

## PROSEMINAR IN PUBLIC AND APPLIED SOCIOLOGY

SOCIOLOGY 601-DL1 - Graduate Seminar - 3 Credits

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SPRING 2021 (CRN 20600)  
meetings: online via Zoom  
on Tuesdays, 4:30 – 7:10 pm  
office hours: Thursdays via Zoom or  
by appointment.

### Course Description

This graduate pro-seminar is a core course for all graduate students in the Sociology Program. This course is typically taken in the student's first semester in the Program. (Due to unusually high demand this semester, I will be teaching it again this Spring. If you were unable to enroll this semester, or should need to withdraw this semester, know that there is the option to enroll next semester.) The course examines diverse theories and practices of public sociology, as well as debates over the meaning of the concept. Inevitably, we will confront and discuss the nature and purpose of sociological inquiry, the relationship between commitments to ethics, law, and social justice and to modes of science and "knowing." The intent is to help us better grasp how and why differing communities of scholarship in sociology have responded as they have to the call for more public sociology.

The meaning of Public Sociology is contested terrain. Long before Michael Buroway's stimulating and provocative 2004 ASA Presidential Address that catalyzed the past decade of Sociology's reflexive and collective inquiry into the discipline's relationship to "the public," Sociology has periodically addressed many aspects of the roiling debate that has ensued. Some suggest that it is simply about presenting the sociological findings and perspective of our research for audiences beyond our own disciplinary boundaries. For others it is about deliberately engaging matters of consequence and working to influence public policy from positions informed by our sociological research – getting our alternative sociological discourses into the public mix, so to speak. Some question whether we should strive to become public sociologists at all. Some suggest we already are, and always have been. Still others claim that there is no meaningful "public" anymore, while others (agreeing with this assessment) maintain that Sociology should strive to re-assert one – or even create one (or many) anew. In this course, we will explore a wide variety of perspectives on what it means (or should mean) to practice public sociology.

Public sociology is also inherently embedded in a more general – even global-- production of knowledge. Its meaning, in part, emerges from the relationships that our disciplinary field's

practitioners (empirical, sociologically informed researchers) establish with their research subjects through the methods that they use to co-produce knowledge. It is not limited to getting one's perspective into the existing institutionalized media, but also includes the creation of new, alternative media, the social organization of which embody, reflect, or demonstrate the alternative value commitments that we wish to (or are attempting to) institutionalize. How does the way in which we organize our own production of knowledge as individual or collaborative researchers reflect our own value commitments – or our own alternative *media* (a word which derives etymologically from the Latin, meaning “community,” “publicity,” or “public”)?

Thinking in this light about the ways that we organize our research might lead us to be more self-reflexive in our methods courses. We are not simply “learning the tools of the trade,” but rather learning about tools that others created and used in the production of knowledge while embedded in particular socially structured contexts in specific times and places. The development and practice of these methods, and the data that they “produce” (or “collect”) has not occurred in a political vacuum. What are the politics, histories, geographies, biographies, and sociologies behind their making? Can we imagine and create new sociological methods to address the particular challenges that we want to confront and relationships, collective identities, and institutions that we want to generate through our own research? Whether we acknowledge it or not, we are embedded (in various ways) in the process and relations that constitute our own efforts to produce knowledge through the research projects that we co-create, organize, coordinate, represent, take money and/or credit for, derive pleasure and/or satisfaction from, screw-up or improve lives or change worlds with.

But the meaning of public sociology is not reducible to the methods of its practitioners. The meaning of public sociology also emerges from the aspects of knowledge production that relate to the testing of reality – that is, the formulation of our research questions often posed as some sort of intellectual tension -- paradox, puzzle, contradiction, *problematique* etc -- in short, a “mystery” that we have since the Mid-20<sup>th</sup> Century referred to as the sociological imagination at work.

By the end of the course, you should be better prepared to begin forging your own position as a sociologist amidst the call for a more public sociology, and to explain what you mean by the concept, and why you take the position that you do. Undoubtedly, your position will continue to develop, possibly in completely new directions, by the end of your graduate studies. But my hope is that this course will have prepared you well for the fundamental challenges of this journey.

### **Required Texts**

- Dan Clawson et al, eds., *Public Sociology: Fifteen Eminent Sociologists Debate Politics & The Profession in the Twenty-First Century* (Berkeley: University of California Press, 2007).

