

The Year 1968: Rebels, Revolutions & the Right-Wing Backlash
W 3.00-5.30 pm
AS 100.497 – Fall 2020

Instructor: Dr. Victoria Harms

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Office hours:

Tuesdays, 11.00 am – 1.00 pm, Thursdays 3.30 – 5.00 pm

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Description

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, decolonization, war and deep social and generational divisions. In this class we will discuss the iconic moments of this decade, new visions for the future, the backlash to possible changes of the status quo, and the long-term legacies of the 1960s.

A special focus this semester will lie on the history of Baltimore in the 1960s and the legacies of that decade. We will collaborate with the Reginald F. Lewis Museum for African-American History and Culture in Maryland and meet students from a BCPS high school on two occasions: first, we will go on a virtual tour of the Lewis Museum’s permanent exhibition followed by a short workshop with mixed groups from both institutions. Second, we will meet the same high school students again to work on primary sources related to Baltimore in the 1960s and interview eyewitnesses together.

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 & secondary literature
- ✓ Analyzing and interpreting primary sources
- ✓ Understanding social constructs such as race, gender, class, sexual orientation
- ✓ Critical inquiries into the representation of history in museums
- ✓ Understanding comparative, transnational, and entangled history

- ✓ Informed online research
- ✓ (online) 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.

COVID-19 PROTOCOLL

If you found it difficult to develop a proper and effective routine in the spring, please consult the CER's student guideline: <https://cer.jhu.edu/page/preparing-to-take-courses-remotely>. Please do not hesitate to reach out to me to discuss any challenges. Try to establish a pattern and reserve class time for... well... class.

I hate to say it but lying in bed during class is unacceptable. A modicum of professionalism applies. Being a study is your daytime job.

It is *not* a problem if a family member barges in on you during class. It happens. Same goes for cats and dogs (and whatever sort of pets you have) as long as they do not become a constant distraction. Try to keep pet duties to a minimum for the 75 minutes we meet.

If you have to watch younger siblings during class time, please let me know. We can make accommodations for that.

I understand that turning your camera on might be either impossible or uncomfortable for some. You are not obliged to have it on. However, to have a proper conversation in

class and to interact with peers (especially with those who have hearing difficulties), I would like to encourage all to have your camera on. You are free to choose your background (with a sense of professionalism, please).

The reasons are multifold: As you have probably realized by now, you are more attentive and focused, and thus will learn more easily, when you can actually see your peers. Communicating with random voices from the off is not conducive to a proper learning environment. We are not a random collection of people thrown together but rather a *learning community*. Thus, while everyone is mindful that individual circumstances may vary, I would like to ask you to attend class with your camera on, if possible.

I am aware of the option to choose pass/ fail as your final grade. Please sit tight as policy details are still being hashed out. I will make adjustment as soon as we know the details.

If you have to take this class asynchronously, please let the instructors know. We will provide zoom recordings of the lectures and adjust the assignments accordingly.

If you find yourself in a hostile or adverse environment, please take good care of yourself. If you sense that something is not right, do not wait, trust your instinct and get assistance. Do not hesitate to reach out to the Counseling Center during regular working hours 410-516-8278. After hours: press 1.

Assignments:

Participation: 25%

Make sure you show up for 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, this is 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 2.30 pm** on Wednesdays. 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 70 pages of reading assignments each week. Please manage your time wisely.

Notes for each reading are graded on a scale of 1-5 and make up together 30% of your final grade.

Essay I: 20% Baltimore (10-12 pages)

For the first essay, please choose a topic that deals with Baltimore's past and (loosely) fits our focus on the 1960s or 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 some sort of social media content and/ or other form of publication. 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.

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 October 26, 2020**.

Deadline: November 7, 2020 at 11.59 pm

Essay II: 25% Your Choice (10-12 pages)

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 November 28, 2020**. You will find the journal “Essay II” 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: December 12, 2020 at 11.59 pm

All Written Assignments - Formal Requirements

- normal margins, 12 pt. font size, font: Calibri, Arial or similar.
- add a title other than “Essay I” or “Essay II” (give it character)
- add page numbers
- list of references/ bibliography on separate page
- add your name and basic course information
- file names: ALWAYS add your last name (no spaces in file names)
- comply with 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.

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 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.**

If you miss class for reasons other than illness, please make sure to complete the assigned reading and submit your reading note(s) for that week.

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 Hall, (410) 516-4720, studentdisabilityservices@jhu.edu.

Communication

Please use proper formatting and address when writing your email. The best way to reach me is to come to my office hours. Allow 24 hours for email responses.

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 COVID-Adjusted

Please put all mobile devices except the one you are using away. Turn off notifications and sounds on all other devices.

SCHEDULE

September 2: Introduction

In-class:

- Students for a Democratic Society, "Port Huron Statement (1962)," in Jeremy Suri, *The Global Revolutions of 1968*, pp. 40-50.
- Gems from the archives of the Johns Hopkins University
- *Time Magazine* vol. 185, no 17 (2015): "America, 1968-2015. What has changed, what hasn't," (May 11, 2015), [cover page +] pp. 10-11, 34-39.

September 9: The Sixties in the U.S.

