

**The Year of Revolt: 1968 and the Cold War**  
**Th 6.00-8.30 pm, Gilman 75**  
**AS 100.497 – Winter 2018**

**Instructor: Dr. Victoria Harms**

Email: vharms1@jhu.edu

Office hours: Tuesdays, 10 am - 12 pm, 342 Gilman Hall

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, military interventions, 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 changed the post-war order and the Cold War in East and West. Additionally, we will address the legacies and memories of 1968 to assess how with hindsight societies in Europe and the U.S. seek to create cohesion and see benefits in the changes or distance themselves from the turmoil of the sixties.

Students are expected to engage with recent academic and non-academic literature on the topic, newspaper clippings, documentary and feature films. This is a discussion-based class.

Learning objectives:

- ✓ Analyzing historical narratives
- ✓ Assessing secondary literature
- ✓ Analyzing and interpreting primary sources
- ✓ Understanding concepts such as race, gender, class, sexual orientation, etc.
- ✓ Comparative history

General Reading:

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

(recommended)

*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. If at any time I need to make changes to the syllabus, I will provide as much advanced notice as possible.*

## Assignments:

### Participation

Participation, not just attendance, is key. 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.

### Reading Notes

For each class, you are expected to upload a reading note to blackboard. The reading note is to state in your own words the topic, research question, and main argument of the assigned reading for that class. You find a blank form to complete this assignment on blackboard.

### Essay I (5 pages max.)

You may choose a subject for discussion in your first essay (for instance, feminism and gender emancipation in the U.S., wild strikes in France, the anti-Semitic purges in Poland, the “Spiegel affair” in West Germany, 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-argued, well-structured argument highlighting the relevance of your case study.

Please inform the instructor of **your choice of topic by November 2** and submit a preliminary list of secondary literature and primary sources you wish to consult for this assignment.

**Deadline: November 10, 2018, at 11.59 pm**

### Essay II (10 pages max.)

In the second essay, you are asked to compare “68” in two countries of your choice. What did the two countries have in common, how did they differ? Who were the main actors driving events in the respective countries? What were the grievances of protestors, what were the changes effected in the short- and long-term? Make sure to state your research questions and thesis and explain your choice of countries (why are they relevant and in how far are they representative?)

Please inform the instructor of **your choice of topic by November 30** and submit a preliminary list of secondary literature and primary sources you wish to consult for this assignment.

**Deadline: December 12, 2018, at 11.59 pm**

## **Grading:**

- ✓ 25% Participation
- ✓ 25% Reading Notes
- ✓ 25% Essay I (self-chosen topic)
- ✓ 25% Essay II (comparison)

## **All Written Assignments:**

- Margins 1” all around, 12 pt. font size, font: Times (New Roman), Arial, Calibri, Cambria or similar.
- Submit via blackboard.
- Add page numbers
- List of references (separate page)
- Add ONLY your university ID to enhance blind reviewing

Papers in this class will be graded blindly. This is a way for me to be as fair and transparent as possible in grading your work. Please mark all your exams with your ID number (not your JHED), rather than your name.

Grade Scale: 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

In addition to the formal requirements, the essays are graded based on the primary and secondary sources consulted, clarity of argument, style of writing, and organization (introductory paragraph, body paragraphs, and conclusion).

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## SCHEDULE

### Sept 6: Introduction

We will visit the Eisenhower library to take a look at the current exhibition "[The Spirit of '68](#)". Be prepared to move between buildings.

### Sept 13: 1968 – What about it?

Brown, Timothy S., "[1968. Transnational and Global Perspectives](#)," *Docupedia - Zeitgeschichte* 1.0 (11 June 2012).

Davies, James C., "Toward a Theory of Revolution," *American Sociological Review* 27, no. 1 (1962): 5-19.

- Karl Marx and Friedrich Engels (1848), *The Communist Manifesto*, Penguin Books 2002, pp. 218-233, 258.
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### Sept 20: The U.S. & the UK

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

- Tim O'Brien, "The Things They Carried," 1-21, "The Man I killed," 119-125, "The Lives of the Dead," 219-236, in *The Things They Carried*. London: Flamingo, 1991 (1990).

