



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
KURT TORELL	kct10	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Course Designation

(PHIL 60N) Philosophy and 1960s Counterculture

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Phil60sCountcult
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: UC University College (Pre-Major) (UC_UCCOM)
Effective Semester: Upon Approval
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Students will engage in a philosophical investigation of the notion of counterculture and the plausibility and intellectual efficacy of its application to the 1950s and 1960s. Students will experience forms of early counter-cultural dissent expressed by historically notable members of artistic communities of the 1950s. Students will examine neo-Marxist, neo-Freudian, and other critical, social scientific analyses of contemporary industrial society that were widely studied during the 1950s and 1960s. Students will study multidisciplinary research conducted on social control and communication, systems theory, artificial intelligence and consciousness during the post-WWII, and cold-war period. Students will develop their knowledge about various projects, events, and persons that have been historically associated with the counterculture including, the Merry Pranksters and the Acid Tests, psychedelic Rock concerts and light shows, theatrical performances and communes, Diggers, free stores, and free universities, and the New Left, and Viet Nam War protests. Students will also study the activism and philosophical underpinnings of Black Power, second-wave feminism, gay liberation, gender-nonconformity, and the emergence of the modern environmental movement.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

An investigation of the concept of a counterculture (1/2 week.)
A brief history of the Beats, with specific attention to Allen Ginsberg's Howl and its impact (2/3 week).
Paul Goodman's critique of American society and educational system of the 1950s (1/3 week).
Theodore Roszak's theory of the counterculture of the 1960s with special attention to his account of the nature of technocracy and scientific worldview (1 and 1/2 week).
Herbert Marcuse's critique of advanced industrial society and the alienation which he claims follows from it (1 week.)
Norbert Wiener's cybernetic account of societies, systems of control and communication, consciousness, and the material universe, with reference to non-linear causality and entropy (1 1/2 weeks.)
Macy's lectures and contributions of participants, with specific attention to Gregory Bateson; MKULTRA; Ken Kesey and the Merry Pranksters (and Acid Tests); Timothy Leary, S.F. Mime Troupe, The Diggers, The Grateful Dead; the Beatles and other prominent rock performers and groups (2 weeks.)
The emergence of communes (1/2 week.)
New Left activism and Vietnam War Protest (2 weeks.)
Second-wave feminism, gay liberation, and gender nonconformity (2 weeks)
Black Power, both domestic and international (2 weeks.)
The modern environmental movement (1 week.)

Course Description:

Explores some of the central philosophical ideas, values, and social scientific theories that motivated, attended, and/or were presupposed by signature events, projects, and persons typically associated with the 1960s Counterculture.

PHIL 60N Philosophy and 1960s Counterculture. Students examine original texts and experience other forms of media to enhance their understanding of central philosophical and social scientific assumptions and theories underlying historically prominent projects and events that are typically associated with the 1960s Counterculture, including, for example, ones that address the relationship of individuals to society, the conditions and ideals of the good life, and the nature of dominance and social control. Students are guided in the design and completion of mini-research projects that address specific counter-cultural phenomena and that are intended to further foster the development of interdisciplinary research skills and inquiry. PHIL 60 satisfies 3 credits of the General Education Integrative Studies Requirement or may be used to fulfill 3 credits of the GH or GS requirements.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: KURT TORELL (kct10)

Title: Associate Professor of Philosophy

Phone: 412-675-9142
Address: 207 Ostermayer Bldg
Campus: GA
City: McKeesport
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

1. Students will examine and analyze media that address some of the essential social phenomena commonly believed to comprise the 1960s counterculture.

2. Through assigned readings, structured discussion, and course assignments and exercises, student will develop an understanding of some of the central philosophical, natural and social scientific ideas, assumptions, theories and values argued to have precipitated, attended, or followed from, elements of the social phenomena associated with the 1960s counterculture.

3. Students will develop and practice their ability to investigate complex social phenomena by applying and combining social scientific and philosophic research skills.

