

## **4MM3 PUBLIC SOCIOLOGY/PUBLIC SOCIAL PSYCHOLOGY: WINTER 2022**

**Instructor:** Neil McLaughlin  
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**Lecture:** Tuesdays, 2:30pm to 5:20pm  
**Room:** BSB 104

**Office:** KTH 620  
**Office Hours:** Tuesday 1:15pm to  
2:15pm  
**TA email:** No TA email

### **Course Description**

There is a lively debate underway among academics, journalists, students, and the public about the public responsibility of professors and universities. Should academics engage with the public to inform and/or change society or is the primary responsibility of professors to be scientific and scholarly, engaging with other experts inside academic disciplines to produce reliable knowledge? The most recent discussion of this set of broader issues has been called the public intellectual debate which came to Canada in the 1990s. In sociology it was the public sociology debate which started around 2004 in the United States but has spread around the world and debated in Canada. We will start with an overview of the general issues at stake in this debate in both sociology and social psychology. And then we will examine a set of case studies including C. Wright Mills, Robert Merton, Erving Goffman, Arlie Hochschild, Jonathan Haidt, Erich Fromm, Malcolm Gladwell, bell hooks, Tressie McMillan Cottom, the psychologists Erik Erikson, Carole Gilligan and BF Skinner, WEB Du Bois, Franz Fanon, and contemporary theorizing and research on Indigenous issues as well as the Jordan Peterson debate.

### **Course Objectives**

By the end of the course students should be able to:

Students will learn a theoretical framework to think about public sociology, public social psychology, and public intellectuals.

Learn to distinguish the professional world of the academia, the market for ideas entered into by of well-known writers and the tensions between activist social psychological scholars and the world of modern professions by looking at in some detail a number of case studies.

Gain practice writing well-crafted scholarly essays, and a book review essay all that engages the both the taped and posted lectures and the required in-class discussions.

Gain basic knowledge about some influential books and theoretical traditions in social psychology and sociology.

Be able to thoughtfully discuss the trade-offs involved in public engagement for scholars and intellectuals interested in social psychological issues and articulate positions on these questions based on historical and sociological knowledge. And learn to evaluate the kinds of knowledge claims made by public intellectuals and scholars partly based on who the audience for the ideas is and the ways in which the knowledge is produced for different “genres” of books and articles.

### **Class Format**

I will lecture on the readings and topics related to public sociology and public social psychology outlined below, all recorded on Echo 360 to be listened to at a time of the student’s choice along with PowerPoint and/or PDF slides for students to follow along with. You- Tube videos of some of the thinkers we will be talking about will also be posted on Avenue to Learn, along with PDF files of the writing of or about the selected thinkers and on the selected topics.

The design of the combines in-person meetings (starting Feb 8 if possible – check university announcements and the Avenue to Learn announcement space) and Zoom office hours and class meetings.

The week AFTER the required lectures are scheduled to be listened to and required readings scheduled to be read I will lead a required in person question, answer and discussion class and will preview the next weeks lectures and set of readings. I will also run a scaffolded set of required sessions in person to teach students how to approach writing a book review essay that engages with the taped lectures and in person lectures. In person classes are important for the learning objectives and are required.

I will also be available on Zoom to discuss the lectures, readings, and videos for the class during the office hours marked above and during class time on Jan 11, Jan 18, Jan 25, Feb 1 and March22 when there will not be an in-person class those days. The required element of the class discussion and lectures will add up to 3 hours, but I will in the person classes every week (and on Zoom on the above dates Jan 11) if needed past the required question and answer sessions, and preview lectures, in order to address student questions. I will also be in person, if possible, during the class times for two extra and not required discussion sessions on April 19 and April 22 to discuss the final essay and book review essay. I will not be taping and posting the required discussion class sessions or the extra sessions

to help with the essays book review essays. This is because I want the discussions to be open ended and I don't want students to feel inhibited by the fact that the professor might be posting a tape. You need to come to class in person and if, for whatever reason you cannot, it your responsibility to do what you can (get notes from other students if they are willing, or do more intensive note-taking on the readings and

lectures and ask me questions during the Zoom office hours or the two Zoom classes or in my office during office hours).

