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Skiles 306

Office Hours 11-12 T/Th and by appointment

LCC 4100D: Senior Seminar From the Earth to the Moon: The 1960’s

Course Prerequisites

LCC 2100 or LCC 2700 or LMC 2700 or LMC 2850

Core Area/Attributes

Humanities; Global Perspectives; Ethics

# Course Description

From the Earth to the Moon will examine the 1960’s in the United States, using biography, film, music, literature, and other cultural vectors. From JFK’s 1961 speech at Rice University to the moon landing on 1968 and beyond, this was a decade during which America and the rest of the world changed in conjunction with and in response to strong youth movements. We will touch on the big issues of the sixties—the Cold War and the Space Race (with their antecedents in WWII, including the technologies that made the moon landing possible), Vietnam, the Civil Rights Movement, the Free Speech Movement, Feminism, the JFK, MLK, and RFK assassinations, and the arts. We will also interview, in class and via Skype, people who were directly involved in various aspects of the Sixties.

**Learning Outcomes**

Science and Technology Knowledge Construction: Students will understand that scientific and technological innovation occurs in a social context, and they will be able to recognize how the social influences science and technical discourses.

Textual/Visual Analysis: Students will learn to read, analyze, and interpret not only cultural projects such as film, literature, art, and new media, but also scientific and technical documents.

Interpretive Frameworks: Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their own cultural observations.

Communication Skills: Students will be able to gather, organize, and express information clearly and accurately, with sensitivity to will be able to do so both by using traditional media and by tapping the potential of new digital media

Historical Analysis: Students will study literary and cultural texts within an historical framework to become familiar with the various forces that shape history. They will learn to interpret history actively, rather than passively accepting archival information.

Ethical Analysis: Students will compare and contrast the ethical choices activists, politicians, and scientists made in the 1960’s by examining the culture in which these choices were made, and the import of these choices to the individual and to society. They may thereby recognize themselves as participants in a particular culture and see how this affects their experiences and values. They will develop the ability to apply knowledge of historical, social, and cultural influences to understanding the process of participating in the culture. They will recognize that ethical choices exist and the cost of making such choices. They will become aware of the ways that culture shapes ethical views and can critically evaluate those views.

**Required Text at Engineers’ Bookstore and B&N**

* Charters, Ann, Ed. *The Portable Sixties Reader.* Penguin Classics: Penguin Putnam 2003.

## Supplemental Materials on T-Square <<http://tsquare.gatech.edu/>>

T-Square is an asynchronous online course tool that Georgia Tech professors and students use to supplement the real-time classroom. I will post all class syllabi, writing assignments, required and recommended links, reading materials not in *The Portable Sixties Reader,* and team assignments on T-Square.

**Assignments and Grading**: In the first half of this class, you will write six brief (500-600 word) reader/video/film response papers. Subjects will be

* The Cold War
* Civil Rights
* Feminism
* Vietnam
* Space Race
* The Arts (your choice)

You will also be responsible for finding material you think would add to the class’s understanding of the Sixties, posting links to the information on T-Square, and telling the class why you find them important. I hope to keep the schedule loose enough so that if someone suggests an important video, art, musical, or reading experience we can spend class time sharing it. The structure of the class is flexible. I see it as an evolving process based on your strong interests and suggestions.

In the second half, you will choose to do an independent presentation or work as part of a team. Each individual or team will do further research on one of the defining vectors of the sixties and generate a project/presentation based on this vector. You will write an initial proposal of your method, sources, and goals and generate a timeline for proceeding. You will then develop your presentation through a combination of independent research and in-class workshops. The presentation can use a variety of formats—ultimately it is up to you to convince me that your project or your team’s project will be informative, interesting, and worth a good portion of your final grade. Each of you will be responsible for writing a critique of each presentation. This is an opportunity to create a presentation that draws on the skills developed during your college career. Instructions for all assignments will be given at appropriate times in the semester.

The syllabus is also flexible in that I have contacted several guest speakers, whose schedules involve teaching, travel, and journalistic commitments which are also flexible. These include Joe Haldeman, a science fiction writer and Vietnam War veteran, Dr. Richard Ingle of Georgia Tech, who worked for NASA, Margot Alder of NPR, author of *Heretic’s Heart*, a memoir of the Sixties, a Civil Rights activist who attended Martin Luther King’s “I Have A Dream Speech,” an African American retired Fire Chief who initiated a discrimination case that went to the Supreme Court to work as a fireman, and others. For each speaker, we will do background research that will enable you to develop questions for each speakers. I invite you to suggest speakers as well.

