

The Year 1968: Rebels, Revolutions & the Right-Wing Backlash

AS 100.497 – Fall 2021

W 3.00-5.30 pm

Gilman 17

Instructor: Dr. Victoria Harms

Email: vharms1@jhu.edu

Tuesdays, 11.00 am – 12.30 pm, Thursdays, 3.00 – 4.30 pm

[zoom details and more on blackboard]

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 lies on the history of Baltimore in the 1960s and that decade’s legacies. 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. We will visit the Lewis Museum’s permanent exhibition followed by a short workshop with mixed groups from both institutions. We will meet our high school partners, and together work on primary sources related to Baltimore in the 1960s and interview eyewitnesses.

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:

- ✓ Synthesizing secondary literature and content from different types of media
- ✓ Analyzing, interpreting, and contextualizing primary sources
- ✓ Understanding social constructs such as race, gender, class, sexual orientation
- ✓ Understanding comparative, transnational, and entangled history
- ✓ Informed online research
- ✓ Archival research

- ✓ Analyzing historical narratives
- ✓ Critical self-reflection and engagement with community partners

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 at least 24 hours (and on weekends more) 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, if you feel comfortable, declare your **preferred name and pronoun**.*

Your time at Hopkins can be stressful, and the various expectations that you are confronted with can feel overwhelming. Please make sure to stay healthy and protect your physical, emotional, and mental well-being. Take the necessary precautions, and seek professional support if necessary. Do not hesitate to reach out to the [Counseling Center](#) during regular working hours 410-516-8278. After hours: press 1. A trained, professional, and diverse staff is ready to assist you.

If you find yourself in a hostile or adverse environment, please take good care of yourself. Your personal safety and emotional and mental well-being is more important than this class. If you sense that something is not right, do not wait, trust your instinct, talk to friends, get assistance. Do not hesitate to reach out to the [Counseling Center](#) during regular working hours 410-516-8278. After hours: press 1.

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 PROTOCOL

Please make sure to complete the prodensity health check before coming to class, honor testing and vaccination requirements, social distancing, and any other safety and public health regulation introduced on Homewood campus and the City of Baltimore as we continue to navigate the pandemic.

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.

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 [Provost's](#) web site 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](#).

Screen Policy COVID

Please put all devices except the one you are using away. Turn off notifications and sounds on all other devices. Use your device only for class-related work.

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.

Whenever you have questions or concerns 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%

Expect between 40 and 70 pages of reading assignments each week. Please manage your time wisely.

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.

You are expected to summarize and analyze in your own words the content and main arguments of the reading.

The purpose of this assignment is to help you think through the analysis, argument, and ideas presented. Moreover, by the end of the term, you have a collection of 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.

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

Research paper I: Baltimore 20% (10-12 pages)

For this independent research paper, please choose a topic that discusses Baltimore and (loosely) fits our focus on the 1960s. You are free to address the pre-history and legacies of that decade, too.

You are expected to research primary sources and secondary literature. Based on these, you will present a scholarly argument that enlightens the reader about Baltimore's history. You will receive assistance in identifying sources and archives.

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 12, 2021 EOD**.

Deadline: October 25, 2021 EOD. (Blackboard Turnitin)

Research paper II: Open 25% (10-12 pages)

You are expected to independently choose a topic. It only has to fit the general framework of our course.

You are expected to base your analysis on **primary sources** and secondary literature. As with any research paper, you are to introduce the topic, present a research question, a thesis and a well-structured, convincing argument based on your research and analysis.

Please declare **your choice of topic by November 28, 2021**. 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, 2021 EOD

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.

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Students with Disabilities - Accommodations and Accessibility

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements. For more, see <https://studentaffairs.jhu.edu/disabilities/about/accommodation-descriptions/>

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Please put all mobile devices except the one you are using away. Turn off notifications and sounds on all other devices and use your device only for class-related work.

SCHEDULE

September 1: 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 8: 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)

Prepare for in-class discussion:

- Martin Luther King Jr., “[Beyond Vietnam](#)” (April 4, 1967), *American Rhetoric*.

In-class:

- Stokely Carmichael, “The Pitfalls of Liberalism (January 1969),” in Jeremy Suri, *The Global Revolutions of 1968*, pp. 238-245.

