

**The Year 1968:
Rebels, Revolutions & the Right-Wing Backlash
W 4.30-7.00 pm, Gilman 377
AS 100.497 – Winter 2019**

Instructor: Dr. Victoria Harms

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Office hours: Tuesdays, 10 am - 12 pm, and by appointment, Gilman 342

The shorthand “1968” stands for an entire decade of tremendous change all around the world. ’68 is usually associated with rebels and revolutions, protests and demonstrations, love and peace, “race riots,” assassinations, war and deep social and generational divisions. In this class we will discuss the iconic moments and events of this decade as well as the incremental changes that fundamentally altered the post-war order and the Cold War.

A special focus this semester will lie on the history of Baltimore in the 1960s and the legacies of the events and developments in that decade. We will visit the Reginald F. Lewis Museum for African-American History and Culture in Maryland with a local middle school. Moreover, as a special treat this semester, a public roundtable in the R.F. Lewis Museum with eyewitnesses on November 14, 2019, is part of this course.

Students are expected to engage with recent academic and non-academic literature, newspaper clippings, autobiographies, opinion pieces, documentary and feature films. This is a discussion-based class, all meetings will be interactive and student-led as much as possible.

Learning objectives & skills:

- ✓ Analyzing historical narratives
- ✓ Assessing secondary literature
- ✓ Analyzing and interpreting primary sources
- ✓ Understanding concepts such as race, gender, class, sexual orientation, etc.
- ✓ Critical inquiries into the representation of history in museums
- ✓ Understanding comparative, transnational and entangled history
- ✓ Informed online research
- ✓ Archival research

This syllabus serves as a contract between you and me that explains what I expect of you, and what you may expect of me. By enrolling in this class, you accept the terms laid out below. Please read them carefully. In the unlikely case that I need to make changes to the syllabus, I will provide as much advanced notice as possible. Please allow up to 24 hours for responses to email inquiries during the semester.

*Whenever you have any procedural concerns or questions about rules and formalities, please let me know. **Please declare your preferred name and pronoun.***

Required Reading:

Klimke, Martin and Joachim Scharloth (eds.), *1968 in Europe. A History of Protest and Activism, 1956-1977*. New York: Palgrave MacMillan, 2008.

Optional:

Suri, Jeremi (ed.). *The Global Revolutions of 1968. A Norton Casebook in History*. New York/ London: W.W. Norton & Co., 2007.

Shepard, Todd, (ed.). *Voices of Decolonization. A Brief History with Documents*. Boston: Bedford/St. Martin's, 2015.

Assignments:

Participation: 25%

Make sure you come to class prepared and on time. You are expected to engage with the assigned material as well as with your fellow students during discussion sessions and group work. Common rules of courtesy apply.

At the beginning of each class, we recap the main points of our previous session. If you hesitate to speak out in larger groups feeling unprepared or inadequate this as an excellent opportunity to contribute to the general discussion. Just revisit your notes from the last meeting before class. Whenever you have questions or need clarification, please speak out.

Attendance is the most basic requirement for a college education. If you miss more than four classes unexcused/ without legitimate reasons (such as conflicting athletic, ROTC, academic obligations) **you will not receive a passing grade.**

Reading Notes: 30%

For each class, you are expected to submit a short reading note on the secondary literature assigned to blackboard **by 4.00 pm** of the day the class meets. Please submit your note as a discussion thread for each week. The reading note is to state **in your own words**

- the topic,
- research question,
- main argument
- and, if you wish so, a general review comment.

of the assigned reading. The goal is to summarize and analyze the content of the article, not memorize details. By the end of the term, you have a collection of mini-summaries that will allow you to quickly recapitulate the content of the entire semester.

You can only read other entries once you have submitted your own.

Expect between 40 and (rarely) 60 pages of reading assignments each week. Please manage your time wisely.

Reading notes are graded on a scale of 1-5 and make up 30% of your final grade.

Essay I: 25% independent (10 pages max.)

For the first written assignment, you can independently choose a topic for discussion in as long as it fits into the general framework (for instance, second-wave feminism and gender equality in the U.S., Gaullism in France, anti-Semitic purges in Poland, Stonewall uprising, etc.). You are expected to base your analysis on **at least two primary sources**. You have to introduce a research question, a thesis and a well-structured argument based on your research highlighting the relevance of your case study.

Please declare **your choice of topic by October 27, 2019**. You will find the journal “Essay I” on blackboard. Please enter your choice here and add the literature and sources you wish to consult to complete this assignment. The content of your journal entry is only accessible to you and the instructor.

Deadline: November 10, 2018 at 11.59 pm

Essay II: 20% Baltimore (10 pages max.)

