Introduction: A World Transformed

Wed, 2 September: A Global Youth Crisis

Georges Perec, *Things* [entire novel, about 100 pages]

“On the Poverty of Student Life” <selection>\*

<assignment 1 handed out>

**Unit 1: Race**

Wed, 9 September: The Civil Rights Movement

*A: The Heroic Period*

Martin Luther King, Jr., “Letter from Birmingham Jail”\*

Lytle, “The Second Civil War”\*

*B: Expanding Our Notion of the Movement*

Martin Luther King, Jr., “Where Do We Go From Here?”\*

Jacqueline Hall, “The Long Civil Rights Movement”\*

<assignment 1 DUE>

Wed, 16 September: Civil Rights Goes Global: Black Power and Pan-Africanism

Stokely Carmichael, “The Pitfalls of Liberalism”\*; Van Gosse, “Black Power”\*

**Unit 2: The Collapse of Traditional Politics**

Wed, 23 September: The Rise of Satire

MAD Magazine, “East Side Story”\*

<in-class screening of *Dr. Strangelove>*

Wed, 30 September: Tuning in and Dropping Out: Vietnam and the Rise of the Hippies

Selection from Turse, *Kill Anything That Moves\**

Juliane Fürst, “Love, Peace and Rock 'n' Roll on Gorky Street: The 'Emotional Style' of the Soviet Hippie Community”\*; selection from Wolfe, *The Electric Kool-Aid Acid Test\**

**Unit 3: Revolution**

Wed, 7 October: Theories of Liberation

Marcuse, *An Essay on Liberation*<introduction and one chapter to be assigned>

Wed, 14 October: VISIT TO THE LIBRARY, 150 Perkins

<Brainstorm/close-reading assignment handed out>

Wed, 21 October: 1968: The Year that Rocked the World

Paco Ignacio Taibo, *'68*[up to page 122, skip the epilogues]

<Brainstorm/close-reading assignment DUE>

<Annotated bibliography assignment handed out>

Wed, 28 October: Che, Mao, and the Rise of the Third World

Guevara, “Message to the Tricontinental”\*; selection from Slobodian, *Foreign Front\**

<Annotated bibliography DUE>

<Outline and Presentation Assignment Handed out>

**Unit 4: Sex**

Wed, 4 November: Sex and Rock 'n' Roll: The Gentle Sexual Revolution

A: Sexual Liberation

Herzog, “The Morality of Pleasure”\*

B: What does this mean for women?

Helen Gurley Brown, *Sex and the Single Girl* (1962)\*; Betty Friedan, *The Feminine Mystique* (1963)\*

Wed, 11 November: Girl Power: The Birth of Second-Wave Feminism

Selection from Shulamith Firestone, *The Dialectic of Sex\*;*Steinem, “After Black Power, Women's Liberation”\*; Eley, “Feminism: Regendering the Left”\*

<presentations 1-6>

<Outline DUE in class. I will give you personal feedback over the next few days>

**Unit 5: Legacies**

Wed, 18 November: The 1960s and the Birth of Modern Conservatism

"American Conservatives"\*; “Reader’s Digest Selection”\*; Powell, "Rivers of Blood"\*; Suri, "The Diplomacy and Domestic Politics of Detente"\*

<Bring three copies of your most recent outline into class for workshop>

<presentations 7-12>

Wed, 25 November: THANKSGIVING BREAK

Wed, 2 December: The Sixties and Today

Van Gosse, “The New Left Democratizes America”\*; Frank, "The Conquest of Cool"\*; Harris, "The Next Civil Rights Movement?"\*

<FINAL PAPERS DUE VIA EMAIL ON MONDAY, 12/7>