

Honors 218, Fall 2017
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Social Movements of the Sixties

“Man is born free and is everywhere in chains” J. J. Rousseau

“None are more hopelessly enslaved than those who falsely believe they are free.” Goethe

“What I feel to be right is right, what I feel to be wrong is wrong.” J.J. Rousseau

REQUIRED TEXTS:

Many of these works are physically on Library Reserve and electronically on Blackboard

1. Bernard McGrane, **The UN-TV and the 10 MPH Car**. 1994. (Lib Res & Blackboard)
2. Inge Bell, **This Books in Not Required** 2011. (Lib Res & Blackboard)
3. Theodore Roszak, **The Making of a Counter-Culture** (This book is the *Master Text for this course.*) 1968/1995.
4. Social Movements Reader: **“Son of Fred”** (Library Reserve or Blackboard)
5. James Kunen, **The Strawberry Statement: Notes of a College Revolutionary** (Library Reserve or Blackboard. 1968.
6. Julia Butterfly Hill, **The Legacy of Luna**. 2000.
7. Jay Stevens, **Storming Heaven, LSD and the American Dream**. 1987.
8. Eldridge Cleaver, **Soul on Ice**. 1968/1992.
9. Alan Watts, **The Book: On the Taboo Against Knowing Who You Are**. 1966.
10. James Miller, **Democracy is in the Streets, From Port Huron to the Siege of Chicago**. 1987.
11. **Sample Commune Manifestos** (Library Reserve or Bb)
12. **Material World** (Lib Res Only)

“The idea that you can change the world was the theme of the 60’s” (Student Final)

RECOMMENDED TEXTS:

- 1a. Betty and Theodore Roszak, **Masculine/Feminine: 60’s Readings in Sexual Mythology and the Liberation of Women** (Library Reserve or Blackboard) 1969.
- 1b. Tom Wolf, **The Electric Kool-Aid Acid Text** (Highly Recommended)
 1. Herbert Marcuse, **One Dimensional Man**
 2. Norman O. Brown, **Life Against Death**
 3. Paul Goodman, **Growing Up Absurd**
 4. C. Wright Mills, **The Power Elite**
 5. Ronald Fraser, et al., **1968: A Student Generation in Revolt**
 6. Lester Brown, **The State of the World**
 7. C. Spretnak and F. Capra, **Green Politics: The Global Promise**
 8. Tom Hayden, **Reunion**

9. Alan Ginsburg, **Howl**
10. James William Gibson, **Vietnam, the Perfect War**
11. Elaine Brown, **A Taste of Power**
12. Terence McKenna, **True Hallucinations, Food of the Gods**
13. Joan and Robert Morrison, **From Camelot to Kent State**
14. Abbie Hoffman, **The Best of Abbie Hoffman**
15. Richard Goodwin, **Remembering America**
16. Tod Gitlan, **The Sixties, Years of Hope, Days of Rage**

COURSE STATEMENT:

“If you wish to see the truth, then hold no opinions for or against anything.” (Third Zen Patriarch)

“Man is born free, and is everywhere in chains.” (Jean Jacques Rousseau)

“If you wish to change the world, the place to being is with your own hands, your own heart and your own mind.” (Robert Pirsig, Zen and the Art of Motorcycle Maintenance)

Through film, literature and direct commune-experimentation this course will be a fresh look, with beginner’s eyes, at the 60’s: that most outrageous decade, that most idealized and despised decade, that most creative and anarchic decade. *The course is structured around Theodore Roszak’s The Making of a Counter-Culture and the PBS 6-part documentary Making Sense of the 60s.*

We will examine the cultural trance we are caught up in regarding social movements and social change. As a culture, our definition of social change has been deeply inhabited by a **belief in progress**, achievement, betterment. Change *was* progress, especially economic, material and technical progress. The social movements of the 60’s counter-culture *contested that concept of social change* and provoked a change in the depths of our concept of social change itself.

We will be looking at social movements and social change on a personal, societal, and global-planetary level. We will be examining our values in reference to change and in reference to politics, democracy and freedom—particularly whether those values come consciously out of our understanding or unconsciously out of our conditioning. We will contrast the movements and forces at work in the 60’s youth movements with the movements and forces at work in today’s youth.

Education is a journey, not a destination; hence students will be highly encouraged to integrate their formal book reading with their direct, personal, on-the-spot life experiences. There will be various “exploriments” and “exercises” designed to provoke us into doing sociology rather than merely learning about it. Our dominant, established educational tradition is that you acquire knowledge through collecting stuff and knowing it—especially for exams. We will attempt to contest the authority of that tradition and celebrate thinking, experiencing, and creating rather than collecting, memorizing, and grading.

