

SOCY 719: Sociology of Emotions

Fall 2016 • W 6:30-9:00PM • ASY 2115 (until 1101 is ready)

Professor: Long Doan
Office: ASY 4135

Email: longdoan@umd.edu
Office Hours: ter.ps/DoanOH

OVERVIEW: This course reviews the sociological literature on emotion. Because the study of emotions is inherently multi-disciplinary, we will also touch on psychological, anthropological, and organizational literatures on emotions. However, the primary focus will be on the prominent theories of the social causes and effects of emotions. The course will also review and assess the empirical evidence for these theoretical claims. Over the course of the semester, my goals for this course are:

- To give you familiarity with the major theories and schools of thought within the sociology of emotions
- Develop your skill to link theory and empirical research as it relates to emotions
- Guide you in formulating or furthering your own research within this domain

The major output of this course will be a final research paper or grant proposal. In addition, you will be expected to provide commentary and responses and to actively participate in class discussions about the readings.

REQUIRED TEXTS: Hochschild, Arlie R. 1983. *The Managed Heart*. Berkeley, CA: University of California Press.

Pierce, Jennifer L. 1995. *Gender Trials: Emotional Lives in Contemporary Law Firms*. Berkeley: University of California Press.

Stearns, Carol Z. and Peter N. Stearns. 1986. *Anger: The Struggle for Emotional Control in America's History*. Chicago: University of Chicago Press.

USEFUL TEXTS: These texts are useful and influential texts in the field, but are not required for the course. Several chapters from these texts will be scanned and available on the course ELMS site.

Heise, David R. 2007. *Expressive Order: Confirming Sentiments in Social Actions*. New York: Springer.

Kemper, Theodore D. 1990. *Research Agendas in the Sociology of Emotions*. Albany, NY: SUNY Press.

Stets, Jan E., and Jonathan H. Turner (Eds). 2006. *Handbook of the Sociology of Emotions*. New York: Springer.

Stets, Jan E., and Jonathan H. Turner (Eds). 2016. *Handbook of the Sociology of Emotions, Vol. II*. New York: Springer.

COURSE REQUIREMENTS: Students are expected to attend class, actively participate in class discussions, complete a final course paper, and review another student's final course paper. Readings and assignments for each day should be completed **before** class. Late submissions are not allowed. If exceptional circumstances should arise, you must consult with me at least one class period before a due date so that we can make alternative arrangements. Final grades will be based on the following components:

Commentaries and Responses (25%). Each week, two students will be assigned to each required reading as commentator and responder to the reading. Commentators will post their reflections on the reading to the course ELMS site by **Monday** at 5PM. Responders will take the role of the article author(s) and post their responses by **Tuesday** at 6:30PM. All class members will be responsible for having read the required readings as well as the commentaries and responses by class time on Wednesday.

Commentators and responders should spend no more than a few sentences summarizing the reading, but should focus their commentaries and responses on reflections about the theoretical framework, conceptual/definitional concerns, logical gaps or alternative explanations, empirical constraints and scope conditions, theoretical and practical implications, relations to other readings and perspectives, and/or future research questions.

It is *not* necessary to find faults in order to provide good comments. Likewise, it is *not* necessary to staunchly defend the reading to provide good responses. The goal is for commentators and responders to think through the arguments and/or findings and how they relate to other readings or ideas. Commentators should aim to provide constructive and substantive comments (e.g., complaints about the author's writing style is neither constructive nor substantive). Responders should take on the role of the author(s) and offer thoughtful replies and clarifications to comments. Responders may add their own personal thoughts about the readings *after* they have responded as the author(s). This is not necessary and should be distinguished from responses based on what the author(s) might say. Because there are no perfect papers, responses are good practice for reading with sympathy and trying to understand the author's intended meaning and goals.

Student-Led Discussions (15%). Attendance and active participation are, of course, required. We will begin each class with student-led discussions of the readings. Students assigned to be commentators and responses for a particular reading are to lead these discussions, based on their commentary-response exchanges. Other students should contribute to the discussion and raise follow-up questions and interpretations. After a short break, I will follow up with further background, theoretical context, and extensions of the readings.

Course Paper (50%). The bulk of your class grade will be based on a final course paper that uses ideas from the course as they relate to a topic of your choosing. The paper should be in the general format as an academic article (not including the results unless you already have data) or a proposal for a grant. I am open to other options, as long as they are relevant to the course. You should arrange to meet with me about your plans and turn in a one-page summary of the research question and plan for the paper by **September 21**. A working draft of your introduction is due **October 19**. A full draft of the paper should be ready for distribution to another class member and me by **November 16**. A final draft is due **December 16** by **5PM**. All requirements for the course paper should be uploaded to the course ELMS site.