## **Course Evaluation – Overview**

Essay 1: 15%

Essay 2: 25%

Essay 3: 25%

Book Review Essay: 35%

Essay 1 is 6 double spaced pages and is due Feb 3rd, 11:59pm, Essay 2 is 8 double spaced pages and due March 10th at 11:59pm, Essay 3 is 8 double spaced pages and is due April 7 11:59pm and the book review essay is 10 double spaced pages is due April 27 11:59pm.

The page goals are highly recommended for reasons we will discuss in class, but the essays and book review essay will be graded by the posted rubric based on 30% writing quality, 30% engagement with the class material and 40% strength and originality of the analytic argument. Focus on content. We will discuss the rubric in the first posted Echo 360 introduction to the class along with slides and return to discuss the rubric in person classes.

Students will be evaluated by 3 essays where students will answer a question regarding readings, lectures and in persons discussions of the readings/lectures and one book review essay also engaging readings, lectures and in person discussions. The questions will be posted 14 days before they are due (due dates are all clearly marked on Avenue to Learn). Format details and rubrics for the essays and book review essays are posted on Avenue but they will be (to repeat) 6 (essay 1), 8 (essay 2 and 3) and 10 (book review essay) doubled spaced pages. If there are changes in the deadlines, it will be clearly marked in the assignment slot on Avenue to Learn. Essay 1 will be worth 15%, Essay 2 and Essay 3 will each be worth 25% each and 35% of the grade will be for the book review essay. The due dates are clearly marked on Avenue and we will discuss what I want from them in the first class Echo 360 so make sure to listen to this.

There is no participation grade. The in-person classes are REQUIRED but students will be evaluated only by the essays and book review and the extent to which they address

the material in lectures, readings and in person classes and meet the learning outcomes I have set for both writing skills and class content.

There will be a 10% extra credit possibility only for in class involvement when there is a in person meeting and on Zoom if the class is on Zoom that day. I will give 2% additional grades twice for a total of 4%, if you ask a specific and detailed question about the lectures in the Echo360 system where it is possible to flag questions AND bring the question on paper to the in-person class and ask it or bring it up on Zoom. And I will be giving 2% extra credit for in person participation in 3 of the 6 book review essay group work sessions I have planned for a total of 6%. If you do the questions and two book review assignments early in the term before we start in-person lectures then there will only be one 2% where you will be missing. These extra credit grades are NOT available for students who do not make it into class if there are classes meeting in person unless some kind of accommodation for this is approved by the Dean's office. This will not be an issue if we end up doing the full term on Zoom, and it is possible that I could use the on-line class on March 22 to allow for one further Zoom submission for a 2% but not more than one. Start early on this, or you could lose out on extra credit. For the extra credit you need to be in class when we have in-person classes and submit something to me on paper and something on Avenue -details to be discussed in person and on Zoom.

The deadline for all the assignments, rubrics, and details and dates for the extra credits that require in class group work are discussed in the first class Echo-360 and on the slides that go with that class posted with the taped lecture AND clearly marked on Avenue to Learn.

### **Late Policy**

I will grant a 72-hour grace period after these deadlines, where there is no late penalty until after these 4 days. After that, there is NO way to get out of a relatively small 1% a late penalty unless you have a formal letter from an official office in the university (SAS or the Dean's Office). I know it is a tough to go to school during the pandemic, and I am sympathetic. I am also under stress myself. Please do not tell me about the reasons for your lateness: this puts me in an awkward situation, and it potentially puts you in a complex situation. You need not tell me about struggles in your life. You have a 72-hour grace period, and can use the one MSAF form, and have access to sympathetic professionals in the Dean's office and SAS, all trained to deal with these issues. And even after all that, a 1% penalty is very small, if none of the above works. We will get everyone through and if there are barriers you need help with, consult the SAS office or the Dean's office. I will be in class and on Zoom to help you get through the assignments and look forward to all of this.

