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## **GLOBAL 1960S (HIS 373)**

Professor Eric Zolov  
Monday/Wednesday, 4:00-5:20pm  
Frey Hall 201

SATISFIES: GLO, SBS+

This course examines the tumultuous period increasingly known as the “Global 1960s.” It was an era defined by the utopian optimism of a “new world coming,” on one hand, and the harsh realities of war, political repression, and the possibility for nuclear conflict, on the other. Cold War conflict, both ideological and military, the emergence of the Third World as a new geopolitical force, cultural revolutions, and student-led rebellion all seemingly converged. How do we make sense of the 1960s as a transnational, global set of experiences whose revolutionary heroes—from Che Guevara to The Beatles—and imagery were deeply intertwined? To do so, students will read foundational texts and explore other primary and secondary sources from the period covering a wide range of interpretations and case studies.

### **LEARNING OBJECTIVES**

#### **GLO: “Engage Global Issues”**

1. Demonstrate knowledge and understanding of the interconnectedness of the world in the context of the "Global 1960s."
2. Demonstrate knowledge and understanding of societies and cultures outside of the United States.

#### **SBS+: “Pursue Deeper Understanding”**

1. Demonstrate mastery of the conceptual vocabulary needed to interpret the circulation of global texts (written, aural, aesthetic) and their location within distinctive regional contexts
2. Demonstrate analytical understanding of leftwing thought and political movements, as well as the responses by authorities, during this period.

3. Evaluate the ways in which key events such as the Cuban Revolution, the Vietnam War, and the Cultural Revolution in China, on one hand, and rock music, shifts in gender roles, and countercultural protest, on the other, inspired (and divided) youth globally.
4. Identify the principal features of Latin American, Asian & European geography  
By the end of the course, students should have a firm understanding of key actors, events, and conceptual vocabulary ("Keywords") that influenced the course of global history during this period, as well as gain an appreciation for the unique complexity of 1960s.

### REQUIREMENTS

Classes will center around short lectures and engaged classroom discussion of assigned primary and secondary texts. You are expected to attend each class fully versed in the required assignments and to actively participate in discussions. This includes asking questions, challenging others' interpretations of the texts (including the professor's) and helping to lead discussions.

**Participation (10%):** Class participation grade includes attendance record, filling out response questions on the readings, and engagement in class discussion. Excused absences require advance notification of the professor and submission of the response sheet to assigned readings. Unexcused absences will be penalized by 2pts for each class missed. In either case, more than three absences will severely impact your participation grade.

**First Essay (30%):** The first essay will explore the question of violence and anticolonialism, drawing on the film *Battle for Algiers* and readings up to that point. A required Writing Workshop, for which students must provide a hardcopy draft essay of their essay, is worth 5% of this grade. Failure to bring a printed-out version of your essay for the Writing Workshop will result in the loss of this 5%. Essays must properly use Chicago Manual of Style (CMS) footnoting and will be assessed based on strength of analysis, essay structure/writing, and overall presentation.

**Second Essay (30%):** The second essay will explore themes of love and repression, drawing on the film *Yellow Submarine* and readings up to that point. A required Writing Workshop, for which students must provide a hardcopy draft essay of their essay, is worth 5% of this grade. Failure to bring a printed-out version of your essay for the Writing Workshop will result in the loss of this 5%. Essays must properly use Chicago Manual of Style (CMS) footnoting and will be assessed based on strength of analysis, essay structure/writing, and overall presentation.

**Keywords Dictionary (30%):** The final assignment is to create an analytical "dictionary" composed of five entries selected from a list of keyword terms that will be provided. Each entry should be between 1-2 pages in length and must draw directly on course materials, with properly cited footnotes and bibliography. All dictionaries must be submitted in hardcopy. Guidelines to be distributed.

### **GUIDELINES FOR WRITTEN WORK**

I expect a high degree of professionalism for all written work. All work (other than reading response sheets) must be typed in 12 pt. font (Times), 1 1/2-inch spacing, with 1-inch margins. Do not create extra spacing between paragraphs. All written work must include your name, an original title (not simply, "Paper 1"), and page numbers. All direct quotations and references to other authors' ideas require a footnote (placed at the bottom of the page); use your computer's software programming to automatically insert footnotes. Footnotes must use Chicago Manual of Style (CMS). A description of how to cite using CMS as well as other useful resources for writing can be found at the [Writing Resources](#) page of the History website.

