

HIST 671-001: The Global 1960s Spring 2021

Remote Scheduled: Mondays 4:00-6:30pm

Location: Zoom (*I will email you the link)



Instructor: Dr. Tiffany N. Florvil (tflorvil@unm.edu)

Office: 2080 Mesa Vista Hall

Student Drop-in Hours on Zoom: M: 2:00-3:00pm, F: 1:00-3:00pm, and by appointment

*These Student Drop-In Hours will give you the opportunity to ask questions, get academic assistance, explore some of our course themes further, and chat about other developments and historical themes; please use this [link](#) to book an appointment with me.

“Actually, the world and America is upset and the only way to bring about a change is to upset it more.”
Fannie Lou Hamer

“The work of the colonist is to make even dreams of liberty impossible for the colonized. The work of the colonized is to imagine every possible method for annihilating the colonist.”
Frantz Fanon, *The Wretched of the Earth* (1961)

“. . .The 60s is not a chronological category which encompasses a decade, but rather a historical construct or heuristic rubric which renders noteworthy historical processes and events intelligible.”
Cornell West, “The Paradox of the Afro-American Rebellion”

UNM Land Acknowledgment:

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history. Refer to [UNM’s official land acknowledgement](#).

Living in a Pandemic:

Over the past year, the United States has experienced the emergence of the global COVID-19 pandemic as well as the consequences of systemic and everyday racism that Black, Jewish, Asian, Latinx, and Indigenous

communities have long-endured. For some, this has resulted in a fuller public awareness and response to the painful history of violence against Black, Jewish, Asian, Latinx, and Indigenous communities in the United States and across the world. The January 6th insurrection on the Capitol are also jarring and upsetting. Indeed, these events have caused fear, stress, trauma, and pain for many members of our community, and will continue to impact each of us in various ways throughout this semester. Under these circumstances, it is completely normal to feel sad, overwhelmed, or anxious, and to have difficulty concentrating. I have designed this course with these challenges in mind, and am committed to continuing to work with all of you to create a positive, accessible, and supportive learning environment throughout the semester. If your health, well-being, or school work are being impacted by recent events, I encourage you reach out to me and/or to make use of the resources the University of New Mexico provides, which I have also included in this syllabus.

Course Description:

From Johannesburg to Mexico City and from Chicago to Berlin, the 1960s were a culturally and politically defining moment that had global reverberations. In this seminar, we will explore a series of questions. What were the cultural and political transformations that took place in the 1960s? Were there commonalities that represented a popular “culture of dissent”? If so, what shape did it take internationally during this time? How did cultural and sexual identities shift? What gendered and/or feminist experiences took place on a global scale, and why? How did 1968 become a revolutionary year? Was 1968 the beginning of this revolutionary fervor? Or, did the year signify an unraveling revolution? We will attempt to answer these questions by studying the events, social movements, actors, places, and legacies of the 1960s throughout the globe. The course uses case studies in East and West Europe, Latin America, the Caribbean, Asia, Africa, and the United States. By interpreting the cultural, political, and social meaning of protest, violence, and resistance, students will discover the 1960s’ impact on ethnicity, race relations, gender, sexuality, class, and identity. More importantly, students will assess how social movements (feminist and women’s, gay, Civil Rights, and others) informed policies and incited intersectional change. Additional sources will introduce students to the history of the global and long sixties (1954-1976). Students will learn to analyze the transnational connections that cultivated and divided solidarity networks, in turn defining a generation.

Required Texts:

Christopher Dunn, *Contracultura: Alternative Arts and Social Transformation in Authoritarian Brazil* (Chapel Hill: University of North Carolina Press, 2016)

Emily K. Hobson, *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left* (Berkeley: University of California Press, 2016)

Richard Ivan Jobs, *Backpack Ambassadors: How Youth Travel Integrated Europe* (Chicago: University of Chicago, 2017)

Martin Klimke, *The Other Alliance: Student Protests in West Germany and the United States in the Global Sixties* (Princeton, NJ: Princeton University Press, 2010)

Dan Magaziner, *The Law and the Prophets: Black Consciousness in South Africa, 1968-1977* (Athens: Ohio University Press, 2010)

Valeria Manzano, *The Age of Youth in Argentina: Culture, Politics, & Sexuality from Perón to Videla* (Chapel Hill: University of North Carolina Press, 2014)

Lisa McGirr, *Suburban Warriors: The Origins of the New American Right* (Princeton, NJ: Princeton University Press, 2015)

Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance: A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (New York: Vintage, 2010)

Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Detente* (Cambridge, MA: Harvard, 2003)

Louie Dean Valencia-García, *Antiauthoritarian Youth Culture in Francoist Spain: Clashing with Fascism* (New York: Routledge, 2018)

Judy Tzu-Chun Wu, *Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era* (Ithaca: Cornell University Press, 2013)

*Additional readings listed on the syllabus will be available on the course's UNM Learn page or online databases.

Suggested Reading: (These suggested books are optional)

Jeffrey Bryne, *Mecca of Revolution: Algeria, Decolonization and the Third World Order* (New York: Oxford Press, 2016)

Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era* (Chapel Hill: University of North Carolina Press, 2017)

Steven L.B. Jensen, *The Making of International Human Rights: The 1960s, Decolonization, and the Reconstruction of Global Values* (New York: Cambridge University Press, 2016)

Anne Garland Mahler, *From the Tricontinental to the Global South: Race, Radicalism, and Transnational Solidarity* (Durham: Duke University Press, 2018)

Pandemic Objectives:

1. To be patient and kind with ourselves and with each other.
2. To embrace the opportunity to learn in new ways and grow as students, scholars, and global citizens.
3. To do our best, knowing that this will probably look different to us than for previous semesters.
4. To communicate openly, frequently, and clearly about our expectations, concerns, and goals. Tell me what you need, I will tell you how I can help. I promise.
5. Do not suffer in silence! If you need extra help, or if you need more time with an assignment, or if you feel like you are behind or not understanding everything, please talk to me, and I will work with you. I am committed to making sure you learn everything you were hoping to learn from this class!
6. To be flexible. This is a strange and really difficult time. We are all a little more anxious and scattered. Circumstances will likely change over the course of the term. But let's work together to make the this the best class possible, knowing that this may be a moving target.
7. To recognize that things are still not back to normal, and we are unsure when normality and equanimity will return especially with the on-going pandemic and the political insurrection.
8. Breathe!

