

1968 Crisis Committee

(Secretaries of State Emergency Summit)

Topic: The Role of Student Movements in Global
Democracy circa 1968.

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Letter From the Chairs

Dear Delegates,

Welcome to the 1968 Crisis Committee!

I am Naho Abe, a junior at ASF and I will be the co-chair for this conference. I have been doing MUN since 7th grade, and I have experience being a delegate, chair, and secretary-general along with other positions such as the academic team. As a passionate history nerd, I love being in crisis committees where delegates get to go back in time and enact a series of historical events. 1968 was a very historically significant year, and I want you delegates to feel the commotion and the excitement in the atmosphere of that year. The main goal of ASFMUN is to make new friends, learn more about MUN, and of course, to enjoy! I cannot wait to meet every single one of you, and I cannot wait to see how you will act in a hectic and chaotic moment. If you have any questions or concerns, please feel free to email me or any other chairs!

I am Alonso Muñoz, also a junior at ASF and also one of the co-chairs for this amazing committee. I love MUN. I have only been doing MUN for about a year and a half, but it is something that I am really passionate about. I have participated in both English and Spanish committees, General Assemblies, Historical Committees, Crisis Committees, UN organs, etc. This is my third time chairing a committee and I am really excited to be sharing this experience with you all. I am also the Head of PR of the conference, meaning that aside from being one of you chairs, I will also be posting pictures and stories to ASFMUN's Instagram account! One advice I have for you to take the most out of this committee is to enjoy it as much as you can, because MUN is not just about being the best delegate, but it is also about learning and making friends. Naho, Ricardo, and I are all very excited to be your chairs and we hope that you are excited as well!

I am Ricardo Bracho-Roberti, I'm also a junior at ASF and the moderator for this interesting and fun committee. I've formally been doing MUN for nearly a year and been going to conferences from time to time in the past, and it has become something I'm passionate and interested in



because of the political discussion and debate. In the past, I have taken part in historical committees and UN organs, and I've worked aside with Alonso and our wonderful PR team. This is my first time participating in the dias and I am very excited to work with Naho and Alonso and meet and listen to every one of you. Enjoy this experience, cherish the memories, and make friends. I wish you all the best of luck in this conference!

Regards,

Alonso Muñoz (munoz@asf.edu.mx)

Naho Abe (aben@asf.edu.mx)

Ricardo Bracho (brachor@asf.edu.mx)

Co-Chairs, 1968 Crisis Committee

Committee Policies:

Technology

Because ASFMUN will be run online this year, delegates will be required to use their laptops and computers to participate in committees. The only websites delegates are allowed to use during committee sessions are Zoom, Google Docs, which delegates will be writing their working papers and resolutions, and any other sources that the Chair permits. Unless there is an emergency, delegates should not be using cellphones or other electronic devices that will give them an unfair advantage. If there is a concern that a delegate is breaking these rules, please contact any member of the Secretariat.

Zoom Guidelines

All committees will use Zoom, and each committee will use the same Meeting ID and Passcode for every committee session. Delegates should never distribute the Meeting ID and Passcode to anybody else. In the meeting, delegates should change their display name to their position. For instance, a delegate representing Mexico should rename their display name to “Mexico”.

Moreover, delegates are expected to have their camera on at all times except when they are standing up, leaving a room, or having connection issues. While in moderated caucuses, delegates must keep their microphone muted until called on to speak.

Delegates should prepare their own placard in advance for roll call, points, motions, and voting.

[This Google Drive folder](#) will have instructions on how to make your own placard.

Position Papers:

Position Papers are due on 11:59 pm of 2/22. Please send it in PDF format to

munoza@asf.edu.mx, aben@asf.edu.mx, and brachor@asf.edu.mx. More details can be found on the Conference Information section of [our website](#).

Pre-writing and Plagiarism

Pre-writing of clauses, language, working papers, and draft papers is strictly forbidden.

Delegates are welcome to use Google Drive to collaborate with other delegates when writing documents. However, they must not work on it outside of the conference.

Plagiarism is strictly prohibited and if any attempts are found, delegates will no longer be eligible for any awards.

Committee Overview:

The committee aims to solve various conflicts and issues surrounding protests in multiple countries around the world. This committee will be a bit different from others. The first and second session, which will be the first day of the conference, will be set on June 1st, 1968. The third and fourth section, which will be the second day, will be set on October 5th, 1968. Both are part of the Secretaries of State Emergency Summit, which is a made-up emergency meeting with world leaders set up to discuss how to deal with the major protests that occurred in 1968.