This book is not available in the GMU Bookstore, but you can order it online if you wish to have a physical copy. When I last checked, it was \$24.40 (new in paperback) on Amazon, but many used versions were available there as well – including a hardback for under \$5!

Additionally, GMU's Fenwick Library has a *free online version* available.

### **Use of Technology in the Classroom**

GMU students taking this class will need to familiarize themselves with Blackboard and Zoom. All announcements, assignments, and most of the readings will be distributed on Blackboard. All completed assignments will be submitted via Blackboard. Unless you are registered for the course through GMU, you will be not be able to access Blackboard. In order to facilitate physical distancing in compliance with GMU's "Safe Campus Return" policy amidst the pandemic, we will be using Zoom to conduct office hours, and to share some content or facilitate interaction and guest lecturing in class. On the days, we have guest lectures, we will conduct class via Zoom, so you will not need to come to campus. Should we find ourselves in mandatory "lockdown" at any point during the semester, we will be able to shift

- You may keep your phone on for emergencies, but please keep it in silent or vibrate mode – and take any calls outside the classroom.

- Do not tape or video record lectures without the prior permission of the professor.

- GMU students enrolled in this course who wish to contact Professor Dale outside of class should contact him through GMU e-mail accounts only. Non-GMU e-mail will often be filtered as junk mail and is more susceptible to spreading e-viruses. You may also arrange to contact him by Zoom or phone for online office hours. We also will have Wiki on Blackboard that serves as a weekly sign-up sign-up sheet for pre-scheduled office hour time-slots. We also will maintain an ongoing thread on the discussion board devoted to questions you have about the course: technology questions, clarifications about assignments, or other questions that do not necessarily require office hours and which you think may be useful for classmates to have answers to as well.

### **Course Requirements**

I will post a full schedule of reading assignments for the semester on the course Blackboard site. The course requires a healthy dose of reading, and you should keep pace with the scheduled assignments. Class participation starts before you come to class, with having done the readings and thought about what seems useful and illuminating, what seems wrong or unclear. A good practice would be to take brief notes on your week's reading – indicating what issues you found most interesting or most problematic – and therefore most worth attention during class

meetings. Doing so will facilitate not only your comprehension of the lectures, but also regular class discussion, which is a central aspect of the course.

Active, effective contribution means being attentive to the flow of the class' discussion, and being able to distinguish an apt intervention in an ongoing argument from an attempt to redirect the discussion to a new topic. Students are expected to actively engage with issues raised in classroom discussions and in homework assignments.

It is useful to remember that the diversity of our student body can be an asset to classroom conversations and student learning. I trust that we all will interact respectfully with one another in class, as well as in course-related communication with each other outside of class. Please be sure to read the George Mason University Diversity Statement: [http://cte.gmu.edu/Teaching\\_at\\_Mason/DiversityStatement.html](http://cte.gmu.edu/Teaching_at_Mason/DiversityStatement.html)

All students are expected to participate in class discussion. For some students, this task requires greater effort than for others. The idea is not simply to talk a lot, but rather to contribute to our collective, public discussion in productive and meaningful ways. Neither hogging the spotlight nor remaining silent throughout the semester are wise strategies or behaviors for maximizing your participation in this class. Try to listen to and understand what your co-participants are attempting to communicate, and reflect thoughtfully on your response before publicly registering it. But push yourself to contribute in each class to the discussion. We will introduce ourselves from the start of the semester and work toward addressing each other on a first name basis (yes, you can call me John), and we will strive to create a sense of familiarity and mutual respect. If you sense that you are being regularly marginalized from classroom discussion, please let me know. I will be working to provide everyone with an even-handed opportunity to participate in our discussions.

It is useful to remember that the diversity of our student body can be an asset to classroom conversations and student learning. Students, professors and teaching assistants are expected to interact respectfully with one another in class, as well as in course-related communication with each other outside of class. Please be sure to read the George Mason University Diversity Statement: [http://cte.gmu.edu/Teaching\\_at\\_Mason/DiversityStatement.html](http://cte.gmu.edu/Teaching_at_Mason/DiversityStatement.html)

### **Course Format and Written Assignments**

Class periods will be organized around mini-lectures (including several guest lecturers via Zoom), presentations, and guided, yet open, discussions of the readings. On presentation days, presenters will follow a short lecture and will be expected to lead discussion for 30 to 60 minutes. I will then try to fill in the gaps and respond to student discussion points for the remainder of the class.