4. Students will develop and effectively apply their critical thinking and writing skills to articulate, justify and critique the plausibility of theoretical concepts and interpretations of complex, cross-disciplinary social phenomena.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Students will complete two mini-research projects that will afford them authentic mini-research experiences. To complete such a "mini-research project", students will be required, with the guidance and approval of the instructor, to design and complete a manageable, investigatory exercise that will typically involve (1) the formulation of a claim (or 'hypothesis') about a narrowly-defined subject of interest relevant to the course subject matter, (2) the formulation of a strategy to confirm or falsify the claim, (3) the execution of that strategy, and (4) the formulation of a critical analysis of the soundness or validity of at least one element of the strategy, and/or evidence gathered, to confirm or falsify the claim. In 4-5, typed and double-spaced pages, students will then be required to articulate in academic prose a summary of (1), (2), (3) and (4), and submit it for evaluation by the instructor of record (50% of final grade.)

Students will complete two essay exams that address their mastery of the course content: a midterm and final exam (40% of final grade.)

Students will compose answers to research questions associated with the assigned media in a reflective journal (10% of final grade.)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

The course is proposed as an inter-domain course as an option to fulfill the General Education Integrative Course Requirement. It has no pre-requisites.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is proposed as an inter-domain course as an option to fulfill the General Education Integrative Course Requirement.

This course has no prerequisites and is not associated with any major or minor program requirements.

A description of any special facilities:

This course requires a classroom outfitted with multi-media instructional technology (i.e. projector, computer, and sound-system.)

Frequency of Offering and Enrollment:

This course is expected to be offered once every two semesters depending on the instructional needs of the campus..

Enrollment cap: 30.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals,

to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

By participating in classroom instruction, reading the course assignments, examining other non-discursive multi-media phenomena, and preparing and completing the mini-research projects, essay exams, and informal journal prompts, students will be afforded multiple opportunities to learn about and apply the content and skills associated with the four identified learning objectives, namely Effective Communication, Key Literacies, Critical and Analytical Thinking and Integrative Thinking.

Effective Communication: Students will be required to exchange information effectively, orally and in writing, through participation in classroom instruction, and the completion of the mini-research projects, informal journal prompts, and essay exams.

Critical and Analytical Thinking: Students will be required to explore, conceptualize, analyze and synthesize information, engage in reflection and reasoning about empirical data and theory, and evaluate the degree to which such may be relevant to and informs belief and action, through their participation in classroom instruction, their review of course material, their design and completion of their mini-research projects, their completion of their informal journal prompts, and their preparation for and completion of the midterm and final essay exams.

Integrative Thinking: Students will be required to practice their ability to synthesize knowledge across multiple domains of subject matter, and apply multiple modes of inquiry, through their participation in classroom discussion, their review of course materials, and their completion of their mini-research projects, informal journal prompts, and essay exams.

Key Literacies: Students will be required to interpret complex social scientific and aesthetic phenomena through their exposure to and instruction in the course subject matter, and to use their understanding, which is, thereby, generated, in the design and execution of their mini-research projects.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will be evaluated on the extent to which they have met the selected learning objectives through the evaluation of the degree to which they have successfully completed the essay exams, mini-research projects and informal journal prompts.

Effective Communication: In order to successfully complete the essay exams and the mini-research projects, students will need to demonstrate the skills associated with Effective Communication. Accordingly, students will be evaluated for the extent to which they have met this objective through the evaluation of their essay exams and mini-research projects.

Critical and Analytical Reasoning: In order to successfully complete the essay exams and the mini-research projects, students will need to demonstrate their ability to conceptualize, analyze and synthesize complex ideas and information, to develop justifications of interpretations, and to make logical inferences to conclusions. In varying respects, this will also require students to evaluate the extent to which such ideas and information are relevant to informing belief and action. Accordingly, students will be evaluated on the extent to which they have met this objective through their completion of the essay exams and mini-research projects.

