***Sociology 4SS3***

 ***Sociology of the 60s*: Bigs Books and the 60s today**

Fall 2021

**Instructor:** Dr. Neil McLaughlin

**Office Hours:** During virtual class time, just before and after by appointment

**Class Times/Place**: Zoom drop-in, Monday 7:00pm till students leave or until 10:00pm

**Course Description**

In this course we will examine contemporary social issues and debates through the lens of current sociological literature on big books and social movements and on tropes. The contemporary social issues we will explore include but are not limited to: Free speech, the participation of celebrities (musicians, professional athletes and actors) in various political issues such as racism (i.e. police violence and Black Lives Matter), debates within feminism, the value of street protest versus electoral politics, for both the left, center and the right; the role of books, social media and ideas in social change; the Vietnam war and Noam Chomsky’s critique of America, the politics of the environment, consumer protection and the counter-culture, and the politics of professors. We will focus on the United States, but I encourage you to choose a book to read about the 60s outside of the States and our last class with address Canada’s 60s.

The learning outcomes of the course include developing students’ skills in writing a book review, critical essays and responses to the readings, and lectures, as well as learning how to think about how current political debates are shaped by the past.

**Class Format:** I will post lectures on Echo360 and will hold drop-in class on Zoom during the class time, when questions can be asked, issues can be addressed and discussions can be had about the 1960s. There is no participation grade. Coming to the Zoom sessions will help a lot but it is up to you. Grades are on the assignments, outlined below. All readings and films are available online. There is no requirement to buy a book, unless you decide to do so for the book review (although if you start early, you should be able to get that through a library as well).

**Grading:**

Response to readings: 20%

Essay one on the early 1960s: 25%

Essay two on the late 1960s: 25%

Final book review: 30%

**Knowledge outcome:**

1) Students will know the names and contributions of at least 25 or so of some of the most important cultural and political figures related to the social turmoil and change of the 1960s generation. They will be familiar with the debates about these figures and will learn general cultural knowledge about the era and some of the key events that shaped this generation.

**Knowledge outcome:**

2) Students will be able to describe their own political views in the relation to the 1960s and critically examine a number of films about the era.

**Knowledge outcome:**

3) Students will learn a set of theoretical tools that sociologists of knowledge and movements have applied to thinking about the 60s (theories of reputations, resource mobilization, political opportunity, framing and disruption theories collective memory theories as well as theories about the formation of political views among professionals and professors).

**Skills outcome:**

4) Students will refine their essay writing skills, make analytic arguments and refine their documentation and writing skills.

**Value outcome:**

5) Students will be able to appreciate the need to look at arguments from outside their own comfort zone by engaging with people they disagree with, in a respectful and appropriate manner

**Grading:**

Responses to Reading: 9 out of 11 set of readings (And 1 make-up opportunity) for 20%.

2% each response, for one-page single spaced response submitted on Avenue to Learn by 11:59pm Sunday night before the class. I will post the question you need to address on the Avenue to Learn, announcement pages. 1% per day late penalty if arrangements are not made with professor that will start after a 3 day “grace period”- the late penalty starts on day 4. If you do more than 9, I will take the best grades of what you complete, to make up the 20%. Because you can skip 2 sets of readings without penalty and have one make up opportunity, you need to provide documentation to the social science office for missed classes beyond what is allowed for here.

First essay: 25%

I will post a question on the avenue to learn announcements for you to answer on the early 1960s on the morning of Oct 5, and a 8 double spaced essay answering it will be due Sunday Oct 17, at 11:59pm. Details on the essay (formatting, rubric and citations requirements) will be posted on Avenue.

Second Essay: 25%

I will post a question on the avenue to learn announcements for you to answer on the late 1960s on the morning of Nov 21, and a 8 double spaced essay answering it will be due Sunday Dec 5, at 11:59pm. Details on the essay (formatting, rubric and citations requirements) will be posted on Avenue.

Book Review: A 10-page double spaced book review essay on a book of your choice on the 1960s will be due, Dec 16th at 11:59pm. I have posted possible books on Avenue, and I will not read first drafts, students can choose (this is not required, and there is no grades attached to this – it is just for the practice and the feedback which might indeed help your grade) to present the outline of their book reviews in the class period during November. I would recommend you pick your book, and order it, and start reading it early. I will post examples of book reviews and discuss guidelines in lecture period and on Echo360 as well as posting a rubric on Avenue.

**Detailed Class Schedule**

**Sept 13:** Introduction to Details of the Class and the movie Berkeley in the 60s

**Sept 20:** Framework for the class

Eleanor Townsley, “The Sixties Trope,” *Theory, Culture and Society*

David Meyer and Deana Rohlinger, “Big Books and Social Movements: A Myth of Ideas and Social Change,” *Social Problems*, 2012.

**Sept 27:** Civil Rights, Du Bois and Fromm

I Question America, *In These Times* Fannie Lou Hamer, June 19th, 2017

Aldon Morris A Retrospective on the Civil Rights Movement, Annual Review of Sociology, 25: 517-39

Aldon Morris, The Scholar Affirmed, Film

April 5, 2018.

**Oct 4:** Port Huron, Harrington and the War on Poverty

Tom Hayden, “The Post Huron Statement,” (on-line)

Peter Drier, “How Rachel Carson and Michael Harrington Changed the World,” *Contexts,* 2012.