### **STATEMENT ON GRADING**

To receive an "A" in this course, you must have an exceptional attendance record and demonstrate an upper level of competency on all written assignments. This means showing that you understand the course material not simply at a narrative or factual level, but also analytically. To receive a "B" in this course, you must have a strong attendance record and demonstrate a solid level of competency on written assignments. Similar to the "A" level, you are expected to demonstrate an active engagement with the course materials, though the difference between an "A" and "B"-level student is revealed in the degree of analytical thought that goes into an assignment. Students who receive a "C" in this course will have a solid attendance record and demonstrate competency in written assignments. A competent grasp of the materials shows that you are able to discern the narrative arguments and have a firm grasp of the factual materials. The following grading scale will be used:

A: 94-100; 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: 60-66; F: <60

### **CLASSROOM ETIQUETTE**

The courtesy of alerting the professor to a scheduled absence or lateness is expected. In the event of an emergency absence and/or request for extension on papers (due to personal or family illness or appropriate extenuating circumstances only) documentation may be requested. Late work (non-approved extensions) will be penalized 5 pts. for each class day late. Persistent unexcused lateness and/or absences will severely affect your grade.

*Leaving the classroom in the middle of a lecture, other than for an emergency or required bathroom trip, is disrespectful and disruptive to the learning environment. If you need to leave class early, please let the professor know in advance. Please visit the bathroom before class. Use of your phone and/or computer other than for purposes directed related to the course is disrespectful and distracting. If you come to class, I expect you to be fully present.*

### **EXTRA CREDIT**

During the course of the semester there may be public events on campus related to our class which I will announce in advance. You are strongly encouraged to attend these events and as an added incentive you may turn in a 1-2 page reflective analysis for “extra credit.” All extra-credit work should follow the same guidelines for other written work; these will not be graded formally but will factor into your final mark for the course. All work must be turned in within 2 weeks of the scheduled event. A presentation by Frank Gerits, one of the authors we are reading, will take place on Tuesday, October 24th. A sign-in sheet will be provided that will count for extra-credit for that presentation.

### **AMERICANS WITH DISABILITIES ACT/STUDENT ACCESSIBILITY SUPPORT CENTER STATEMENT:**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and [Student Accessibility Support Center](#).

### **ACADEMIC INTEGRITY**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Your responses must be authored by you, in your own words. This pertains to responses generated by ChatGPT and other AI programs. Suspected instances of academic dishonesty will be reported to the [Academic Judiciary](#).

### **CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

### **BOOKS REQUIRED FOR PURCHASE**

NOTE: There are no books for purchase. Two separate Readings Packets (broken up so that it is not too heavy to carry) will be available for purchase at the FedEx office on the basement floor of Melville Library (ask for "Zolov, HIS 373").

**WEEK I**  
**INTRODUCTION**

8/28: Introduction

8/30: What do we mean by the "Global Sixties"?

Readings:

Martin Klimke and Mary Nolan, "Introduction: The Globalization of the Sixties" in Chen Jian, Martin Klimke, Masha Kirasirova, Mary Nolan, Marilyn Young, Joanna Waley-Cohen, eds., *The Routledge Handbook of the Global Sixties: Between Protest and Nation Building* (New York: Routledge, 2018), 1-9.

Eric Zolov and Sohl Lee, "Introduction: Global Sixties in the Global South," *The Global Sixties* vol. 15, nos. 1-2 (2022): 125-133.

**WEEK II**  
**COLD WAR LOGICS**

9/4: LABOR DAY

9/6: Containment and the Cold War

Readings:

John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy* (NY: Oxford University Press, 1982), chap. 2, "George F. Kennan and the Strategy of Containment," pp. 25-53.

Nikita Khrushchev, "20th Party Congress Speech (24-25 February 1956)" in Jeremi Suri, *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), pp. 1-10.

**WEEK III**  
**COLD WAR LOGICS-II**

9/11: The Politics of "Peace"

Readings:

Petra Goedde, *The Politics of Peace: A Global Cold War History* (NY: Oxford Univ. Press, 2019), Chap. 2: "Old and New Left Internationalism and the Search for World Peace," pp. 39-67.

Nikita Khrushchev, "On Peaceful Coexistence," *Foreign Affairs* vol. 38, no. 1 (October 1959): 1-18.

