

Sociology 4SS3
Sociology of the 60s: Culture, Politics and Protest Then and Now

Fall 2017

Instructor: Dr. Neil McLaughlin

Office: KTH-620 Ext.: 23611

Office Hours: 2:30pm to 3:30:pm Tuesday After the last class or during the midterm recess and on Sept 5 it is appointments only.

Email Address: nmclaugh@mcmaster.ca

Class Times/Place: Tuesday ,11:30am to 2:20pm, LRW 1056

Course Description

In this course we will examine contemporary social issues and debates through the lens of current sociological literature and the political and cultural commentaries articulated during and in the aftermath of the political protests of the 1960s. The contemporary social issues we will explore include but are not limited to: Free speech, and the Peterson affair, 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 (debates surrounding the decriminalization of prostitution versus the Nordic model), the value of street protest versus electoral politics, for both the left, center and the right; the Vietnam war and Noam Chomsky's critique of America, the politics of social psychology and the politics of professors (are universities too politically correct?).

The learning outcomes of the course include developing students' skills in writing, researching, presenting and discussing ideas, as outlined below. A core component of the course and of the students' final mark is class participation, therefore it is an expectation of this seminar that students participate regularly and meaningfully in class discussions related to the readings. The classroom is an inclusive environment and this requires that students communicate with each other in a civil and respectful manner while also allowing for meaningful even sometimes uncomfortable differences of opinion.

In this course, I will produce a context for students to learn about 15 major figures from the 1960s, and students will then teach others about these figures and get practice drawing on but critiquing the Wikipedia entries to these figures, as well as drawing on academic and intellectual sources to come to a position on the contributions of and sociological understanding of these figures. From this process, each student will choose a book on a topic or figure connected to the 1960s, and write a critical book review on the book (12 double spaced pages) and present this to class. We will also read articles (either one peer reviewed article or a series of different opinion pieces) on the 1960s (students will write responses to questions on the readings I will post, and we will discuss the

reading, and then, to conclude the class, students will: 1) gather peer reviewed articles (at least 3) and pull together what is called a concept map that would apply students to turn their book review into an academic paper (the paper will not be required – just an annotated bibliography of readings, and a concept map that apply theory, something we will learn to do in class) and 2) engage small group discussions of the normative consequences of the 1960s (has it been good, bad or mixed for society) and help lead the class in a capstone debate on the cultural and political consequences of the 1960s.

Course Outcomes:

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 be able to find political magazines, newspapers and prominent public intellectuals that both represent and critique their own views.

Knowledge outcome:

3) Students will be 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) By working in small groups, students will be able to facilitate a debate about the legacy of the 60s on current political and cultural issues, manage differences within the group on sensitive topics and articulate their own normative views.

5) Students will refine their essay writing skills and presentation preparation skills, make analytic arguments and refine their documentation and writing skills.

Value outcome:

6) 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: 5 out of 8 set of readings for 10%.

2% for each response, for one page single spaced response submitted on Avenue to Learn by 11:59pm Sunday night before the class. The readings will be discussed on the Tuesday. 5% per day late penalty if arrangements are not made with professor. If you do more than 5, I will take the best grades of what you complete, to make up the 5 that count for your 10%.

Participation in Jig Saws: 10%

This is for 5 Jig Saws on Sept 19, Sept 26, Oct 3, Oct 17 and Oct 24. Students will choose (we will have a sign up sheet in class – if you miss class when we do this I will assign you a name if you contact me) a person from my list of 15 important people connected to the 1960s, and then read the Wikipedia entry for that person (this way the group has enough common knowledge to have a conversation) and ONE source of your choice (this way we have credible sources to compare with the Wikipedia account and sources to compare), and then come to class prepared to discuss the person with other people in your assigned group, and then share your knowledge about the person and events of the 1960s with the other groups. We will discuss the details of this in class, and some of the structure will depend on how many students are in the class. If you miss one, you need to consult with me to find a different person, and you can research that and present it to the full class, another day in the term BEFORE the last 3 classes, when we will be doing presentations and a debate, and won't have time.