The arts—music, literature, and videos—will be threaded through the listed content as relevant.

I will post important ancillary titles and resources on T-Square

Because of the scope of important issues and events of the Sixties and time available, we will touch on every important vector of the decade only briefly. The time spend on each will be only an introduction to one very important subject that was a part of the decade and an important part of our nation’s history and evolution and will serve as a way for you to choose the subject of your project.

You will have ample opportunity to discuss all assignments with me and with your peers before they are due; thus, ALL GRADES FOR THIS COURSE ARE FINAL—I will not listen to any arguments that your grade should be improved after the fact. Please note that failure to complete any major component of the course will result in failure of the course as a whole; if you are having difficulties meeting class requirements, please talk to me immediately—again, I will not listen to arguments after the fact. The following are the percentages for each assignment:

* Participation 20%
* Response Papers and Critiques 40%
* Final Project 40% (20% draft writing/research; 20% final product)

**Participation:** Learning in this class is based on class lectures and videos, discussions, and full, documented participation with the other members of your team. This means that it is in your best interest to come to class on time on a regular basis. I will not take attendance in this class, but I also will not give you lecture notes if you miss a day of class, nor will I re-deliver lectures to you during my office hours. If you miss a class for any reason, it is your responsibility to find out what you missed *before* the next class meeting. You are also responsible for getting copies of any handouts that were given out in your absence.

In short, your participation grade is based on being a good citizen in class. This includes

* Doing all readings and assignments
* Suggesting additional videos, music, poetry, films, and readings that will enhance our understanding of the Sixties
* Bringing all readings and assignments to class when we are scheduled to discuss them
* Actively participating in class discussions (as both a speaker and a listener)
* Actively participating in all small group activities (workshops, etc.)

Your participation grade will be negatively affected by any forms of behavior that disrupt the classroom experience, including:

* Failure to do the readings or attend guest presentations and prepare relevant questions, which will be turned in.
* Failure to be courteous to others when talking in class or posting to T-Square
* Disrupting class in nonverbal ways (e.g.: habitual tardiness, doing homework, playing with your cell phone, surfing the Internet, or sleeping during class)

Please note that I don’t expect us to experience chronic participation problems but that if they do arise, I also reserve to the right to institute pop quizzes and similarly annoying tasks.

**Students with Disabilities** should self-report to the Access Disabled Assistance Program for Tech Students (ADAPTS) at:

220 Student Services Building

Atlanta, GA 30332-0285

404.894.2564 (voice)/404.894.1664 (voice/TDD)

[www.adapts.gatech.edu/guidebook.html](http://www.adapts.gatech.edu/guidebook.html)

**Scholastic Dishonesty and Academic Misconduct**: All of the writing you submit for this course must be your own. If I suspect you of plagiarizing all or part of a project, (passing off someone else’s writing as your own), I will submit your name and the particular project to the Dean of Students, who will then take the appropriate disciplinary action. The Georgia Tech honor code (at [www.honor.gatech.edu/honorcode/honorcode.html](http://www.honor.gatech.edu/honorcode/honorcode.html)) defines academic misconduct as:

* Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any assignment included in an academic course;
* Unauthorized collaboration with a student in the commission of academic requirements;
* False claims of performance or work that has been submitted by the claimant;
* Alteration or insertion of any academic grade so as to obtain unearned academic credit;
* Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;
* Forgery, alteration, or misuse of any document relating to the academic status of a student.

Miscellaneous: Ultimately this is *your* class, so if you have any suggestions for readings, films, or activities that you think might supplement our studies—or if you have any ideas about how to better organize our existing time and activities—please feel free to share them with me. Every semester I try to shape the course schedule in accordance with the needs of that particular class, so I really do value your input.

**Week by Week Schedule**

T 8/21 • Class introduction and overview

• Personal introductions

• Screening of Kennedy’s Rice University speech

Th 8/23 • Screening of Winston Churchill’s “Iron Curtain” speech

• The Cold War in lecture, video, and readings. Reading and Screening Response Assignment discussed in class today; SF stories for 8/28 discussion provided

T 8/28 • In-class Cold War screening

* The Fifties: Post WWII as prelude to the Sixties
* Jazz, Beatniks, Korea, McCarthyism, suburbanism, and prosperity

• Discuss Theodore Sturgeon “Thunder and Roses, Judith Merril “That Only a Mother,” and Ray Bradbury “There Will Come Soft Rains”

