

AML2410: Protest and Resistance in the 1960s (section 1632)

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Office Location: Turlington 4409

Office Hours: T 5 (11.45-12.45) and R 4 (10.40 - 11.30) and by appointment

Course Information

Course Description

This course introduces some of the major issues of American popular and political culture during a watershed decade in American history: the 1960s. For most Americans, the 1960s conjures up images of hippies, drugs, sexual liberation, civil rights, and the Vietnam War. But to what extent did these elements actually play a role in both the culture and politics of the decade, as well as in the decades to come? Where do these ideas about the sixties come from, and to what extent are they accurate? In this course, we will consider to what extent there is a discrepancy between perceptions and realities of 1960s counterculture. By examining a range of texts that reflect the changing nature of society in 1960s America, students will learn to start asking critical questions and develop answers to those questions in discussion and writing. As we go through the semester, some of the issues that may come up during our readings and class discussions may include the differences and similarities between groups that are usually lumped together under the umbrella of "1960s counterculture," the interplay between the counterculture and the so-called "silent majority," and the increased commitment to diversity rather than uniformity in American culture. Through analysis, argumentative writing, and library research, students have the opportunity to sharpen their critical thinking and writing skills, which will culminate in a final research paper at the end of the semester.

"This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see

<https://catalog.ufl.edu/ugrad/1112/advising/info/general-education-requirement.aspx>

Course Objectives:

By the end of AML 2410, you will (be able to):

- Plan, draft, revise, and edit a paper
- Summarize, analyze, and synthesize academic sources
- Read critically and ask critical questions
- Accurately cite and incorporate sources
- Become familiar with some of the key issues that frame discussions of the 1960s, such as ideology, idealism, and nostalgia
- Have a complex understanding of social, cultural and political change in American society in the 1960s
- Draw connections between different socio-political issues and movements
- Become more aware of the (political) power of texts
- Have an understanding of the (political) power of popular culture

Course Texts

Required:

Texts appear in order of class use. You may purchase any version – hardcover, paperback, or electronic – as long as it is complete. Additional readings will be provided via course reserves.

- Kurlansky, Mark. *1968: The Year That Rocked the World*. New York: Random House, 2005. Print. 978-0345455826.
- Didion, Joan. *Slouching towards Bethlehem*. 1968. New York: Farrar, Straus and Giroux, 2008. Print. 978-0374531386
- Walker, Alice. *Meridian*. New York: Harcourt, 2003. Print. 978-0156028349

I will provide links to other required texts on Canvas.

Course Assignments

Assignment	Points
Article summary	50
2 critical analyses	150 (total)
Midterm essay	150
Research proposal	50
Reflection paper	50
Leading the discussion	100
Final Paper	300
Participation	150
Total	1000

Explanation of assignments

Summary (50 points)

It is important to be able to summarize scholarly sources concisely and accurately because it will help improve your own understanding of those sources, and because it allows you to fairly represent other scholars' arguments in your own work. To this end, you will summarize a critical article provided by your instructor (*300 words*).

Critical Analyses (2 x 75 = 150 points)

In a critical analysis, you briefly summarize and then analyze one of our main readings. You can think about the way certain things are represented in the text, for example, or consider the

consequences or the limitations of an argument. Because textual analysis forces you to read the text closely and examine underlying beliefs, ideas, and values, it improves your critical thinking skills. Such close readings may also help you find points of interest that you could explore further in your final essay (*600 words each, 1200 words total*).

Midterm essay (150 points)

The midterm essay gives you the opportunity to put all the writing skills you have acquired so far into practice. You will use some of the theory provided in class to perform a critical analysis of one of the works we have read. We will practice close reading, analyzing, and synthesizing throughout the semester. See Canvas for detailed instructions (*1500-1800 words*).

Research Proposal (50 points)

You will write a brief proposal accompanied by a works-cited list of at least five sources (two of which can be articles that we have read in class) in which you line out your plan for your final research paper. The proposal serves two purposes: it is meant to help you narrow down your topic and come up with a research question, and it helps you to position your research in conversation with other scholars' works by becoming aware of additional lines of argument and controversies related to your topic (*500 words*).

