Chapter 29

Protest and Stagnation: The Western World, 1965-1985

Learning Objectives

In this chapter, students will focus on:
- Goals of the revolt in sexual mores, the youth protest, student revolts, feminist movement, and anti war protests
- Major political movements in the Soviet Union, Eastern Europe, Western Europe, and the United States
- Main events of the Cold War including the role of the détente
- The major social and cultural developments in the Western world
- The similarities and differences, between the feminist movement of the 19th century, and the post-World War II movement

Lecture Outline

I. A Culture of Protest
   A. Revolt in Sexual Mores
      1. The Permissive Society
      2. Sexual revolution
      3. Breakdown of the traditional family
   B. Youth Protest and Student Revolt
      1. Drug culture
      2. Higher education becoming more widespread
      3. Problems
         a. Overcrowding
         b. Professors who paid too little attention to students
         c. Authoritative administrators
         d. Seemingly irrelevant education
      4. Student strikes in France, 1968
      5. Protest Western society and the war in Vietnam
   C. Renewed Interest: The Feminist Movement
      1. Women’s liberation movement
      2. Betty Friedan (b. 1921)
         a. The Feminine Mystique
         b. National Organization for Women (NOW)
D. Antiwar Protests
   1. European demonstrations against Vietnam
   2. Kent State University, 1970

II. Stagnation in the Soviet Union
   A. The Brezhnev Years
      1. The Brezhnev Doctrine
      2. Détente
      3. Economic emphasis on heavy industry
      4. Patronage system
      5. By the early 1980s, the Soviet Union was in poor shape

III. Conformity Eastern Europe
   A. Poland
      1. Solidarity
      2. Lech Walesa (b. 1943)
   B. Hungary
      1. János Kádár in power for more than 30 years
      2. Moves slowly toward legalizing small private enterprises
   C. Czechoslovakia
      1. Rejection of Antonin Novotny (1904-1975)
      2. Influences of Vaclav Havel (b. 1936)
         3. Old order brought back, Gustav Husák (1913-1991)
   D. Repression in East Germany and Romania
      1. Faithful satellite under Walter Ulbricht
      2. Unrest due to economic problems
   E. Romania
      1. Nicolae and Elena Ceausescu established dictatorial regime

IV. Western Europe: The Winds of Change
   A. West Germany
      2. Ostpolitik, “opening toward the east”
         a. Treaty with East Germany, 1972
      3. Helmut Schmide (b. 1918)
         a. Technocrat; concerned with economic conditions
      4. Helmut Kohl (b. 1930)
         a. Problems of union
   B. Great Britain: Thatcher and Thatcherism
      1. Thatcherism
         a. Problems of Northern Ireland
         b. Direct rule from London, 1972
      2. Conservatives gain political power, 1979
      3. Foreign Policy
   C. Uncertainties in France
a. Economic difficulties
b. Socialistic policies
c. Economic weaknesses of the 1990s

2. Move to conservatism, Jacques Chirac elected 1995

D. Confusion in Italy
   1. Coalition Politics
   2. Eurocommunism
   3. Economic recession in the 1970s, economic growth in the 1980s
   4. Political Corruption

V. The European Community
   A. 1973: European Economic Community (EEC) becomes European Community (EC) when Great Britain, Ireland, and Denmark join

VI. The United States: Turmoil and Tranquility
   A. Richard Nixon (1913-1994) elected in 1968
      1. Ends Vietnam war, 1973
      2. Watergate scandal
      3. Resignation, August 9, 1974
   B. Jimmy Carter (b. 1924), 1976-1980
      1. Stagflation – high inflation and unemployment
      2. Oil embargo, 1973
      3. 53 hostages held by Iran
   C. Ronald Reagan (b. 1911), 1981-1989
      1. Reverses the welfare state
      2. Military buildup
      3. Supply-side economics