The requirements for the course are as follows.

- Seven (7) weekly discussion points 35% [5% per DP] You do not have to write one every week, but you cannot skip two weeks in a row, until you have completed all seven.
- Class participation 10%
- Class debate/discussion on public sociology 15% [**Due February 16th**]
- Final Essay 40% [**Due April 27th**]

1. Weekly Discussion Points (DPs). For seven different class periods, each student should prepare a reaction/question/comment on the readings for that day. These DPs will be due by 5:00 pm the day before class and will be distributed electronically to everyone else in the course using the course Blackboard discussion forum, which will give the rest of the class roughly 24 hours to read these before class begins (a requirement for everyone). These discussion points should serve to help you organize your thoughts on a main theme from the readings and facilitate discussion in class. The topic of each weekly discussion point will be up to you and you should feel free to pick what is especially interesting/relevant/puzzling to you.

Each discussion point should:

- Consist of a minimum of words (roughly 1 single-spaced page with a standard 12 pt. font and one inch margins)
- Include an explanation of the issues at stake and why you think they are important, even if you cannot fully answer the question(s) you ask.
- Include at least 2 questions you have about the readings (or for the guest lecturer that week, if applicable). Formulate these carefully and think of them as critical questions you would pose to the author(s) if you could or questions involving the interrogation of one author by another.
- Discuss connections between at least two of the readings for that day
- Involve a serious engagement with the material. You may reference the discussion points of your fellow students but you must lay out your own ideas and concerns.

I would encourage you to make references to readings from previous weeks of the course, as you find useful and appropriate. I will grade these discussion points on a regular basis; my feedback will be posted on Blackboard as comments on the discussion board itself and/or individual feedback via the Blackboard grading section. You are required to provide at least seven discussion points over the course of the semester. Again, regardless of whether you have completed a DP for a given week, you are required to have read all posts for the week before class and be prepared to discuss them.

2. Class participation. Each course member should be prepared to be actively involved in discussions of the readings each week, regardless of whether you are presenting that week or whether you have completed a “discussion point” (DP) assignment for the week. I will be prepared to do some lecturing on the material but the success of the course depends heavily on your active engagement. Your grade for this component of the course will be determined by the

quality and consistency of your participation in class discussions and your presentations.

### 3. Class debate/discussion on public sociology.

Everyone will be participating in a class debate/discussion (defending an scholar's position who you will choose or be assigned from Dan Clawson et al's *Public Sociology*) on **February 16<sup>th</sup>**. Because we have 20 students enrolled in the course, and the book has only 15 scholars, some of you may work in teams on this assignment. This has pros and cons. You get to work with a partner (mutual support; "many hands make for light work," etc). You also have to work with a partner (you must coordinate outside class in preparation; and come to some consensus on how to represent "yourself/yourselves." Get creative, and remember, none of us is consistently "self-same;" though, admittedly some of us may seem less so than others.) **Your DP due for that week will be written from the point of view of the scholar you have agreed to represent in the debate/discussion, and everyone must submit a DP that week. Partners can submit a joint DP that week.**

4. Final Essay: In this 15-20 page essay you will be articulating and supporting your own position on what public sociology is and/or should be. You should integrate course concepts, theories, and ideas, and situate your own position within (or in relation to) the readings for the class. We will discuss this in the following weeks, and I will provide a handout specifying the requirements. This essay will be due (via Blackboard) **April 27<sup>th</sup>**, on the last day of class, before class begins.

### **Guidelines for Written Work**

All written assignments will submitted electronically on Blackboard. *Please* put your name on your paper — even though it will be submitted electronically from your account. (I often batch download the submissions and transfer them to a pdf reader or alternative device for commenting and grading, and it is helpful for me to have your name on the paper.) Give your paper a title and page numbers. Do not insert double-returns between paragraphs. Use 1 inch margins, a normal font size (12pt), and double-spacing on each page.