Course Objectives and Requirements:

This is a reading intensive graduate level seminar! Dynamic and rigorous discussions make a successful seminar, and your preparation prior and performance in class are indispensable in achieving this goal. I will evaluate your participation grade based on three main criteria: 1) active, regular participation; 2) direct and specific engagement with the readings, including insightful reflections, posing questions, assessing problems, etc; and 3) collegial interaction with your peers that builds on their comments, asks further questions, and puts forth a different view with respect and courtesy.

- 1) **Weekly Attendance and Participation:** This is a graduate level seminar, and as such, student attendance and participation form the backbone of our seminar activity. Careful reading and active participation are essential. Students are to miss no more than FOUR (4) unexcused absence from this class. If you miss class, it is the student's responsibility to find out about activities, assignments, and other information missed. If something emerges throughout the semester, please communicate with Dr. Florvil, and she will work with you as best as she can.

***Students must stop by my Student Drop-in Hours at least once within the first five weeks of class. You are more than welcome to come more than once during and after the first five weeks. But this first instance allows me to get to know you.**

- 2) **Discussion Leader:** A significant component to the attendance and participation part of the grade is the student's role as discussion leader for the week's assigned work. Students must choose two weeks, in which he/she/they will offer a brief presentation and an analysis of the required readings as

well as lead and steer discussion on the topic. The student discussion leader must email eight to ten questions to Dr. Florvil by midnight on Saturday, and then I will email them to the class. Everyone should carefully and thoughtfully consider all the questions before Monday's class discussion. If you choose a week that another student has chosen, you must work together to develop your questions.

- 3) **Analytical Think Pieces:** Students will be required to write **two** Analytical Think Pieces of five to seven (5-7) pages in length about the course readings. These analyses should be thesis driven and must be double-spaced with 12-point font and standard one-inch margins. These Analytical Think Pieces should be submitted on UNM Learn by their due date in doc, docx, or Pages format. Do not submit papers as pdfs. I will mark Analytical Think Pieces that do not follow this format down by TWO PERCENTAGE POINTS. Late papers will lose HALF A LETTER GRADE for each 24-hr period. The Analytical Think Pieces will be due on **Friday, February 12th** and **Friday, March 12th**.
- 4) **Op-Ed Assignment:** Students will be required to write **one** Op-Ed between 750-1000 words on a topic related to the course's theme of the global and long 1960s that might be related to the present historical moment. The Op-Ed must be double-spaced with 12-point font and standard one-inch margins. It should be submitted on UNM Learn by its due date in doc, docx, or Pages format. Do not submit papers as pdfs. I will mark Op-Eds that do not follow this format down by TWO PERCENTAGE POINTS. Late reviews will lose HALF A LETTER GRADE for each 24-hr period. The Book Review will be due on **Friday, April 9th**.

Or

Blog Post Assignment: Students will be required to write **one** blog post between 750-1000 words on a topic related to the course's theme of the global and long 1960s. The Blog Post should not focus on one book per se, but tackle a particular subject related to the time period. Comparative analyses with regards to contemporary developments will also be welcomed. This Blog Post must be double-spaced with 12-point font and standard one-inch margins. It should be submitted on UNM Learn by its due date in doc, docx, or Pages format. Do not submit papers as pdfs. I will mark Blog Posts that do not follow this format down by TWO PERCENTAGE POINTS. Late Blog Posts will lose HALF A LETTER GRADE for each 24-hr period. The Blog Post will be due on **Friday, April 9th**.

- 5) **Final Presentation:** Students will be required to sign up for presentations that will take place during week sixteen (**Monday, May 3rd**). Students must provide a ten to twelve (10-12) minute presentation of their Final Project. Students, who choose to write a research paper, must offer insights about his/her/their arguments and evidence. Students, who choose to write a historiographical paper, must present aspects from his/her/their literature review. Students, who choose the unessay option, must share his/her/heir outline or ideas for his/her/their project.
- 6) **Final Project:** The final project will either be a fifteen to twenty-five (15-25) page research paper, a fifteen to twenty-five (15-25) page historiographical paper, or an Unessay with an accompanying written reflection between seven to twelve (7-12) pages in length. The reflection should include what you learned, why this topic was important to you, and how this format helped you understand the topic better. You must decide what option works for you. For the research paper, students must rely on a combination of primary and secondary sources that deal with any topic of their choosing concerning the theme of the global and long 1960s. For the historiographical paper, students must rely on multiple secondary sources that tackle a topic concerning the theme of the global and long 1960s. For the Unessay option, students have a choice of producing a website, a film, podcast, a series of interviews, or any other expression that exercises creativity and that engages with the themes of the global and long 1960s and that speaks to your interests. **Students will be required to meet with Dr. Florvil twice on Zoom to discuss and consult about their final projects.** Final

Projects must be double-spaced with 12-point font and standard one-inch margins, and should be submitted on UNM Learn by their due date in doc, docx, or Pages format. Do not submit papers as pdfs. Use the Chicago Manual of Style for your citations, either endnotes or footnotes. I will mark Final Projects down that do not follow this format down by TWO PERCENTAGE POINTS. Late final projects will lose HALF A LETTER GRADE for each 24-hr period. The final project is due on **Wednesday, May 12th by midnight on UNM Learn.**

Failure to complete all the requirements of the course will result in an overall failing grade.