More details will be explained later in the guide, but here are the main features of the June 1st Summit and the October 5th Summit.

The June 1st Summit takes place after major protests in Europe, including Italy, Czechoslovakia, West Germany, Sweden, and France as well as in areas outside of Europe such as in Japan.

Moreover, there are rising tensions between citizens and governments all over the world, such as in Brazil and in the United States. The delegates are expected to discuss how governments should react to these protests and how the negative impacts of uprisings could be mitigated.

The October 5th Summit is different from the June 1st Summit because it is more specific. While the June 1st one does not focus on a particular protest and aims to address numerous instabilities and uprisings occurring around the world, the October 5th one focuses on a single event: the Tlatelolco Protest of October 2nd, which happened in Mexico on October 2nd, 1968. Because Mexico was to host the Olympics just 10 days after, on October 12th, the delegates are expected to discuss what to do with the Olympics. Should it be cancelled? Or should the Mexican government go on with their plans to host the games?

Last, depending on how quickly or slowly the conference progresses, there is a possibility that only the June 1st Summit will be held, taking up both the first and second day of the conference, with the October 5th Summit being postponed.

June 1st Summit: Dealing With The Worldwide Student Protests

Topic Background

Statement of the Problem:

The topic of this crisis committee is to discuss all the protests that were occurring around the world in 1968. 1968 was a historically significant year, with major events like the Vietnam War and the Prague Spring occurring. That year was also the year of protests. Activists, especially laborers and students, protested against numerous issues: working conditions, low wages, oppressive governments, wars, consumerism, and so on. Even though these protests gave normal people voices, they also often troubled the governments. Large police forces had to be deployed, strikes sometimes halted an entire nation's economy, and the damages after the protests were immense. The protests also shed light on issues that nations faced, giving them an international spotlight, which oftentimes were not in the best interest of governments.

Topic History:

Here, a brief and general overview of how many protests came to occur. Delegates should research the history of specific protests, as this section is an overview of numerous protests at best.

All over the world, protests erupted in 1968, and multiple factors were behind the eruption. The origins that politically motivated protests date back to the end of the Second World War.

After the war, the world saw an increasing amount of births, which created a large age demographic that would later become the student protests in 1968. These children, being born in a peaceful and prosperous environment, experienced many new things that their parents hadn't.

One major influence was the spread of TVs in normal homes. TV not only created a common perspective from which the children viewed the world, but it also enabled them to experience major public events. The spread of public education also created another shared experience.

Moreover, the emergence of chain restaurants and stores further brought shared experiences all over the world. Other global, historical events, such as the Cuban Missile Crisis and the Cold War also created a shared experience of the generation.

These experiences were crucial in creating numerous social movements, such as civil rights, feminism, freedom, and peace.

In the decades following World War II, the Eastern Bloc had already witnessed a few mass protests, such as the Hungarian Revolution and labour strikes in Poland.

Waves of social movements throughout the 1960s shaped the values of the younger student generation before and during 1968. In America, the Civil Rights Movement was at its peak, but was also at its most violent, such as the assassination of Martin Luther King Jr. on April 4 by a white supremacist. In Northern Ireland, religious division paved the way for a decades-long violent conflict between Irish republicans and Irish unionists. Italy and France were in the midst of a socialist upheaval. The New Left political movement was causing political disarray in many European and South American countries. The Israeli–Arab conflict had already started, the British anti-war movement remained strong and African independence movements continued to grow in number. In Poland in March 1968, student demonstrations at Warsaw University broke out when the government banned the performance of a play by Adam Mickiewicz at the Polish Theatre in Warsaw, on the grounds that it contained "anti-Soviet references". It became known as the March 1968 events.

The women's liberation movement caused generations of females to question the global *status quo* of unequal empowerment of women, and the post-war baby boomer generation came to reassess and redefine their priorities about marriage and motherhood. The peace movement made them question authority more than ever before. By the time they started college, the majority of young people identified with an anti-establishment culture, which became the impetus for the wave of rebellion and re-imagination that swept through campuses and throughout the world. College students of 1968 embraced progressive, liberal politics. Their progressive leanings and skepticism of authority were a significant impetus to the global protests of 1968.

Dramatic events of the year in the Soviet Bloc revealed that the radical leftist movement was ambivalent about its relationship to communism. The 2–3 June 1968 student demonstrations in Belgrade, the capital of Yugoslavia, were the first mass protest in the country after the Second World War. The authorities suppressed the protest, while President Josip Broz Tito had the protests gradually cease by giving in to some of the students' demands. Protests also broke out in other capitals of Yugoslav republics—Sarajevo, Zagreb and Ljubljana—but they were smaller and shorter than in Belgrade.