### **Ten Points to Keep in Mind When Writing Critical Reflection Essays/Papers**

- 1) Begin your paper with an engaging introductory paragraph. Make the reader really wants to read your paper.
- 2) In the first or second paragraph of your paper, insert one sentence that clearly states what your paper is about. (Your thesis, if this is an expository paper, would go here.)
- 3) In general, use normal terminology in your papers. Avoid the use of overly-complicated phrases or jargon.
- 4) Avoid relying on over-generalizations. Refer to specific cases and evidence to build your arguments.
- 5) In general, do not begin or end paragraphs with quotations from sources.

- 6) Do not turn in papers that are mostly quotations. Make sure most of the words in your paper are yours.
- 7) Make sure that every sentence in your paper is very straight-forward and clear.
- 8) Make sure that every sentence in your paper builds on the last. Organize your ideas carefully.
- 9) Carefully construct your paragraphs. Make certain all sentences in a paragraph are connected with one another.
- 10) End your paper with a strong conclusion. Leave the reader with something intriguing to think about.

### **Grading Criteria/Rubric for Written Work (Final Essays)**

#### 1) Focus on topic

- Organize your thoughts and information in a clear order.
- State your observations and conclusions clearly.
- Use evidence to support your main idea or argument and conclusions.

8 – There is one clear, well-focused idea. Main idea is supported by detailed information.

6 – Main idea is clear, but general.

4 – Main idea is somewhat clear, but there is need for more supporting evidence.

2 – Main idea is not clear. There is a seemingly random collection of information.

#### 2) Organization\*

8 – Details are placed in a logical order and the way they are presented effectively keeps the reader's interest.

6 – Details are placed in a logical order, but the way they are presented sometimes make the writing less interesting.

4 – Some details are not in a logical or expected order, and this distracts the reader.

2 – There is no clear introduction of the main topic or structure of the paper.

0 – There is no clear introduction of the main topic or structure of the paper, and no clear conclusion.

\* Also, see the "Ten Points" in the preceding section of this syllabus.

#### 3) Originality and strength of ideas; and quality of your particular analysis

-Try to make your paper interesting and unique.

-Try to go beyond simply re-stating someone else's argument.

-Always make sure that your paper ends with a clear and interesting conclusion.

8 – Writer formulates a thought-provoking, well-developed, and fairly original position on an issue.

6 – Writer takes a clear position on an issue, though it is not fully developed.

4 – Writer's position is evident, though it is vague.

2 – Writer fails to take a clear position, or at times contradicts own position.

- 4) Evidence and/or reasoning, as well as engagement with course issues and concepts
- In every paper, make use of concepts/methods of analysis discussed in class.
  - Shorter critical essays must incorporate the key concept(s) from at least **one** course reading/lecture
- 8 - Provides specific reasons and/or evidence that demonstrate understanding and insight of the topic and course material.
- 6 – Offers adequate — though perhaps vague or incomplete — supporting reasons and/or evidence; demonstrates some understanding of the course material referenced.
- 4 – Provides less than adequate or contradictory reasons or evidence to support position; and /or less than adequate understanding of the course material referenced
- 2 – Offers only general reasons or evidence or none, or offers evidence contradictory to the writer’s thesis or main idea.
- 0 – Fails to incorporate the key concept(s) from at least one course reading/lecture.
- 5) Command of grammar and conventions
- 4 – Command of conventions exhibited. Creative word choice and varied sentence structure
  - 3 – Correct use of grammar and conventions (for the most part).
  - 1 – Weak control of grammar and conventions. Errors are distracting.
  - 0 – Use of grammar and conventions interferes with understanding.
- 6) Voice
- 4 – Author’s voice is strong and engaging. Draws reader in.
  - 3 – Writing attracts reader’s interest. Author’s voice shows engagement with the topic.
  - 2 – Technically well written; however, author’s voice is weak.
  - 1 – Writing fails to engage reader. Does not demonstrate writer’s interest in topic.
- 7) Citations
- 2 – Sources improperly cited.
  - 4 – No citations provided.

### **Keep Multiple Copies of All Your Work**

Always keep a duplicate copy of your paper or any other course work in a safe place, in case the original gets lost or you run into computer problems. Save a copy of your paper on a flash drive or separate hard drive, and save frequently (or automatically) as you are writing. Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar’s Office. This is a crucial point: *No credit can be given for papers that are lost (by you or me) or rendered un-retrievable because of computer problems.* There are no exceptions to this rule, so be extremely careful to keep a backup copy of all your work!