“Stuff happens” clause: Students are allowed to invoke the clause on any of the assignments throughout the semester, and then students will receive a three-day extension. The only exception is that you cannot use the clause for the Final Project. When you invoke this clause, no explanation is required. But you must email me, and then I will approve it.

Grade Distribution:

Grades will be determined as follows:

Attendance and Participation	14%
Discussion Leader	6%
Analytical Think Pieces, Op-Ed, and Blog Post (10% each)	30%
Final Presentation	15%
Final Project	35%

A+: (97-100%)	A: (94-96%)	A-: (90-93%)	
B+: (87-89%)	B: (84-86%)	B-: (80-83%)	
C+: (77-79%)	C: (74-76%)	C-: (70-73%)	
D+: (67-69%)	D: (64-66%)	D-: (60-63%)	F: (0-59%)

Accommodation, Integrity, Conduct, and University Policies:

Need for Accommodation and Disability:

If there is anything that could affect your class performance and you may need accommodation due to a religious holiday, etc., please communicate with me by the **SECOND** week of classes so that appropriate arrangements can be made. Qualified students with disabilities who may need academic adjustments should contact me as soon as possible so that the proper arrangements can be made in a timely manner. Handouts are also available in alternative accessible formats upon request. Students must also contact the [Accessibility Resource Center](#).

Basic Needs Security Statement:

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the [Dean of Students](#), [Lobo Food Pantry](#), and/or me. We are certainly here to help.

Undocumented Students Statement:

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations for themselves or their relatives.

Equality Statement:

The [Office for Equity and Inclusion](#) as well as the [Office of Equal Opportunity](#), works with the University of New Mexico community in implementing and upholding policies and practices that are consistent with federal and state mandates as well as existing University policies regarding equal access, equal employment

and educational opportunity for all persons, without regard to race, religion, color, sex, gender, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status. Neither the University of New Mexico nor your instructor will condone and/or tolerate discrimination against any individual on the basis of race, religion, color, sex, gender identity, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran.

Title IX Statement:

Title IX prohibitions on sex discrimination include various forms of sexual misconduct, such as sexual assault, rape, sexual harassment, domestic and dating violence, and stalking. Current UNM policy designates instructors as required reporters, which means that if instructors are notified (outside of classroom activities) about any Title IX violations, they must report this information to the Title IX coordinator. However, the American Association of University Professors' (AAUP) "Statement on Professional Ethics" requires that Professors protect students' academic freedom and "respect[s] the confidential nature of the relationship between professor and student." Therefore, as a Professor I have pledged to honor student confidentiality and will strive to respect your wishes regarding reporting. Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you or someone you know should ever need assistance or have concerns about incidents that violate Title IX, there resources and confidential routes available to you on campus. For example, you can contact the [Women's Resource Center](#), [African American Student Services](#), [the LGBTQ Resource Center](#), [Student Health and Counseling \(SHAC\)](#), or [additional resources](#) at UNM. [LoboRESPECT](#) can also be contacted on their 24-hour crisis line, (505) 277-2911 and online at loborespect@unm.edu. You can receive non-confidential support and learn more about Title IX through the Title IX Coordinator at (505) 277-5251 and [the website](#). Reports to law enforcement can be made to UNM Police Department at (505) 277-2241. Please also consult the [campus policy](#) regarding sexual misconduct.

Academic Misconduct and Plagiarism:

The University of New Mexico prohibits academic dishonesty. Students must document any idea that you derive from another person or source, including websites or blogs, in your paper assignments in the form of a citation, whether a footnote or endnote. To take ideas from other people or sources without attribution constitutes plagiarism. I have a *zero* tolerance policy on plagiarism. If caught, students involved in the incident will receive an automatic F in the course, and I will immediately report the incidences to the Office of the Dean of Students. I believe you are capable of meeting my expectations for this course. If you are concerned about how well you are doing in this course or committing plagiarism unknowingly, please come and speak with me instead of considering academic misconduct. In addition, do consult the [History Department's policy on Academic Dishonesty](#).

Course Schedule:

*Schedule subject to change as needed

Week One

M 1/18: **Martin Luther King Jr. Day HOLIDAY NO CLASS**
Readings: **NONE**

Suggested: "AHR Reflections: 1968," *American Historical Review* 123:3 (June 2018): 706-778 (with articles from Bryan D. Palmer, Marcin Zaremba, Jiri Suk, Nico Pizzolato, Maud Anne Bracke, Quinn Slobodian, Chris Reynolds, Deborah Cohen and Lessie Frazier, Jean Allman, Yoav Di-Capua, Jeffrey Wasserstrom, Donna Murch, and Judy Tzu-Chun Wu)

Dennis Banks, *Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement* (Norman: University of Oklahoma Press, 2005)

Antoinette Nora Claypoole, *Ghost Rider Roads: American Indian Movement, 1971-2011* (Scotts Valley: Create Space Independent Publishing, 2012)

Todd Gitlin, *The Sixties: Years of Hope, Days of Rage* (1987; New York: Bantam, 2013)

-----, *The Whole World is Watching: Mass Media in the Making and Unmaking of the New Left* (Berkeley: University of California Press, 1981)

Tom Hayden, *The Long Sixties: From 1960 to Barack Obama* (New York: Paradigm, 2011)

