

Prof. Jackson  
Fall 2008  
310 Clough  
E-mail: jacksonj@rhodes.edu  
Phone: 843-3662  
Office Hours: Wednesday 1:00-4:00PM

### **“Revolutions 1968/1989 in Europe”**

1968 and 1989 are two of the most crucial turning points in twentieth century European history. Uprisings throughout the continent in these years called into question the nature of the power structure and asked crucial questions about how society was organized. Characterized by popular protest and official crackdown, these dramatic moments brought young people -- disillusioned by capitalism, communism, technocracy, and war -- out into the streets by the thousands to try and remake their world. Since this year is the 40th anniversary of 1968, and next year is the 20th anniversary of 1989, we will also contemplate the legacies of these moments in European history.

#### **Books to Purchase:**

Andrew Feenberg, et.al., *When Poetry Ruled the Streets*  
Luisa Passerini, *Autobiography of a Generation*  
Milan Kundera, *The Book of Laughter and Forgetting*

Gale Stokes, *The Walls Came Tumbling Down*  
Timothy Garton Ash, *The Magic Lantern*  
Slavenka Drakulic, *Café Europa*

#### **Essays:**

***If you are taking this class for 300-level credit:***

**You will write 8 short (3-4 double-spaced page) essays (out of 12 possible weeks' worth of reading) analyzing the main themes of the reading. These essays will be due in class on the day of the reading you are analyzing.**

**Your essay should try to accomplish several goals. First, you should NOT summarize the reading (and films), but rather pull out the common themes, ideas, and questions that you find among all the readings for the week. What are the consistent concerns, problems, and issues that the authors consider? Second, how are those themes and ideas related to the larger questions that we have been discussing throughout the semester? How are these small pictures related to the bigger picture? Third, how do these readings help us under-**

stand why people in 1968 and/or 1989 chose to rebel? In other words, how do these readings help put the events of these years into a larger historical perspective?

*If you are taking this class for 400-level credit*

**Discuss potential writing assignments with Jackson ASAP.**

### **Discussion Leadership and Participation**

This class will function as a seminar, which means that each student is responsible for doing all the reading and coming to class prepared to engage critically with that reading. The successful functioning of this class depends on the willingness of each student to participate in the ongoing conversation. Listening is not enough; each student is expected to make a reasonable contribution to the discussion so that others may benefit from their insight.

I define “participation” as active engagement with the ideas, readings, and conversations that are an integral part of this course. Class attendance is necessary for class participation, since you cannot participate if you are not here. However, you do not earn your participation grade simply by showing up to class. Rather, you must actually participate by joining in the class discussion, posing questions, sharing ideas, and interpreting the readings with your classmates in a thoughtful and reflective way.

To accomplish that goal, you will be called on to class discussion. I will choose discussion leaders at the beginning of each class session. Therefore, you should be prepared to lead discussion at a moment’s notice. To do so, you should arrive in class having done the reading and prepared a list of questions or issues for students to discuss. Discussion leadership also entails giving a brief (10 minute maximum) presentation to your colleagues about the main ideas and issues raised by the reading. This activity counts as a portion of your class participation grade.

In addition, at the end of class, I will ask one student to write a summary of our class discussion and e-mail it to me. I will then post the summary to a blog I have created for this class, **<http://19681989.blogspot.com>**. You should subscribe to this blog and read the discussion summaries that I post; this will be especially useful if you must miss class. If you have any comments to add, please respond to the blog entry online so that everyone can read your further thoughts. This is a particularly good way for those of you who do not feel particularly comfortable speaking in class can get your ideas on the table and earn your participation grade. I hope that the blog will allow all of us to continue our classroom discussion. This activity counts as a portion of your class participation grade.

In addition, I may occasionally post blog comments relating to further issues in the reading that I want to bring to your attention.