9/13: Bandung (1955): Birth of the Third World

Readings:

Frank Gerits, "Bandung as the Call for a Better Development Project: US, British, French and Gold Coast Perceptions of the Afro-Asian Conference (1955)," *Cold War History* (June 2016): 1-18.

"Address by Sukarno (Bandung, 18 April 1955)"

**WEEK IV  
BATTLE OF ALGIERS**

9/18: *Battle of Algiers* (Dir. Gillo Pontecorvo, 1966)

Readings:

Alina Sajed, "How We Fight: Anticolonial Imaginaries and the Question of National Liberation in the Algerian War," *Interventions* vol. 21, no. 5 (March 2019): 635-51.

9/20: *Battle of Algiers* (continued)

**WEEK V  
VIOLENCE & THE "NEW LEFT"**

9/25: Yom Kippur (No Class)

9/27: Franz Fanon, *Wretched of the Earth*

Readings:

Franz Fanon, "Concerning Violence" in Bruce B. Lawrence and Aisha Karim, eds., *On Violence: A Reader* (Durham: Duke University Press, 2007), pp. 78-100.

**WEEK VI  
YOUTH & THE "NEW LEFT"**

10/2: The Cuban Revolution

Readings:

Van Gosse, *Where the Boys Are: Cuba, Cold War America and the Making of a New Left* (NY: Verso, 1993), chap. 5, "Fair Play!," pp. 137-173.

Fidel Castro, "Second Declaration of Havana" (February 4, 1962) in Mary-Alice Waters, ed., *The First and Second Declarations of Havana: Manifestos of Revolutionary Struggle in the Americas Adopted by the Cuban People* (NY: Pathfinder Books, 2007)

10/4: Young Americans for Freedom/Students for a Democratic Society

Readings:

Gerard DeGroot, *The Sixties Unplugged: A Kaleidoscopic History of a Disorderly Decade* (Cambridge: Harvard University Press, 2008), pp. 90-98.

Young Americans for Freedom, "The Sharon Statement" (1960) in Jeremi Suri, *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), 32-33.

Students for a Democratic Society, "The Port Huron Statement" (1962) in Jeremi Suri, *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), 40-50.

**WEEK VII  
WRITING WORKSHOP**

10/9: FALL BREAK

10/11: Writing Workshop

**WEEK VIII  
SPIRIT OF BANDUNG & VIETNAM**

10/16: Belgrade to Cairo

Readings:

Lorenz Lüthi, "Non-Alignment, 1946-1965: Its Establishment and Struggle Against Afro-Asianism," *Humanity* vol. 7, no. 2 (Summer 2016): 201-223.

Josip Broz Tito, "Opening of the Conference Statement," *Conference of Heads of State of Government of Non-Aligned Countries, Belgrade, September 1-6, 1961* (Belgrade: Izdavacki Zavod, 1961), pp. 17-22.

NOTE: Paper Due

10/18: Vietnam

Readings:

Bradley R. Simpson, "Southeast Asia in the Cold War" in Robert J. McMahon, ed., *The Cold War in the Third World* (NY: Oxford University Press, 2013), pp. 48-66.

National Liberation Front for South Vietnam, "Ten-Point Manifesto" (December 1960), in Jeremi Suri, *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), 34-35.

**WEEK IX**  
**TRICONTINENTALISM**

10/23: Tricontinental Conference

Readings:

Eric Zolov, *The Last Good Neighbor: Mexico in the Global Sixties* (Durham: Duke University Press, 2020), pp. 254-266.

Eric Gettig, "'A Propaganda Boon for Us': The Havana Tricontinental Conference and the United States Response" in R. Joseph Parrott and Mark Atwood Lawrence, *The Tricontinental Revolution: Third World Radicalism and the Cold War* (NY: Cambridge University Press, 2022), 216-241.

Ernesto "Che" Guevara, "Message to the Tricontinental," Special Supplement of *Tricontinental* (April 16, 1967), pp. 1-10.

NOTE: Talk by Frank Gerits (10/24), 4:30pm, Humanities Institute, Rm. 1006.

10/25: China's Cultural Revolution

Readings:

Rebecca Karl, *Mao Zedong and China in the Twentieth-Century World* (Durham: Duke University Press, 2010), pp. 117-42.

Mao Zedong, "The *Sixteen Points*: Guidelines for the Great Proletarian Cultural Revolution" (1966).

