# SOCIOLOGY 3B03: Selected Topics: Sociology of Education: University Students in Relation to the Youth Activism in the 1960s

# Winter Term 2021

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Class Time: Mondays, 7 – 10 P.M.

Class Location: Zoom, Online, Synchronous

*Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn will supersede previously published outlines until published course outlines are updated.*

**Course Description**:

Much has been written about the two great modern revolutions – the economic or industrial and it’s much later outgrowth, the post-industrial, and the political – the American, French, Russian, Chinese, Cuban, etc. But these have been detached from another, quieter revolution – the educational – which has proven to be related to both and in various ways, an extension of each. The post-industrial revolution would not have been possible without the explosive development of higher education in the 1960s. This course will consider the changes in the nature and role of the universities, primarily in the Western world, but worldwide more generally, focusing on the student activism of the 1960s. We will not only look at important texts but follow the development of the student movements through popular music, film and documentaries which were created at the time and in retrospect, both as an expression of these movements and as an attempt to grasp their significance. Students will be asked to read about the history and sociology of these movements in the context of the changing role and nature of the university in the post Second World War period and will be encouraged to think about their own experiences in post-secondary education in the aftermath and in light of these movements.

**Course Objectives**

1. The student will learn about the history of student activism and its political expression in the 1960s against the background of changes in educational system since the end of the Second World War and developments in culture and society during that same period
2. Students will examine the sociological forces which contributed to the development and growth of student activism in Canada, the United States and the Federal Republic of Germany during the post-Second World War period
3. Students will look at the development of student activism in the 1960s and the connection with previous political movements in the 20th century including social reform, socialism, communism, anarchism, pacifism and civil rights
4. Students will have an understanding of the role of higher education in the reproduction of social relations in society and the connection between economic change and the changes in higher education which became the target of student activists on campus during that period
5. Students will have a better understanding of the connection between the objective social changes and the subjective reception and development of them through music, film, sub-cultural influences, changes in gender relations, and other means of cultural expression

**Required Materials and Texts**:

The main text for the course will be C. Levitt, Children of Privilege: Student Revolt in the Sixties, University of Toronto Press, 1984. This text can be purchased from the McMaster University Bookstore as Custom Courseware. The main argument in the text concerns the changing nature of higher education in the sixties especially in relation to middle class mobility as experienced by that generation of students. The student activism of that decade is shown to be a reaction to the changing nature of the universities in society and a response on the part of the students entering the university systems at that time. One of the main purposes of the course will be to provide access to students in the class to material relevant to the experiences of students during that tumultuous decade, including documentaries, music, youth culture, popular film, etc. The attempt will be made to integrate the objective changes of higher education in relation to economy and culture with the subjective meanings and responses as expressions of those changes on the part of the students. The student activism will be discussed in relation to the civil rights and peace movements of the fifties and sixties, and from the middle of the 1960s of the protests against the war in Vietnam.

Although we are only using one text in the course, for the purposes of preparing your outline and major paper(s) you ought to consult with the enormous literature on the universities and student activism in the sixties. We are fortunate at McMaster to have the largest collection of radical student literature from the past at the archives of the Mills Library. These include the papers of the leading student radical organizations including those most active in the 1960s such as the Combined Universities Campaign for Nuclear Disarmament (CUCND), The Student Union for Peace Action (SUPA), the mainstream but increasingly radicalized Canadian Union of Students (CUS) and many others. These represent a valuable resource for researchers. But alas, given the circumstances in which we find ourselves this term, these important resources will not be available to us and you will have to rely largely on the internet and the textbook for your paper(s). The films and documentaries made in and about the sixties will be a significant resource for the research on your papers. There have been many popular documentaries on television and on the web concerning the sixties and these will also be useful as a resource for your own research in relation to the topic of your choice. For example, the series on the sixties aired by CNN is a case in point. Although it goes far beyond the confines of the topic in this course, it, and others like it, provide a broader historical background for purposes of general orientation to the major events of that decade.