Reflection Paper (50 points)

You will write a brief reflection on the connections between the different themes, topics, and movements we have discussed this semester. What, in your opinion, is the key issue or theme that ties most of the readings together? How would you answer some of the questions posed in the course description? What is the most important thing you have learned? (*800 words*)

Final Paper (300 points)

As the culmination of the course, your final paper will engage with one of the main texts we have read in class as well as some of the major issues and themes we have discussed. The paper should make a clear and thoughtful argument about the text(s) (articulated in a clear thesis statement), and should be informed by at least 3 outside critical sources. To make sure you are well-prepared, you will hand in a detailed outline before starting the paper. The research paper will allow you to put into practice the skills you have refined over the course of the semester (close reading, analysis and synthesis). See Sakai for more detailed instructions (*2500 words*).

Leading the Discussion (100 points)

At the beginning of the semester, you will be asked to sign up to lead one class discussion together with two or three classmates. Being a discussion leader means you will do a little extra research about the topic of that day, prepare questions for discussion, and start the discussion.

Participation (150 points)

Class discussion will be an integral part of this course. Students are expected to come to class with readings and assignments completed and **at least one question prepared** so that they may make meaningful contributions in class. Whether you are a discussion leader or not, always make sure to bring the text(s) and one question for discussion on the days we are discussing them! Keep in mind

that short (writing) exercises, tardiness/attendance, participation in class discussion and participation in classroom activities all count towards participation.

Grading Scale/Grading Rubric

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Grading Rubric

Each assignment has its own requirements, but for each paper I will evaluate:

1. Content, including argument, development, and support
2. Organization, including paragraph structure, overall flow of ideas, transitions
3. Mechanics, including grammar, spelling, and style.

A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are (almost) no mechanics mistakes.

B PAPER

A B-paper does the same things as an A-paper, but is somewhat lacking in one area: perhaps the structure of the paper could be improved (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis, or there are many mechanics mistakes. A B-paper could also be well written, but lacking in originality.

C PAPER

The C-paper follows the assignment, but is lacking in two of the areas mentioned above (content, organization, mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

D PAPER

The D-paper either does not follow the assignment, is lacking in all three areas, or both.

E PAPER

The E-paper is reserved for essays that are not turned in, or for work that is plagiarized.

For more information on Grading Policies at UF, see
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course schedule

All assignments and readings are due the day they are listed. Make sure to check your UF e-mail and Canvas regularly for announcements and updates. I reserve the right to make slight changes to the schedule if necessary.

Week 1 (August 25, 27)

T: Introductions, syllabus overview

R: Read Anne Lamott's "Shitty First Drafts" (Canvas)
Do reflective exercise and bring to class (Canvas)

UNIT 1: Context and Theory

Week 2 (Sept 1, 3)

T Read "Third World Beginnings" in "Periodizing the 60s," Fredric Jameson

R In class: "How to write a good summary"
Read "Introduction," Mark Kurlansky
Read summary handout (Canvas)

Week 3 (Sept 8, 10)

T In class: "Writing an analysis"

Summary due

Read "Writing a critical response handout" (Canvas)

Read "The State Ideological Apparatuses," in *Ideology and Ideological State Apparatuses* by Louis Althusser (Canvas)

R Read "This is the Beat Generation," John Clellon Holmes
Read "Howl," Allen Ginsberg (Canvas)

UNIT 2: Beginnings: Beats and The New Left

Week 4 (Sept 15, 17)

T In class: Practicing close reading / writing thesis statements + continuation discussion

"Howl"/Beat Generation

Read "Close Reading" handout (Canvas)

Read "Thesis statements" handout (Canvas)

R In class: Using MLA citation

Read excerpt *Off the Road*, Carolyn Cassady

Week 5 (Sept 22, 24)

T Read "On the Gears of an Odious Machine," Kurlansky CH 5
Peer reviews analysis: bring draft to class!

R First critical analysis due

Read "Port Huron Statement"

Read "Where the Kissing Never Stops," Didion

UNIT 3: Counterculture

Week 6 (Sept 29, Oct 1)

T Read excerpts *Electric Kool-Aid Acid Test*, Wolfe
Read "Using evidence effectively" handout (Canvas)

R Read excerpt *Droppers*, Matthews (Canvas)

Week 7 (Oct 6, 8)

T NO CLASS

R Read "Heroes," Kurlansky CH 6
Start reading *Meridian* for next week!