Book Review: 35% due Tuesday Nov 7, 5:00pm

This book review will be 12 double-spaced pages, with sources as listed in Avenue to Learn Instructions. Book should be chosen from provided list, or a book approved by the instructor. I am asking students to share what they learned in the book reviews in a 10 minute presentation to the class, on two dates (Nov 21 and Nov 28). Both presenting your own book review and commenting on other students' reviews, either verbally in the class or with comments posted on Avenue to Learn (if you were in the class yourself) will count for participation grades.

Concept Map and Annotated bibliography: 25%, Due Thursday Dec 14 at 5:00pm

Concept maps (a one page graphic) and annotated bibliography (of at least 10 sources, at least 3 of which will be peer-reviewed articles) will build on your book

review, to prepare for a paper that you could write, but will NOT have to do for this class. The purpose of the concept map and bibliography will be to gain practice developing a conceptual frame for a paper, and finding and reading and understanding appropriate sources, including three peer reviewed articles and a number of high quality opinion journals as well as challenging outsider perspectives that are outside “mainstream” media (if you wish). Your annotated bibliography should be one single spaced page on each peer-reviewed article for a total of three single spaced pages, and two single-spaced summary of the other 7 or more sources (5 single spaced pages in total plus the 1 page graphic concept map for a total of 6 pages). Instructions for this are posted on Avenue to Learn along with examples of well-done concept maps and we will discuss the assignment in detail in class.

Debate Powerpoints or other slide program for presentations: 10%. All students will participate in small group discussions on the normative consequences of the 1960s on today’s society (was it good, bad, or mixed, in other words?). You can view the 60s as a positive good (I am calling this the “60s without apologies” perspective), as general negative set of changes (I am calling this the “decline of authority” perspective) or you could take a mixed position (what I would call either a “early new left” perspective or an “anti-PC radical left” perspective, or a “moderate liberal” or a “moderate conservative” perspective). These three perspectives might not fully capture what you think now, and what you think after the class, but I will be asking you to pick a side, discuss with others to refine the position, do a 10 slide Powerpoint (or other similar program) set of slides (which you have to hand in for grades, but you don’t have to present) and participate in a student led debate/discussion of the 1960s in the last class. Each student should produce no more than 10 slides with the major points you want to get across, so it will required to put the details and references in the notes.

Participation in debates and general participation: 10% Criteria for this, will be discussed in class and posted on Avenue to Learn

Detailed Class Schedule

Sept 5: Introduction to Details of the Class and the movie Berkeley in the 60s

Sept 12: Lecture: Professor's Relationship to the 60s and analytic framework for the class.

Berkeley from a sociological perspective?

Discussion of Film and overview of the Peterson case

Explanation of Jig-saw and choosing of names-groups.

Discussion of choosing a book to review.

Reading Response 1 due Sunday before midnight

Readings posted on Avenue to Learn, clearly marked

Sept 19: Lecture: Mohammed Ali

Jig-saw Discussion of:

Sidney Hook

Mario Savio

Angela Davis

Joseph McCarthy

Jane Fonda

Reading Response 2 Due the Sunday before class

Reading is posted on Avenue to Learn, clearly marked.

Review of class assignments again: Response to Readings, Book Review, Concept Map and annotated Bibliography, Presentation of book review, Jig Saw participation and debate participation/Powerpoints and general participation.

Sept 26: Lecture: Civil Right and Black Power

Class Jig-Saw

Buffy-Saint Marie

George Best

Tommie Smith

Phil Ochs

Janis Joplin

Response to class reading 3

Readings posted on Avenue to Learn, clearly marked.

Class discussion on McCarthyism: the 50s, Berkeley and today?

