



Department of History

HTST 408
The Global 1960s
Winter 2022

Instructor: Dr. N. Janovicek

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Office Hours and Location/Method: Wednesday 3:00 – 4:00 & Thursday 11:00 – 12:00; in person or via Zoom

Classroom Location, Days and Times: MS 211, M/W/F 1:00 – 1:50

Course Delivery: In person

Description

The Global 1960s examines social, cultural, and political change in “the long 1960s” from a global perspective. We will examine the influence of the Third World decolonization movements on international politics and social justice movements. We will consider the lived realities of decolonization movements and conflicts alongside the Third World in Western imagination. We conclude by discussing conservative reactions to socialist, feminist, and anti-racist demands for justice and social and economic equality.

Learning Outcomes

Through successful completion of this course, which includes regular attendance, reading assigned materials, and participating in discussions, students will be expected to:

- Make connections among anti-colonial theories and decolonization movements.
- Interrogate the development of global consciousness in the 1960s as well as how national and local histories shaped social movements for political, economic, and cultural change.
- Understand the tensions between liberation movements and efforts to maintain traditional power structures.

Reading Material

There are no required texts. Course readings are available online through TFDL and are listed in the Class Schedule.

Assessment

Evaluation:			
Assessment Method	Description	Weight	Due Date
Source Analysis	<i>Battle of Algiers</i> 5 pages (1, 250 – 1,300 words)	25%	Friday, February 11
Essay	Comparative Document Analysis 10 – 12 pages (2,500 – 3,000 words)	40%	Friday, April 1
Final Exam	2 hours; 2 essays	35%	To be scheduled by registrar

Grading Policies

Assignments are graded as a letter grade and recorded as points in D2L.

It is in your best interests to meet deadlines for the papers so that you receive timely feedback to help you with the next assignments. Students who make arrangements with me before the assignment is due will receive an extension. I do not require an explanation or documentation, but as a professional courtesy, I do insist that you send an e-mail to ask for an extension.

Details on Methods of Assessment

Written assignments must be submitted electronically on D2L by midnight on the due date. You must have a University of Calgary IT account to access D2L. Students will submit their papers to the Digital Dropbox. Students are responsible for making sure that their work is submitted.

I expect that all papers will have a clear thesis statement, be well-organized, and have a logical argument supported by evidence. You should read [*The History Student's Handbook: A Short Guide to Writing History Essays*](#), which is available on the History Department Website.

Use footnotes to reference your essays and follow the format outlined in *The History Student's Handbook*. You may also refer to *The Chicago Manual of Style*, 17th Edition, available on-line at the Taylor Family Digital Library. Include a bibliography for your papers.

Detailed guidelines for the written assignments will be posted on D2L.

Source Analysis (25%): Students will write a short essay (1,250 – 1,300 words) based on a critical viewing of the *Battle of Algiers*.

Comparative Document Analysis (40%): The research essay (2,500 – 3, 000 words) will be based on a comparison of documents assigned for discussion in the schedule below. Students will do additional research for peer-reviewed secondary sources to analyze the documents.

Final Exam (35%): The final exam will be 2 hours. Students will answer two essay questions. I

will provide study questions in advance and there will be choice on the exam.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

Date	Topic & Readings
Week 1: January 10 – 14	The Global 1960s: Lived Realities and Imagined Worlds <ul style="list-style-type: none">Partha Chatterjee, "Empire and nation revisited: 50 years after Bandung," <i>Inter-Asia Cultural Studies</i> 6: 4 (2005): 487-496.
Part I: Decolonization Movements & Wars of Independence	
Week 2: January 17 – 21	Ghana Achieves Independence <ul style="list-style-type: none">Kwame Nkruma, "Independence Speech," 6 March 1957. Available at: https://panafricanquotes.wordpress.com/speeches/independence-speech-kwame-nkrumah-march-6-1957-accra-ghana/Du Bois, "Address delivered to All African Peoples' Conference," Accra, Ghana, 9 December 1958. Available at: https://credo.library.umass.edu/view/full/mums312-b285-i147
Week 3: January 24 – 28	The Algerian War