UNIT 4: Black Power

Week 8 (Oct 13, 15)

T In class: Writing a good analysis (continued)
Read "Romancing the Oppressed," Richard J. Ellis
Read "What We Want," Stokely Carmichael
Read Nikki Giovanni "The Great Pax Whitie," "The True Import Of Present Dialogue, Black vs. Negro (For Peppe, Who Will Ultimately Judge Our Efforts)," "Seduction," and "Adulthood"

R Second critical analysis due

Read *Meridian* CH 1-10 (The Last Return - The Attainment of Good)

Week 9 (Oct 20, 22)

T In class: Close reading (continued) and explanation midterm assignment
Continue *Meridian* CH 11-20 (Awakening - Lynne)

R Finish *Meridian* CH 21 - End (Tommy Odds - Release).

Week 10 (Oct 27, 29)

T *Mandatory conferences midterm*

R Midterm essay due

Read “Brown-Eyed Soul: Popular Music and Cultural Politics in Los Angeles” Alvarez & Widener
in *The Struggle in Black and Brown*

UNIT 5: Women’s Movement and Sexual Liberation

Week 11 (Nov 3, 5)

T In class: doing research

Read “Research proposal” handout (Canvas)

Read “Slouching Towards Bethlehem,” Didion (essay)

Read excerpt *The Feminine Mystique*, Friedan (Canvas)

R Read “The Woman-Identified Woman,” Radicalesbians (Canvas)

Week 12 (Nov 10, 12)

T Read Audre Lorde “Age, Race, Class, and Sex” and “Learning from the 60s” (Canvas)

R *Mandatory conferences research proposal*

Research proposal due (midnight)

Unit 6: The Environmental Movement

Week 13 (Nov 17, 19)

T Read excerpts *Silent Spring*, Rachel Carson

R Continue *Silent Spring*

Read “Environmentalism and Popular Culture” (Canvas)

Week 14 (Nov 24)

T In class: writing concisely / writing in your own voice

Reflection Paper due

Read “English” by Ken Macrorie (Canvas)

R THANKSGIVING

Week 15 (Dec 1, Dec 3)

T Peer reviews final essay - bring draft!

R *Mandatory conferences final essay*

Week 16 (Dec 8)

T Evaluations and wrap-up

Final essay due at **midnight**

Course Policies Participation and Attendance

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session. If you never talk, I cannot give you full points for participation.

In this course we will follow a strict attendance policy. **If you miss more than six periods during the term, you will automatically fail the entire course.** Missing a two-period class (on Tuesdays) also counts as missing two periods. The university exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, you can expect absences to have a negative impact on grades.

Please Note: If you are absent, it is your responsibility to make yourself aware of all due dates and required work. If absent due to a scheduled event, you are still responsible for turning assignments in on time.

Tardiness: Being late is disruptive, so try to always be on time. Three incidents of tardiness of five minutes or more will count as one absence.

Classroom Conduct

Keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Any use of electronic devices not related to classroom learning: phones, personal data assistants, iPods, etc. are disruptive and will not be tolerated. Please turn them off and keep them out of sight.

Assignment Maintenance Responsibilities

You are responsible for maintaining copies of all work submitted in this course and retaining all returned, marked work until the semester is over. Should the need arise for a resubmission of papers or a review of marked papers, it is the your responsibility to have and to make available this material.

Late Work Policy and Mode of Submission

I do not accept late work. All papers will be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to E-learning/Canvas before class on the designated due date. I may consider extenuating circumstances, but you must contact me at least twenty-four hours before the

assignment is due. All assignments and postings should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, single-spaced with 1-inch margins and numbered pages.

Final Grade Appeals

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

University Policies General Education

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see

<https://catalog.ufl.edu/ugrad/1112/advising/info/general-education-requirement.aspx>

Statement of Composition (C) and Humanities (H) Credit

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see:

<https://catalog.ufl.edu/ugrad/1112/advising/info/general-education-requirement.aspx>

Statement of Writing Requirement

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <http://gened.aa.ufl.edu/writing-requirement.aspx>

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Statement Concerning Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexharassment.htm>

Statement Concerning Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>.

Statement Concerning Academic Honesty

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007

<<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>>)

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>