The late penalty is capped at 15% penalty no questions asked. So if you are late with something don't let it drop if possibly can get it down; you will get grades for handing it late so it is worth it up until when I submit the grades at the end of exam period.

## **COURSE LEARNING OBJECTIVES**

"This course addresses three University Undergraduate Degree Level Expectations (see <http://ccl.mcmaster.ca/COU/degree/undergraduate.html>). First, sociological theories and social psychological theories are diverse in their claims and in their focus. Gaining knowledge of these diverse theories, will expand the student's depth and breadth of knowledge. Second, there is no single best way to do sociology or social psychology.

As such, this course requires that students consider and critically evaluate competing approaches to doing intellectual work and think about this with evidence. That involves knowing the difference between peer reviewed scholarship and public intellectual work with the tradeoffs involved. Finally, this course will encourage students to write essays. Writing quality, style and care will count, an important professional skill and we will use required class time to develop writing and analytic skills.

## **Required Materials and Texts**

McLaughlin and Townsley "Contexts of Cultural Diffusion: A Case Study of the Public Intellectual Debate in Canada," *CRS* 2011

Michael Burawoy, "For Public Sociology" *ASR* 2004

Arlie Hochschild, "Emotion work, Feeling Rules, and Social Structure." *American Journal of Sociology* 1979.

Sterne, J., 2005. C. Wright Mills, the Bureau for Applied Social Research, and the meaning of critical *Cultural Studies*

Robert Merton, "On Sociological Theories of the Middle Range," 1949.

Randall Collins, "The Passing of Intellectual Generations," *Sociological Theory* 1986.

Erving Goffman "The Interaction Order," *American Sociological Review*, 1983.

Jess Graham, Jonathan Haidt and Brian Nosek, "Liberals and Conservatives Rely on Different Sets of Moral Foundations,"

Malcolm Gladwell, "Starting Over", *The New Yorker*, 2015.

Neil McLaughlin "How to Become a Forgotten Intellectual," *Sociological Forum* 1998

Robert Wallerstein, "Erikson's concept of Ego Identity Reconsidered," *JAPA* 1994

Robert Friedrichs, "The Potential Impact of BF Skinner upon American Sociology," *American Sociologist* 1978.

Nancy Chodorow "Born into a World at War," AI 2002

Carol Gilligan, "In a Different Voice" HER 1977

Howard Garner, "The Enigma of Erik Erikson," *New York Review of Books*, June 24, 1999.

George Homan "Bringing Men Back in," *American Sociological Review* 1964,

Angharad Valdivia, "Bell books: Ethics from the Margins." QI 2002.

Bell hooks, "Choosing the Margins as a Space of Radical Openness," 1989.

Franz Fanon, "This is the Voice of Algeria," 1965.

Aldon Morris, "WEB Du Bois at the Center," *British Journal of Sociology* 2017.

Frances Cherry, "The Nature of the Nature of Prejudice," *Journal of the History of the Behavioral Sciences*," 2000.

Jeff Denis, "Contact Theory in a Small-Town Settler-Colonial Context," *American Sociological Review*, 2015.

Ehrenreich bright sided video

Christopher Lasch, "The Freudian Left" *New Left Review*

### **Book Review Essay:**

Students need to choose One of these 10 books to do a review of:

Scott Barry Kaufman, *Transcend: The New Science of Self-Actualization* (2021)

Greg Lukianoff and Jonathan Haidt, *The Coddling of the American Mind* (2018)

Arlie Hochschild, *Strangers in their Own Land* (2018)

Lawrence Friedman, *Identity's Architect: A biography of Erik Erikson* (1999)

Malcolm Gladwell *Talking to Strangers* (2019)

bell hooks *Communion: The Female Search for Love* (2002)

Alexander Rutherford, *Beyond the Box: BF Skinner's Technology of Behaviour from Laboratory to Life* (2009).