## Grades:

Essay(s):	50%
Final Exam:	20%
Discussion Leadership, Class Participation and Blog Writing:	30%

## Our Schedule for the Semester

### 9/4 Introduction Video on 1968

### 9/11 Origins of 1968

- (1) Richard Cavendish, "The Fall of Dien Bien Phu"
- (2) Lyman H. Letgers, *Eastern Europe* (excerpt on 1956)
- (3) Wilfried Mausbach, "Burn, ware-house, burn!" Modernity, Counterculture, and the Vietnam War in West Germany," in *Between Marx and Coca-Cola*
- (4) Herbert Marcuse, *One Dimensional Man* (excerpt)
- (5) "May Day Manifesto"
- (6) Frantz Fanon, "Algeria Unveiled"

Film: *The Battle of Algiers*

### 9/18 1968 Across Europe

- (1) David Caute, *The Year of the Barricades* (excerpt)
- (2) Detlef Siegfried, "Understanding 1968: Youth Rebellion, Generational Change, and Post-Industrial Society"
- (3) Arthur Marwick, "Youth Culture and the Cultural Revolution of the Long Sixties"

Film: *La Chinoise* by Jean-Luc Godard

### 9/25 1968 in Paris

Feenberg, et.al., *When Poetry Ruled the Streets*

Audio: NPR, "Marking the French Social Revolution of '68" and "Isolated in France During '68 Student Protests" (link in faculty folder -- includes links to protest songs)

### 10/1 1968 in Italy and Britain

- (1) Luisa Passerini, *Autobiography of a Generation: Italy, 1968*
- (2) "Three Student Uprisings"

Audio: NPR, "Valle Giulia Has Taken On Mythological Stature" (link in faculty folder -- includes links to video)

**10/9 1968 in Germany**

- (1) Stuart J. Hilwig, "The Revolt Against the Establishment: Students Versus the Press in West Germany and Italy," in 1968: *The World Transformed*
- (2) Dagmar Herzog, "'Pleasure, Sex and Politics Belong Together': Post-Holocaust Memory and the Sexual Revolution in West Germany" from *Critical Inquiry*
- (3) Rudi Deutschke, "On Anti-Authoritarianism"

**10/16 1968 in Eastern Europe I**

- (1) Lyman H. Legters, *Eastern Europe* (excerpt on 1968)
- (2) Mark Kramer, "The Czechoslovak Crisis and the Brezhnev Doctrine," from 1968: *The World Transformed*
- (3) Jerzy Eisler, "March 1968 in Poland" from 1968 *The World Transformed*

**10/23 1968 in Eastern Europe II**

Milan Kundera, *The Book of Laughter and Forgetting*

**10/30 Communist Eastern Europe and the Roots of 1989**

- (1) Gale Stokes, *The Walls Came Tumbling Down*, Introduction and chapters 1-4
- (2) Vaclav Havel, "The Power of the Powerless"
- (3) Charter 77
- (4) "The Pope in Poland," from Timothy Garton Ash, *The Uses of Adversity*

**11/6 Roots of 1989 II**

- (1) Mikhail Gorbachev, *Perestroika*
- (2) Andre Sakharov, *Memoirs*
- (3) Alexander Solzhenitsyn, *The Gulag Archipelago*

**11/14 Revolutions of 1989**

- (1) Gale Stokes, *The Walls Came Tumbling Down*, chapter 5
- (2) Timothy Garton Ash, *The Magic Lantern*

**11/20 Revolutions of 1989 II**

- (1) Gale Stokes, *The Walls Came Tumbling Down*, chapters 6 and 7
  - (2) Tony Mitchell, "Mixing Pop and Politics: Rock Music in Czechoslovakia Before and After the Velvet Revolution"
- Film: *Goodbye, Lenin*

11/27 Thanksgiving Holiday

**12/4 Making Sense of 1968 and 1989**

(1) Slavenka Drakulic, *Café Europa*

(2) Gale Stokes, *The Walls Came Tumbling Down*, chapter 8

(3) Konrad H. Jarausch, "1968 and 1989," from *1968 A World Transformed*

(4) Jeremy Suri, "Power and Protest"

Audio: NPR, "Looking Back at 1968" (in faculty folder)

Optional Film: *The Dreamers*

Final Exam: TBA

**Prof. Jackson**  
**Department of History**  
**Rhodes College**

## **Philosophy**

I believe that we are a community of scholars actively working together to discover something new about our world and ourselves. To achieve those goals, we must struggle together, asking questions about what we don't yet know and challenging our assumptions about what we think we know and believe. Teaching is also a team effort. I am asking each of you to accept a certain amount of responsibility in this class for contributing to our intellectual commonwealth by being willing to question, to challenge, and to propose new ideas and interpretations. In other words, I am asking you to be a good citizen of Rhodes College and of this classroom by contributing to the success of everyone in it.

History is not a list of facts and events, but an ongoing series of debates about what those facts and events mean. In taking this class, you are joining in a world-wide discussion that continually asks about the ongoing meaning and significance of life's events both past and present.