Optimistic Calendar and Detailed Road Map:

You are absolutely responsible **for everything that occurs in class whether you are present or not**. Many instructions only given orally. This syllabus is a guide for an educational journey, not a legal document. Please relate to it accordingly. During class **all electronic devices** are to be shut off.

The Required Readings in **BOLD TYPE** are the **Most Critical**.

WEEK 1 JAN 31

A: FIRST REQUIRED READING: ***THIS SYLLABUS*** ! Please read it closely and, later, all “**Sample Quality Papers**” on our Bb that I email you throughout the semester. (It is vital that you read your peers work.)

Bell, **This Book is Not Required**, Chs. 1 Welcome to College, 2, Grades, 3, Support Your Local Prof, 4, Academic Question, 5, Questions of Academic Integrity. **The Myth of the Sixties** (all on Bb)

“Students learn plenty; they just don’t learn the stuff presented by teachers in classrooms. Most classroom material is forgotten immediately; students even boast about it.” (Susan Blum, *I Love Learning; I hate School. Anthropology of College*. Cornell U. Press, 2016)

McGrane, **The Un-TV and the 10 MPH Car**, Prologue, Intro, Chs 1 (For all of the McGrane readings/exploriments the instructions are to **first** do the exploriment **then afterwards** do the readings in the chapter that addresses that exploriment. These instructions will all be specified more clearly in class.)

Roszak, **The Making of a Counter-Culture**, Intro to the 1995 Edition, Preface, and Ch. 1, “Technocracy’s Children,” pgs 1-42.

WEEK 2
FEB 7

Kunen, **The Strawberry Statement**, 1968 entire. Butterfly Hill, **Luna**, 2000 entire.

Son of Fred Reader: entire selection of readings addressing the technocracy/technology: **E.M. Forster**, “**The Machine Stops**”; Tarthang Tulku, “Questioning Mind”; Jerry Mander, “Adrift in Mental Space”; Lynn White, “The Historical Roots of Our Ecological Crisis”; **Thoreau** “**Walking**”; **Edward Abbey**, “**Industrial Tourism and the National Parks**”; Marshall Berman, “Faust in the Sixties”;

Also, I recommend you rent and view **Woodstock** and **Apocalypse Now**

Possible “Skits on Aspects Of The 60s” performances.

There is a cult of ignorance in the United States, and there always has been. The strain of anti-intellectualism has been a constant thread winding its way through our political and cultural life, nurtured by the false notion that democracy means that "my ignorance is just as good as your knowledge." -Isaac Asimov, scientist and writer (1920-1992)

WEEK 3 Reading as above.: Kunen, Butterfly-Hill, Son of Fred Reader
FEB 14

WEEK 4 Reading as above: Kunen, Butterfly-Hill, Son of Fred Reader
FEB 21

WEEK 5 **COMPARATIVE ESSAY #1** due **SEPT 28** – Compare and contrast two
FEB 28 youthful voices: James Kunen’s 1969 Strawberry Statement and Julia Butterfly
Hills’s, 2000 Luna. (2 to 4 types pages).

WEEK 6 Miller, Democracy is in the Streets, pgs. 11-18 and pgs. 329-374, “The Port
MARCH 7 Huron Statement.”

Finish Roszak, The Making of a Counter-Culture (pp. 42-289).

Son of Fred Reader: Norman O. Brown and Herbert Marcuse.

(Possible in class film quiz).

WEEK 7 Stevens, Storming Heaven, LSD and the American Dream , entire.
MARCH 14

Son of Fred Reader: Psychedelic Drugs: **Ram Dass**, “**Be Here Now**”; Timothy Leary, Richard Allpert and Alan Watts, “The Joyous Cosmology, Adventures in the Chemistry of Consciousness”; R.D. Laing, “Transcendental Experience.”
Recommended Reading: Tom Wolf – The Electric Kool-Aid Acid Test.

*******SPRING BREAK*******

WEEK 8 Reading as above: Roszak, Stevens, Son of Fred Reader
MARCH 28

WEEK 9 **INTEGRATION ESSAY #2 DUE Oct 26.** (Specific details given in class)

APRIL 4

Readings: Eldridge Cleaver, Soul on Ice , entire.

Alan Watts, The Book ,entire

Possibly sections of Roszak’s Masculine/Feminine will also be assigned

(Possible in class reading/film quiz).

Commune Weekend – To be done during 10th or 11th or 12th week.

(I recommend the Commune group rent and view together: “The Breakfast Club,” “The Big Chill” and “Woodstock.”)

WEEK 10 Reading as above: Cleaver and Watts
APRIL 11

WEEK 11 Reading as above: Cleaver and Watts
APRIL 18

WEEK 12 **COMPARATIVE ESSAY #3 DUE Nov. 16** (Details given in class)
APRIL 25

Week 13 **Miller, Democracy is in the Streets Introduction, Part One, Part Two, Cpt.**
MAY 2 **12** (pgs. 21-154, 260-328).