**Class Format**

The class will meet once a week for 3 hours or less on Mondays at 7 p.m. The course will be taught in real time (synchronously) and will be recorded on zoom. The recordings will be made accessible to students via Avenue to Learn and echo360. In addition, I will schedule office hours, time to be announced, so students can drop in and discuss any issues relevant to the course.

**Course Evaluation – Overview**

Students will have a choice. They may choose to prepare and submit one or two original essays on one or more aspects of the course. Details regarding the specifics of the essay or essays are provided below as are conditions and dates of submission.

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# Course Evaluation – Details

Students may elect to submit two papers of 10-12 pages each, one in the middle of the course and the other at the end, or one major paper of 20-22 pages at the end of the course. Students are free to choose their own topics which must first be cleared with the instructor. The one major paper should be no shorter than 18 and no longer than 23 pages in length not including bibliography in 12-point type and normal margins at the top and sides. Papers should be submitted to the instructor electronically on or before the last date of class.

**Possible Topics for the Major Paper**:

The following are possible, but by no means the only topics that might be suitable for the major paper:

The class-based nature of student activism in the sixties

Changing mobility patterns in relation to student activism in the sixties

The impact of the War in Vietnam on student activism in the sixties

The vicissitudes of the economic revolution in terms of the student activism of the sixties

The role of music in the student, civil rights and peace movements of the sixties

Student politics then and student politics now: a comparison and contrast

The roots of contemporary student politics in the student activism of the 1960s: Feminism, Gay rights (LGBTQ), identity politics, environmentalism, indigenous studies

The Free Speech Movement (Berkeley) in the sixties and “Political Correctness” on contemporary campuses: A comparison and contrast

Sociology and the Social Sciences in light of the activism in the sixties and beyond

**Course Schedule**:

The course will begin on Monday, January 11, 2020. It is customary in some courses to present a week- by-week description of the material to be covered. A general overview of the course is offered here in terms of the topics to be covered but without the precision of an exact timetable. (The topics will be covered in no particular order):

1. The history of universities with special emphasis on the developments in the post-Second World War era
2. The role of higher education in social mobility (the educational revolution)
3. The history of (student) activism and radicalism and linkages with other social movements
4. The role of music in the counter-culture and political activism
5. Economic, political and cultural developments in the sixties and before
6. The impact of the generation of the sixties on subsequent generations
7. The Old Left and the New Left (Marxism, socialism, anarchism)
8. Changes in the social relations among students in the sixties: the “pill”, abortion on demand, the end of *in loco parentis,* employment opportunities
9. The universities and the expansion of the public sector
10. Feminism, environmentalism, gay rights, equity and affirmative action, identity politics
11. The situation in Canada in comparison with that in the United States and Germany
12. The changes in curricula in the sixties and its impact on the universities today

# Course Learning Objectives:

This course addresses three University Undergraduate Degree Level Expectations

(see, <http://cll.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>).

It will help students develop knowledge and critical understanding of the key concepts, theories, methodologies, and recent advances within the sociology of education. Moreover, assignments completed through it will allow students to develop their ability to 1) gather, review, interpret and evaluate information, as well as 2) compare the merits of alternate hypotheses within the discipline.

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# Course Policies

## Submission of Assignments

Students may elect to submit two papers of 10-12 pages each, one in the middle of the course and the other at the end, or one major paper of 20-22 pages at the end of the course. Students are free to choose their own topics which must first be cleared with the instructor. The one major paper should be no shorter than 18 and no longer than 23 pages in length not including bibliography in 12-point type and normal margins at the top and sides. Papers should be submitted to the instructor electronically on or before the last date of class. Students who opt for the two-paper option will submit the first paper no later than March 15th and the second essay on or before the last day of class. The two papers should be around 12 pages in length not including bibliography.

## Late Assignments, 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”.

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## 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.

## Turnitin.com

In this course we may make use of a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information, please refer to the [Turnitin.com Policy](http://www.mcmaster.ca/academicintegrity).

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# 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 |