

## **History 600**

### **Politics, Diplomacy, and Dissent in the 1960s**

Fall 2004

Univ. of Wisconsin-Madison

Seminar Meetings: Mondays, 1:20-3:20pm

5257 Humanities

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Office hours:

M 10:00-12:PM, or by appointment

#### **Course Aims**

This course will examine the history of the 1960s from many angles. Placing a variety of social movements in an international context, we will explore why so many diverse societies suffered from profound discontent and domestic violence at about the same time. We will also endeavor to connect the local experience of social unrest with the high politics of great power diplomacy. Relations among states influenced protest movements within various societies, and the protest movements influenced diplomacy in turn.

This course is designed as an intensive reading, discussion, research, and writing experience for advanced undergraduates. Students are expected to complete a large quantity of reading each week (usually between 200 and 300 pages.) They should be prepared to discuss what they have read in seminar meetings. This means that students should read carefully, taking extensive notes. Before each seminar, students are encouraged to review their notes and prepare a list of questions and discussion topics they wish to raise during the class meeting.

Students are expected to write a polished original research paper for this course. The details of this assignment are discussed below. The student research paper will focus on a specific and narrowly defined topic, but it must also reflect on some of the larger themes raised in class readings and discussions. Students will consult individually with the instructor as they formulate their research topics, collect sources, draft their papers, and revise their work for final submission.

### **Class Participation**

Class discussions are a central part of this course. Students are expected to attend every seminar. They should complete all of the assigned reading before each seminar meeting, and arrive prepared for a detailed and critical discussion. Seminars are designed to exchange opinions on the reading, analyze important historical questions, and compare various viewpoints. The quality of each student's class participation during the semester will comprise 25% of his/her grade.

### **Class Presentation**

Each student will give one 5 minute presentation on a week's assigned reading. The instructor will schedule these during the first meeting of the semester. In these short presentations students should offer a quick evaluation of the reading, along with 2 or 3 questions for discussion. These presentations are designed to kick-off an exchange of opinions. They are also intended to give each student some experience with presenting material before a group. Presentations should reflect detailed preparation, clear ideas, and effective organization. They will comprise 10% of each student's grade.

### **Primary and Secondary Source Bibliography**

After meeting with the instructor individually (during the week of 10/4) to discuss the student's research paper, each student should submit a list of primary and secondary sources in class on **October 18**. The primary sources are the original materials (documents, newspapers, memoirs, pamphlets, pictures, music, and art) that will provide the foundation for the student's research. The secondary sources are the historical interpretations (including those assigned in class) that are relevant for the student's topic. Each paper must use primary materials to shed light on the secondary accounts. The bibliography will count for 5% of each student's grade.

### **Research Paper Proposal and Topic Outline**

On **November 1** students should submit a 2 page research paper proposal and an outline of topics in class. The research paper proposal should include the following:

1. A statement of the main research question;
2. A statement of the hypotheses and arguments that the student will make in the paper;
3. An explanation of how these hypotheses and arguments revise existing interpretations;
4. An explanation of the strengths and shortcomings in the available sources.

The research paper proposal should reflect careful and polished writing. Proofread your proposal before submission! Avoid passive voice, clichés, and awkward phrases. Check your grammar carefully. Make sure that each paragraph has a topic sentence. Each sentence should contribute to the point of the paragraph where it is situated.

Students should also include a general outline of the topics they plan to cover in their papers. The topic outline should provide a sense of how the paper will be organized, and how the student will employ his/her sources. The research paper and topic outline will count for 10% of each student's grade.

### **Draft of the Research Paper**

On **November 29** each student should submit a completed 15-20 page draft of his/her research paper in class. These drafts should *not* be "rough." They should include polished prose, careful argumentation, clear organization, a creative introduction, a thoughtful conclusion, completed footnotes, and a full bibliography.

Proofread your paper before submission! Avoid passive voice, clichés, and awkward phrases. Check your grammar carefully. Make sure that each paragraph has a topic sentence. Each sentence should contribute to the point of the paragraph where it is situated.