Vaclav Havel, "On the Theme of Oppression" and "Letter to Alexander Dubcek," in *Open Letters: Selected Writings, 1965-1990* (New York: Vintage Books, 1992), 25-35 and 36-49

Fredric Jameson, "Periodizing the Sixties," in *The Sixties Without Apology*, eds Sonnya Sayers et al. (Minneapolis: University of Minnesota Press, 1984), 178-209

Steven Macedo, ed. *Reassessing the Sixties* (New York: Norton, 1997)

Herbert Marcuse, *One Dimensional Man* (Boston: Beacon Press, 1964)

Daniel Sherman, Rund van Dijk, Jasmine Alinder, and A. Aneesh, eds. *The Long 1968: Revisions and New Perspectives* (Bloomington: Indiana University Press, 2013)

Week Two: Course Introduction

M 1/25: ** Sign-Up as Discussion Leader for two class sessions**

Readings: "The International 1968, Part I: Introduction" in "AHR Forum: The International 1968 Part I," *American Historical Review* 114:1 (February 2009): 42-44

Jeremi Suri, "The Rise and Fall of an International Counterculture, 1960-1975," in "AHR Forum: The International 1968 Part I," *American Historical Review* 114:1 (February 2009): 45-68

Timothy Brown, "'1968' East and West: Divided Germany as a Case Study in Transnational History," in "AHR Forum: The International 1968 Part I," *American Historical Review* 114:1 (February 2009): 69-96

William Marotti, "Japan 1968: The Performance of Violence and the Theater of Protest," in "AHR Forum: The International 1968 Part I," *American Historical Review* 114:1 (February 2009): 97-135

"The International 1968, Part II: Introduction," in "AHR Forum: The International 1968 Part I," *American Historical Review* 114:2 (April 2009): 329-30

Sara Evans, "Sons, Daughters, and Patriarchy: Gender and the 1968 Generation," in "AHR Forum: The International 1968 Part II," *American Historical Review* 114:2 (April 2009): 331-47

Jeffrey Gould, "Solidarity Under Siege: The Latin American Left, 1968," in "AHR Forum: The International 1968 Part II," *American Historical Review* 114:2 (April 2009): 348-75

Richard Evans Jobs, "Youth Movements: Travel, Protest, and Europe in 1968," in "AHR Forum: The International 1968 Part II," *American Historical Review* 114:2 (April 2009): 376-404

Steven L.B. Jensen, "'So bitter a year for human rights': 1968 and the UN International Year for Human Rights" in Jensen, *The Making of International Human Rights: 1960s, Decolonization, and the Reconstruction of Global Values* (New York: Cambridge University Press, 2016), 174-208

Bedour Alagraa, "Moving Against the System: Dread History and the Global 1968," *Small Axe* 63 (November 2020): 218-27

These readings are equivalent to one book

Suggested: David Austin, ed. *Moving Against the System: The Global Congress of Black Writers and the Making of Global Consciousness* (London: Pluto Press, 2018)

Alexander Bloom and Wini Breines, eds. *"Takin' It to the Streets": A Sixties Reader* (1995; New York: Oxford University Press, 2011)

Timothy Scott Brown and Andrew Lison, eds. *The Global Sixties in Sound and Vision: Media, Counterculture, Revolt* (New York: Palgrave, 2014)

Samantha Christiansen and Zachary A. Scarlett, eds. *The Third World in the Global 1960s* (New York: Berghahn, 2012)

Carol Fink, Phillip Gassert, and Detlef Junker, eds. *1968: The World Transformed* (New York: Cambridge University Press, 1998)

Paco Ignacio Taibo II, trans., Donald Nicholson-Smith, '68: *The Mexican Autumn of the Tlatelolco Massacre* (New York: Seven Stories Press, 2019)

Kathryn Schumaker, *Troublemakers: Students' Rights and Racial Justice in the Long 1960s* (New York: New York University Press, 2019)

Cynthia Young, *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left* (Durham: Duke University Press, 2006)

Eric Zolov, "Introduction: Latin America in the Global Sixties," *The Americas*, Special Issue "Latin America in the Global Sixties" 70:3 (January 2014): 349-62

Week Three: A Global Culture of Dissent

M 2/1:

Readings: Jeremi Suri, *Power and Protest*

Suggested: David Caute, *The Year of the Barricades: A Journey through 1968* (New York: Harper & Row, 1988)

Gerard J. DeCroot, ed. *Student Protest: The Sixties and After* (London: Longman Pub Group, 1999)

Geoff Eley, *Forging Democracy: The History of the Left in Europe, 1850-2000* (New York: Oxford University Press, 2002)

Ronald Fraser, ed. *1968: A Student Generation in Revolt-an International Oral History* (New York: Pantheon, 1988)

Martin Klimke and Joachim Scharloth, eds. *1968 in Europe: A History of Protest and Activism, 1956-1977* (New York: Palgrave, 2008)

Robert Gildea, James Mark, and Anette Warring, eds. *Europe's 1968: Voices of Revolt* (New York: Oxford University Press, 2013)

Van Gosse, *Where the Boys Are: Cuba, Cold War and the Making of a New Left* (New York: Verso, 1993)

-----, *Rethinking the New Left: An Interpretative History* (New York: Palgrave, 2005)

Chen Jian, Martin Klimke, Masha Kirasirova, Mary Nolan, Marilyn Young, and Joanna Waley-Cohen, eds. *The Routledge Handbook of the Global Sixties: Between Protest and Nation-Building* (New York: Routledge, 2018)

George Katsiaficas, *The Imagination of the New Left: A Global Analysis of 1968* (Boston: South End Press, 1999)

