**4MM3 PUBLIC SOCIOLOGY/PUBLIC SOCIAL**

**PSYCHOLOGY: WINTER 2023**

**Instructor:** Neil McLaughlin
**Email:** nmclaugh@mcmaster.ca **Lecture:** Monday, 7:00pm to 10pm **Room:** CNH 106

**Office:** KTH 620

**Office Hours: Monday 5:45pm to 6:45pm (in person or Zoom, if you arrange that in advance).**

**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 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 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. There is no need to buy texts although you will have to gain access to a book to review from the list outlined in this course description.

The design of the combines in-person meetings with lecture for the first two hours, and then class questions and discussion. Each class will start with questions from the last lecture.

**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 1, 11:59pm, Essay 2 is 8 double spaced pages and due March 15th at 11:59pm, Essay 3 is 8 double spaced pages and is due April 15 11:59pm and the book review essay is 10 double spaced pages is due April 20 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 and get as close to the page guidelines as possible.

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 also 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.

**Late Policy**

I will grant a 72-hour grace period after these deadlines for all assignments 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 in office hours to help you get through the assignments and look forward to talking about ideas with you.

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. Make sure to post late assignments in the late assignment slot because I will not be looking at the regular assignment slot after the deadline. If you post the assignment during the grace period post it in the late slot.

**COURSE LEARNING OBJECTIVES**

"This course addresses three University Undergraduate Degree Level Expectations (see http://cll.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, 1996

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* *Behavorial 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 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 Behavour 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, and give detailed advice on doing the review, but only in class.

**OUTLINE**

**Monday, Jan 9:** Intro to class

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

**Monday, Jan 16:** Public Intellectuals and the Public Sociology

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*

**Monday, Jan 23:**  Haidt and Goffman

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

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

Required Haidt video

**Monday, Jan 30:** Gladwell

Malcolm Gladwell, You-Tube videos on Blink, the Outliers David and the basic story of his career

**Monday, Feb 6:** Black Feminism: 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

**Monday Feb 13:** 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. (this is the only reading not up in PDF, in the required readings – you can get it free using your ID, in the library by going to the *New York Review of Books* and searching for it).

**Monday, Feb 27:** Skinner and Exchange Theories

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

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

**Monday, March 6:** Fanon and Du Bois

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

Franz Fanon, “This is the Voice of Algeria,” 1965.

**Monday, March 13:** Allport and Denis

Frances Cherry, “The Nature of the Nature of Prejudice,” *Journal of the History of the* *Behavorial Sciences*,” 2000.

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

**Monday, March 20:** Fromm and Maslow

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

Jose Brunner, “Looking into the Hearts of Workers: or, how Erich Fromm turned critical theory into empirical research,” *Political Psychology* 1994.

Maslow, “A Theory of Human Motivation,”

**Monday March 27:** Lasch and Ehrenreich

Ehrenreich bright sided video

Christopher Lasch, “The Freudian Left” *New Left Review*

**Monday April 3:** Fromm again

Mauricio Cortina, The Greatness and Limitations of Erich Fromm,” *Contemporary Psychoanaysis* 2015.

Ilene Philipson, “The Last Public Psychoanalyst,” *Psychoanalytic Perspectives, 2017.*

**Monday April 10:** Fromm versus Peterson

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

Neil McLaughlin, Review of Jordan Peterson Beyond Order: Twelve Rules for Life, Society 2021.

# Course Policies

## Submission of Assignments

Submit assignments in word or PDF, in the appropriate slots in Avenue to Learn.

Be sure to submit late assignments ONLY in the late assignment slot, or I cannot promise it will be graded.

## Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

More specific policies for this class are outlined above.

## 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, user names 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.

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials 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 academiccredit 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](http://www.mcmaster.ca/academicintegrity)**.**

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](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) 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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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:

| **MARK** | **GRADE** |
| --- | --- |
| 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 |