I will read the draft papers carefully for style and substance. I will offer extensive written and oral comments for students to use in the final version of their papers. The draft research paper will account for 10% of each student's grade.

### **Final Version of the Research Paper**

Students must submit the final printed version of their research papers to the instructor's office (**5119 Humanities**) by **1:PM on December 20**. Late papers will not be accepted. Students should try to implement as many of the revisions suggested on the draft paper as possible. The final papers should also reflect additional proofreading for clarity, style, and overall presentation. The final paper will account for 40% of each student's grade.

### **Grading**

Primary and Secondary Source Bibliography	5%
Class Presentation	10%
Research Paper Proposal and Topic Outline	10%
Draft of the Research Paper	10%
Class Participation	25%
Final Version of the Research Paper	40%

### Assigned Books

Available in new and used editions at the University Bookstore

- Borstelmann, Thomas. *The Cold War and the Color Line: American Race Relations in the Global Arena* (Cambridge, Mass.: Harvard University Press, 2001). Paperback.
- Carter, Dan T. *The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics*, second edition (Baton Rouge: Louisiana State University Press, 2000). Paperback.
- Cheng, Nien. *Life and Death in Shanghai* (New York: Penguin, 1988). Paperback.
- Evans, Sara. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left* (New York: Random House, 1980). Paperback.
- Gosse, Van. *Where the Boys Are: Cuba, Cold War America, and the Making of a New Left* (New York: Verso, 1993). Paperback.
- Maraniss, David. *They Marched into Sunlight: War and Peace, Vietnam and America, October 1967* (New York: Simon and Schuster, 2003).
- Suri, Jeremi. *Power and Protest: Global Revolution and the Rise of Détente* (Cambridge, Mass: Harvard University Press, 2003).
- Taubman, William. *Khrushchev: The Man and His Era* (New York: W.W. Norton, 2003). Paperback.
- Varon, Jeremy. *Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies* (Berkeley: University of California Press, 2004). Paperback.

9/13 Introduction

Why and how should we study the 1960s?

9/20 Liberalism, Cuba, and the “New Left”

Reading: Gosse, *Where the Boys Are*, all

9/27 The Soviet “Thaw” and the Cuban Missile Crisis

Reading: Taubman, *Khrushchev: The Man and His Era*, 270-577.

10/4 The Nuclear Stalemate, Charismatic Leaders, and the Language of Dissent

Reading: Suri, *Power and Protest*, 1-130.

**Meet with Instructor Individually to Discuss Research Paper Topics**

10/11 Civil Rights, Decolonization, and the Cold War

Reading: Borstelmann, *The Cold War and the Color Line*, 1-9, 85-271.

10/18 Women and the “Movement”

Reading: Evans, *Personal Politics*, all.

**Primary and Secondary Source Bibliography for Research Paper Due in Class**

10/25 The Vietnam War

Reading: Suri, *Power and Protest*, 131-63;

Maraniss, *They Marched into Sunlight*, 3-309.

11/1 The Chinese Cultural Revolution

Reading: Cheng, *Life and Death in Shanghai*, 3-354.

**2 Page Research Paper Proposal and Topic Outline Due in Class**

11/8 The Global Revolution of 1968

Reading: Suri, *Power and Protest*, 164-212;

Reading: Maranniss, *They Marched into Sunlight*, 310-528.

**Meet with Instructor Individually to Discuss Research Paper Proposal**

11/15 George Wallace and the Backlash against the 1960s

Reading: Carter, *The Politics of Rage*, 7-323.

11/22 Détente

Reading: Suri, *Power and Protest*, 213-65.

11/29 General Discussion of Research Papers

**Draft of Research Paper Due in Class**

12/6 Radical Violence and the Counterculture

Varon, *Bringing the War Home*, 1-112, 151-311.

Special Guest Visitor: Professor Jeremy Varon

12/13 Wrap-up

**1:PM Monday, December 20**

**Bring Final Version of Research Paper to 5119 Humanities**

**I will not accept late papers!**