

***HIST 8400: GLOBAL SOCIAL MOVEMENTS IN HISTORICAL PERSPECTIVE***  
***I. C. FLETCHER***  
***SUMMER 2008***

***THE GLOBAL SIXTIES***

This reading seminar explores the global “movement of movements” that unfolded over the course of the “long Sixties” from the mid-1950s to the mid-1970s. It should appeal to graduate students interested in the history of the Left, social movements, and countercultures; women and feminism; anticolonialism, decolonization, and the third world; and revolutions and postrevolutionary societies.

This syllabus provides a general plan for the seminar; deviations may be necessary. The format of the seminar is discussion, supplemented by film screenings and group work. We will read a total of nine books over the course of the seven-week summer semester. I will also ask you to visit relevant websites that complement these books. We will meet twice during the first week; thereafter, the seminar as a whole will meet only once a week. I will assign each student to one of three small tutorial groups, and I will meet each of these groups twice, in rotation, during the second, third, fourth, fifth, sixth, and seventh weeks of the semester. The tutorial groups will make presentations based on what they read and discussed to the next meeting of the seminar. I expect you to be a critical reader, open-minded discussant, and clear and thoughtful writer. Needless to say, you should complete all assignments on time and regularly attend meetings of the seminar and the tutorial group to which you belong. *Unless otherwise directed, please turn off and stow all electronic devices, including cellphones and computers, during seminar and tutorial meetings.* To stimulate discussion, we will oftentimes break into small groups to discuss a book and then exchange ideas and share insights with members of the other groups. I am willing to allow a *very limited* number of excused absences arising from family, health, and work emergencies, but I cannot grant them automatically. Two or more unexcused absences will affect your final course grade. Grading in this seminar uses plus and minus grades.

The final course grade is derived from nine reading questionnaires (30%), a final ten-page paper (30%), and participation (40%). The *reading questionnaires* consist of six questions, most of which call for paragraph-length responses, to be completed for each book you read and due when we meet in seminar or tutorial to discuss the book. The *paper* involves reflecting on your changing conception of the “global Sixties,” highlighting two or three particularly intriguing “keywords” (categories and concepts) we have encountered in our reading, and discussing how they could enhance a project you may undertake in academic, public, or community history, in archives and documentation, in website construction, or in a creative field such as mural art, photography and film, literature, etc. The paper’s scholarly apparatus (notes, bibliography, etc.) should be complete, consistent, and correct. Our authorities will be Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. (2007) and William Strunk, Jr. and

E.B. White, *The Elements of Style*, 4th ed. (2000). Please acquire copies of the current editions of these two books as soon as possible and always keep them within reach of your writing table. More details will be provided in due course. *Late written work, without a legitimate excuse, will be marked down.* Again needless to say, it is understood that you will be honest in submitting written work for credit and I will be fair in grading it. In addition to regular attendance, *participation* involves active contribution to our seminar and tutorial discussions and a cooperative approach to our group work, including taking part with other members of your tutorial group in two collective presentations in seminar about the books you read together.

The seminar meets 12:00 NOON-3:40 PM Monday and Wednesday in 420-S. Comments and questions are welcome inside and outside the seminar room. Please send messages to [icfletcher@gsu.edu](mailto:icfletcher@gsu.edu); type "Hist 8400" in the subject line. My office hours are 4:30-5:30 PM Monday and Wednesday and by appointment (404/413-6355) in the Student Center Food Court.

## **BOOKS**

Frantz Fanon, *The Wretched of the Earth*

\*Mao Zedong, *Quotations from Chairman Mao Tse-tung*

Joseph W. Esherick, Paul G. Pickowicz, and Andrew G. Walder, eds., *The Chinese Cultural Revolution as History*

\*Herbert Marcuse, *An Essay on Liberation*

\*\*George Katsiaficas, *The Imagination of the New Left: A Global Analysis of 1968*

\*\*Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente*

\*Henri Lefebvre, *The Explosion: Marxism and the French Upheaval*

\*\*Luisa Passerini, *Autobiography of a Generation: Italy, 1968*

\*\*Elena Poniatowska, *Massacre in Mexico*

\*Václav Havel, *Open Letters: Selected Writings, 1965-1990*

\*\*Roxanne Dunbar-Ortiz, *Outlaw Woman: A Memoir of the War Years: 1960-1975*

\*\*Sheila Rowbotham, *Promise of a Dream: Remembering the Sixties*

\*Amilcar Cabral, *Return to the Source: Selected Speeches of Amilcar Cabral*

\*\*Laura Pulido, *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*

\*\*Cynthia A. Young, *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left*

\*Herbert Marcuse, *Counterrevolution and Revolt*

\*\*Jeremy Varon, *Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies*

\*\*Matilde Zimmerman, *Sandinista: Carlos Fonseca and the Nicaraguan Revolution*

\* To be read in tutorial by one third of the students; do not purchase until these books are allotted to members of the seminar.