If we don't believe in freedom of expression for people we despise, we don't believe in it at all. -
Noam Chomsky, linguistics professor and political activist (b. 7 Dec 1928)

Commune and Material World Presentations in Class

WEEK 14 Reading as above: Miller and complete Roszak
MAY 9

Commune and Material World Presentations in Class

COURSE REQUIREMENTS AND EXAM EXERCISES:

(All papers are to be typed and handed in during class in paper form AND ALSO to be submitted electronically to our Blackboard/Assignments/Turnitin.com. Without both versions no credit will be given. Also, for the in-class paper essays you are NOT TO WRITE YOUR NAME ON THE FRONT, as per usual, but rather on the back of the last page. NO LATE PAPERS.

1. **Comparative Essay #1** (due Sept 28): Compare and contrast two twenty year old authors: James Kunen’s Strawberry Statement (1968) and Julia Butterfly Hill’s The Legacy of Luna, (2000) Typed 2-3 pages. (Also recommended you consider and address Edward Abbey’s “Industrial Tourism and National Parks” and Thoreau’s “Walking”) **(15% of Grade)**
2. **Integration Essay #2** (due Oct 26th): Take Home Essay: Integrate all the materials of weeks 1-9 around a core theme. The theme of technocracy is certainly central. More information on this as we move along. It is crucial that you address both the in-class films and the readings. Make reference to the materials, give examples from the materials. 3-6 types pages **(15% of grade)**.
3. **Comparative Essay #3** due Nov 16th: Compare and contract Eldridge Cleaver’s Soul on Ice, Alan Watts, The Book, (and possibly also the Roszak’s Masculine/Feminine) 2-3 types pages **(15% of grade)**.
4. Final Take Home **Integration Exam**, due day of scheduled exam: Integrate the entire course around a central theme of your choosing. More details on this also as we move along. 4-6 typed pages **(20% of grade)**.
5. **There will be one required “Commune” weekend** wherein, in small groups (7-10 students), *you will “be” with one another for 48 continuous hours*. You will also engage in various undertakings, and, as a group, you will write up a *“Port Huron”-like manifesto for your generation*. More details on this will be provided, **but please take your calendar and schedule into consideration as this is required for the course**. Tentatively scheduled for Weeks 9, 10, or 11. Your collective Commune Weekend and Manifesto write up is 4-10 pages. **(15% of grade** – The commune group’s grade will count for each individual member).
6. **There will be one Material World** presentation and write-up. More details will be provided in class. **(10% of Grade)**
7. Various **“exploriments”** will be assigned from time to time **(5-10% of grade)**.
8. Various in class reading/film **quizzes** will be held from time to time **(5-10% of grade)**.

I. Papers

- 1.) To work on and improve your reading and writing skills, I recommend you use Writing Down the Bones by Natalie Goldberg, and How to Read a Book by Mortimer Adler, also recommended is Ira Progoff’s At a Journal Workshop.
- 2.) Categories of evaluating take-home essays: a) power of contrasting or integrating theme, continuity and comprehensiveness; b) use of materials, range and depth of reference; c) creativity, boldness and originality; d) writing style, communication skillfulness; e) proper footnoting, references and the standard academic machinery.

II. Course Integrity & Discipline

- 1.) All cell phones off, all lap tops closed.
- 2.) Anyone who engages in plagiarism—presenting someone else’s written work as your own—will be dropped/failed from the course, and possibly the university. (See the Babbie Essay).

OUTLINE OF ROSZAK’S

MAKING OF A COUNTER-CULTURE 1968/1995 (the master text for this course)

- UNIT I Technocracy’s Children: The Role of Technology and Material Wealth in Creating the Social Environment of the ‘60’s.**
Readings: Forster’s “Machine Stops”; Mander’s “Adrift in Mental Space”; White’s “Historical Roots of Our Ecological Crisis”; Thoreau’s “Walking”; Abbey’s “Industrial Tourisms and the National Parks.” All in course reader, Son of Fred; Recommended Reading: Robert Pirsig, Zen and the Art of Motorcycle Maintenance.
- Possible Films:** *Trouble in Utopia, Koyaanisgatsi, Dark Circle, Platoon, Born on the 4th of July, The Doors, JFK, Network.*
- UNIT II An Invasion of Centaurs: The Invention of ‘Social Protest’ the Growing Awareness of Racism, Discrimination, and Inequality. The Role of Social Idealism.**
Readings: Cleaver, Soul on Ice; Miller, Democracy is in the Streets, Gitlan, The Sixties.
- Possible Films:** *Eyes on the Prize, Semester of Discontent, The Good Fight, Hearts and Minds, The War at Home, Woodstock, Decline of Western Civilization.*
- UNIT III The Dialects of Liberation: The Theoretical Contributions of Marxism and Freudian Psychoanalysis: Herbert Marcuse and Norman O. Brown.**
Readings: Brown’s Life Against Death, “Apocalypse”; Marcuse’s “Love Mystified” and One Dimensional Man.
- UNIT IV Journal to the East...and Points Beyond: The Spiritual Infusion of the Eastern Paths of Liberation.**
Readings: Watts, The Book; Recommended Reading: Alan Ginsburg, Poetry.
- UNIT V The Counterfeit Infinity: The Use and Abuse of Psychedelic Experience.**
Readings: Ram Dass, Be Here Now; Leary, Allpert, Watts, “The Joyous Cosmology”; R.D. Laing’s “Transcendental Experience.” All in course reader,

