Honors 218, Spring 2019
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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

2. Inge Bell, This Books in Not Required 2011. (Lib Res & Blackboard)
4. Social Movements Reader: “Son of Fred” (Library Reserve or Blackboard)
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:

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

“Knowledge that you do not use is only intellectual knowledge…” Emmet Fox
“Question Authority…Question Reality…Question the Questioner…Question Questioning”

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
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 social and political youth movements.

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 critical sociology rather than merely learning about it. Our dominant, established educational tradition is that your 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 29

A: FIRST REQUIRED READING: THIS SYLLABUS! Please read it closely and, later, all “Sample Quality Papers” on our Bb that I alert you to via Bb 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.)


WEEK 2

FEB 5

Also, I recommend you rent and view **Woodstock** (the original) 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)

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**WEEK 3**  
**FEB 12**  
Reading as above: Kunen, Butterfly-Hill, Son of Fred Reader

**WEEK 4**  
**FEB 19**  
Reading as above: Kunen, Butterfly-Hill, Son of Fred Reader

**WEEK 5**  
**FEB 26**  
COMPARATIVE ESSAY #1 due FEB 26 – Compare and contrast two youthful voices: James Kunen’s 1969 **Strawberry Statement** and Julia Butterfly Hills’s, 2000 **Luna**. (2 to 4 types pages).

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

*Finish* Roszak, **The Making of a Counter-Culture** (pp. 42-289) and Slater’s **The Pursuit of Loneliness**.

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

(Possible in class film quiz).

**WEEK 7**  
**MARCH 12**  
Stevens, **Storming Heaven, LSD and the American Dream**, entire.

Recommended Reading: Tom Wolf – The Electric Kool-Aid Acid Test.

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

“Knowledge that you do not use is only intellectual knowledge…”  Emmet Fox
“Question Authority………Question Reality…………..Question the Questioner………..Question Questioning”

WEEK 8 MARCH 26
Reading as above: Roszak, Slater, Stevens, Son of Fred Readings on Psychedelics

WEEK 9 APRIL 2
INTEGRATION ESSAY #2 DUE APRIL 4. (Specific details given in class)
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 APRIL 9
Reading as above: Cleaver and Watts

WEEK 11 APRIL 16
Reading as above: Cleaver and Watts

WEEK 12 APRIL 23
COMPARATIVE ESSAY #3 DUE APRIL 23 (Details given in class)

Week 13
Miller, Democracy is in the Streets Introduction, Part One, Part Two, Cpt. April 30 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 MAY 7
Reading as above: Miller and complete Roszak
Commune and Material World Presentations in Class

COURSE REQUIREMENTS AND EXAM EXERCISES:

“Knowledge that you do not use is only intellectual knowledge…” Emmy Fox
(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 FEB 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 APRIL 4): 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 APRIL 25: Compare and contrast 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 nonstop 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*. 

“Knowledge that you do not use is only intellectual knowledge…”  Emmet Fox
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.


UNIT III  
UNIT IV  
**Journal to the East…and Points Beyond: The Spiritual Infusion of the Eastern Paths of Liberation.**  

UNIT V  
**The Counterfeit Infinity: The Use and Abuse of Psychedelic Experience.**  

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.*

"You see dear reader (speaking frankly, without any intention to offend), you are a ramshackle collection of coincidences held together by a desperate and irrational clinging, there is no center at all, everything depends on everything else, your body depends on the environment, your thoughts depend on whatever junk floats in from the media, your emotions are largely from the reptilian end of your DNA, your intellect is a chemical computer that can’t add up a zillionth as fast as a pocket calculator, and even your best side is a superficial piece of social programming that will fall apart just as soon as your spouse leaves with the kids and the money in the joint account, or the economy starts to fail and you get the sack, or you get conscripted into some idiot’s war, or they give you the news about your brain tumor. To name this amorphous morass of self-pity, vanity, and despair *self* is not only the height of hubris, it is also proof (if any were needed) that we are above all a delusional species. (We are in a trance from birth to death.) Prick the balloon, and what do you get? Emptiness. It’s not only us - this radical doctrine applies to the whole of the sentient world. In a bumper sticker: *The fear of letting go prevents you from letting go of the fear of letting go.*”…take 2 steps in the divine art of Buddhist meditation, and you will find yourself on a planet you no longer recognize. Those needs and fears you thought we the very bones of your being turn out to be no more than bugs in your software. (Even the certainty of death gets nuanced.)"


“Knowledge that you do not use is only intellectual knowledge…”  
Emmet Fox
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  
   p. 108

-Psychedelics-  

11. Ram Dass – *Be Here Now* (excerpt)  
   p. 119  
   p. 152  
13. R.D. Laing – *Transcendental Experience* (from *The Politics Experience*)  
   p. 173  
14. A. Goldman – *The Emergence of Rock*  
   p. 179

A THOUGHT FOR TODAY—in the climate of the current political administration:  
One of the saddest lessons of history is this: If we’ve been bamboozled long enough, we tend to reject any evidence of the bamboozle. We’re no longer interested in finding out the truth. The bamboozle has captured us. It’s simply too painful to acknowledge, even to ourselves, that we’ve been taken. Once you give a charlatan power over you, you almost never get it back. -Carl Sagan, astronomer and writer (9 Nov 1934-1996)

THERE ARE NO NEW IDEAS. ONLY NEW WAYS OF MAKING THEM FELT.

“Knowledge that you do not use is only intellectual knowledge…”    Emmet Fox
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.
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