Gary Dorrien, “Michael Harrington and the Left Wing of the Possible,” *Cross-Currents. 2010.*

**Oct. 11 to Oct 17: Recess**

**Oct 18:** Feminisms, Betty Friedan, hooks and Davis

Daniel Horowitz, “Rethinking Betty Friedan and the Feminine Mystique: Labour Union Radicalism and Feminism in Cold War America,” *American Quarterly* 1996.

Angharad N. Valdivia, “Bell Hooks: Ethics from the Margins,” *Qualitative Inquiry*, 2002.

Film on Angela Davis

**Oct 25:** Science, Music and Sports

Dave Zirin, “The Hidden History of Muhammad Ali,” *Jacobin*, (on-line link through Avenue to Learn).

Minna Broomberg and Gary Alan Fine, “Resurrecting the Red: Pete Seeger and the Purification of Difficult Reputations,” *Social Forces* 2002.

Film “Looking for Sugarman”

Vera Norwood, The Nature of Knowing: Rachel Carsons and the American Environment, Signs, 12:4: 740-760.

**Nov 1:** Chomsky, the war and the Weatherman

James Lannigan and Neil McLaughlin, “Professors and Politics: Noam Chomsky’s Contested Reputation in the United States and Canada,” *Theory and Society*, 2017.

Brendan McQuade, “The Vietnam Syndrome and the end of the post 60s era: Tropes and hegemony in history and policy,” *American Journal of Cultural Sociology* 2014.

**Nov 8:** Panthers, Nation of Islam, X and Maslow and the counterculture

Manning Marable on X, NPR

**Nov 15:** Baldwin and Buckley and Fanon and West

Bashin Abu-Manneh, “Who Owns Frantz Fanon’s Legacy,” Catalyst 5:1: 2021

Buckey and Balwin debate

West lecture

**Nov 22:** Cornell, Piven and Marcuse

Tony Fels, “The Fog of Youth: The Cornell Student Take-over, 50 Years On,” *Quillette* 2019. Link on Avenue marked (Cornel University).

Frances Fox Piven, “Can Power From Below Change the World,” *American Sociological Review* 2008.

Rodney Fopp, “Repressive Tolerance: Herbert Marcuse’s Exercise in Social Epistemology,” Social Epostemology

**Nov 29:** Feminisms

Andrea Dworkin article by Julie Bindel in the Guardian (link on Avenue)

Elizabeth Armstrong and Suzanna Crage, “Movements and Memory: The Making of the Stonewall Myth,” *American Sociological Review* 2006.

Barbara Ehrenreich on “Bright sided”

Joanna Biggs, My hero: Shulamith Firestone, The Guardian May 2015.

**Dec 6:** Canada’s 60s.

Documentary on Oka, and Agenda show about the October Crisis

**Course Rules**

1. The McMaster Student Absence Form (http://www.mcmaster.ca/msaf/ is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you MUST visit your Associate Dean’s Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

2. 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. Please check the announcements on Avenue to Learn for questions to answer on the readings, and other issues.

3. 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. I will not be replying to emails send to me, on Avenue to Learn, as I find it unwieldy. Please write to me, on my McMaster email: nmclaugh@mcmaster.ca and from your own mcmaster email.

4. Factors outside the control of the instructor may necessitate changes in this course outline. Students should especially note the attached document entitled, "The Rights and Responsibilities of Faculty During Work Stoppages by Other Groups at McMaster University" (below). Preamble: This statement is complementary to, and not a substitute for, the statement of "Duties and Responsibilities of Faculty Members" in the Code of Conduct for Faculty. Additional responsibilities of faculty members who also hold administrative positions are described in the terms of reference for these positions.

1. A faculty member has the right to respect the efforts of other employees to secure a collective agreement.
2. A faculty member is under no obligation to carry out the duties of any University employee engaged in a work stoppage (either a strike or a lockout) nor shall he/she be subject to disciplinary action for failing to do so.
3. A faculty member who chooses to assist employees on a work stoppage by, for example, joining the picket lines or speaking on behalf of the striking or locked out employees shall not be sanctioned for this behavior.
4. A faculty member has a right not to cross a picket line of striking or locked out employees. In instances where the faculty member elects to exercise this right, and has normal scheduled duties, including the teaching of courses, that would be affected by declining to cross a picket line, either:

(a) the faculty member has made other arrangements for carrying out the scheduled duties, and these arrangements have been approved by the appropriate Chair/Director; or (b) the faculty member has a responsibility to advise the appropriate Chair/Director as early as reasonably possible that he/she will not be available for the scheduled duties, it being understood that, for each day on which this occurs, the member will be deemed to have sought and been granted a one-day leave without pay, but with fringe benefits.

1. Circumstances beyond the faculty member's control may prevent him/her from fulfilling scheduled duties during a work stoppage. In such circumstances, 4(a) and 4(b) above do not apply.

6. The outline of readings and the dates for topics below is approximate and may change as the class progresses. Announcements of changes and revisions will be made on Avenue. I will try to keep on schedule as much as possible, as the readings are ear marked for specific dates, on Avenue to Learn. But please listen to the lectures on Echo360 and check the news feed for Avenue to Learn for updates and changes. I generally make announcements on the class news feed, so please check that. And I will give feedback on the reviews and responses to the readings on Avenue to Learn, so please check it.

# 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 |