### Sept 27: Independent Study (no class)

*The Battle of Algiers* (1966), directed by Gillo Pontecorvo, 120 mins.

### Oct 4: France

- Gilcher-Holtey, Ingrid, "France," in *1968 in Europe. A History of Protest and Activism*, edited by Joachim Scharloth and Martin Klimke, 111-124. 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*, edited by Martin Klimke, Jacco Pekelder and Joachim Scharloth, 64-83. New York: Berghahn, 2011.

### **Oct 11: West Germany (PICK TWO)**

- Klimke, Martin, "West Germany," in *1968 in Europe. A History of Protest and Activism, 1956-1977*, edited by Martin Klimke and Joachim Scharloth, 97-110. New York: Palgrave MacMillan, 2008.
- 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 ibid., 195-215. Göttingen: Wallstein, 2011.
- 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): 727-744.

### **Oct 18: Two Germanies**

- 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.
- 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): 536-559.

### **Oct 25: Czechoslovakia**

- Pauer, Jan, "Czechoslovakia," in *1968 in Europe. A History of Protest and Activism*, edited by Martin Klimke and Joachim Scharloth, 163-172. New York: Palgrave Macmillan, 2008.
- Nebrensky, Zdenek, "Early Voices of Dissent. Czechoslovak Student Opposition at the Beginning of the 1960s." In *Between Prague Spring and French May*, edited by Martin Klimke, Jacco Pekelder and Joachim Scharloth, 32-48. New York: Berghahn, 2011.

### **Nov 1: Poland**

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

- Osęka, Piotr, “‘The People of March.’ A Self-Portrait of Poland's Generation '68,” in *'Talkin' Bout My Generation.' Conflicts of Generation Building and Europe's '1968'*, edited by Anna von der Goltz, 137-159. Göttingen: Wallstein, 2011.
- 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 2: Topic for Essay I is due**

**Nov 8: Yugoslavia, Hungary & Vietnam**

- 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 Osęka, “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 on November 10, 2018**

**Nov 15: The UK**

- Davis, Madeleine, “The Origins of the British New Left,” in *1968 in Europe. A History of Protest and Activism*, edited by Joachim Scharloth and Martin Klimke, 45-56. New York: Palgrave Macmillan, 2008.
- Nehring, Holger, “Great Britain,” in *1968 in Europe. A History of Protest and Activism*, edited by Martin Klimke and Joachim Scharloth, 125-136. New York: Palgrave Macmillan, 2008.

**Nov 22: Thanksgiving break**

**Nov 29: Memory and Aftereffect**

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

- Beller, Stephen, “The End of Modernity? 1968 in the USA and the UK,” in *Das Jahr 1968 - Ereignis, Symbol, Chiffre*, edited by Oliver Rathkolb and Friedrich Stadler, 31-53. Vienna: V + R unipress, 2010.
- “The spirit of 1968 rises again: can French students and workers triumph?,” *The Guardian* (April 7, 2018).

**\*\* Nov 30: Choice of Two Countries for Essay II is due**

**Dec 6: Legacies (PICK TWO)**

- Gassert, Philip, “Narratives of Democratization. 1968 in Postwar Europe,” in *1968 in Europe. A History of Protest and Activism, 1956-1977*, edited by Martin Klimke and Joachim Scharloth, 307-324. New York: Palgrave MacMillan, 2008.
- Frey, Michael, “The International Peace Movement,” in *1968 in Europe. A History of Protest and Activism, 1956-1977*, edited by Joachim Scharloth and Martin Klimke, 33-44. New York: Palgrave MacMillan, 2008.
- Hauser, Dorothea, “Terrorism,” in *1968 in Europe. A History of Protest and Activism*, edited by Martin Klimke and Joachim Scharloth, 269-280. New York: Palgrave Macmillan, 2008.

**\*\* Deadline Essay II on December 12, 2018.**

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## 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 TA at least 48 hours before class.

### 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](mailto: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.**