

SOCIOLOGY 711

Winter 2023 Instructor: McLaughlin
Day and Time of Classes: Wed 11:30 am to 2:20pm Ext: 23611

Class Location: KT 712 Office Hours: Monday 5:45pm to

6:45pm and by appointment after Wed
classes.

Email Address:
nmclaugh@mcmaster.ca

Course Description

This course will give an overview of various social psychological perspectives with a focus on a number of theories and debates. The theories will include the critical social psychology of Erich Fromm, Mead, Goffman, Haidt, Collins, Du Bois, Fanon, Hochschild, Gilligan and Chodorow. The debates will revolve around the sociology of knowledge questions raised by canonization in the discipline, the public psychology debates, the controversy around the politics of professors in social psychology, the controversy around Jordan Peterson, questions around the social psychology of creativity, and the post-materialism and authoritarianism and narcissism debates.

Grading

METHOD OF EVALUATION:

10 responses to the readings: 10 X 2% each for 20%, due 11:59pm, Tuesday before class
4-day late grace period, then 2% a day late penalty, capped at 15%

Extended Book Review Essay: 10 pages double spaced plus bibliography and cover page for 40%, 4-day late grace period, then 2% a day late penalty, capped at 15%

Essay 1: 20%, 8 double spaced pages, 4 day late grace period, then 2% a day late penalty, capped at 15%, question posted a week before it is due.

Essay 2: 20%, 8 double space pages, 4 day late grace period, then 2% a day late penalty, capped at 15%, question posed a week before it is due.

Outline

Wed, Jan 11

Intro: The Rise and Fall of Erich Fromm

McLaughlin, "How to become a Forgotten Intellectual," *Sociological Forum*, 1998.

McLaughlin, "Escape from Freedom Revisited," *Sociological Theory*

Wed Jan 18

Randall Collins, "Towards a Neo-Meadian sociology of Mind," *SI* 1989

Alan Wolfe, "Mind, Self and Computer" *AJS* 1991

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

Wed, Jan 25: emotional work and critical 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*

Hochschild' UBC video

Wed, Feb 1: Haidt

Haidt

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

Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S.P. and Ditto, P.H., 2013. Moral foundations theory: The pragmatic validity of moral pluralism. In *Advances in experimental social psychology* (Vol. 47, pp. 55-130). Academic Press.

Gable, Shelly L., and Jonathan Haidt. "What (and why) is positive psychology?." *Review of general psychology* 9, no. 2 (2005): 103-110.

Wed, Feb 8: Du Bois and Fanon

Du Bois and Fanon

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

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

Du Bois, W.E.B. and Marable, M., 2015. *Souls of black folk*. Routledge.

Wed, Feb 15: Authoritarianism

Brunner, J., 1994. Looking into the hearts of the workers, or: How Erich Fromm turned critical theory into empirical research. *Political Psychology*, pp.631-654.

McLaughlin, N., 1999. Origin myths in the social sciences: Fromm, the Frankfurt School and the emergence of critical theory. *Canadian Journal of Sociology/Cahiers canadiens de sociologie*, pp.109-139.

Afary, J. and Friedland, R., 2018. Critical theory, authoritarianism, and the politics of lipstick from the Weimar Republic to the contemporary Middle East. *Critical Research on Religion*, 6(3), pp.243-268.

March 1: Narcissism

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

Wink, P., 1991. Two faces of narcissism. *Journal of personality and social psychology*, 61(4), p.590.

Cheliotis, L.K., 2011. Violence and narcissism: A Frommian perspective on destructiveness under authoritarianism. *Canadian Journal of Sociology*, 36(4), pp.337-360.

March 8: system justification and post-materialism

Jost, J.T., Banaji, M.R. and Nosek, B.A., 2004. A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political psychology*, 25(6), pp.881-919.

Brym, R., 2016. After Postmaterialism: An Essay on China, Russia and the United States. *Canadian Journal of Sociology*, 41(2), pp.195-212.

Inglehart, R. and Abramson, P.R., 1999. Measuring postmaterialism. *American Political Science Review*, 93(3), pp.665-677.

March 15: public social psychology

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

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

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

March 22: Creativity

Parker and Corte "Placing CC in SAF," ST 2017,
Corte "A refinement" SPQ 2013, and
McLaughlin "Collaborative Circles and their discontents," Sociologicaga 2006

March 29: psychoanalysis and rational choice, and feminist psychoanalysis

Chancer, L.S., 2017. Sadomasochism or the art of loving: Fromm and feminist theory. *The Psychoanalytic Review*, 104(4), pp.469-484.

Smelser, N. The Rational and the Ambivalent in the Social Sciences: 1997 Presidential Address
Author(s): Neil J. Smelser
Source: *American Sociological Review*, Vol. 63, No. 1 (Feb., 1998), pp. 1-16

Chodorow, N.J., 1985. Beyond drive theory: Object relations and the limits of radical individualism. *Theory and Society*, 14(3), pp.271-319.

April 5: Conspiracy theories

McLaughlin, N. and Trilupaityte, S., 2013. The international circulation of attacks and the reputational consequences of local context: George Soros's difficult reputation in Russia, Post-Soviet Lithuania and the United States. *Cultural sociology*, 7(4), pp.431-446.

Plenta, P., 2020. Conspiracy theories as a political instrument: utilization of anti-Soros narratives in Central Europe. *Contemporary Politics*, 26(5), pp.512-530.

April 12: The Jordan Peterson Debate from a sociological angle

McLaughlin, N., 2021. Jordan Peterson, Beyond Order: 12 More Rules for Life.

McLaughlin, N., 2021. The Jordan Peterson Phenomena: Why Fromm's ideas and public intellectual vision is essential for responding to reactionary populism. In *Fromm Forum (English Edition—ISSN 1437-1189)*, 25/2021, Tuebingen (Selbstverlag), pp. 074-089. (Vol. 25).

Readings: Books that can be reviewed for the assignment

Jonathan Haidt *Rightous Minds* (2012)

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

John Jost, *Left and Right: the Psychological Significance of a Political Distinction*

Daniel Huebner, *Becoming Mead* (2014).

Nancy Chodorow *Feminism and Psychoanalytic Theory* (1989)

Husseub Abdiahi Bulham, *Franz Fanon and the Psychology of Oppression* (1985)

Randall Collins, *Interaction Ritual Chains* (2014)

Erving Goffman *Behavoir in Public Spaces* (1966)

Erving Goffman *Relations in Public* (1971)

Kieran Durkin *The Radical Humanism of Erich Fromm* (2014)

Michael Farrell, *Collaborative Circles: Friendship Dynamics and Creative Work* (2001).

Ronald Inghelhart, *Culture Shift in Advanced Industrial Societies* (2018)

Bell hooks, *love trilogy: All about Love, Salvation and Communion*

Jeffrey Denis, *Canada at the Crossroads* (2020)

Aldon Morris, *The Scholar Denied* (2015)

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. 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 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 the School of Graduate Studies (askgrad@mcmaster.ca) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation. 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

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- |
| 0-69 | F |