Konrad J. Kuhn, "Liberation Struggle and Humanitarian Aid: International Solidarity Movements and the "Third World" in the 1960s" in Samantha Christiansen and Zachary A. Scarlett, eds., *The Third World in the Global 1960s* (New York: Berghahn, 2012), 69-100

Kimmo Rentola, "The Year 1968 and the Soviet Communist Party," in *The Establishment Responds: Power, Politics, and Protest Since 1945*, eds. Kathrin Fahlenbrach, Martin Klimke, Joachim Scharloth, and Laura Wong, eds (New York: Palgrave, 2012), 139-57

Jeremi Suri, *The Global Revolutions of 1968* (New York: Norton, 2007)

Kieran Williams, *The Prague Spring and its Aftermath: Czechoslovak Politics, 1968-1970* (New York: Cambridge University Press, 1987)

Week Four: Local Civil Rights Activism and Protest

M 2/8:

Readings: Danielle McGuire, *At the Dark End of the Street*

[Destinee Forbes, "Readdressing Passivity: Protest Dress in 1960s Civil Rights Photography," *The Fashion Studies Journal* \(January 2019\)](#)

Suggested: Anne-Marie Angelo, "The Black Panthers in London, 1967-1972: A Diasporic Struggle Navigates the Black Atlantic," *Radical History Review* 103 (2009): 17-35

-----, *Black Power on the Move: Migration, Internationalism, and the British and Israeli Black Panthers* (Chapel Hill: University of North Carolina Press, forthcoming 2021)

Amy Bass, *Not the Triumph But the Struggle: 1968 Olympics and the Making of the Black Athlete* (Minneapolis: University of Minnesota Press, 2004)

Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (New York: Random House, 1967)

Kathleen Cleaver and George Katsiaficas, eds. *Liberation, Imagination, and the Black Panther Party: A New Look at the Panthers and their Legacy* (New York: Routledge, 2001)

Brian D. Goldstein, "'The Search for New Forms': Black Power and the Making of the Postmodern City," *Journal of American History* 103:2 (September 2016): 375-99

Douglas Hartmann, *Race, Culture, and the Revolt of the Black Athlete: The 1968 Olympic Protests and Their Aftermath* (Chicago: University of Chicago Press, 2003)

Peniel E. Joseph, *The Sword and the Shield: The Revolutionary Lives of Malcolm X and Martin Luther King Jr.* (New York: Basic Books, 2020)

-----, ed. *The Black Power Movement: Rethinking the Civil Rights and Black Power Era* (New York: Routledge, 2006)

-----, "The Black Power Movement: A State of the Field," *Journal of American History* 96:3 (December 2009): 751-76

Donna Murch, *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California* (Chapel Hill: University of North Carolina Press, 2010)

Robert O. Self, *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton, NJ: Princeton University Press, 2003)

Bryan Shih and Yohuru Williams, eds. *The Black Panthers: Portraits from an Unfinished Revolution* (New York: Nation Books, 2016)

Amy Sonnie and James Tracy, *Hillbilly Nationalists, Urban Race Rebels, and Black Power: Community Organizing in Radical Times* (New York: Melville Housing Publishing, 2011)

Robyn C. Spencer, *The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland* (Durham: Duke University Press, 2016)

Darrel Wanzer-Serrano, *The New York Young Lords and the Struggle for Liberation* (Philadelphia: Temple University Press, 2015)

*** First Analytical Think Piece due on Friday, February 12th by 11:59pm on UNM Learn ***

Week Five: Cultural Ambassadors

M 2/15:

Readings: Richard Ivan Jobs, *Backpack Ambassadors*

***[Dr. Jobs will visit our seminar]**

Suggested: Julian Bourg, *From Revolution to Ethics: May 1968 and Contemporary French Thought* (Quebec: McGill-Queen's University Press, 2007)

Timothy Brown, *West Germany and the Global Sixties* (New York: Cambridge University Press, 2013)

Timothy Brown and Lorena Anton, eds. *Between the Avant-Garde and the Everyday: Subversive Politics in Europe from 1957 to the Present* (New York: Berghahn, 2010)

Claire Duchon, *Feminism in France: From May '68 to Mitterrand* (New York: Routledge, 1986)

Felix Germain, *Decolonizing the Republic: African and Caribbean Migrants in Postwar Paris, 1946–1974* (East Lansing: Michigan State University Press, 2016)

Karrin Hanshew, *Terror and Democracy in West Germany* (New York: Cambridge University Press, 2012)

Burleigh Hendrickson, "From the Archives to the Streets: Listening to the Global 1960s in the Former French Empire," *French Historical Studies* 40:2 (2017): 319-42

Dagmar Herzog, *Sex After Fascism: Memory and Morality* (Princeton, NJ: Princeton University Press, 2005)

Roger Karapin, *Protest Politics in Germany: Movement on the Left and Right Since the 1960s* (College Station: Penn State University Press, 2009)

Martin Klimke, "1968: Europe in Technicolour," in *The Oxford Handbook of Postwar European History*, ed. Dan Stone (New York: Oxford University Press, 2012), 243-61

Susanne Rinner, *The German Student Movement and the Literary Imagination: Transnational Memories of Protest and Dissent* (New York: Berghahn, 2013)

Quinn Slobodian, *Foreign Front: Third World Politics in Sixties West Germany* (Durham: Duke University Press, 2012)

Julia Sneeringer, *A Social History of Early Rock 'N' Roll in Germany: Hamburg from Burlesque to the Beatles, 1956-1969* (New York: Bloomsbury, 2018)

Robert P. Stephens, *Germans on Drugs: The Complications of Modernization in Hamburg* (Ann Arbor: University of Michigan Press, 2007)