	<ul style="list-style-type: none"> Excerpts from Franz Fanon, <i>The Wretched of the Earth</i> (1961). "Concerning Violence" Available at: http://www.openanthropology.org/fanonviolence.htm Natalya Vince, "Transgressing Boundaries: Gender, Race, Religion, and 'Françaises Musulmanes' during the Algerian War of Independence," <i>French Historical Studies</i> 33, 3 (Summer 2010): 445 – 474.
Week 4: January 31 - February 4	Screening: <i>Battle of Algiers</i>
Week 5: February 7 – 11	<p>Latin America: Cuba</p> <ul style="list-style-type: none"> Lillian Guerra, "Gender policing, homosexuality and the new patriarchy of the Cuban Revolution, 1965-70," <i>Social History</i> 35:3, 268-289. Jessica Stites Mor, "Rendering Armed Struggle, OSPAAAL, Cuban Poster Art, and South-South Solidarity at the United Nations," <i>Jahrbuch Für Geschichte Lateinamerikas Anuario de Hisotoria de América Latina</i> 56 (2019): 42 – 65.
Assignment 1 due February 11	
Week 6: February 14 – 18	<p>South East Asia: Vietnam</p> <ul style="list-style-type: none"> Malcolm X, "The Ballot or the Bullet" 3 April 1964. Available at: http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html Martin Luther King Jr, "Beyond Vietnam" 4 April 1967. Available at: https://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm
February 21 – 25	Reading Week – No classes
Week 7: February 28 – March 4	<p>North American Indigenous Movements</p> <ul style="list-style-type: none"> George Manuel and Michael Posluns, "The Indian World and the Forth World, <i>Current History</i> 67 (December 1974). WARN (Women of all Red Nations), "Let this be a WARNING" <i>Off our Backs</i> 8:11 (December 1978): 9.
Part II: Mobilizing Students & Youth	
Week 8: March 7 - 11	<p>The Chinese Cultural Revolution and the International Influence of Mao's Little Red Book</p> <ul style="list-style-type: none"> <i>The Little Red Book</i> Available at: https://www.marxists.org/reference/archive/mao/works/download/red-book.pdf
Week 9: March 14 - 18	<p>Student Movements</p> <ul style="list-style-type: none"> Richard Ivan Jobs, "Youth Movements: Travel, Protest, and Europe in 1968," <i>American Historical Review</i> 114, 2 (April 2009): 376 – 404. Jonathan Zimmerman, "Beyond Double Consciousness: Black Peace Corps Volunteers in Africa, 1961 – 1971," <i>The Journal of American History</i> (December 1995): 999 – 1028.
Week 10:	Third World Feminisms

March 21 - 25	<ul style="list-style-type: none"> • Kathleen Gough Aberle, "An Indochinese Conference in Vancouver," <i>Bulletin of Concerned Asian Scholars</i> 3,3 & 3,4 (Summer-Fall 1971): 2-29. Available at: https://www.vancouverwomenscaucus.ca/wp-content/uploads/2018/04/An-Indochinese-Conference-in-Vancouver-by-Kathleen-Aberle..pdf • Agatha Beins, "Radical Others: Women of Color and Revolutionary Feminism," <i>Feminist Studies</i> 41, 1 (2015): 150-183.
Part III: The Conservative 1960s	
Week 11: March 28 – April 1	Humanitarian Aid & the Construction of the Global South <ul style="list-style-type: none"> • Carl Oglesby, "Vietnamism has failed ... The revolution can only be mauled, not defeated," <i>Commonweal</i> 90 (1969) • David Webster, "Development Advisors in a Time of Cold War and Decolonization: The UN Technical Assistance Administration, 1950-1959," <i>Journal of Global History</i> 6, 2 (2011): 249-272. • Ruth, Compton Brouwer, "When missions became development: Ironies of 'NGOization' in mainstream Canadian churches in the 1960s," <i>Canadian Historical Review</i> 91, 4 (2010): 661-693.
Research Essay due April 1	
Week 12: April 4 - 8	Conservative Politics & the Rise of Neoliberalism <ul style="list-style-type: none"> • Quinn Slobodian, "Germany's 1968 and Its Enemies," <i>The American Historical Review</i> 123, 3 (June 2018), 749 – 752.
Week 13: April 11	Review

University Closed April 15-18. Final Exam to be scheduled by registrar during exam period (Apr 19-29)

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)