Recent Developments:

Delegates should know that it is set at a time in the middle of major protests all over the world, especially Europe. Some of the major ones that occurred from January to May 1968 are ones in Italy, West Germany, Czechoslovak Socialist Republic (Prague Spring), France, Japan, the United States, and Sweden. However, there are many others occurring in the same period. At the same time, delegates should also note that there were numerous areas, such as Northern Ireland and Brazil, where tensions were increasing by the day even though there had not been anything major by June 1st. Delegates should consider these factors.

Resolution Focus

When writing resolutions for this committee, you want to focus on ending the current protests and avoiding future protests at all costs. Of course, as the committee moves on there will be new problems outside of protests you need to solve, and you must solve them wisely. Whether you choose to silence the protestors through violence or to surrender and give the protestors what they want, remember that this is a crisis committee, and any action you take can backfire and create a new conflict, so write your resolutions wisely.

Questions to Consider

The following are some questions that the chairs recommend you ask yourselves and each other when proposing solutions and writing resolutions:

1. What are the social, economic, and political consequences of these protests?
2. Why are so many young people in the world mad at the world?
3. Will the proposed solutions really end the conflict?
4. Is violence by the government used to suppress the protestors justified?
5. How do these protests impact the international image of governments?
6. Are these proposed solutions moral and ethical?
7. What are the most favorable aspects of this solution?
8. Will this solution trigger other problems?

Key Players

In this section, a few countries that had particularly major protests would be introduced. However, it is important to note that these countries are not the only ones with protests in 1968, and every delegate should do more research.

France:

Student occupation protests against capitalism, consumerism, and American imperialism were met with heavy police repression.

Seeing the police reaction, France's trade union confederations called for sympathy strikes, which quickly spread to 11 million workers, or 22% of France's population at that time.

The Grenelle accords conducted on May 27th between the government, employers, and trade unions won significant wage gains for workers, ending the movement in success.

West Germany:

Students constantly criticized West Germany's political affairs, as it had former Nazis in high positions of power in government sparking continuous protests and conflict.

After the attempted assassination of the student leader Rudi Dutschke, protests commenced at full force by other students and youth of the nation, dubbed 68ers, while a variety of political affiliations were being created. Although receiving disapproval from older generations and the press, the 68ers persisted and caused extensive change present today.

Yugoslavia:

The nation wanted to establish themselves as the balance between the USA dominated west and Soviet controlled eastern Europe. Consequently, deciding to stimulate economic growth which in turn caused radically divided socio-economic classes.

Students protested by engaging with local police forces in Belgrade, in which they had to find safety in their dorms. Several hundred students then struck by barricading themselves with university faculty. President Tito promised to stand in solidarity with the students and comply with their demands but did not do so in the end, instead repressing student influence and banned films, magazines, newspapers, theater productions, books, and science gatherings.

USA:

Dr. Martin Luther King Jr. was one of the most important figures in the American Civil Rights Movement. He was assassinated in April of 1968 causing civil unrest throughout the nation, notably the Washington D.C. Riots.

At the same time, students from Howard University, known as a “Black University”, conducted sit-ins at first to protest the Vietnam War, but then to stand in solidarity of the diseased civil rights leader. Rioters and protesters were met with heavy force against them. Many neighborhoods and businesses were destroyed in the riots. Recovery and redevelopment took more than 30 years.

Japan:

In the late 1960s, Japanese students protested against the unjust tuition system, university corruption, and the implementation of violent university guard.

Zenkyoto was an organization key in the conflicts between students and policemen, leading different protests and conflicts around many prestigious colleges such as Nihon University and Tokyo University where one of the most notable events happened: the Todai Riots of 1968.

Brazil:

After the military coup of 1964 in Brazil, many students protested against it and the federal policies they installed throughout the nation.

Famously, after the murder of highschool student Edson Luis de Lima Souto by the hands of police in wake of a peaceful protest, mass protests sparked in 15 cities around Brazil, notably the 100,000 people protesting in Rio de Janeiro.

Pakistan:

The country faced student revolt starting from the war between India and Pakistan which consequently affected the economy terribly. The military dictator Ayub Khan presented a plan for rapid economic growth which caused a major social class divide where the richest 22 families of the country owned the financial and economic resource sector.

1968 protests were led by a variety of student groups such as the National Student Federation who combated against the phony “Decade of Development” celebration of Ayub Khan, and the Student Action Committee. Student protests were accepted by many groups of people in the fight to make the military dictator Ayub Khan resign.