VII. Canada
   A. Pierre Trudeau (1919-2000), elected in 1968
   B. Brian Mulroney (b. 1939), elected in 1984

VIII. Cold War: Move to Détente
   A. The Second Vietnam War
      1. U.S. President Johnson sends larger numbers of troops to Vietnam, 1965
      2. Domino Theory
         a. If the communists succeed in Vietnam, other nations in Asia would fall to communism
      3. President Richard Nixon (1913-1994) vows to bring an honorable end
      4. Begins withdrawing troops
      5. Peace treaty signed January 1973 calls for removal of all US troops
   B. China and the Cold War
         a. Red Guards
      2. U.S.-China Relations
         a. Nixon and the “strategic relationship”
   C. The Practice of Détente
      1. Antballistic Missile Treaty
      2. 1975, Helsinki Agreements
D. The Limits of Détente
   1. Afghanistan
   2. President Reagan’s “evil empire” and “star wars”

IX. The World of Science and Technology
A. Military-Industrial Complex
   1. German rockets; jets
   2. British work in computers
   3. J. Robert Oppenheimer and the Atomic Bomb
B. Computers
C. Dangers of science and technology
D. New conceptions of the Universe

X. The Environment and the Green Movements
A. Problems in the environment
B. Chernobyl, 1986
C. Green Parties

XI. Western Culture Today
A. Postmodern Thought
   1. Ferdinand de Saussure (1857 – 1913)
B. Art
   1. Rejection of object-based artworks
   2. Postmodernism
   3. Photorealism
C. Literature
   1. Gabriel Garcia Márquez, One Hundred Years of Solitude
   2. Milan Kundera, The Unbearable Lightness of Being
D. Music
   1. Serialism
   2. Minimalism

XII. Popular Culture: Image and Globalization
A. Music
   1. Punk
   2. Music videos
   3. Rap
B. The Growth of Mass Sports
C. Globalization of Popular Culture

Lesson Plan

AP Standards
1. Intellectual and Cultural History
   • Changes in religious thought and institutions
   • Scientific and technological developments and consequences
   • Major trends in literature and the arts
- Relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different groups
- Developments in elite and popular culture: religion, family, work, and ritual
- Impact of global expansion on European culture

2. Political and Diplomatic History
- The rise and functioning of the modern state
- Relations between Europe and the world: global interdependence
- Political elites, and the development and ideologies of political parties
- The extension and limitation of rights, liberties, and political persecutions
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, diplomacy, international organizations
- War and conflict: origins, developments, technology, and consequences

3. Social and Economic History
- The character of, and changes in, agricultural production and organization
- The shift in social structures, and changing distribution of wealth and poverty
- Changing definitions and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- Changes in the demographic structure of Europe: causes and consequences
- Gender roles and their influence on work, social, and family structure
- Competition and interdependence in national and world markets
- Private and state roles in economic activity
- Development of racial and ethnic group identities

Suggested Time
6 traditional classes or 3 blocks — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 29 at www.academic.cengage.com/history/spielvogel.

Glossary

Brezhnev Doctrine: the doctrine, enunciated by Leonid Brezhnev, that the Soviet Union had a right to intervene if socialism was threatened in another socialist state; used to justify the use of Soviet troops in Czechoslovakia in 1968.
Deconstruction (Poststructuralism): a system of thought, formulated by Jacques Derrida, that holds that culture is created in a variety of ways, according to the manner in which people create their own meaning. Hence there is no fixed truth or universal meaning.

Déntente: the relaxation of tension between the Soviet Union and the United States that occurred in the 1970s.

Domino Theory: the belief that if the Communists succeeded in Vietnam, other countries in Southeast and East Asia would also fall (like dominoes) to communism; cited as a justification for the U.S. intervention in Vietnam.

Eurocommunism: an attempt by communists in Europe to broaden the party’s appeal by abandoning Marxist ideology.

Feminism: the belief in the social, political, and economic equality of the sexes; also, organized activity to advance women’s rights.

Post Modernism: an outlook that rejects the notion of objective truth; focuses instead on the relative nature of reality and knowledge.

Stagflation: a combination of high employment and high inflation; a serious economic problem in the United States during the late 1970s.

See interactive Flashcards for Chapter 29 at www.academic.cengage.com/history/spielvogel.