Oct 3: Lecture: The Social Psychology of the 1960s

Class Gig-Saw:

Bayard Rustin

Fannie Lou Hamer

William F. Buckley

Abraham Maslow

Erik Erikson

Response for reading 4 Due on Sunday

Readings posted on Avenue to Learn, clearly marked

Class discussion/debate on Colin Kaepernick and politics and sports

Choosing a book discussion before reading week!

Oct 17: Lecture: Varieties of Feminisms, and the Nordic Model debate

Jig Saw discussion:

Irving Kristol

Gloria Steinem

Bell Hooks

Andrea Dworkin

Rachel Carson

Reading Response 5 Due Sunday before class

Readings posted on Avenue to Learn, clearly marked

Doing a book review discussion: Why book reviews matter, and how do you do a good one? Getting started now, at the very latest.

October 24: Lecture: Piven versus Harrington: Social Movements today

Jig Saw Discussion:

Pierre Elliot Trudeau

Ellen Gabriel

Ezra Levant

Marshal McLuhan

Noami Klein

Reading Response 6 Due Sunday before class

Reading is posted on Avenue to Learn, clearly marked

Doing an analytic book review: A chance to ask questions after having read the books...

October 31: Noam Chomsky and the 60s

Reading Response 5 Due Sunday before class.

Nordic Model class Debate

Reading Response 7 Due on Sunday before Midnight
Readings posted on Avenue to Learn, marked clearly

Nov 7: Sociology, the 60s and the politics of Professors: Are Academics too left wing?

Reading Response 8 Due Sunday before class
Readings is posted on Avenue to Learn, clearly marked.

Citations and sources discussion
Signing up for presentations
Book Review due 5:00pm Nov 7

Nov 14: Book Review Presentations

Concept map ideas for the presented book reviews

Nov 21: Book Review Presentations

Concept map ideas for the presented book reviews

Sources discussions for annotated biography

Nov 28: Small group discussions of debate positions

Dec 4: Individual Slides for debate due, 5:00pm submitted to Avenue to Learn
Dec 5: Class debate

Extra class added: Dec 12, 1130am to 2:20pm

From 11:30am to 1:00pm, follow up and extension of debate, for those interested.
1:20pm to 2:20pm (individual consultations for concept maps and biographies).

Concept Map and Bibliography Due 5:00pm Dec 14th,

Grading again will be broken down in the following way:

Seminar Attendance, Involvement and Professional Behavior (Grade determined at the half way point and after classes ends)	10%
Written engagement with readings both posted and in class (5 out of 8 Due midnight the Sunday before class on Avenue to Learn, with best grades counting)	10%
Jig Saw Involvement	10%
Book Review (Due Tuesday November 7 th at 5:00pm with submission to Avenue to Learn required)	35%
Concept Map and annotated bibliography (due Dec 14 th at 500pm with submission to Avenue to Learn required).	25%
Individual Debate presentation slides submitted on Avenue to Learn (Due Dec 4 th , 5:00pm submitted Avenue to Learn)	10%

Course Rules

1. The best way to use email is lectures or in the readings. I will not directly answer emails to individual students about specific questions (that would be a full-time job itself!), especially those that are answered in this extensive course description and posted avenue to learn but if you email questions I will have an answer prepared for the next class. You can raise general questions at the beginning of each class. For something that relates to you but not to the whole class, it is best to talk to me in person after class, or in my office hours. Please go to my office hours for complex matters regarding your grade or success in the class or special accommodations – right before the lecture I am concentrating on the lecture and CANNOT address specific questions relating to your performance in the class, days you have or will miss, or issues such as this. Come to my office hours, or talk to me after lecture when I am less focused on lecturing. E-mail and my voice mail are much more efficient than contacting the staff. A note left for me at the office might stay there unread for several days. I usually check my voice mail at least once a week (but even this CANNOT be counted on!) and my e-mail regularly. The sociology office will not take faxes and I will not read faxed essays, doctor’s notes, etc. Again, do not e- mail me regarding questions that can be answered by this course outline or about material covered when you missed class. But do email me to set up a time to talk in person about matters that are not covered in the course description. Please outline in your

email the general purpose of our discussion, and we will set up a time to talk that works for both of us. Please use a formal address in the emails.