Glen Sean Coulthard, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (2014)

Jeff Denis *Canada at the Crossroads* (2020)

Aldon Morris, *The Scholar Denied* (2017)

Make sure you decide early and either get your book from the library or order it online or get it at a bookstore. Not having access to the book is NOT a legitimate reason for a late submission. Start early. And I will talk about the books in required in person classes to help you choose and choose early.

The 6 in-person sessions in class will involve 1) picking a book, where I will discuss each of them, and you will discuss the choice with other students 2) finding existing book reviews on the books, and figuring out the audience for the book and for your review 3) Discussing the structure of the book review outline I offer to as a guideline and discussing that among fellow students 4) Summarizing the book: issues of detail, fairness and voice 5) Finding your arguments, discussing that with me and other students 6) Grammar, spelling, moving things around before final version.

## **OUTLINE**

**Tuesday, Jan 11:** Intro to class

Required Echo360 intro to the class and class details, Echo36.

Required Echo360 lectures on public intellectuals and public sociology.

Required Zoom question and answer session, on class details.

Required readings: Michael Burawoy, "For Public Sociology" *ASR* 2005

McLaughlin and Townsley "Contexts of Cultural Diffusion: A Case Study of the Public Intellectual Debate in Canada," *CRS* 2011

Required Zoom meeting during class time to discuss class details - in person meetings begin Feb 8 if possible and allowed by the university.

**Tuesday. Jan 18:** Public Intellectuals and the Public Sociology

Zoom required discussion of public intellectuals and public sociology lectures and readings from Jan 1

In person discussion of class details.

Zoom preview lecture in person on Hochschild and Sterne-Mills

Required readings:

Arlie Hochschild, "Emotion work, Feeling Rules, and Social Structure." *American Journal of Sociology* 1979.

Sterne, J., 2005. C. Wright Mills, the Bureau for Applied Social Research, and the meaning of critical

Required Echo360 lectures on Mills and Hochschild

**Tuesday, Jan 25:** Mills and Hochschild

Required Zoom discussion of Mills and Hochschild

Zoom preview lecture on Merton and Coffman

Required readings

Robert Merton, "On Sociological Theories of the Middle Range," 1949.

Randall Collins, "The Passing of Intellectual Generations," *Sociological Theory* 1986.

Erving Goffman "The Interaction Order," *American Sociological Review*, 1983.

Required Echo360 lectures on Merton and Coffman

Picking a book: Zoom Books session 1.

**Tuesday, Feb 1:** Merton and Goffman/Professional

Sociology

Required in person discussion of Merton and Coffman

Zoom preview lecture on Haidt

Zoom discussion of 1st essay

Jess Graham, Jonathan Haidt and Brian Nosek, "Liberals and Conservatives Rely on Different Sets of Moral Foundations,"

Required Echo360 lecture on Haidt

Zoom book review session 2

**Tuesday, Feb 8:** Haidt and Professional Social Psychology

(Hoping for) required in person discussion of Haidt

In person preview lecture on Gladwell

Malcolm Gladwell, "Starting Over", *The New Yorker*, 2015.

Echo 360 lecture on Gladwell

In person book review Session 3

**Tuesday, Feb 15:** Malcolm Gladwell

(Hoping for) required in person discussion of Gladwell

In person preview lecture on hooks and Cottom

Angharad Valdivia, "Bell books: Ethics from the Margins." QI 2002

Bell hooks, "Choosing the Margins as a Space of Radical Openness," 1989.

Required Cottom video

Echo 360 lecture on hooks-Cottom

**Tuesday, March 1:** hooks and Cottom

(Hoping for) required in person discussion of hooks and Cottom

In person preview lecture on Erikson and Gilligan

Nancy Chodorow "Born into a World at War," AI 2002

Carol Gilligan, "In a Different Voice" HER 1977

Howard Garner, "The Enigma of Erik Erikson," *New York Review of Books*, June 24, 1999.

