**SOCI 245 (Winter 2021): The Sociology of Emotions**

**Tuesday and Thursday from 10:05am to 11:25am**

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Office Hours: Tuesdays 1:00pm (see below) Office Hours: TBA

**Description**

SOCI 245 introduces sociology through the lens of emotions and offers insight into how emotions shape and are shaped by social relations. A focus on emotions might seem a strange way to introduce the sociological discipline, as emotionality is commonly considered either “mushy” phenomena that are unworthy of analysis or behavior that is more biological and psychological in character than sociological. This class takes a very different view and suggests that emotions are core components of all sociological phenomena. While recognizing important biological and psychological elements, the course investigates how emotions are shaped by and, in turn, shape social relations. In so doing, it helps to clarify what sociology is while juxtaposing it with biology and psychology. The course also reviews core sociological concepts and theories and notes the many important ways that emotions inform them. For example, conflict and consensus are core sociological concepts and are central to important general sociological theories, and the course explores the vital roles emotions play in shaping both. Finally, the course introduces a variety of sociological subfields—such as the sociology of religion, political sociology, the sociology of race and ethnicity, and criminology—by investigating the influential ways in which emotions shape social relations in these areas.

**Course Format**

This class is taught remotely and will occur through Zoom and myCourses. Classes takes place on Tuesdays and Thursdays from 10:05 to 11:25am Eastern Standard Time using Zoom. Classes will always include lectures but will usually leave time for discussions. The lecture components of class will use powerpoint and be recorded and posted on myCourses; the powerpoints will also be posted. You will be notified through a “pop-up” box in Zoom that a session is being recorded. By remaining in the session, you agree to the recording, which implies that your image, voice, and name may be disclosed to classmates and that recordings will be made available in myCourses to all students registered in the course. For course discussions, Professor Lange will provide students with questions to discuss in small groups via “breakout rooms,” and the class will reconvene after the breakout rooms to review answers collectively. The breakout room discussions will not be recorded.

In addition to the lecture recordings and powerpoints, electronic versions of all course readings are available on myCourses. In addition, the exams will be given through myCourses, and the paper must be submitted through myCourses.

Like class, course office hours will occur remotely through Zoom. Professor Lange’s office hours are Tuesdays at 1pm. If no students are on Zoom, Professor Lange will end the office hours at 1:15. If students are unable to make office hours at this time, they should email Professor Lange to schedule a Zoom meeting at a different time. TA office hours will be announced at a later date.

**Inclusive Learning Environment**

As an instructor, I strive to provide an inclusive learning environment. If you experience barriers in learning in this course, please contact me. And to promote inclusion, students must interact respectfully during discussions. Belligerent and hurtful behaviour is not tolerated.

**Requirements**

Student grades will be determined by three exams (each 30 percent of grade) and one short paper (10 percent of grade).

The three course exams are on February 2nd, February 25th, and March 30th. These exams will likely include questions with open responses as well as multiple-choice and fill-in-the-blank questions. Students should need no more than 50 minutes to complete the exams if they are prepared, but students will be given 125 minutes to complete each exam in case of technical difficulties. Notably, students must complete exams in one sitting; pausing the exam is not possible. The exams must be completed within 48 hours of the release time of the exams, which will be at class time on the date that the exams are listed in the syllabus; there is no class the days exams are listed. These exams are open book. Despite being open book, students must study for the exams, as they will not have time to complete the exams if they need to look up the answer to every question (especially if affected by technical difficulties). Students are not allowed to collaborate or receive any assistance from others for the exam. Students who miss an exam can only make it up when they *have valid and verified reasons for missing it*. Make up exams might take a different format than the actual exams, including oral exams.

The paper is due at the beginning of class on April 13th and should be no longer than 700 words. This assignment will ask students to apply some aspect of our class to COVID, thereby considering COVID, emotions, and social relations in some way. More detailed instructions will be given during the semester. The paper must be submitted through myCourses. Papers can be submitted without penalty until 10:05am on April 23rd. Thereafter, papers will be penalized by 5 percent per day unless students have *valid and verified reasons* for late submission.