2. If you miss the class when the papers are being handed back, come to my office hours to get your paper back – do NOT ask me about this in class. It is up to you to come to my office. I will not be bringing papers back and forth to the classroom.

3. The staff will not date stamp assignments!

4. All written work (exams, etc.) is expected to meet the standards of university work. Grades will be based on mechanics, style, clarity and diction, in addition to ideas. This is a sociology class, so the major focus will be on learning sociological ideas. But clear thinking is related to clear writing, and the grading will reflect this. In addition, sociology is part of a general liberal arts education and well-developed writing skills are one important selling point for liberal arts graduates on the contemporary job market. So writing matters, and will be graded accordingly! But I will NOT fix your grammar for you. Our department and the social sciences are attempting to run sessions and workshops on writing. And there are a number of good books about writing for the social sciences. Others will help you with basic writing. I will NOT be doing so. My comments and suggestions will be oriented to helping you organize your argument, find the right sources, and make a theoretical argument. I will provide specific instructions on citations, and it is your job to follow them.

5. Students are expected to attend all seminars and are responsible for all material in lectures and in course readings. I will be happy to discuss the class material with students during office hours or other arranged times but will not review material for students when they miss classes or do not do the readings. You should ask another student for notes for classes that you miss. Reading assignments should be completed before the class in which the reading material is discussed.

6. 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.

7. Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

8. Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial. Students should close their lap tops in this class for my content lectures and for the presentations by other students. You are welcome to use your lab top during my transferrable skills lectures when we are talking about class details or how to do assignments, writing and presentations, when you are looking up things for the Jig Saw discussions

9. 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.

10. 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.

11. 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 behaviour.

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.

5. 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.

12. This is a difficult and demanding class. Comparisons to other classes in this program or to other programs in the university that may be or be perceived to be less demanding will not help you focus on the task at hand. Coming to class and doing the reading is a basic requirement. The material about the 1960s has the potential to be engaging and fun, so if we work hard together, there is much positive and interesting that can come out of the class.

13. 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 in class. 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 come to class and check the news feed for Avenue to Learn for updates and changes. I generally make accountments 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.

14. There is a significant amount of material to be covered for the course, and it all should be discussed on the assignments. Serious engagement with both the lectures and the readings is essential.

15. If you miss the film is "Berkeley in the 1960s," shown on the first day, you can arrange to get it on 2 hour reserve at Mills library. This film adds important information for the class.

16. Please do not talk, eat, read a book, sleep, pass notes in class, surf the internet or play music or use a cell phone during lectures.

17. Lap-top computers can be used, of course, if they are operating on batteries (not plugged into outlets in class, since that can lead to students tripping) during class time and are not used for non-class related purposes that are distracting to other students and the instructor (the instructor reserves the right to ask students to turn off lap-tops if their use is being abused).

18. Students must complete all assignments for the course, otherwise an F grade will be given for that assignment. Grades for assignments will not be re-calculated so that a missed assignment can be replaced. In addition, I do not offer extra credit assignments for students to improve one's grade. ☒ There is lots of opportunity and support in this class to do well, and that is an essential professional autonomy goal: getting things done on time.

19. Please do not walk into class late, except under extraordinary circumstances. This is distracting to the both the instructor and the students, and is not fair to people who come to class on-time. ☒

POLICY ON 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/senate/academic/ac_integrity.htm.

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. ☒
3. Copying or using unauthorized aids in tests and examinations. ☒

The breakdown for the McMaster grading scheme is available here: <http://registrar.mcmaster.ca/exams/grades/>