

Honors 218, Spring 2020
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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

“In any free society, the conflict between social conformity and individual liberty is permanent, unresolvable, and necessary”. -Kathleen Norris, novelist and columnist`

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. To be read in companionship with: Philip Slater, **The Pursuit of Loneliness, American Culture at the Breaking Point**. (20th Anniversary Edition, 1970,76, 1990). **Neither book is on Bb**)
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.(**Not on Bb**)
7. Jay Stevens, **Storming Heaven, LSD and the American Dream**. 1987,(**Not on Bb**) together with Michael Pollan’s, **How To Change Your Mind**. 2018 (**selections on Bb**)
8. Eldridge Cleaver, **Soul on Ice**. 1968/1992 (**Not on Bb**), together with **Autobiography of Malcolm X (selections on Bb)**
9. Alan Watts, **The Book: On the Taboo Against Knowing Who You Are**. 1966.(**Not on Bb**)
10. James Miller, **Democracy is in the Streets, From Port Huron to the Siege of Chicago**. 1987.(**Not on Bb**)
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 begin 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 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 FEB 4

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.)

Roszak, **The Making of a Counter-Culture, Intro to the 1995 Edition, Preface, and Ch. 1, “Technocracy’s Children,” pgs 1-42**. Slater, **The Pursuit of Lonliness, American Culture at the Breaking Point, Intro by Gitlan, Prefaces (pgs xi-xxii) and Ch 1, “I Only Work Here.” (pgs 1-33)** (These are readings to complement one another and provide a global theoretical context for looking at the *60's from the 60's*.)

Material World Presentations by Commune Groups. TBA

WEEK 2 Kunen, **The Strawberry Statement**, 1968 entire. Butterfly Hill, **Luna**, 2000 entire. (These are readings to compare and contrast with each other)

FEB 11

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** (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)

WEEK 3 Reading as above.: Kunen, Butterfly-Hill, Son of Fred Reader
FEB 18

WEEK 4 Reading as above: Kunen, Butterfly-Hill, Son of Fred Reader
FEB 25

WEEK 5 **COMPARATIVE ESSAY #1** due **MARCH 3** – Compare and contrast two youthful voices: James Kunen’s 1969 **Strawberry Statement** and Julia Butterfly Hills’s, 2000 **Luna**. (2 to 4 types pages).
MARCH 3

WEEK 6 Miller, **Democracy is in the Streets**, pgs. 11-18 and pgs. 329-374, “**The Port Huron Statement.**”
MARCH 10

Finish Roszak, **The Making of a Counter-Culture** (pp. 42-289) and Slater’s **The Pursuit of Loneliness**.(pp.33-177)

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.
Pollan, **How to Change Your Mind**, selections on Bb

MARCH 17

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, Slater, Stevens, Pollan Son of Fred Readings on
Psychedelics

MARCH 31

WEEK 9 **INTEGRATION ESSAY #2 DUE APRIL 7.** (Specific details given in class)

APRIL 7

Readings: Eldridge Cleaver, **Soul on Ice** , entire. Malcolm X, selections on Bb
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 (Malcolm X) and Watts

APRIL 14

A THOUGHT FOR TODAY:

I love America more than any other country in this world, and, exactly for this reason, I insist on the right to criticize her perpetually. -James Baldwin, writer (2 Aug 1924-1987)

WEEK 11 Reading as above: Cleaver (Malcolm X) and Watts

APRIL 21

WEEK 12 **COMPARATIVE ESSAY #3 DUE APRIL 28** (Details given in class)

APRIL 28

Week 13 **Miller, Democracy is in the Streets Introduction, Part One, Part Two, Cpt.**
MAY 5 **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 & Slater
MAY 12

Commune and Material World Presentations in Class

COURSE REQUIREMENTS AND EXAM EXERCISES:

(All papers are to be typed and *hard copies handed in* during class 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):** 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) :** 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):** Compare and contrast Eldridge Cleaver’s Soul on Ice, Malcolm X, and Alan Watts, The Book, 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 (5-ish 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).

“There is something about being a “we” instead of an “I” that makes stress go away.” Colette Grubman, student.

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: *Ivory Tower, How the Beatles Changed the World, Blackklansman, 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; Ferguson, The Aquarian Conspiracy.

Possible Film: *My Dinner with Andre*.

“Question Authority.....Question Reality.....Question the Questioner.....Question Questioning”

Some random yet related addenda:

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)

"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.)"

- John Burdett, Bangkok Tattoo: A Royal Thai Detective Novel (Vintage Crime/Black Lizard, May 10, 2005) p 213

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

I found a link to a fully intact pdf of *The Making of a Counter-Culture* by Theodore Roszak, here https://monoskop.org/images/b/b4/Rozsak_Theodore_The_Making_of_a_Counter_Culture.pdf

**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.

A THOUGHT FOR TODAY:

Read, every day, something no one else is reading. Think, every day, something no one else is thinking. Do, every day, something no one else would be silly enough to do. It is bad for the mind to continually be part of unanimity. -Christopher Morley, writer (5 May 1890-1957)