Son of Fred; Jay Stevens, Storming Heaven, LSD and the American Dream;
Recommended Readings: Tom Wolf, The Electric Kool-Aid Acid Test.

UNIT VI Exploring Utopia: The Visions of Sociology and the Visionary Sociology of Paul Goodman.
Recommended Reading: Goodman’s Growing Up Absurd.

UNIT VII The Myth of Objective Consciousness: The Unmasking of Scientific Neutrality.
Recommended Reading: Thomas Kuhn’s The Structure of Scientific Revolutions.
Possible Film: *Mindwalk*

UNITY VII Eyes of Flesh, Eyes of Fire: Beyond the West’s Social Construction of Reality.
Recommended Reading: Castaneda’s Complete Works especially Journey to Ixtlan; Fergusson, The Aquarian Conspiracy.
Possible Film: *My Dinner with Andre*.

SOCIOLOGY 174: SOCIAL MOVEMENTS IN THE SIXTIES
COURSE READER
(On Library Reserve or Bb)

SON OF FRED

-Technocracy-

1. E.M. Forster – **The Machine Stops** p.4
2. Jerry Mander – **Adrift in Mental Space** (Ch. 4 from Four Arguments for the Elimination of TV) p. 20
3. Lynn White Jr. – **The Historical Roots of Our Ecological Crisis** p. 34
- 3a. Henry David Thoreau – **Walking** p. 40
4. Edward Abbey – **Industrial Tourism and the National Parks**
(from Desert Solitaire) p. 59
5. **A Fuzzy Tale** p. 70
6. Tarthang Tulku – **Questioning Mind** (from Knowledge of Freedom) p. 73
7. Marshall Berman – **Faust in the Sixties** p. 76

-Brown (Freud) vs. Marcuse (Marx)-

8. Norman O. Brown – **Life Against Death** (excerpt) p. 82
9. Norman O. Brown – **Apocalypse** p. 104
10. Herbert Marcuse – **Love Mystified: A Critique of Norman O. Brown and Brown’s Response** p. 108

-Psychedelics-

11. Ram Dass – **Be Here Now** (excerpt) p. 119
12. Timothy Leary, Richard Allpert, Alan Watts – **The Joyous Cosmology: Adventures in the Chemistry of Consciousness** (excerpt) p. 152
13. R.D. Laing – **Transcendental Experience** (from The Politics Experience) p. 173
14. A. Goldman – **The Emergence of Rock** p. 179

Generic Syllabus Page: Our Program Learning Outcomes are the following:

1. Students will learn to explain and discuss social history, theory, and terminology regarding The Sixties.
2. Students will learn to explain and discuss how sociological and psychological research and analysis regarding social movements are carried out.
3. Students will learn to explain and discuss the broad range of social institutions and process regarding The Sixties. This will be viewed in a micro-sociological manner as well as in the context of world societies—that is a macro-sociological manner. Students will become aware of global issues and problems regarding social movements.
4. Students will demonstrate an ability to write effectively using appropriate sociological, psychological and philosophical style and terminology.

Our Course learning outcomes are the following:

Students who complete this course should be able to:

1. Describe the key methodological paradigms of the social and psychological sciences studying social movements in The Sixties.
2. Design, conduct, and evaluate research employing a variety of different methodologies.
3. Evaluate competing “knowledge claims” regarding the foundations and interpretations of the movements of The Sixties

The Chapman University Academic Integrity Policy, Chapman University’s students with Disabilities Policy, and Equity and Diversity policy has been modified. The following is the revised text:

Chapman University’s Academic Integrity Policy:

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

Chapman University’s Students with Disabilities Policy:

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Disability Services Office, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Equity and Diversity

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlines in Chapman’s Harassment and Discrimination Policy: <http://tinyurl.com/CUHarassment-Discrimination>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.