Nick Thomas, *Protest Movements in 1960s West Germany: A Social History of Dissent and Democracy* (New York: Bloomsbury, 2003)

Sabine von Dirke, *All Power to the Imagination: The West German Counterculture from the Student Movement to the Greens* (Lincoln: University of Nebraska Press, 1997)

Week Six: Transnational Exchanges and Politics

M 2/22:

Reading: Martin Klimke, *The Other Alliance*

Suggested: Volker Berghahn, *America and the Intellectual Cold Wars in Europe* (Princeton, NJ: Princeton University Press, 2001)

Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s* (Cambridge, MA: Harvard University Press, 1981)

Belinda Davis, Wilfred Mausbach, Martin Klimke, and Carla MacDougall, eds. *Changing the World, Changing Oneself: Political Protest and Collective Identities in West Germany and the U.S. in the 1960s and 1970s* (New York: Berghahn, 2010)

Johanna Fernández, *The Young Lords: A Radical History* (Chapel Hill: University of North Carolina Press, 2020)

Gerd-Rainer Horn, *The Spirit of '68: Rebellion in Western Europe and North America, 1956-1976* (New York: Oxford University Press, 2007)

Robin D.G. Kelley and Stephen Tuck, eds. *The Other Special Relationship: Race Rights, and Riots in Britain and the United States* (New York: Palgrave, 2015)

Kevin M. Kruse and Stephen Tuck, *Fog of War: The Second World War and the Civil Rights Movement* (New York: Oxford University Press, 2012)

Mark Kurlansky, *1968: The Year that Rocked the World* (New York: Random House, 2005)

Kennetta Hammond Perry, *London is the Place for Me: Black Britons, Citizenship and the Politics of Race* (New York: Oxford University Press, 2015)

Axel Schildt and Detlef Seigfried, eds. *Between Marx and Coca-Cola: Youth Cultures in Changing European Societies, 1960-1980* (New York: Berghahn, 2006)

Rimko van der Maar, "'Johnson War Criminal!': Vietnam War Protests in the Netherlands," in *Between Prague Spring and French May: Opposition and Revolt in Europe, 1960-1980*, eds. Martin Klimke, Jacco Pekelder, and Joachim Scharloth (New York: Berghahn, 2010), 103-15

Week Seven: South African Activism

M 3/1:

Readings: Dan Magaziner, *The Law and the Prophets*

Nicholas Grant, "The National Council of Negro Women and Apartheid," in Grant, *Winning Our Freedoms: Together: African Americans and Apartheid, 1945-1960* (Chapel Hill: University of North Carolina Press, 2017), 184-206

Suggested: Steve Biko, *I Write What I Like: Selected Writings* (1978; Chicago: University of Chicago Press, 2002)

Aime Cesaire, *Discourse on Colonialism* (1955; New York: Monthly Review Press, 2000)

Nicholas Creary, *Domesticating a Religious Import: The Jesuits and the Inculturation of the Catholic Church in Zimbabwe, 1879-1980* (New York: Fordham University Press, 2011)

Frantz Fanon, *A Dying Colonialism* (1965; New York: Grove Press, 1994)

-----, *Toward the African Revolution* (1967; New York: Grove Press, 1994)

Gail Gehert, *Black Power in South Africa* (Berkeley: University of California Press, 1978)

Nicholas Grant, *Winning Our Freedoms: Together: African Americans and Apartheid, 1945-1960* (Chapel Hill: University of North Carolina, 2017)

Andrew Ivaska, *Cultured States: Youth, Gender, and Modern Style in 1960s Dar es Salaam* (Durham: Duke University Press, 2011)

Daniel Magaziner, *The Art of Life in South Africa* (Athens: Ohio University Press, 2016)

Seth Markle, *A Motorcycle on Hell Run: Tanzania, Black Power, and the Uncertain Future of Pan-Africanism, 1964-1974* (East Lansing: Michigan State University Press, 2017)

Robert J. McMahon, *The Cold War in the Third World* (New York: Oxford University Press, 2013)

Russell Rickford, *We are an African People: Independent Education, Black Power, and the Radical Imagination* (New York: Oxford University Press, 2016)

Chris Saunders, "1968 and Apartheid: Race and Politics in South Africa," in *The Third World in the Global 1960s*, eds. Samantha Christiansen and Zachary Scarlett (New York: Berghahn, 2012), 133-41

Week Eight: Youth Culture in Argentina

M 3/8:

Readings: Valeria Manzano, *The Age of Youth in Argentina*

Suggested: Elaine Carey, *Plaza of Sacrifices: Gender, Power, and Terror in 1968 Mexico* (Albuquerque: University of New Mexico, 2005)

Isabella Cosse, "Mafalda: Middle Class, Everyday Life, and Politics in Argentina, 1964-1973," *Hispanic American Historical Review* 94:1 (2014): 35-75

-----, "Infidelities: Morality, Revolution, and Sexuality in Left-Wing Guerrilla Organizations in 1960s and 1970s Argentina," *Journal of the History of Sexuality* 23:3 (September 2014): 415-50

Lessie Jo Frazier and Deborah Cohen, "Defining the Space of Mexico '68: Heroic Masculinity in the Prison, and 'Women' in the Streets," *Hispanic American Historical Review* 83:4 (November 2003): 617-60

Lessie Jo Frazier and Deborah Cohen, eds. *Gender and Sexuality in 1968: Transformative Politics in the Cultural Imagination* (New York: Palgrave, 2009)

Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War* (Chicago: University of Chicago Press, 2004)

Patrick Iber, *Neither Peace nor Freedom: The Cultural Cold War in Latin America* (Cambridge: Harvard University Press, 2015)