Integrative Thinking: The subject matter of the course is multi-disciplinary in nature, and also calls for introductions to theory from multiple disciplines. Accordingly, students will need to familiarize and develop an understanding of this subject matter and theory through the course instruction and assignments, and will be evaluated on the extent to which this objective has been met through their successful completion of their essay exams and mini-research projects.

Key Literacies: Successful completion of the mini-research projects, essay exams and informal journal prompts will require participating in course instruction, reviewing and developing a comprehension of course material, and demonstrating the abilities associated with the objective, Key Literacies. Accordingly, students will be evaluated for their mastery of these abilities, commensurate with the level of instruction, through the evaluation of their successful completion of the mini-research projects, essay exams, and informal journal prompts.

General Education Domain Criteria

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The major cultural currents, issues, and developments involve events that are typically associated with the counterculture of the 1960s, including, but not limited to, the Viet Nam War protests, the rise of the New Left, the evolution of hundreds of communes over a relatively brief span of time, and the emergence of psychedelic rock and roll and other 1960s art forms. Competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses will be attained through exploration of art and social criticism of the 1960s, the development and execution of research projects that attend thereto, and the successful completion of essay exams that involve questions thereof. Throughout the semester, students will be afforded multiple opportunities to evaluate texts in the Humanities (verbal, visual, and digital), and will continuously be required to identify and explain various ethical dimensions, e.g. 'Of what should a happy, human life consist?', 'What sort of society fosters such a life?'

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Students will read, reflect on, and discuss textual material that presents theories about the nature of society and social control, including social organization and management, systems of communication and mass media, artificial intelligence and its relationship to models of consciousness, capitalism, free enterprise, consumerism, democracy, socialism/communism, social protest, the putative efficacy of violence undertaken to achieve social reform, and anarchism. Students will be exposed to numerous social phenomena and their historical contexts, including, but not limited to, the activities of Beats and Hippies, the institution of free stores, free universities and communes, and the manifestation of social, and sometimes violent, activism. Students will be required to apply social scientific concepts and theories to these social phenomena, as well as evaluate the epistemological fruitfulness of doing so by designing and conducting mini-research projects, by actively participating in the presentation of course content, and by completing journal prompts and essay exams.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Students will learn about and be asked to consider how theories of the counterculture apply to the social phenomena believed to comprise it.

To the extent to which some of these social phenomena involve materials that, historically, have been deemed to fall within the disciplinary province of the humanities, to the extent to which the understanding and application of such theories to such phenomena, not to mention the assessment of the epistemological efficacy of doing so, requires the repeated application and practice of an array of critical thinking skills, to the extent that some of these theories historically fall within the domain of social science, and to the extent that much of the social phenomena in question involved addressing questions of what it means to live a good life, and what kind of society might lead to human flourishing, as well as what kind of society does not, the intellectual frameworks and methodologies of the two Knowledge Domains must be addressed in this course.

Moreover, to the extent that students are required to apply these intellectual frameworks and methodologies on multiple occasions, in relation to multiple contexts, in order to participate in the presentation of course content, and the completion of mini-research projects, essay exams, and journal prompts, students will have multiple opportunities to become aware of the epistemological efficacy of these intellectual frameworks and to practice these methodologies.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Students will be required to read about, reflect on, articulate and systematically evaluate central ideas and theoretical elements of research, scholarship, creative writing, visual art and music, that includes, but not limited to, Norbert Wiener's Cybernetics and the Human Use of Human Beings, Gregory Bateson's work in psychology and systems theory, Paul Goodman's social criticism, Allen

Ginsberg's poetry, Tom Wolfe's Electric Kool-Aid Acid Test, Rock and Roll and multi-media rock concerts, Frantz Fanon's The Wretched of the Earth, Kwame Ture and Charles V. Hamilton's Black Power: The Politics of Liberation, the Whole Earth Catalog, and the evolution of the environmental, gay rights, and second-wave feminist movements pertinent at the time of the historical period in question.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

