

History 201: The Historians' Craft

Protest Movements in 1960s Europe and America

Tuesdays, 1:20-3:15pm (Education L173)

Instructor: Dr. Ben Shannon

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Institution: University of Wisconsin-Madison

Office Hours: W, 12:30-2:30 pm (and by appt.)

Course Description

The 1960s was a pivotal decade in the history of Europe and America. Politically speaking, it is often remembered as a period of unrest, with student protests, civil rights marches, assassinations, and Cold War tensions dominating the public consciousness. At the same time, a decline in religious practice, and the emergence of youth culture, rock music, and new sexual freedoms all signaled disorienting shifts in social norms. This course will explore these important moments from a comparative, transnational perspective. Using a variety of primary sources, such as memoirs, political tracts, news reels, popular music, posters, fliers, and ephemera, students will examine international developments in the student movement and counterculture, decolonization efforts in the so-called Third World, and the emergence of the New Left, Post-modernism, and Left-wing terrorism.

Course Objectives

Upon completing this course, students should be able to:

- Identify key concepts and themes in the history of the 1960s in Europe and America
- Critically analyze and properly cite both primary and secondary sources
- Conduct original research using the methods of professional historians
- Communicate research findings through essays, discussions, and oral presentations

Student Workload

This 3-credit course meets as a group for 2 hours per week (according to UW-Madison's credit hour policy, each 115-minute class counts as 2 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions and presentations, and/or studying for this course.

Grades

Grades are based on the following scale:

100-93 = A
92-88 = A/B
87-83 = B
82-77 = B/C
76-70 = C
69-60 = D
59-0 = F

Final grades will be calculated accordingly:

Source Analysis Paper = 10%
Research Proposal = 10%
Presentations = 10%
Rough Draft = 20%
Peer Review = 10%
Final Paper = 25%
Participation = 15%

Writing Assignments

Students will complete four written assignments: a primary source analysis, a research proposal, a rough draft, and a final draft of an original research paper. Written assignments must be submitted on their due date and will be penalized one letter grade for each day late. Deadline extensions will be considered for disability accommodation and cases of personal misfortune.

Writing Standards and Assessment

Each writing assignment will be assessed according to specific criteria. However, the following general grading standards will also apply:

A = your paper has a cogently argued position with a clear thesis statement; your argument follows a logical progression; your paper demonstrates a superior understanding of the source and its historical significance; your paper is clearly written and free of basic errors in grammar and punctuation; your paper meets the appropriate word limit

A/B = your paper has a cogently argued position with a clear thesis statement; your argument follows a logical progression but may wander slightly; your paper demonstrates a firm understanding of the source and its historical significance; your writing is generally clear, despite a few minor mistakes in grammar and punctuation; your paper meets the appropriate word limit

B = your paper has reasonably strong arguments, but lacks a clear thesis statement; your argument follows a logical progression but wanders off topic; your paper demonstrates a moderate understanding of the source and its historical significance; your writing is unclear at times, with occasional mistakes in grammar and punctuation; your paper does not meet the appropriate word limit

B/C = your paper lacks a strong argument or clear thesis statement; your argument wanders on occasion; your paper demonstrates some understanding of the source and its historical significance; your writing is often unclear, due to mistakes in grammar and punctuation; your paper does not meet the appropriate word limit

C = your paper lacks a strong argument or clear thesis statement; your argument wanders; your paper demonstrates only the most basic understanding of the source and its historical significance; your writing is often unclear, due to major mistakes in grammar and punctuation

D = your argument has major flaws; your paper demonstrates a lack of understanding of the source and its historical significance; your paper is incomprehensible at times

F = Your paper is incomplete, entirely incomprehensible, or plagiarized

Presentations

Students will give two presentations over the course of the semester. These presentations will be based on original research, conducted by the student, and will occur during class. Grading standards will be distributed prior to the presentation assignments.

Discussion

Discussions will take place during the second half of class (i.e. after lecture) and will be based on the assigned readings for the week.

Participation grades will be calculated according to the following standards:

A = you frequently volunteer to speak; you demonstrate a superior understanding of the assigned readings; you are able to clearly articulate the connection between the readings and the larger themes of the course; you make insightful contributions to discussion

A/B = you occasionally volunteer to speak; you demonstrate a solid understanding of readings; you are able to articulate the connection between the readings and the larger themes of the course; you occasionally make insightful contributions to discussion

B = you seldom volunteer to speak; you demonstrate some understanding of readings; you make basic connections between the readings and the larger themes of the course; you rarely make insightful contributions

B/C or C = you do not speak unless called upon; you demonstrate only the most superficial understanding of readings; you contribute very little to discussion

D or F = you do not speak; you demonstrate no understanding of the assigned readings; you make no contribution whatsoever to discussion

Required Readings (purchase)

Rampolla, Mary Lynn. *A Pocket Guide to Writing History*. 10th ed. Bedford/St. Martin's: Boston/New York, 2020. (available on Amazon.com)

Required Readings (free)

Unless noted above, all readings for this class will be posted in pdf format on Canvas and will be available to students free of charge.