Required Echo 360 lecture on Erikson and Gilligan

In person book Review Session 4

**Tuesday, March 8:** Erikson and Gilligan

(Hoping for) required in person discussion of Erikson and Gilligan

In person preview lecture on Skinner and Homans

In person discussion of 2nd essay

George Homan "Bringing Men Back in," *American Sociological Review* 1964,

Robert Friedrichs, "The Potential Impact of B,F. Skinner," *The American Sociologist* 1974.

Required Echo 360 lecture on Skinner

**Tuesday, March 15:** Skinner and Exchange Theory

(Hoping for) required in person discussion of Skinner and Humans

In person preview lecture on Fromm

Neil McLaughlin, "How to Become a Forgotten Intellectual," *Sociological Forum* 1998

Neil McLaughlin, "Escape from Freedom Revisited," *Sociological Theory* 1996.

Required Echo 360 lecture on Fromm

Book Review Session 5

**Tuesday, March 22:** Fromm

Required Zoom discussion of Fromm during class time: no in person meeting

Zoom preview lecture on Du Bois and Fanon. Details will be worked on later but this date is one date where students can make up for ONE but only one extra credit assignment they might have missed.

Aldon Morris, "WEB Du Bois at the Center," *British Journal of Sociology* 2017

Franz Fanon, "This is the Voice of Algeria," 1965.

Required Echo360 lecture on Du Bois and Fanon

**Tuesday, March 29: Du Bois and Fanon**

(Hoping for) required in person discussion of Du Bois and Fanon

In person preview lecture on Allport and Denis

Frances Cherry, "The Nature of the Nature of Prejudice," *Journal of the History of the Behavioral Sciences*, 2000.

Jeff Denis, "Contact Theory in a Small-Town Settler-Colonial Context," *American Sociological Review*, 2015.

Required Echo 360 lecture on Allport and Denis

In person book review Session 6

**Tuesday, April 5: Allport and Indigenous Theorizing**

(Hoping for) required in person discussion of Du Bois and Fanon

Preview lecture on Ehrenreich and Lasch

Echo 360 on Ehrenreich and Lasch

Ehrenreich bright sided video

Christopher Lasch, "The Freudian Left" *New Left Review*

In person discussion of final essay

**Tuesday, April 12: Ehrenreich and Lasch**

(Hoping for) In person discussion of Ehrenreich and Lasch

Neil McLaughlin, "The Jordan Peterson Phenomena". Why Fromm's ideas and public intellectual vision is essential for responding to reactionary populism," *From Forum*, 2020.

McMaster University, Department of Sociology, Winter 2022  
Neil McLaughlin, Review of Jordan Peterson Beyond Order: Twelve Rules for Life,  
Society 2021.

Echo 360 lecture on Fromm-Peterson

## **Tuesday April 19**

Optional In person discussion of Fromm-Peterson  
Optional Help with book reviews (room or Zoom link will be posted depending on whether  
we can meet in person, and times are already up on Avenue).

Optional discussion of the Echo 360 lecture on Fromm and Peterson

Non required, optional in person review and help for book review.

### **Wednesday, April 20**

Non required, optional in person review and help for book review.  
(room or Zoom link will be posted depending on whether we can meet in person, and times are already up on Avenue).

### **Class Rules and Regulations**

Please note the following rules. And Consult Avenue to Learn for Instructions for Assignments, Grading Rubrics and all deadlines.

### **ACADEMIC DISHONESTY**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty: 1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.  
2. Improper collaboration in group work.

### **AVENUE TO LEARN**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available

information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

**\*\*NOTE: COURSE CANCELLATION:** Instructors for all courses, except supervised study, thesis, and research/study courses, are required to return graded material equal to a minimum of 10% of the session's total mark prior to the final date by which a student may withdraw from a course without academic penalty.

This year the deadlines for dropping a class for Term 2 - Fri. Mar.15.

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.



## **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's

responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F