While the course may be offered whenever there is administrative interest and adequate expertise to deliver it, the instructor who is proposing and who is expecting to deliver this course in the foreseeable future has a background in philosophy that includes an area of competence in social theory and the philosophy of the social sciences. Moreover, depending on the administrative structures and allocations at universities across higher education, there has existed a pattern of construing the discipline of philosophy as a social science or as a humanities, and sometimes both. Furthermore, this instructor has held joint appointments in social sciences and in humanities, and wrote his dissertation on the epistemology of the discipline of history.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The assessments will consist of the evaluation of the essay exams, course journal, and the mini-research projects which will address the subject matter that, arguably, falls within the purview of humanities and the social sciences, and which is, perhaps, best mined through the integrated application of the epistemological skill sets shared by, and specific to, these respective domains.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

PHIL 060N
The Philosophy and 1960s Counterculture
Revised Draft 5/28/18

Instructor: Kurt Torell
Course location and time:
Office: 207 Ostermayer Lab
Office Phone: 412-675-9142
Email: kct10@psu.edu
Office Hours:

COURSE DESCRIPTION:

PHIL 060N Philosophy and 1960s Counterculture

Explores some of the central philosophical ideas, values, and social scientific theories that motivated, attended, and/or were presupposed by signature events, projects, and persons typically associated with the 1960s Counterculture.

PHIL 060N Philosophy and 1960s Counterculture. Students examine original texts and experience other forms of media to enhance their understanding of central philosophical and social scientific assumptions and theories underlying historically prominent projects and events that are typically associated with the 1960s Counterculture, including, for example, ones that address the relationship of individuals to society, the conditions and ideals of the good life, and the nature of dominance and social control. Students are guided in the design and completion of mini-research projects that address specific counter-cultural phenomena and that are intended to further foster the development of interdisciplinary research skills and inquiry. PHIL 060 satisfies 3 credits of the General Education Integrative Studies Requirement or may be used to fulfill 3 credits of the GH or GS requirements.

COURSE OBJECTIVES:

This course has four central objectives:

1. Students will examine and analyze media that address some of the essential social phenomena commonly believed to comprise the 1960s counterculture.
2. Through assigned readings, structured discussion, and course assignments and exercises, student will develop an understanding of some of the central philosophical, natural and social scientific ideas, assumptions, theories and values

argued to have precipitated, attended, or followed from, elements of the social phenomena associated with the 1960s counterculture.

3. Students will develop and practice their ability to investigate complex social phenomena by applying and combining social scientific and philosophic research skills.
4. Students will develop and effectively apply their critical thinking and writing skills to articulate, justify and critique the plausibility of theoretical concepts and interpretations of complex, cross-disciplinary social phenomena.

GENERAL EDUCATION OBJECTIVES:

In addition to its course-specific objectives, this course is also designed to align with the following General Education Objectives:

1. Effective Communication: the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
2. Key Literacies: the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
3. Critical and Analytical Thinking: the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
4. Integrative Thinking: the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

REQUIRED TEXTS:

Black Power: The Politics of Liberation, Kwame Ture (formerly known as Stokely Carmichael) and Charles V. Hamilton, (1967), Vintage Books, (1992).

The Electric Kool-Aid Acid Test, Tom Wolfe, (1968), Bantam Books (1999)

Imagine Nation: The American Counterculture of the 1960s and 70s, Peter Braunstein and Michael William Doyle (eds.), Routledge, (2002.)

Other readings and course materials are accessible through the internet or have been placed on reserve at the library. The instructor will provide students with links to the internet materials throughout the semester

ATTENDANCE:

As your understanding of the course content addressed in class will be significantly enhanced by adequately understanding the course content addressed in previous class meetings, it is important for you to attend each class meeting.