But while teaching and historical debates are group activities, learning is, in the end, an individual act. No one can make another person learn something if they do not want to, and only you can choose to receive something from your time in this class. To that end, think carefully about how you prepare each day for class, how you study for exams, and how seriously you approach your essays. Your grades will reflect your individual performance, and the amount of effort you apply will directly effect your outcomes.

My personal goals for all my classes are: (1) that everyone succeeds to the best of their abilities, (2) that everyone improves in their capability to think analytically and creatively, and (3) that everyone grows in their capacity to express themselves, to create knowledge, and to engage with their world.

## **Class Policies and Procedures**

### General

1. I expect you to come to each class prepared to listen, ask questions, discuss readings, and take notes. You should bring all necessary materials to class including all reading assignments for the day, your reading notes, notes from previous classes, and materials that I may ask you to prepare for a particular class session.
2. I expect each of you to be actively engaged in the functioning of this class, and you should come prepared to participate in our ongoing class discussion. I reserve the right to call on any member of the class so that they might contribute to our discussion. I recommend bringing questions that you have about reading assignments or about the previous class meeting if what we discussed is not entirely clear to you. I also recommend bringing a list of comments that you wish to make during class discussion so that you will be ready to contribute. If you are someone who has difficulty speaking in class for whatever reason, please speak to me about alternative ways of participating.
3. You should come to every class session. There is no such thing as an "excused absence" (with the possible exception of a medical leave that is officially approved by the College administration). Absences for athletics or other extra-curricular activities are not "excused" even if they are officially announced. Therefore, you are allowed to miss three (3) class periods for any reason. Additional absences will adversely effect your grade for the course since you cannot participate in our community of scholars if you are not here.

If you are absent from class, it is **your responsibility** to talk to me and to fellow classmates to find out what you have missed. I frequently distribute handouts or make additional assignments in class, so you need to check with me to find out if I have done so for the day of your absence. You are still responsible for all material covered in each class period regardless of whether you attended it.

I will take attendance at the beginning of every class meeting to establish your presence. If you are not present when attendance is taken, you may be counted absent, so please arrive to class early or on-time.

4. Each of you is bound by the Honor Code as elaborated in the Student Handbook, and no violation will be tolerated. Please review the Student Handbook if you are unclear about the details of the Honor Code, particularly the definitions in Article I, Section 3. If you are unfamiliar with the definition of “plagiarism,” you can find it there. On every assignment, you should reaffirm the Honor Code by writing the entire honor pledge and signing your name. No work will be accepted without an Honor Code pledge. Studying together and reading one another’s papers is always a good idea, but make sure that your work is your own. Collaboration on an assignment that results in remarkably similar results, whether intentional or accidental, is a violation of the honor code.

5. I reserve the right to make changes in the syllabus as the semester progresses, but I will always make changes known to you as soon as possible, and I will make reasonable accommodations for assignment due dates should the schedule changes warrant. I also reserve the right to give unannounced quizzes in class or to make short assignments for the next class period with no advance notice.

6. All assignments must be turned in to be eligible for a passing grade in this course. No student will be allowed to pass without having turned in every assignment.

#### Essays

7. Essays are due in class as indicated on the syllabus. No papers will be accepted under my door, in my mailbox, under my office door, or electronically except in the event of extreme circumstances which must be approved by me in advance of the due date. I will accept papers only from students who are present in class on the date on which the paper is due; I will not accept papers submitted by proxy. Late papers will not be accepted except in extreme circumstances which must also be approved by me in advance of the date on which the paper is due.

You are responsible for keeping a backup copy of each writing assignment for the course. In the unlikely event that I misplace your essay, I will ask you for another copy as soon as I realize that I need it. If you cannot provide a copy of any assignment to me upon request, you will forfeit your entire grade for that assignment.

#### Courtesy

8. Turn off all cell phones during class time unless I have approved their continued activation in advance. If you leave the classroom to answer a cell phone call, do not return.

9. Learning happens when done in an environment in which everyone feels free to express themselves openly without fear of ridicule or recrimination. I will not tolerate any disrespect of other students or their viewpoints during class.

#### Disabilities

10. I am happy to make reasonable accommodations to people with *documented* disabilities. Please consult the appropriate College administrators before coming to see me. Once you have done so, please discuss your particular needs with me as soon as possible.