## Guidelines for Citing Your Sources

In your papers, you must cite all sources of information used in the body of your paper and then include a complete list of references (“Works Cited”) at the end of your paper. For a list of citation examples <https://library.gmu.edu/ask/citing>. I prefer to use the Chicago Manual of Style (documentation style 2), but you can use whichever style you prefer. The only requirement is that you select one style and use it consistently. Remember, you must cite not only direct quotations (which should be identified with quotation marks and page numbers), but also summarized information you got from a text.

## Grading

<u>Letter Grade</u>	<u>Range of Number Grades</u>
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D	69-60
F	Below 60

### *Late Assignments*

Late assignments will not be accepted for a grade unless authorized by the instructor prior to the due date.

### *Incomplete Grades*

The instructor discourages incomplete grades and will give them only in unusual circumstances and, even then, only when formally arranged in advance between the student and the instructor.

### **Contesting Grades**

I strongly encourage you to talk to me about any grade I give you in this course. The best time for this is during my online office hours or by appointment. While there is no guarantee that I will change your grade, at the very least you will get a better sense of what my expectations are - and this may help you on future assignments.

## University Policies, Protocols, and Resources

### **Honor Code Policy on Academic Integrity**

I expect you to understand and abide by the University's policy regarding the Honor Code, which may be found at <https://oai.gmu.edu/mason-honor-code/>. In short, the University's policy regarding the Honor Code prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. Also, make extensive, very specific references to our course materials in your papers. Cheating and plagiarism are very serious infractions, and I deal with them severely in this course. If I receive a paper that has few specific references to our course materials, I will be inclined to assume that you have downloaded it off the Internet. If I determine that the paper has been plagiarized, then I will give you a failing grade. I will also likely report this alleged violation to the Honor Committee, who will consider further sanctions. If you have any questions about this policy I encourage you to come and talk with me about it. For more information or assistance, as well as preventative resources, visit <https://oai.gmu.edu/faculty-resource-center/preventative-resources/>.

### **Safe Return to Campus**

All students taking courses in person must take Safe Return to Campus Training before coming to campus. [Training is available in Blackboard.](#)

Students must follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage.](#)

All students taking in-person and hybrid courses must also complete the [Mason COVID Health Check](#) daily, seven days a week.

The COVID Health Check system uses a color code system, and students will receive either a Green, Yellow, or Red email response. Only students who receive a "Green" response are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

**For Graduate Students:** (including International Students): <https://www2.gmu.edu/safe-return-campus/faqs-for-safe-return/faqs-graduate-students>

## **Mason Emergency Information - including Corona Virus Safety on Campus!!!**

To provide by e-mail and/or text message all members of the University community with emergency information relating to our safety and security, you are encouraged to sign up for the Mason Alert System, available at <https://ready.gmu.edu/students/>

To find current information on the evolving novel coronavirus outbreak and Covid-19, and the actions the University is taking to mitigate the spread of disease, as well as your responsibilities, see <https://www2.gmu.edu/coronavirus>.

Also, every classroom on campus has an emergency poster explaining what to do in the event of crises, and further information exists about emergency procedures at <https://ready.gmu.edu/be-prepared/>

## **Getting Assistance During the Course**

I strongly encourage you to contact me if you want to discuss or clarify any course material. I check my email regularly, and am also willing to chat any time I am in my campus office. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you.

## **Enrollment Statement**

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

**Last Day to Add (without tuition penalty): February 01, 2021**

**Last Day to Drop (with no tuition penalty): February 12, 2021**

**Final Drop Deadline (with 50% tuition penalty): February 16, 2021**

After the final drop deadline, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons

## **Arranging Special Accommodations**

I am very happy to work with students in need of special accommodations in order to ensure that everyone is able to learn and participate fully in the course. If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please see me privately after class or at my office. Disability Services is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. A web page describing Disability Services' resources and policies regarding accommodations is available at <https://ds.gmu.edu/>.