For the second essay, please choose a topic that deals with Baltimore’s past and (loosely) fits into our focus of the 1960s, the pre-history and legacies of that decade.

You are free to replace or complement this classic format of a written assignment (e.g. in return for page reduction) with an instagram story, blog entry, a newsletter article or youtube video. Please consider ways of including our community partners and/ or sharing your work and experiences with them and the broader public.

Whatever you choose to do and focus on, the goal is to present historical research in a manner that highlights the relevance, validity, and soundness of your findings and arguments.

For your convenience, you will receive a research guide with a list of selected archives, archival sources, and secondary literature to help you identify a topic of your interest.

Please declare your topic, guiding research question and argument as well as a selection of primary and secondary sources you wish to consult to make your case in the corresponding journal on blackboard **by December 1, 2019**.

Deadline: December 12, 2019 at 11.59 pm

All Written Assignments - Formal Requirements

- normal margins, 12 pt. font size, font: Times New Roman or similar.
- add a title to any written assignment (give it character)
- submit via turnitin on blackboard
- add page numbers
- list of references/ bibliography on separate page (doesn't count towards page max)
- add your name and basic course information
- file names: ALWAYS add your last name (no spaces in file names)
- check the rules for academic integrity

In addition to the formal requirements, written assignments are graded based on the primary and secondary sources consulted, clarity of argument, style of writing, and organization.

Grading:

- ✓ 25% Participation
- ✓ 30% Reading Notes
- ✓ 25% Essay I (independent)
- ✓ 20% Essay II (Baltimore)

Grade Scale (JHU standard):

95-100: A,
90-94: A-
87-89: B+
83-86: B
80-82: B-

77-79: C+
73-76: C
70-72: C-
67-69: D+
63-66: D

60-62: D-
59 or below: F

General policies

Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the university's policies and must be explained to your instructor at least 4 hours before class.

Attendance is the most basic requirement for a college education. If you miss more than four classes (unexcused/ without legitimate reasons, such as conflicting athletic, ROTC, academic obligations) **you will not receive a passing grade.**

**Make sure to check the rules for Academic Integrity.
Violations will be reported.**

Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. See Ethics Board Web Site (<http://ethics.jhu.edu>) for more information.

Accommodations

Accommodations will be made for those who need them. Please come talk with me in the first two weeks of the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Communication

I read and respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address when writing your email. The best way to reach me is to come to my office hours.

Mental Health

The University is aware that many students experience anxiety, depression, and other emotional challenges. If you would like to speak to a professional counselor, please visit the campus Counseling Center. Information is available on the Counseling Center's website: <https://studentaffairs.jhu.edu/counselingcenter/>

Screen Policy

Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. Current research suggests that most of us learn better through longhand note taking. Computers are not forbidden in this class, you will in fact need them for some in-class assignments. It is **your choice** how to make the best use of them. Social media, texting, chatting, email, and other non-class related activities are prohibited during class time. **Make sure all of your devices are silenced.**

SCHEDULE

Sept 4: Introduction

Sept 11: The Sixties – Overview

Suri, Jeremi. "Counter-Cultures: The Rebellions against the Cold War Order, 1965–1975." In *The Cambridge History of the Cold War*, edited by Odd Arne Westad and Melvyn P. Leffler, 460-481: Cambridge University Press, 2010.

PBS documentary (2005), *The Sixties. The Years that Shaped a Generation*, dir. by David Davis and Stephen Talbot, approx. 155 mins.

Sept 18: The U.S.

PBS documentary (2010), *Stonewall Uprising*, approx. 83 mins. (kanopy)

Kristina Schulz, "The Women's Movement," in *1968 in Europe. A History of Protest and Activism*, ed. by Joachim Scharloth and Martin Klimke, 281-292.

Betty Friedan, "The Politics of Sex (Fall 1968)," in Jeremi Suri, *The Global Revolt*, 141-157.

Sept 25: France

The Battle of Algiers (1966), directed by Gillo Pontecorvo, 120 mins. (kanopy) (worksheet on blackboard)

Gilcher-Holtey, Ingrid, "France," in *1968 in Europe. A History of Protest and Activism*, ed. by Joachim Scharloth and Martin Klimke, 111-124.

Frantz Fanon, "Concerning Violence," in Jeremi Suri, *The Global Revolt*, 18-25.

Oct 2: Czechoslovakia

Pauer, Jan, "Czechoslovakia," in *1968 in Europe. A History of Protest and Activism*, ed. by Klimke and Scharloth, 163-172.

Ludvík Vaculík, "Two Thousand Words for Workers, Famers, Scientists, Artists and Everyone (27 June 1968), in Jeremi Suri, *The Global Revolt*, 141-157.