**WEEK X**  
**GLOBAL 1968-I**

10/30: Failure of Che

Readings:

Jeremy Prestholdt, "Resurrecting Che: Radicalism, the Transnational Imagination, and the Politics of Heroes," *Journal of Global History* vol. 7, no. 3 (November 2012): 506-526.

Fidel Castro, "The Death of Che Guevara" (October 18, 1967) in *Fidel Castro Reader* (Melbourne: Ocean Books, 2007), pp. 315-26.

11/1: Paris

Michael Seidman, "The French Sixties and the Refusal of Work" in A. James McAdams and Anthony P. Monta, eds., *Global 1968: Cultural Revolutions in Europe and Latin America* (Notre Dame, IN: University of Notre Dame Press, 2021), pp. 288-321.

Daniel Cohn-Bendit, "Interview by Jean-Paul Sartre (20 May 1968)" in Jeremi Suri, ed., *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), pp. 132-141.



**WEEK XI**  
**GLOBAL 1968-II**

11/6: Prague

Readings:

Mark Kurlansky, *1968: The Year that Rocked the World* (NY: Random House, 2004), chap. 13, "The Place to Be," pp. 238-250.

Ludvík Vaculík, "Two Thousand Words for Workers, Farmers, Scientists, Artists, and Everyone (27 June 1968)," in Jeremi Suri, ed., *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), pp. 158-65.

11/8: Mexico City

Readings:

Mary Kay Vaughan, "Mexico 1968: Events, Assessments, and Antecedents" in Chen Jian, Martin Klimke, Masha Kirasirova, Mary Nolan, Marilyn Young, Joanna Waley-Cohen, eds., *The Routledge Handbook of the Global Sixties: Between Protest and Nation Building* (New York: Routledge, 2018), pp. 146-58.

Paco Ignacio Taibo II, '68, trans. by Donald Nicholson-Smith (New York: Seven Stories Press, 2004), pp. 16-30.

**WEEK XII**  
**LOVE, VIOLENCE & PSYCHEDELIA**

11/13: *Yellow Submarine* (Dir. George Dunning, 1968)

Readings:

Abbie Hoffman, "Interview (1969)" in Jeremi Suri, ed., *The Global Revolutions of 1968* (NY: W.W. Norton, 2007), pp. 206-216.

11/15: *Yellow Submarine* (cont).

**WEEK XIII**  
**WRITING WORKSHOP**

11/20: Writing Workshop

11/22: THANKSGIVING BREAK

**WEEK XIV**  
**YOUTH SOUNDTRACKS**

11/27: Rock

Readings:

Ana Sánchez Trolliet, "'Buenos Aires Beat': A Topography of Rock Culture in Buenos Aires, 1965-1970," *Urban History* vol. 41, no. 3 (August 2014): 517-36.

*Yellow Submarine* Paper Due

11/29: Folk

Matías Hermosilla, "The Gathering of the Protest Songs: Cuba, Thirdworldism, and the Birth of the Protest Song Movement (1967-1970)," *The Global Sixties* vol. 15, nos. 1-2 (2022): 180-99.

**WEEK XV**  
**END OF THE DREAM**

12/4: Chile's Fraught "Peaceful Road to Socialism"

Readings:

Patrick Barr-Melej, "A '68 Chileno?: Politics, Culture, and the Zeitgeist of '68" in A. James McAdams and Anthony P. Monta, eds., *Global 1968: Cultural Revolutions in Europe and Latin America* (Notre Dame, IN: University of Notre Dame Press, 2021), pp. 385-414.

"Speech by Augusto Pinochet Ugarte, 1975" in Brian Loveman and Thoman Davies, Jr., *The Politics of Antipolitics: The Military in Latin America* (Lincoln: University of Nebraska Press, 1978), pp. 200-207

12/6: Cuban Political Graphics

Readings:

Fernando Camacho Padilla and Eugenia Palieraki, "*Hasta Siempre, OSPAAAL!*," *NACLA Report on the Americas*, vol. 51, no. 4 (2019): 410-421.

**WEEK XVI**  
**MAKING SENSE OF THE "GLOBAL SIXTIES"**

12/11:

Readings:

Christopher Connery, "The Dialectics of Liberation: The Global 1960s and the Present" in Chen Jian, Martin Klimke, Masha Kirasirova, Mary Nolan, Marilyn Young, Joanna Waley-Cohen, eds., *The Routledge Handbook of the Global Sixties: Between Protest and Nation Building* (New York: Routledge, 2018), pp. 575-88.