## **Additional University Resources**

Student services: The University provides a range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better). The Mason Student Services Center is the first stop and the central resource for information and solutions related to registration, enrollment, financial aid, billing, academic records and other student support services. A team of cross-trained Mason Student Services Center Representatives provide assistance to new and continuing students at all points of their academic career, in one convenient location, thus eliminating the need to visit multiple offices on campus. Visit: <https://mssc.gmu.edu/>

Counseling and Psychological Services (CAPS): <https://caps.gmu.edu/> Or, call CAPS at 703-993-2380 and between the hours of 8:30am and 5:00pm, the CAPS office will assist you. After normal business hours and on weekends, you will be directed to “press 1” in order to connect with Protocol (CAPS partnering 24 hour crisis hotline).

University Writing Center: Robinson Hall Room A114, 703-993-1200. Web-site: <http://writingcenter.gmu.edu/> The writing center provides tutoring and workshops, and includes assistance for students for whom English is a second language. It also is helpful for students in general who wish to improve their writing skills. I recommend making appointments in advance: <http://writingcenter.gmu.edu/contact>

University Catalog: <http://catalog.gmu.edu/>

University Policies: <https://universitypolicy.gmu.edu/all-policies/>

## Schedule of Assignments

### **January 26 - Introduction & Orientation to the Course**

Organize who will be presenting on which days; and organize debate for September 22<sup>nd</sup>.

### **February 02 – What is “Public Sociology”?**

*Reading Due:*

Bannister, Robert C. “Chapter 3: From Telos to Technique,” *The American Quest for Objectivity, 1880-1940* (University of North Carolina Press, 1987), pp. 47-63.

Gans, Herbert J. 1989. “Sociology in America: The Discipline and the Public.” *American Sociological Review* 54 (1989): 1-16.

Gans, Herbert J. 2002 “Most of Us Should Become Public Sociologists,” *Footnotes*, Vol. 30, #6, July-August; online at <http://www.asanet.org/footnotes/julyaugust02/fn10.html>.

Feagin, Joe. 2001. “Social Justice for Sociology: Agendas for the Twenty-First Century.” *American Sociological Review* 66: 1-20.

Block, Fred. 2021. Fixing the Academic Paradox." Nonprofit Quarterly (January 11), available at <https://nonprofitquarterly.org/fixing-the-academic-paradox/>

Michael Burawoy, “For Public Sociology,” in Dan Clawson et al (eds.) *Public Sociology: Fifteen Eminent Sociologists Debate Politics & The Profession in the Twenty-First Century* (Berkeley: University of California Press, 2007), pp. 23-66. If you do not have the book yet, obtain the original article edition on J-Stor: Michael Burawoy, “For Public Sociology,” *American Sociological Review* 70: 1 (February, 2005).

### **February 09 – Sociology’s Relationship to Civil Society: Governance, Politics, and Power**

*Reading Due:*

Patricia Mooney Nickel. *Public Sociology and Civil Society: Governance, Politics, and Power* (Boulder: Paradigm Publishers, 2012), 1-53.

Steven Klein and Cheol-Sung Lee. 2019. “Towards a Dynamic Theory of Civil Society: The Politics of Forward and backward Infiltration.” *Sociological Theory* 37: 1 (March) 1-34.

### **February 16 - Professional Conflict over the Concept of Public Sociology**

*Reading Due:*

Dan Clawson et al (eds.) *Public Sociology: Fifteen Eminent Sociologists Debate Politics & The Profession in the Twenty-First Century* (Berkeley: University of California Press, 2007).

Read the following:

Alain Touraine

Sharon Hays

Judith Stacey

Patricia Hill Collins

Arthur L. Stinchcombe

Douglas S. Massey

Frances Fox Piven

Immanuel Wallerstein

Orlando Patterson

Andrew Abbott

Evelyn Nakano Glenn

Barbara Ehrenreich

Steven Brint, Guide for the Perplexed: On Michael Burawoy's 'Public Sociology,'" in Lawrence T. Nichols (ed.), *Public Sociology: The Contemporary Debate* (New Brunswick, NJ: Transaction Publishers, 2007), pp. 237-262.

Jonathan Turner, "Is Public Sociology Such a Good Idea?" in Lawrence T. Nichols (ed.), *Public Sociology: The Contemporary Debate* (New Brunswick, NJ: Transaction Publishers, 2007), pp. 263-288.