September 15: Decolonization and the Vietnam War

Selected sections in Hunt, Michael H. *The World Transformed. 1945 to the Present*. Oxford University Press, 2015.

- On Vietnam: pp. 16-27, 122-129, 168-174, 243-248 (total: 29 pages).
- On Cuba: pp. 256-263.

++ Prepare for in-class discussion:

- “[Speech by Mr. Khrushchev](#), Chairman of the Council of Ministers of the Union of Soviet Socialist Republics, at the 869th Plenary Meeting of the 15th Session of the United Nations General Assembly,” September 23, 1960, Wilson Center Digital Archive.
- Che Guevara, “Guerilla Warfare,” orig. 1961. (excerpts on blackboard)

In-class:

- Ho Chi Minh, "Declaration of Independence" (1945), in Todd Shepard, *Voices of Decolonization*, pp. 49-54.
- Harold Macmillan, "Wind of Change Speech," (3 February 1960), in Todd Shepard, ed., *Voices of Decolonization*, pp. 138-141
- Che Guevara, "Socialism and Man in Cuba," orig. March 1965. (excerpts on blackboard)

September 22: 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 on blackboard)

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 Todd Shepard, *Voices of Decolonization*, pp. 101-103.
- Charles de Gaulle, "Presidential Press Conference," 11 April 1961, in Todd Shepard, *Voices of Decolonization*, pp. 109-112.

September 29: Yugoslavia & the Non-Aligned Movement

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.

Lüthi, Lorenz M. "The Non-Aligned Movement and the Cold War, 1961–1973." *Journal of Cold War Studies* 18, no. 4 (Fall 2016): 98-147.

Optional: Ancic, Ivana. "[Belgrade, the 1961 Non-Aligned Conference.](#)" *Global South Studies* (2017). Published electronically August 17, 2017.

October 6: Baltimore (heavy reading load) + Lewis Museum

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.

Please post your choice of topic for Baltimore to blackboard by October 12, 2021 EOD.

October 13: 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 on blackboard)
- Betty Friedan, "The Politics of Sex (Fall 1968), in Jeremy Suri, *The Global Revolutions of 1968*, pp. 141-157.
- Huey P. Newton, "[The Women's Liberation and Gay Liberation Movements](#)," in *BlackPast*, republished online April 17, 2018.

October 20: 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 Jeremy Suri, *The Global Revolutions of 1968*, pp. 132-141.

**** Deadline Baltimore Paper October 25, 2021 EOD****

October 27: 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.

November 3: The UK

Davis, Madeleine, "The Origins of the British New Left," in *1968 in Europe. A History of Protest and Activism*, ed. By Klimke and Scharloth, pp. 45-56.

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

November 10: 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.

CHOOSE ONE:

1. Von der Goltz, Anna. "Attraction and Aversion in Germany's '1968': Encountering the Western Revolt in East Berlin." *Journal of Contemporary History* 50, no. 3 (2015): 536-59.
2. 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'*, edited by Anna von der Goltz, 195-215. Göttingen: Wallstein, 2011.

++ Prepare for in-class discussion:

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

November 17: 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.

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.

++ 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).

Thanksgiving Break

November 22-26

Please post your choice of topic for Essay II to blackboard by November 28, 2021.

December 1: Legacies

Lears, Jackson. "Aquarius Rising." *New York Review of Books* LXV, no. 14 (27 September 2018).

CHOOSE ONE AND CONSIDER HOW THESE TOPICS REVERBERATE UNTIL TODAY:

- Hauser, Dorothea. "Terrorism." In *1968 in Europe. A History of Protest and Activism*, ed. by Martin Klimke and Joachim Scharloth, pp. 269-80.
- Niall ó Dochartaigh, "Northern Ireland," in *1968 in Europe. A History of Protest and Activism, 1956-1977*, ed. by Klimke and Scharloth, pp. 137-152.

++ Prepare for in-class discussion:

- Assmann, Aleida. "1968 in Germany: A Generation with Two Phases and Faces." *Eurozine* (2018). Published electronically June 22, 2018.
<https://www.eurozine.com/1968-germany-generation-two-phases-faces/>.

**** Deadline Essay II: December 12, 2021, EOD.****