Oct 9: West Germany

Klimke, Martin, "West Germany," in *1968 in Europe. A History of Protest and Activism, 1956-1977*, ed. by Joachim Scharloth and Martin Klimke, 97-110.

von der Goltz, Anna, "A Polarised Generation? Conservative Students and West Germany's '1968'," in *'Talkin' Bout My Generation.' Conflicts of Generation Building and Europe's '1968'*, 195-215. Göttingen: Wallstein, 2011.

["Rudi Dutschke Demands the Expropriation of the Springer Press Empire"](#) (July 10, 1967)," orig. *Der Spiegel* (10 July 1967), in GHDI.

Oct 16: VISIT to the [Reginald F. Lewis Museum](#), 830 E. Pratt St., Baltimore, MD 21202. Meet at the museum at 12 pm. Departure scheduled for 2.30 pm.

Joint visit with Dr. Amy Rosenkrans' seventh grade honors class of Graceland Park/ O'Donnell Heights Elementary/ Middle School.

Be prepared for group work, a scavenger hunt & interviews with eyewitnesses.

Oct 23: The UK

Nehring, Holger, "Great Britain," in *1968 in Europe. A History of Protest and Activism, 1956-1977*, ed. by Klimke and Scharloth, 125-136.

Niall ó Dochartaigh, "Northern Ireland," in *1968 in Europe. A History of Protest and Activism, 1956-1977*, ed. by Klimke and Scharloth, 137-152.

Harold Macmillan, "Wind of Change" Speech, February 3, 1860," in Shepard, Todd, ed. *Voices of Decolonization. A Brief History with Documents*, 138-140. Boston: Bedford/St. Martin's, 2015.

**** October 27, 2019: topic for essay I due**

Oct 30: Poland

Garsztecki, Stefan, "Poland," in *1968 in Europe. A History of Protest and Activism*, edited by Klimke and Scharloth, 179-188. New York: Palgrave Macmillan, 2008.

Grudzińska-Gross, Ireña, "1968 in Poland. Spoiled Children, Marxists, and Jews," in *Promises of 1968. Crisis, Illusion, and Utopia*, edited by Vladimir Tismaneanu, 43-53. Budapest: CEU Press, 2011.

Nov 6: Yugoslavia & Hungary

Kanzleiter, Boris, "1968 in Yugoslavia. Student Revolt between East and West," in *Between Prague Spring and French May*, edited by Martin Klimke, Jacco Pekelder and Joachim Scharloth, 84-100. New York: Berghahn, 2011.

Mark, James, Péter Apor, Radina Vučetić, and Piotr Oseka, “We Are with You, Vietnam’: Transnational Solidarities in Socialist Hungary, Poland and Yugoslavia,” *Journal of Contemporary History* 50, no. 3 (2015): 439-464.

**** Deadline Essay I : November 10, 2019 at 11.59 pm**

Nov 13: Class does not meet → Location & time change

Thursday, November 14, 2019, at 6.00 pm

Public roundtable with Eddie Conway & Ralph Moore, moderated by Dominique Hazzard

Reginald F. Lewis Museum for African-American History, 300 Pratt Street, Baltimore, MD 2021

Nov 20: The Left

Davis, Madeleine, “The Origins of the British New Left,” in *1968 in Europe. A History of Protest and Activism*, edited by Scharloth and Klimke, 45-56. New York: Palgrave Macmillan, 2008.

Bracke, Maud Anne, “The 'Parti Communiste Français' in May 1968. The Impossible Revolution?,” in *Between Prague Spring and French May*, ed. by Martin Klimke, Jacco Pekelder and Joachim Scharloth, 64-83. New York: Berghahn, 2011.

E.P. Thompson, excerpts (tba) from chapter “Men versus Things,” in *Socialist Humanism. An Epistle to the Philistines* (Summer 1957), reproduced URL: <https://www.marxists.org/archive/thompson-ep/1957/sochum.htm>

Nov 27: Thanksgiving break

**** December 1, 2019: topic for essay II due**

Dec 4: Legacies

Rupnik, Jacques, “[1968: The Year of Two Springs](#),” *Eurozine* (2008).

Gassert, Philip, “Narratives of Democratization. 1968 in Postwar Europe,” in *1968 in Europe. A History of Protest and Activism, 1956-1977*, ed. by Klimke and Scharloth, 307-324.

Hauser, Dorothea, “Terrorism,” in *1968 in Europe. A History of Protest and Activism, 1956-1977*, ed. by Klimke and Scharloth, 269-280.

**** Deadline Essay II on December 12, 2019, 11.59 pm.**