READING ASSIGNMENTS:

Readings will often be assigned for class meetings. Please read the assigned reading once before and once after the class period for which it is assigned.

FORMAL WRITING ASSIGNMENTS:

During the course of the semester, two formal writing exercises (approximately 4-5 typed and double-spaced pages) will be assigned. These formal writing exercises are carefully designed to foster genuine philosophical inquiry.

The subject, structure and due dates for these assignments will be provided to you in writing during class. Their successful completion will depend on the extent to which the written instructions are followed.

INFORMAL WRITING ASSIGNMENTS /REFLECTIVE JOURNAL :

Periodically throughout the semester, you will be asked to complete some informal writing assignments. These assignments will help you reflect on the course content, reading assignments, and prepare you for your successful completion of the formal writing assignments.

EXAMS (MIDTERM AND FINAL):

This course includes two essay exams (Midterm and Final.) These exams will explicitly measure your familiarity with the course material by requiring you to compose essays that address highly specific questions with definitive answers. To facilitate your preparation for these exams, you will be provided a written list of all possible questions that could appear on the exam one week before the exam date. The essay questions that will appear on the actual exam will be taken only from this list.

GRADING POLICY:

25% First Formal Writing Assignment
25% Second Formal Writing Assignment
10% Informal Writing Assignments
20% Midterm Exam
20% Final Exam

UNIVERSITY ACADEMIC INTEGRITY STATEMENT (edited):

“Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.”

“For more information on the University’s procedures governing violations of Academic Integrity, please see: <https://handbook.psu.edu/content/academic-integrity-policies>.”

UNIVERSITY DISABILITY ACCOMMODATION STATEMENT (edited):

“PennState welcomes students with disabilities into the University’s educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus at <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit the Student Disability Resources website at <http://equity.psu.edu/sdr/>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. Please go to <http://equity.psu.edu/sdr/guidelines> for the documentation guidelines. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.”

The contact person for disability accommodations at Penn State Greater Allegheny is Siobhan Brooks at 412-675-9454 or snb106@psu.edu

COUNSELING AND PSYCHOLOGICAL SERVICES STATEMENT (edited):

“Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at the Commonwealth Campuses are listed at <http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>.

At Penn State Greater Allegheny, Counseling and Psychological services are available through the Student Health Service Office in Suite 105A, lower level of the Student Community Center (SCC). Appointments with the Mental Health/Personal Counselor, Drug and Alcohol Counselor, and Medical Doctor are scheduled by Campus Nurse Jennifer Ross. Her contact information is jur396@psu.edu , [412-675-9490](tel:412-675-9490). For more resources and information about Student Health Services at Greater Allegheny campus, see also: <http://greaterallegheny.psu.edu/health-services>

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741”

EDUCATIONAL EQUITY/REPORT BIAS STATEMENT (edited):

“Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University’s Report Bias website at <http://equity.psu.edu/reportbias/>.”

READING /TOPIC SCHEDULE:

Week 1-2: Introduction; The Beats.

Week 2-3: Paul Goodman, *Growing Up Absurd* (excerpts); Dr. Strangelove; Theodore Roszak, *The Making of a Counterculture* (excerpts.)

Week 3-4: Theodore Roszak, *The Making of the Counterculture* continued (excerpts); Herbert Marcuse, *One Dimensional Man* (excerpts).

Week 5: Cybernetics and Norbert Wiener, *Cybernetics* and *The Human Use of Human Beings* (excerpts.)

Week 6-7: Macy's Lectures; Tom Wolfe, *Electric Kool-Aid Acid Test*; Tim Leary; Mime-Troupe, Diggers and Haight-Asbury, Rock and roll.

Week 8-10: *Imagine Nation* and related materials (Communes, New Left activism, and the Vietnam War)

Week 11-12: *Black Power* and related materials.

Week 13-14: *Imagine Nation* and related materials (Second-wave feminism, gay liberation, and gender nonconformity)

Week 15: The modern environmental movement (related materials.)