Michael Burawoy, "Third-Wave Sociology and the End of Pure Science," in Lawrence T. Nichols (ed.), *Public Sociology: The Contemporary Debate* (New Brunswick, NJ: Transaction Publishers, 2007), pp. 317-336.

### **February 23 – GMU's Public Sociology Task Force**

Guest Lecturers: Co-authors of the *GMU Public Sociology Task Force Report* (2020), **Carol Petty** (PhD Candidate), **Emily McDonald** (PhD Candidate), and **Randy Lynn** (PhD and Alumnus)

*Reading Due:*

*GMU Public Sociology Task Force Report*

### **March 02 – Publics in History**

*Reading Due:*

Patricia Madoo Lengerman and Jill Niebrugge-Brantley, "Back to the Future: Settlement Sociology, 1885-1930," in Lawrence T. Nichols (ed.), *Public Sociology: The Contemporary Debate* (New Brunswick, NJ: Transaction Publishers, 2007), pp. 7-28.

Ariane Hanemaayer, "Returning to the Classics: Looking to Weber and Durkheim to Resolve the Theoretical Inconsistencies of Public Sociology," in Ariane Hanemaayer and Christopher J. Schneider (eds.), *The Public Sociology Debate: Ethics and Engagement* (Vancouver: UBC Press, 2014), pp. 31-52.

Mustafa Emirbayer and Mimi Sheller. 1999. "Publics in History." *Theory and Society* 28: 143-197.

### **March 09 – Public Sociology and the Co-Production of Knowledge: The Case of Tech Workers**

Guest Lecturer: [Nataliya Nedzhvetskaya](#) (UC Berkeley Sociology, PhD Candidate)

#### *Reading Due:*

Check out the Collective Action in Tech database at <https://collectiveaction.tech/> – a project of UC Berkeley Sociology PhD Candidate [Nataliya Nedzhvetskaya](#), and read her article (JS Tan, of the Tech Workers Coalition) summarizing her findings, "What We Learned from a Decade of Tech Activism, *The Guardian* (December 23, 2019), available at <https://www.theguardian.com/commentisfree/2019/dec/22/tech-worker-activism-2019-what-we-learned>; "The Making of the Tech Worker Movement: A 2020 Update (with Ben Tarnoff), available at <https://collectiveaction.tech/2021/the-making-of-the-tech-worker-movement-2021/>; and "Why Collective Action is Crucial in the Age of Surveillance Capitalism," available at <https://collectiveaction.tech/2020/brave-new-digital-world-zuboff-the-age-of-surveillance-capitalism/>.

Dale, John G. and Ashley Mehra. "How Humanitarian Blockchain Can Deliver Fair Labor to Global Supply Chains." University of Cambridge, The Center for the Study of Global Human Movement (April 30, 2020). Available at <https://www.humanmovement.cam.ac.uk/blog/how-humanitarian-blockchain-can-deliver-fair-labor-global-supply-chains-april-30-2020>

"Crossing Boundaries in 21<sup>st</sup>-Century Research: Sharing Knowledge and Collaborating Between University and Community," in Philip Nyden, Leslie Hossfeld, and Gwendolyn Nyden (eds.), *Public Sociology: Research, Action, and Change* (Pine Forge Press, 2012), pp. 12-32.

### **March 16 – Public Ethnography and Public Engagement**

Guest Lecturers: Melissa Gouge, PhD (George Mason University, Sociology), sociologist at the Corporation for National and Community Service. Dissertation: "[Generating Solidarity: The Playful Politics of the Coalition of Immokalee Workers](#),"

#### *Reading Due:*

"Public Scholarship, the Sociological Imagination, and Engaged Scholarship," in Philip Nyden, Leslie Hossfeld, and Gwendolyn Nyden (eds.), *Public Sociology: Research, Action, and Change* (Pine Forge Press, 2012), pp. 1-11.

Phillip Vannini and Laura Milne, "Public Ethnography as Public Engagement: Multimodal Pedagogies for Innovative Learning," in Ariane Hanemaayer and Christopher J. Schneider (eds.), *The Public Sociology Debate: Ethics and Engagement* (Vancouver: UBC Press, 2014), pp. 225-245.

### **March 23 – Counter-Publics, Radical Imagination, and Applied Sociology**

Guest Lecturer: **Ben Manski**

*Reading Due:*

Michael Warner, *Publics and Counterpublics* (Zone Books, 2014), Ch.1 "Public and Private;" and Chapter 2 "Publics and Counterpublics."