October 5th Summit: The Tlatelolco Massacre and the Olympics

Topic Background:

Problem Statement:

The timing of the Tlatelolco Massacre of October 2nd in Mexico made it very hard and necessary for the government to resolve the protests, as the Olympics was approaching. Deciding to go on with an Olympic game just ten days after a massacre carried out by government forces could cause even more chaos, while the Olympics was something the government had planned for a long time. Moreover, many Mexican citizens were excited for the games, and the government had to make a decision quickly. For this summit, other world leaders will pitch in their opinions, writing a proposal on the next actions the Mexican government should take, whether it is to carry out, postpone, or cancel the Olympics. Please remember that simply reading this section will not be enough preparation for the crisis committee. Make sure to thoroughly understand the topic and do your own research.

Topic History:

The current government was led by Gustavo Díaz Ordaz, who strongly opposed the ideals of communism, which were rapidly emerging amongst college students. President Díaz Ordaz tried to ban all sorts of communist propaganda, from music, to art, to posters. Eventually, the tension between students from universities such as UNAM and IPM and the government due to all the restrictions and the hosting of the 1968 Summer Olympics in Mexico. Students in Mexico were inspired by the successful protests in France to start their own movement for more open democracy. The Olympics was a good opportunity for international publicity, which further encouraged students to oppose the government. The student movement started when a street fight broke out between high school students after a football game. The Mexico City riot police tried to end the skirmish, but the students resisted. At the end of the siege, soldiers blasted the main door of the National Preparatory School in San Ildefonso, which killed some students in the building. After this incident, more students organized protests against the violence by the riot police as well as the oppressive government. Throughout the summer of 1968, several schools, including the faculty of Political Science of UNAM, went on long strikes in protest of various topics, mainly focusing on the censorship of free speech by the government, Javier Barros Sierra,

the Rector of UNAM, also joined the protests. From August to late September, the number of protests skyrocketed and as more protests emerged, the more the military tried to stop them.

Recent Developments:

On October 2nd, 1968, a mass protest, composed of students and members of the Communist Party, was summoned. The protest was supposed to start in the *Plaza de las Tres Culturas* in Tlatelolco and lead to the Headquarters of the Secretariat of Foreign Affairs. As soon as the thousands of students arrived at Tlatelolco, the military surrounded them. Shortly after, the military (and members of *El Batallón Olimpia*, a paramilitary group) started shooting at the protesters, which resulted in the deaths of 300-500 civilians. This happened 10 days before the opening of the Summer Olympics in Mexico City, and the government was desperate to end the protests before the Olympics took place. The October 5th Summit takes place only three days after the infamous massacre, and delegates must write a solution proposing the next action the Mexican government should take: should they cancel, or keep going with the Olympics?

Questions to Consider:

1. Should the Olympics be held despite rising tensions between the Mexican government and its citizens?
2. Does the massacre of protestors by government soldiers count as human rights violations?
3. Are other countries' governments choosing to ignore the issue by participating in the Olympics?
4. How will hosting the Olympics right after a government run massacre impact the country's image?
5. Are there issues greater than the Olympics that must be solved right now?
6. What should be done with the protestors? Should the Mexican government accept their demands?

Key Players:

Students in Mexico:

Many students in Mexico felt resentment towards the oppressive government as well as the police brutality against the protestors. They were also against the government holding the Olympics.

Mexican government:

The government wanted to hold the Olympics to attract more people to Mexico. In a desperate attempt to quickly suppress the instability throughout the nation, it often acted violently against the protestors. Moreover, due to fear of international criticism, the government announced that only 4 were killed in the Tlatelolco Massacre, despite numerous witnesses coming forward testifying they saw a far bigger number of victims.

Participating delegations

- Brazil's Minister of Foreign Affairs
- Foreign Minister of the People's Republic of China
- Czechoslovakia's Minister of Foreign Affairs
- Minister of Foreign Affairs of the German Democratic Republic (East Germany)
- French Minister of Foreign Affairs
- Japanese Minister of Foreign Affairs
- Mexican Secretary of Foreign Affairs
- Pakistan's Minister of Foreign Affairs
- Polish People's Republic Minister of Foreign Affairs
- Spanish Minister of Foreign Affairs
- US Secretary of State
- USSR Minister of Foreign Affairs
- UK Minister of Foreign and Commonwealth Affairs
- West Germany Federal Minister for Foreign Affairs
- Yugoslavia's Minister of Foreign Affairs

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