Lecture and Discussion Topics
1. The historical role of student movements in Europe.
4. The Debacle in the Former Yugoslavia: Racism, War Crimes, and Genocide in the Modern Western World—What Have We Learned?
5. The origins of détente.
6. Modernism and Postmodernism in the Arts [a slide lecture].

Group Work Suggestions and Possible Projects
1. Have students do a post project showing the before and after maps of Europe with the demise of Communism.

2. Suggest that students explore some of the challenges to continued European integration, including history, nationalism, and geography.

3. Have students do a hypothetical essay dealing with the potential future problems of Europe and Western Civilization.

4. Have students examine the ideas and assumptions of Francis Fukuyama’s *The End of History* and Samuel Huntington’s *The Clash of Civilizations* and discuss or debate which, if either, has the greater insight into today’s world.

5. Ask students to explore some of the issues, current and past, which continue to create tensions between the United States and the nations of Europe.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

**Media Menu**

See Resource Integration Guide for Chapter 29.

**Handout Masters & Black Line Transparency Masters**

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

**Test Bank**

For an online Test Bank, see Chapter 29 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

**Suggested Readings**

See comprehensive list of suggested readings at the end of Chapter 29.

**Web Exercises**
Document Based Questions

Chapters 28 through 29: Cold War and a New Western World, 1945-1985

Directions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:
- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.

Question: Using the documents and illustrations, analyze the internal challenges to the Western World during the period 1945-2001. What major socio-cultural and intellectual developments appeared in the West during this period? In what ways did these developments and the responses to them reflect the world political situation? How effective were the intellectuals and the democratic governments of the West in responding to these challenges?
Background: Although the West united in the fight against Communism during the Cold War, the nations of Western Europe and the Americas faced divisions at home. While the West was attempting to preserve democracy in the World, citizens of these nations began to question the application of democracy at home. The 1960s saw the birth of Women’s Liberation, Civil Rights, Peace, and Environmental Movements. A recession in the 1970s forced the West to reevaluate its role in the world. Following the collapse of the Soviet Union in the 1990s, Western Europe addressed the challenge of reintegrating Eastern Europe into the economy of Europe.

Part A Questions

Chapters 28 through 29: Cold War and a New Western World, 1945-1985

A. Document: The Voice of the Women’s Liberation Movement (Ch. 28)
   - Why does Simone de Beauvoir refer to women as the “second sex” and the “Other?”
   - According to this selection, in what ways are women subjugated?
   - Why do women accept this subjugation and in what ways are they complicit?
   - Given the selection from Margaret Thatcher, how does the Women’s Liberation Movement in the United States compare to the movement in Great Britain?

B. Illustrations: Student Revolt in Paris, 1968 and The “Love-In” (Ch. 28)
   - Which generation is the subject in both of these photographs?
   - What actions did they take in each of these photographs?
   - What is the purpose of these actions in these photographs?

C. Document: “The Times They Are a-Changin’”: The Music of Youthful Protest (Ch. 29)
   - Who does Dylan literally address in this song?
   - About what does he warn them?
   - Who is Dylan’s actual audience?
   - What caused the student campus revolts of the 1960s?

D. Document: The Year of Student Revolts (Ch. 29)
   - Why, according to the first source, are young people the ones who will address the current problems?
   - What accusations does the author of the first source make against the University?
   - What should be the role of the University according to the first source?
   - In what ways do these inscriptions in the second source attack the status quo of Western society?

E. Document: Margaret Thatcher: Entering a Man’s World (Ch. 29)
   - Based on this account, is Margaret Thatcher’s gender more important to her, or to others?
   - How did Thatcher return the Conservatives to power in Britain?
• How successful was Thatcher in fulfilling her pledges?

F. Document: Small is Beautiful: The Limits of Modern Technology (Ch. 29)
• According to the author, what three irreplaceable sources of capitalism does the modern industrial system consume?
• What are some of the symptoms of this loss?
• What suggestions does the author make to avoid this loss?
• To what extent are Schumacher’s ideas postmodern?