Max Haiven and Alex Khasnabis. 2010. "What is the Radical Imagination? A Special Issue." *Affinities: A Journal of Radical Theory, Culture, and Action* 4: 2 (Fall), pp. i – xxxvii.

"Starting Up and Sustaining Public Sociology Projects," in Philip Nyden, Leslie Hossfeld, and Gwendolyn Nyden (eds.), *Public Sociology: Research, Action, and Change* (Pine Forge Press, 2012), pp. 33-48.

### **March 30 – Public Sociology for Contingent Employment**

Guest Lecturer: **Marisa C. Allison**, PhD Candidate in Public and Applied Sociology, Department of Sociology & Anthropology, George Mason University, and winner of the 2015 Robert Dentler Student Practitioner Award of the American Sociological Association Section on Sociological Practice and Public Sociology.

*Reading Due:*

American Sociological Association Task Force Report on Contingent Employment:  
Available at [https://www.asanet.org/sites/default/files/asa\\_tf\\_on\\_contingent\\_faculty\\_final\\_report.pdf](https://www.asanet.org/sites/default/files/asa_tf_on_contingent_faculty_final_report.pdf)

### **April 06 – Thinking about a Public Sociology for the University as an Institution**

*Reading Due:*

Paul Reitter and Chad Wellmon, eds. *Charisma and Disenchantment: The Vocation Lectures [of] Max Weber* (New York Review of Books, 2020), "Introduction," pp. vii-xxvii.

Wendy Brown. *Undoing the Demos: Neoliberalism's Stealth Revolution* (Zone Books, 2015), "Chapter VI: Educating Human Capital," pp. 175-200.

Calhoun, Craig. 2005. "The Promise of Public Sociology." *British Journal of Sociology* 56: 3: 355-363.

## **April 13 – Transnationalizing the Public Sphere and Public Sociology?**

*Reading Due:*

Fraser, Nancy. 2007. "Transnational Public Sphere: Transnationalizing the Public Sphere: On the Legitimacy and Efficacy of Public Opinion in a Post-Westphalian World." *Theory, Culture, and Society* 24: 7-30.

Saskia Sassen, "A Public Sociology for a Global Age: Recovering the Political," in Vincent Jeffries (ed.), *Handbook of Public Sociology* (Roman & Littlefield Publishers, 2009).

Appadurai, Arjun. 2000. "Grassroots Globalization and the Research Imagination," *Public Culture* 12: 1-19.

## **April 20 – Public Sociology of Human Rights... and Sociology as a Human Right?**

*Reading Due:*

Michael Burawoy, "A Public Sociology for Human Rights," in Judith Blau and Keri Iyall Smith, eds, *Introduction to Public Sociologies Reader* (Rowman & Littlefield, 2006), pp. 1-18.

Patricia Mooney Nickel, "Public Sociology for Human Rights as Rites of Rule." *Current Sociology* 58: 3 (May, 2010): 420-442.

John Dale and David Kyle. 2016. "Smart Humanitarianism: Re-imagining Human Rights in the Age of Enterprise." *Critical Sociology* 42 (6): 1-15.

Mikel Mancisidor, "Is there such a thing as a human right to science in International Law?" *European Society of International Law's Reflections*, Vol. 4, Issue 1 (2015), Available at <http://esil-sedi.eu/?p=897>

Read the UN Committee on Economic, Social, and Cultural Rights' "General comment No. 25 (2020) on science and economic, social and cultural rights (article 15 (1) (b), (2), (3) and (4) of the International Covenant on Economic, Social and Cultural Rights)," adopted April, 2020.  
[Available in Blackboard]

Arjun Appadurai, "Research as a Human Right," in *The Future as Cultural Fact: Essays on the Global Condition* (Verso, 2013).

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**April 27 – Discussion of Personal Positions on Public Sociology and Identification of the Diverse Perspectives Within Our Cohort**

*Short Reading Assignment for the Week:*

Tim Hallett, Orla Stapleton, and Michael Sauder. 2019. "Public Ideas: Their Varieties and Careers." *American Sociological Review* 84: : 545-576.

**Papers Due at the start of class!**