Expectations

Attendance:

Students are expected to arrive to class on time. Persistent tardiness (five times or more) will result in a reduction of one's discussion grade, up to 10%. Likewise, persistent unexcused absences (three or more) will also result in a reduction of the discussion grade, up to 50%. Students should make every effort to inform me of an expected absence prior to class. If you are absent, it is your responsibility to contact me in order to obtain any missed assignments and contact a classmate to obtain lecture notes.

Classroom Etiquette:

Laptops, tablets, cellphones, and all electronic equipment that is not related to disability accommodation must be shut off, silenced, or put away during class. Additionally, please refrain from bringing food to class. Drinks are fine!

Contacting Me:

I encourage all students to visit me during office hours. If you are unable to meet during the times that I have set aside each week, please contact me about setting up an alternative meeting time (this can include video conference). I check my email at least once a day, however, the exact time varies according to my schedule. As a rule of thumb, you can expect a response from me within 24 hours. That said, I will not respond to email questions that can be answered by consulting the course syllabus.

Resources

It is my hope that this class will help you become a better writer. For additional guidance in this regard, including individual consultation, please visit the UW Writing Center (www.wisc.edu/writing) or the History Lab (<https://history.wisc.edu/undergraduate-program/the-history-lab/>)

Most academic historians cite sources according to *The Chicago Manual of Style*. For a simple guide to Chicago-style citation, visit www.wisc.edu/writing/Handbook/DocChicago.html

Plagiarism is the unacknowledged use of another person's words or ideas. For a description of the University of Wisconsin's policy on plagiarism and academic misconduct, see: <http://students.wisc.edu/doso/docs/UWS14.pdf>

A statement from the McBurney Disability Resource Center (www.mcburney.wisc.edu):

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Statements from the University of Wisconsin regarding COVID-19

Students' Rules Rights, & Responsibilities

During the global COVID pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge](#)

UW-Madison Face Covering Guidelines

While on campus all employees and students are required to wear [appropriate and properly fitting face coverings](#) while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 [symptoms](#) and [get tested for the virus](#) if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Regular and Substantive Interaction

This course fulfills the University of Wisconsin's requirement of regular and substantive interaction between instructors and students by providing weekly opportunities for student engagement with the professor in lecture and office hours, and through weekly email correspondence from the professor, highlighting upcoming topics and assignments.

Course Schedule

Week 1 (01/25):

Lecture: Introduction to History 201

Discussion: History as a Way of Thinking

Readings:

Marius, pgs. 1-9

Week 2 (02/01):

Lecture: Political Ideologies of the 1960s

Discussion: Asking Historical Questions

Readings:

Rampola, pgs. 1-7

Marx and Engels, *The Communist Manifesto*

Week 3 (02/08):

Lecture: The Post WWII-Era in Europe and America

Discussion: Evaluating Sources

Readings:

Rampola, 8-25

Primary Source Handouts

Week 4 (02/15):

Lecture: From Old Left to New Left

Discussion: Choosing a Research Topic

Readings:

Rampola, 83-90

Horkheimer and Adorno, "Dialectic of Enlightenment"

Marcuse, "Liberation from the Affluent Society"

DUE: Source Analysis Paper

Week 5 (02/22):

Lecture: American Civil Rights Movement

Discussion: Conducting Research and Navigating Historiography

Readings:

Rampola, 90-100, History Lab Handout, Useful Links

Martin Luther King Jr., "Letter from Birmingham Jail"

Week 6 (03/01):

Lecture: The Early Student Movement

Discussion: Writing a Research Proposal

Readings:

History Lab Handout

Students for a Democratic Society, "Port Huron Statement"

Week 7 (03/08):

Lecture: The Anti-Vietnam War Movement

Discussion: Outlining and Topic Sentences

Readings:

Rampola, 102; History Lab Handout

Ray Mungo, Anti-Vietnam War Speech

DUE: Research Proposal

Week 8 (03/15): NO CLASS – Spring Break

Week 9 (03/22)

Lecture: Counterculture as Revolution

Discussion: Using Quotes and Evidence

Readings:

Rampola, 112-7; Marius, 228-34

DUE (in class): Student Presentation #1

Week 10 (03/29):

Lecture: The Student Movement in Madison and Abroad

Discussion: Citations

Readings:

Rampola, 117-9; Marius, 164-77

Maranis, *They Marched into Sunlight*, "Soglin's Thrill"

Week 11 (04/05):

Lecture: "1968" in Europe and America

Discussion: Writing a Grant/Fellowship Application

Readings:

History Lab Handout

Frank da Cruz, "Columbia University, 1968"

<http://www.columbia.edu/cu/computinghistory/1968/index.html>

Week 12 (04/12):

Lecture: The New Left Revolution Culminates

Discussion: Writing a Peer Review

Readings:

Hoffman, *Steal This Book*

DUE: Rough Draft

Week 13 (04/19):

Lecture: Fragmentation and Radicalization of the New Left

Discussion: Peer Review

DUE (in class): Peer Review

Week 14 (04/26):

Lecture: The Afterlives of the 1960s - Postmodernism and New Social Movements

Discussion: Student Presentations

DUE (in class): Student Presentation #2

Week 15 (05/03):

Lecture: From the 1960s to the Present

Discussion: Student Presentations

DUE (in class): Student Presentation #2

DUE: Final Paper