\*\* To be read in seminar by one half of the students; do not purchase until these books are allotted to members of the seminar.

**MEETINGS, READINGS, ETC.**

**9 JUNE SEMINAR: WELCOME AND INTRODUCTION**

**11 JUNE SEMINAR: TWO, THREE, MANY ALGERIAS: THE EMERGENCE OF THE THIRD WORLD**

Fanon, *The Wretched of the Earth*

**16 JUNE TUTORIAL GROUP 1: REVOLUTION IN THE REVOLUTION?**

\*Mao, *Quotations from Chairman Mao Tse-tung*

**18 JUNE SEMINAR: IT'S RIGHT TO REBEL: THE GREAT PROLETARIAN CULTURAL REVOLUTION**

Esherick et al., eds., *The Chinese Cultural Revolution as History*

**23 JUNE TUTORIAL GROUP 2: THE GREAT REFUSAL**

\*Marcuse, *An Essay on Liberation*

**25 JUNE SEMINAR: THE WHOLE WORLD IS WATCHING: THE WORLD-HISTORICAL EVENT OF 1968**

\*\*Katsiaficas, *The Imagination of the New Left*

\*\*Suri, *Power and Protest*

**30 JUNE TUTORIAL GROUP 3: L'IMAGINATION AU POUVOIR**

. \*Lefebvre, *The Explosion*

**2 JULY SEMINAR: OUR GENERATION: MEMORIES OF STRUGGLE, NARRATIVES OF IDENTITY**

\*\*Passerini, *Autobiography of a Generation*

\*\*Poniatowska, *Massacre in Mexico*

**4 JULY INDEPENDENCE DAY**

**7 JULY TUTORIAL GROUP 1: POWER OF THE POWERLESS**

\*Havel, *Open Letters*

**9 JULY SEMINAR: THE PERSONAL IS POLITICAL: NEW SOCIAL SUBJECTS AND MOVEMENTS OF THE NEW LEFT AND WOMEN'S LIBERATION**

\*\*Dunbar-Ortiz, *Outlaw Woman*

\*\*Rowbotham, *Promise of a Dream*

**14 JULY TUTORIAL GROUP 2: A LUTA CONTINUA**

\*Cabral, *Return to the Source*

**16 JULY SEMINAR: SERVE THE PEOPLE: INTERNAL COLONIALISM, THIRD WORLDISM, AND SELF-DETERMINATION**

\*\*Pulido, *Black, Brown, Yellow, and Left*

\*\*Young, *Soul Power*

**21 JULY TUTORIAL GROUP 3: THE LONG MARCH THROUGH THE INSTITUTIONS**

\*Marcuse, *Counterrevolution and Revolt*

**23 JULY SEMINAR: REVOLUTION IN OUR LIFETIME?: DEAD-ENDS AND PASSAGEWAYS FROM THE SIXTIES TO THE GLOBAL LEFT AND SOCIAL MOVEMENTS OF THE PRESENT**

\*\*Varon, *Bringing the War Home*

\*\*Zimmerman, *Sandinista*

**2 AUG. PAPER DUE IN STUDENT CENTER FOOD COURT (3:00 PM)**

**6 AUG. GRADES DUE TO REGISTRAR**

\* To be read by one third of the seminar; do not read this book unless assigned to you.

\*\* To be read by one half of the seminar; do not read this book unless assigned to you.

*NAME*

*DATE*

*READING QUESTIONNAIRE #*

*COMPLETE BIBLIOGRAPHICAL CITATION*

- 1) How would you describe this book's subject or theme? How would you summarize its principal argument(s)?
- 2) What would you identify as the book's two or three most important "keywords" (categories and concepts)? Can you briefly define them?
- 3) What do you think is the most interesting sentence in the book?
- 4) What most impressed or intrigued you about the book? Would you do anything differently?
- 5) Avoiding generalities, how would you connect this book to other books we have read? Are these connections empirical, theoretical, and/or methodological?
- 6) What are two or three questions for our seminar or tutorial discussion?

***PLEASE REPRODUCE THE ABOVE FORMAT AND QUESTIONS  
IN YOUR COMPLETED QUESTIONNAIRE***

***YOUR COMPLETED QUESTIONNAIRE  
SHOULD BE TYPEWRITTEN OR COMPUTER-GENERATED***