Jaime Pensado, "The (Forgotten) Sixties in Mexico," *The Sixties: A Journal of History, Politics, and Culture* 1:1 (June 2008): 83-90

-----, *Rebel Mexico: Student Unrest and Authoritarian Politician Culture During the Long Sixties* (Palo Alto: Stanford University Press, 2015)

Elena Poniatowska, *Massacre in Mexico* (Kansas City: University of Missouri, 1975)

Maria Josefina Saldana-Portillo, *The Revolutionary Imagination in the Americas and the Age of Development* (Durham: Duke University Press, 2003)

Kevin B. Witherspoon, *Before the Eyes of the World: Mexico and the 1968 Olympic Games* (DeKalb: Northern Illinois, 2008)

Heather Vrana, ed. *Anti-Colonial Text from Central American Student Movements, 1929-1983* (Edinburgh: Edinburgh University Press, 2017)

-----, *This City Belongs to You: A History of Student Activism in Guatemala, 1944-1996* (Berkeley: University of California Press, 2017)

Eric Zolov, "Showcasing the 'Land of Tomorrow': Mexico and the 1968 Olympics," *The Americas* 61:2 (October 2004): 159-88

*** The Second Analytical Think Piece due on Friday, March 12th by 11:59pm on UNM Learn ***

Week Nine**M 3/15:****NO CLASS SPRING BREAK (Don't forget to rest)****Week Ten: Youth Culture in Spain****M 3/22:****Readings:** Louie Dean Valencia-García, *Antiauthoritarian Youth Culture in Francoist Spain****[Dr. Valencia will visit our seminar]****Suggested:** Guya Accornero, *The Revolution before the Revolution: Late authoritarianism and student protest in Portugal* (New York: Berghahn, 2016)Stuart Hilwig, *Italy and 1968: Youthful Unrest and Democratic Culture* (New York: Palgrave, 2009)Kotis Kornetis, *Children of the Dictatorship: Student Resistance, Cultural Politics and the "Long 1960s" in Greece* (New York: Berghahn, 2013)[Gonçalo Canto Moniz, "The Portuguese 'May 68': Politics, Education and Architecture," *European Journal of American Studies* 3:2 \(2008\)](#)Luisa Passerini, trans., Lisa Erdberg, *Autobiography of a Generation: Italy 1968* (Hanover: Wesleyan University, 1996)Laura Podalsky, "Cosmopolitanism, modernity and youth in the 1960s: The Transnational Wanderings of Teen Idols from Argentina, Mexico and Spain," *Transnational Scenes* 11:2 (2020) 136-54Simon Prince, *Northern Ireland's 68: Civil Rights, Global Revolt and the Origins of the Troubles* (Dublin: Irish Academic, 2007)Simon Price and Geoffrey Warner, *Belfast and Derry in Revolt: A New History of the Start of the Troubles* (Dublin: Irish Academic, 2012)Sergio Rodríguez Tejada, "The anti-Franco student movement's contribution to the return of democracy in Spain," *Espacio Tiempo y Educación* 2:2 (2015): 77-106Roberto Alonso Trillo, "Music and Politics in the Spain of the 1960s: The Case of Tomás Marco," *Perspectives of New Music* 52:1 (Winter 2014): 103-38**Week Eleven: Internationalism and Feminism****M 3/29:****Readings:** Judy Wu, *Radicals on the Road*****[Dr. Wu will visit our seminar]****Suggested:** Lee Ann Banaszak, ed. *The U.S. Women's Movement in Global Perspective* (Lanham, MD: Rowman and Littlefield, 2005)Agatha Beins, "Radical Others: Women of Color and Revolutionary Feminism," *Feminist Studies* 41:1 (May 2015): 150-83Maylei Blackwell, *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement* (Austin: University of Texas Press, 2011)

Sara M. Evans, "Women's Liberation Seeing the Revolution Clearly," *Feminist Studies* 41:1 (2015): 138-49

Jacqueline Castledine, *Cold War Progressives: Women's Interracial Organizing for Peace and Freedom* (Urbana: University of Illinois Press, 2012)

Rachel Blau DuPlessis and Ann Snitow, eds. *The Feminist Memoir Project: Voices from Women's Liberation* (New Brunswick: Rutgers University Press, 2007)

Tanisha Ford, *Black Women, Style, and the Global Politics of Soul* (Chapel Hill: University of North Carolina Press, 2015)

Susan M. Hartmann, *The Other Feminists: Activists in the Liberal Establishment* (New Haven: Yale University Press, 2013)

Heather Stur, *Beyond Combat: Women and Gender in the Vietnam War Era* (Cambridge, MA: Cambridge University Press, 2011)

Myra Ferree, *Varieties of Feminism: German Gender Politics in Global Perspective* (Palo Alto: Stanford, 2012)

Sherie M. Randolph, *Florynce "Flo" Kennedy: The Life of a Black Feminist Radical* (Chapel Hill: University of North Carolina, 2015)

Benita Roth, *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave* (Cambridge, MA: Cambridge University Press, 2004)

Quinn Slobodian, "Guerrilla Mothers and Distant Doubles: West German Feminists Look at China and Vietnam," *Zeithistorische Forschungen/Studies in Contemporary History* Vol. 12 (2015): 39-65

Kimberly Springer, *Living for the Revolution: Black Feminist Organization, 1968-1980* (Durham: Duke University Press, 2005)

Week Twelve: The Gay and Lesbian Left and Liberation

M 4/5:

Readings: Emily Hobson, *Lavender and Red*

Suggested: Katie Batza, *Before AIDS: Gay Health Politics in the 1970s* (Philadelphia: University of Pennsylvania Press, 2018)