* Response Paper 1, a 2-page response to material covered thus far, due on 8/30

Th 8/30 • **Response Paper 1 due at beginning of class**

• Bring *The Portable Sixties Reader* to class

• Wernher Von Braun and Operation Paper Clip

• Wernher Von Braun and Disney

• Establishment of NASA

• Go through *The Portable Sixties Reader* Timeline of the Sixties, 1960

T 9/4 • In-class screening: *The Right Stuff* (on reserve at library) or Apollo CD

Th 9/6 • Guest speaker Richard Ingle

• Reading assignment for 9/11 The Portable Sixties Reader

T 9/11 • Bring *The Portable Sixties Reader* to class

• Lecture: The Milieu of the early Sixties: Political and economic optimism, the folk music scene, literature (Snyder, Welch, Ferlinghetti—the bridge from the Fifties to the Sixties)

Th 9/13 • **Response Paper 2, response to Space module, due at beginning of class**

• Introduction to Civil Rights

• Lloyd Noles Supreme Court case material

• Civil Rights videos

• Go over Civil Rights reading assignments for 9/18 discussion:

*The Portable Sixties Reader*

Part One: Struggling to be Free

James Baldwin—“The Dangerous Road before Martin Luther King” p.7

Martin Luther King, Jr.--“Letters from a Birmingham Jail” p. 24

Rosa Parks--from Rosa Parks: My Story p. 41

Anne Moody—from Coming in Age in Mississippi p. 45

Calvin Trillin—“The March” p. 57

Bob Dylan—“The Lonesome Death of Hattie Carroll”

Civil Rights video, lecture, and discussion. Civil Rights thread will continue throughout the rest of the semester.

T 9/18 • Skype or conference call with Lloyd Noles, Fire Chief and Civil Rights activist

• Discussion

Th 9/20 • **Response Paper 3 Civil Rights Due at beginning of class**

• Antiwar protest videos from entire 1960’s

• Discussion, Vietnam War

• Assigned readings for 9/20: The Portable Sixties Reader, End It! And End It Now! The Anti-Vietnam Movement

• Assignment for 9/20: generate three questions for Joe Haldeman and bring to class for Thursday’s Skype with Joe.

T 9/25 • Vietnam War videos; Joe Haldeman’s Talk of the Nation interview

* Assigned reading: Excerpts from Joe Haldeman’s 1968
* The Counterculture: lecture, music, videos

Th 9/27 • Antiwar protest videos from entire 1960’s

• Discussion, Vietnam War

• Assigned readings for 9/20: The Portable Sixties Reader, End It! And End It Now! The Anti-Vietnam Movement

• Assignment for 9/20: generate three questions for Joe Haldeman and bring to class for Thursday’s Skype with Joe.

T 10/2 • Assignment for 10/4: generate three questions for Joe Haldeman and bring to class for Thursday’s Skype with Joe.

Th 10/4 • Skype with Joe Haldeman

* **Response Paper 4, Vietnam, due on 10/9**

T 10/9 **Response Paper 4, Vietnam, due at beginning of class**

• *The Portable Sixties Reader*: Why Can We Not Begin New? The Free Speech Movement and Beyond, pages 196-230, 243-253

• Margot Adler, *Heretic’s Heart* excerpts read in class

• Assignments for Feminism readings from *The Portable Sixties Reader*

Th 10/11 • Discussion, Feminism

Th 10/16 • Fall Break

Th 10/18 • **Response Paper 5, Feminism, due at beginning of class**

* Late Sixties: Martin Luther King and JFK assassinations, Chicago, Kent State massacre

T 10/23 • Skype, Civil Rights activists (Student Project)

Th 10/25 • Cold War international: Berlin, Czechoslovakia

• Reading assignments Environmentalism The Portable Sixties Reader

T 10/30 • Discussion, environmental issues

Th 11/1 • Response Paper 6, Environmentalism, due at beginning of class

* Establish teams. In-class discussion of projects with team members and

professor

T 11/6 • No class: meetings with professor/independent work day.

Th 11/8 • First draft of team projects due at beginning of class today

T 11/13 • Class work day on projects

Th 11/15 • Presentation and discussion

T 11/20 • Presentation and discussion

Th 11/22 • Thanksgiving Holidays.

T 11/27 • Presentation and discussion

Th 11/29 • Presentation and discussion

T 12/4 • Presentation and discussion

Th 12/6 • Class wrap-up: come to class ready to discuss three things you learned about the Sixties this semester.