

**The Year 1968:  
Rebels, Revolutions & the Right-Wing Backlash**  
**AS 100.497 – Fall 2022**  
**W 1.30-4.00 pm**  
**Maryland 109**

**Instructor: Dr. Victoria Harms**

Email: [vharms1@jhu.edu](mailto:vharms1@jhu.edu)

Office hours: Gilman 342 or <https://zoom.us/j/159835864> Passcode: OfficeHrs  
Tuesdays, 11.00 am – 12.30 pm, Thursdays, 3.00 – 4.00 pm and by appointment

Please book a time slot in advance:

<https://outlook.office365.com/owa/calendar/VictoriaHarms@live.johnshopkins.edu/booking/>. *If you would like to meet on zoom, please let me know in the reservation note.*

### **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 our co-educator, the Maryland Center for History and Culture, and meet students from the [Baltimore Polytechnic Institute](#). We will visit the Lewis Museum’s permanent exhibition followed by a short workshop. Together, we will discuss primary sources related to Baltimore in the 1960s and interview the eyewitnesses, Judge Robert Bell, and Joyce Dennison.

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, and nationalism
- ✓ Understanding comparative, transnational, and entangled histories

- ✓ 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. If you have any concerns or encounter challenges, communicate them early.*

*Please 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.

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 primary source collections:

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.

## 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](mailto: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:

### Grading

25% Participation

30% Reading Notes

25% Research Paper

20% Baltimore Research Paper

***Do not attempt to negotiate your final grade, please.***

*The standard cut off between an A and an A- is 94.0. You have all semester to prove you are an "A" student. Do not try to make the case when all grades are in, and you realize you are "only" a few decimal points short. It is unfair to everyone else and disrespectful to the instructors.*

### **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 canvas **by 1 pm** on Wednesdays. Please submit your note as a discussion thread for each week.

You are expected to summarize in your own words the content and main arguments of the reading. You are free to add your qualified opinion if designated as such.

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.

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

For this independent research paper, please choose a topic that discusses Baltimore in the 1960s and/ or legacies of the decade.

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 canvas **by October 9, 2022 EOD.**

**Deadline: October 23, 2022 EOD. (Canvas Turnitin)**

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

You are expected to independently choose a topic that fits 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 20, 2022.** You will find the journal "Essay II" on canvas. 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 5, 2022, EOD**

## Written Assignments - Formal Requirements

- Margins: 1" all around, 12 pt. font size, standard font (e.g. Times New Roman, Calibri, Arial).
- Add your name and basic course information to the top of the first page or the cover page
- ALWAYS add your last name (no spaces in file names)
- Add a title to any written assignment
- Add page numbers
- List of references on a separate page
- Check the rules for [academic integrity](#)

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

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## SCHEDULE

### August 31: 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 7: 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 canvas*)

Joseph, Peniel E. "Historians and the Black Power Movement." *OAH Magazine of History* 22, no. 3 (July 2008): 8-15.

- 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 14: Decolonization and the Vietnam War

Seymour, Richard. "The Cold War, American Anticommunism and the Global 'Colour Line'." In *Race and Racism in International Relations: Confronting the Global Colour Line*, edited by Alexander Anievas, Nivi Manchanda and Robbie Shilliam, 157-74. London: Taylor & Francis, 2014.

Crenshaw, Kimberlé, Neil Gotanda, Gary Peller, and Kendall Thomas. "Introduction." In *Critical Race Theory. The Key Writings That Formed the Movement*, edited by Kimberlé Crenshaw, Neil Gotanda, Gary Peller and Kendall Thomas, xiii-xxxii. New York: The New Press, 1995.

- Richard Wright, "The Color Curtain. A Report on the Bandung Conference, 1956," in Todd Shepard, ed., *Voices of Decolonization*, pp. 67-70.
- Seale, Bobby. *Seize the Time. The Story of the Black Panther Party and Huey P. Newton*. Baltimore: Black Classic Press, 1991. (orig. New York: Random House, 1970), pp. 211-222.

In-class:

- Ho Chi Minh, "Declaration of Independence" (1945), in Todd Shepard, *Voices of Decolonization*, pp. 49-54.

**September 21: Independence Movements**

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

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

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 28: Baltimore** (heavy reading load) – Visit by Poly Students?

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 note: You WILL need this reading to be informed partners and interlocutors during our museum visit and for your paper. So please do not skip it.**

**October 5: [Maryland Center for history and Culture](#) Visit**

610 Park Avenue, Baltimore, MD 21201

*\*\* Choice of topic for Baltimore Paper: October 9, 2022, EOD.*

**October 12: 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.

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

[https://globalsouthstudies.as.virginia.edu/key-moments/belgrade-1961-non-aligned-conference.](https://globalsouthstudies.as.virginia.edu/key-moments/belgrade-1961-non-aligned-conference)

- Harold Macmillan, “Wind of Change Speech,” (3 February 1960), in Todd Shepard, ed., *Voices of Decolonization*, pp. 138-141.
- [“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.

In class:

- Che Guevara, “Guerilla Warfare,” orig. 1961. (excerpts on canvas)
- Che Guevara, “Socialism and Man in Cuba,” orig. March 1965. (excerpts on canvas)

**October 19: 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.

Langston, Donna. "Black Civil Rights, Feminism and Power." *Race, Gender & Class* 5, no. 2 (1998): 158-66.

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

**\*\* Deadline Baltimore Paper: October 23, 2022, EOD\*\***

**October 26: 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.

**November 2: Czechoslovakia**

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

- 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 9: 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.

- E.P. Thompson, EXCERPTS (tba) 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 16: 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. Siegfried, Detlef. "'Don't Trust Anyone Older Than 30?' Voices of Conflict and Consensus between Generations in 1960s West Germany." *Journal of Contemporary History* 40, no. 4 (October 2005): 727-44.
  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.
- "[Rudi Dutschke Demands the Expropriation of the Springer Press Empire](#)," orig. *Der Spiegel* (10 July 1967), in GHDI.

**\*\*Choice of topic Paper II by November 20, 2022, EOD.**

Fall Recess

## November 21-25

### November 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.

- "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).

**Optional:** 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.

**\*\* Deadline Essay II: December 5, 2022, EOD\*\***

### December 7: Legacies

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.