Jennifer Evans and Matt Cook, eds. *Queer Cities, Queer Cultures: Europe since 1945* (New York: Bloomsbury, 2014)

Tina Fetner, *How the Religious Right Shaped Lesbian and Gay Activism* (Minneapolis: University of Minnesota Press, 2008)

Craig Griffiths, *The Ambivalence of Gay Liberation: Male Homosexual Politics in 1970s West Germany* (Cambridge: Oxford University Press, forthcoming 2021)

Simon Hall, "The American Gay Rights Movement and Patriotic Protest," *Journal of the History of Sexuality* 19:3 (September 2010): 536-62

Victoria Langland, "Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil," in *In from the Cold: Latin America's New Encounter with the Cold War*, eds. Gilbert M. Joseph and Daniela Spenser (Durham: Duke University Press, 2008)

Tommi Avicolti Mecca, *Smash the Church, Smash the State!: The Early Years of Gay Liberation* (San Francisco: City Lights, 2009)

Lucy Robinson, *Gay Men and the Left in Post-war Britain: How the Personal Got Political* (Manchester: Manchester University Press, 2008)

Marc Stein, *Rethinking the Gay and Lesbian Movement* (New York: Routledge, 2012)

*** Book Review or Blog Post due on Friday, April 9th by 11:59pm on UNM Learn ***

Week Thirteen: Hippie Culture

M 4/12:

Readings: Christopher Dunn, *Contracultura*

Suggested: Articles by Eric Zolov, Vania Markarian, Valeria Manzano, Christopher Dunn, Joaquin Chavez, Jaime M. Pensado, and Aldo Marchesi in *The Americas: A Quarterly Review of Latin American History* 70:3 (January 2014)

Patrick Barr-Melej, *Psychedelic Chile: Youth, Counterculture, and Politics on the Road to Socialism and Dictatorship* (Chapel Hill: University of North Carolina Press, 2017)

-----, "Siloísmo and the Self in Allende's Chile: Youth, 'Total Revolution,' and the Roots of the Humanist Movement," *Hispanic American Historical Review* 86:4 (November 2006): 747-84

Benjamin A. Cowan, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (Chapel Hill: University of Carolina Press, 2016)

Devyn Spence Benson, *Antiracism in Cuba: The Unfinished Revolution* (Chapel Hill: University of North Carolina Press, 2016)

Jerry Davila, *Hotel Tropico: Brazil and the Challenge of African Decolonization, 1950-1980* (Durham: Duke University Press, 2010)

Christopher Dunn, *Brutality Garden: Tropicalia and the Emergence of a Brazilian Counterculture* (Chapel Hill: University North Carolina, 2001)

Victoria Langland, *Speaking of Flowers: Student Movements and the Making and Remembering of 1968 in Military Brazil* (Durham: Duke University Press, 2013)

Florencia Mallon, "Barbudos, Warriors, and Rotos: The MIR, Masculinity, and Power in Chilean Agrarian Reform, 1965-1974," in *Changing Men and Masculinities in Latin America*, ed. Matthew C. Gutmann (Durham: Duke University Press, 2003), 179-215

Colin Palmer, "Identity, Race, and Black Power in Independent Jamaica," in *The Modern Caribbean*, eds. Franklin Knight and Colin Palmer (Chapel Hill: University of North Carolina Press, 1989), 111-28.

Kate Quinn, ed. *Black Power in the Caribbean* (Gainesville: University of Florida, 2014)

Quito Swan, *Black Power in Bermuda: The Struggle for Decolonization* (New York: Palgrave, 2010)

Week Fourteen: Understanding Conservatism

M 4/19:

Readings: Anna von der Goltz and Britta Waldschmidt-Nelson, eds. "Introduction: Silent Majorities and Conservative Mobilization in the 1960s and 1970s in Transatlantic Perspective," in von der Goltz and Waldschmidt-Nelson, *Inventing the Silent Majority in Western Europe and the United States: Conservatism in the 1960s and 1970s* (New York: Cambridge University Press, 2017): 1-15

Lisa McGirr, *Suburban Warriors*

Suggested: John A. Andrew, *The Other Side of the Sixties: Young Americans for Freedom and the Rise of Conservative Politics* (New Brunswick: Rutgers University Press, 1997)

Dan T. Carter, *From George Wallace to Newt Gingrich: Race in the Conservative Counterrevolution, 1963-1994* (Baton Rouge: Louisiana State University Press, 1994)

-----, *The Politics of Rage: George Wallace, The Origins of the New Conservatism, and the Transformation of American Politics* (Baton Rouge: Louisiana State University Press, 2000)

Joseph Crespino, *In Search of Another Country: Mississippi and the Conservative Counterrevolution* (Princeton, NJ: Princeton University Press, 2009)

-----, *Strom Thurmond's America* (New York: Hill and Wang, 2013)

Andrew Hartman, *A War for the Soul of America: A History of the Culture Wars* (Chicago: University of Chicago Press, 2015)

Matthew Lassiter, *The Silent Majority: Suburban Politics in the Sunbelt South* (Princeton, NJ: Princeton University Press, 2006)

Rick Perlstein, *Before the Storm: Barry Goldwater and the Unmaking of the American Consensus* (New York: Nation Books, 2009)

Jonathan M. Schoenwald, *A Time For Choosing: The Rise of Modern American Conservatism* (New York: Oxford University Press, 2002)

Jeremy Varon, *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)

Week Fifteen

M 4/26: NO CLASS- Work on Final Projects

Week Sixteen: Wrap Up

M 5/3: Final Presentations

*** Final Projects are due on Wednesday, May 12th by midnight on UNM Learn ***