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

(please take notes and answer the questions provided on blackboard)

In-class:

- Martin Luther King Jr., "Beyond Vietnam" (April 4, 1967) (excerpts)
- Stokely Carmichael, "The Pitfalls of Liberalism (January 1969)," in Jeremy Suri, *The Global Revolutions of 1968*, pp. 238-245.

September 16: The U.S. & the Rest

Westad, Odd Arne, "Chapter 10: Breaking Empires" and "Chapter 12: Encountering Vietnam," in *The Cold War. A World History*, pp. 261-286 and 313-338. New York: Basic Books, 2017.

++ Prepare for in-class discussion:

Harold Macmillan, "Wind of Change" Speech, February 3, 1960," in Todd Shepard, *Voices of Decolonization*, pp. 138-140.

In-class:

- Ho Chi Minh, "Declaration of Independence" (1945)
- Bandung Conference, 1955
- Robert McNamara's 100,000 program

September 30: Independence Movements

The Battle of Algiers (1966), directed by Gillo Pontecorvo, 120 mins. (kanopy)
(please take notes and answer the questions provided on blackboard)

++ Prepare for in-class discussion:

- Frantz Fanon, *The Wretched of the Earth* (excerpts)

In-class:

- National Liberation Front FLN, “Proclamation,” November 1, 1954, in Todd Shepard, *Voices of Decolonization*, pp. 96-100.
- Interior Minister François Mitterand, Speech, November 12, 1954, in in Todd Shepard, *Voices of Decolonization*, pp. 101-103.

October 7: France

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

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, pp. 64-83. New York: Berghahn, 2011.

++ Prepare for in-class discussion:

“Daniel Cohn-Bendit interview with Jean-Paul Sartre (20 May 1968),” in in Jeremy Suri, *The Global Revolutions of 1968*, pp. 132-141.

In-class:

- Charles de Gaulle, “Presidential Press Conference,” 11 April 1961, in Todd Shepard, *Voices of Decolonization*, pp. 109-112.

October 14: Second Wave Feminism

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.

++ Prepare for in-class discussion:

- Betty Friedan, *The Feminine Mystique* (4-page excerpt)

In-class:

- Third World Women's Alliance

October 21: The UK (+ virtual tour of RFL Museum)

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

++ Prepare for in-class discussion:

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

1 hr VIRTUAL TOUR OF THE REGINALD F. LEWIS MUSEUM

+ Workshop with BCPS partner

Please post your choice of topic for Essay I "Baltimore" to the journal on blackboard by October 26, 2020.

October 28: Baltimore (heavy reading load)

Levy, Peter B. "Chapter 4: The Dream Deferred," "Chapter 5: "The Holy Week Uprising of 1968," and "Chapter 6: One Nation, Two Responses," in *The Great Uprising: Race Riots in Urban America During the 1960s*. Cambridge University Press, 2018, pp. 119-222.

VIRTUAL WORKSHOP with BCPS partner and conversations with eyewitnesses

November 4: Czechoslovakia

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

++ Prepare for in-class discussion:

- Ludvík Vaculík, "Two Thousand Words for Workers, Farmers, Scientists, Artists and Everyone (27 June 1968), in Jeremi Suri, *The Global Revolt*, pp. 141-157.
- "Memorandum of Conversation between Leonid Brezhnev and Alexander Dubček (13 August 1968) in Jeremi Suri, *The Global Revolt*, pp. 166-184.

****Deadline: Essay I "Baltimore," November 7, 2020, EOD.****

November 11: 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, pp. 97-110.

Brown, Timothy S. "'1968' East and West: Divided Germany as a Case Study in Transnational History." *American Historical Review* 114, no. 1 (2009): 69-96.

++ Prepare for in-class discussion:

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

In-class:

- Che Guevara, "Guerilla Warfare," orig. 1961. (excerpts)
- Che Guevara, "Socialism and Man in Cuba," orig. March 1965. (excerpts)

November 18: 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.

Marta Bucholc and Maciej Komornik, "[The Polish 'Holocaust Law' revisited](#): The Devastating Effects of Prejudice-Mongering," in: *Cultures of History Forum* (19 February 2019), DOI: 10.25626/0094.

++ Prepare for in-class discussion:

- "The Aftermath of Dziady." *Minerva* 6 (Summer 1968): 759-772.

In-class:

- Jacek Kuroń and Karol Modzelewski, "Open Letter to the Party (1964)," (excerpt)
- Radio Free Europe, "Situation Report: "Anti-Zionist Campaign Continues," (6 May 1968).
- Parts of Kobielska, Maria. *History and Memory of 1968 in Poland: Debates around the 'Estranged '68' Exhibition*. Cultures of History. Jena: Imre-Kertész-Kolleg, 2018. doi:10.25626/0090.

Thanksgiving Break

Please post your choice of topic for Essay II to the journal on blackboard by November 28, 2020.

December 2: Outliers/ Legacies

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.

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

++ Prepare for in-class discussion:

- What were "the Troubles"?
- What is the Good Friday Agreement?
- How do they complicate the Brexit negotiations?

** In-class:

- Selection of sources from Radio Free Europe on Student Protests in Yugoslavia, 1968-1973
- Rupnik, Jacques, "[1968: The Year of Two Springs](#)," *Eurozine* (16 May 2008).
- Smolar, Aleksander, "[The Years of '68](#)," *Eurozine* (26 May 2008).

**** Deadline Essay II: December 12, 2020, EOD. ****