**Grade Appeals**

As instructors and teaching assistants, we take the marking of assignments very seriously and strive to be fair, consistent, and accurate. Mistakes do occur occasionally, however. If you would like to appeal your grade, please follow the following rules:

1. If the error deals with mathematical calculations of the grade, simply alert the instructor.
2. For substantive appeals, you must:
3. Wait at least 24 hours after receiving the grade before contacting the instructor or TA.
4. Carefully reread the assignment, your response, and any comments.
5. Submit to the instructor or TA a written explanation of why you feel your grade should be changed within one week of receiving the grade. Please note that grades can go up, down, or stay the same.

**Academic Integrity and Rights**

McGill University values academic integrity.  Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).

L'université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity)).

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être note.

Notably, this syllabus is subject to change, including graded components. If some aspect of remote instruction is not working, we will adjust the course in an effort to improve it. If you have thoughts on how the course can be improved, don’t be shy to share them with the instructor.

**Copyright Protection**

All materials used in this course are protected by law and may not be copied or distributed in any form without explicit instructor permission. Additionally, infringement of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

**Readings**

Course readings are usually between 50-70 pages per week. Students should come to class having read the material listed in the course calendar in order to be prepared for the lectures and discussions. If you are not prepared, you will get much less out of this course. All readings are located on myCourses in electronic format.

**Course Calendar**

1. January 7: Intro: Barbalet, “Emotions,” pp. 51-53; Harris, “Thinking Sociologically About Emotions” pp. 1-15.
2. January 12: Sociology: Little, *Introduction to Sociology*, Chapter 1.
3. January 14: Emotions and the Disciplines that Study Them: Turner and Stets, *The Sociology of Emotions*, 1-22; Hochschild, “Appendix A.”
4. January 19: Biology and Emotions: Turner, “The Evolution of Human Emotions.”
5. January 21: Sociology of Emotions: Barbalet, “Emotion in Social Life and Social Theory,” 8-28.
6. January 26: Adam Smith and Karl Marx: Ritzer, “Karl Marx,” pp. 155-185.
7. January 28: Emile Durkheim: Ritzer, “Emile Durkheim,” pp. 186-214.
8. February 2: Exam I
9. February 4: Micro-Level Theories and Emotions: Turner and Stets, “Symbolic Interactionist Theorizing on Emotions,” pp. 100-110; Rossner and Meher, “Emotions in Ritual Theories,” pp. 199-209.
10. February 9: Emotions and Socialization: Harris, “Emotion Norms”; Geertz, “The Vocabulary of Emotion.”
11. February 11: Emotion Management: Smith and Kleinman, “Managing Emotions in Medical School”; Wingfield, “Are Some Emotions Marked ‘Whites Only’?”
12. February 16: History, Culture, and Emotional Change: Zelizer, *Pricing the Priceless Child*, pp. 22-27, 56-72; Wouters, “Changing Regimes of Manners and Emotions.”
13. February 18: Structures, Emotions, and Behavior: Kemper, “Power and Status and the Power-Status Theory of Emotions.”
14. February 23: Morality and Emotions: Turner and Stets, “Moral Emotions.”
15. February 25: Exam II

*Spring Break March 2 and 4: No readings or class*

1. March 9: Politics, Morals, and Emotions: Haidt, *The Righteous Mind*, pp. 128-154.
2. March 11: Emotions and Economics: Pixley, McCarthy, & Wilson, “The Economy & Emotions.”
3. March 16: Emotions and Stratification: Wilkins and Pace, “Class, Race, and Emotions”; Thompson, “An Exoneration of Black Rage.”
4. March 18: Emotions and Crime: Dippong and Fitch, “Emotions in Criminological Theory”; Drum, “Lead: America’s Real Criminal Element.”
5. March 23: Emotions and Politics: Berezin, “Emotions and Political Identity”; Hochschild, “Strangers No Longer.”
6. March 25: Gender and Emotions: Schrock and Knop, “Gender and Emotions.”
7. March 30: Exam III.
8. April 1: Emotions and COVID: Steinert, “Corona and Value Change.”
9. April 6: Emotions and Religion: Smith, “Why Christianity Works.”
10. April 8: Emotions and Violence: Lange, *Killing Others*, 122-142.
11. April 13: Conclusion: No readings.