Paper Review (10%). Each class member will be asked to write reviews of another class member's course paper in the style of a journal review. The reviews should comment on the strengths and weaknesses of the paper. In doing so, you should make constructive (and feasible) suggestions for revision. Authors of course papers should attempt to incorporate these suggestions to the best of their ability. Paper reviews are due the last day of class (**December 7**).

COURSE POLICIES:

Attendance: You are expected to attend every class. If you miss class, you are responsible for all materials covered and announcements made in class. If class is cancelled for any reason, that day's scheduled activities will occur the next time the class meets. I will inform you of changes made to the schedule if this were to occur.

Academic Integrity: Please review the Code of Academic Integrity at <http://president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>. Academic dishonesty will not be tolerated. Violations of the Code will result in a course grade of F. I will report these cases to the Office of Student Conduct.

Accommodations: Students with needs that might impact their ability to complete the requirements for this course in any way should inform me as soon as possible and provide any required documentation. I will do my best to

accommodate these requests. All requests for accommodations should be made by **September 14**.

Office Hours: I use an online booking system for scheduling office hours. This ensures that everyone is on the same page about meetings and prevents situations where you come when another student is already meeting with me. You can book an appointment at ter.ps/DoanOH. When booking your meeting, please include a brief summary of the purpose of the meeting. This helps me prepare for our meeting and keeps us on task. Meeting slots are 15 minutes, but feel free to book two consecutive slots if you think it will take us more than 15 minutes to discuss a particular issue. Longer meetings should be scheduled over email as to not impact availability for other students. If my posted timeslots do not work for your schedule, please send me an email to schedule a mutually convenient time.

COURSE OUTLINE: Note that this outline is subject to change based on everyone's interests. I will announce any deviations in class. Readings under each week's topic is to be completed before class. Each week also includes optional readings for enthusiasts.

Date	Topic/Readings	Assignments Due
W 8/31	Introduction to the Course	
	<p>Optional Readings: Thoits, Peggy A. 1989. "The Sociology of Emotions." <i>Annual Review of Sociology</i> 15:317–42.</p> <p>Stets, Jan E. 2012. "Current Emotion Research in Sociology: Advances in the Discipline." <i>Emotion Review</i> 4(3):326–34.</p> <p>Smith-Lovin, Lynn, and Peggy A. Thoits. 2014. "Introduction to the Special Section on the Sociology of Emotions." <i>Emotion Review</i> 6(3):187–88.</p>	
W 9/7	What is an Emotion?	
	<p>James, William. 1884. "What Is An Emotion?" <i>Mind</i> 9:188–205.</p> <p>Schachter, Stanley and Jerome E. Singer. 1962. "Cognitive, Social, and Physiological Determinants of Emotional State." <i>Psychological Review</i> 69(5):379–99.</p> <p>Ekman, Paul. 1992. "An Argument for Basic Emotions" <i>Cognition and Emotion</i> 6(3/4):169–200.</p>	

	<p>Scherer, Klaus R. 2005. "What Are Emotions? And How Can They Be Measured?" <i>Social Science Information</i> 44(4):695–729.</p> <p>Izard, Carroll E. 2010. "The Many Meanings/Aspects of Emotion: Definitions, Functions, Activation, and Regulation." <i>Emotion Review</i> 2(4):363–70.</p> <p>Ekman, Paul. 2016. "What Scientists Who Study Emotion Agree About." <i>Perspectives on Psychological Science</i> 11(1):31–34.</p> <p>Optional Readings:</p> <p>Ortony, Andrew, Gerald L. Clore, and Mark A. Foss. 1987. "The Referential Structure of the Affective Lexicon." <i>Cognitive Science</i> 11:341–64.</p> <p>Heise, David R. 2001. "Project Magellan: Collecting Cross-Cultural Affective Meanings Via the Internet." <i>Electronic Journal of Sociology</i> 5(3).</p> <p>Thoits, Peggy A. 2007. "Extending Scherer's Conception of Emotion." <i>Social Science Information</i> 46(3):429–33.</p> <p>Ekman, Paul and Daniel Cordaro. 2011. "What Is Meant by Calling Emotions Basic." <i>Emotion Review</i> 3(4):364–70.</p>
W 9/14	Social Construction of Emotions
	<p>Lofland, Lyn H. 1985. "The Social Shaping of Emotion: The Case of Grief." <i>Symbolic Interaction</i> 8(2):171–90.</p> <p>Kemper, Theodore D. 1987. "How Many Emotions Are There? Wedding the Social and the Autonomic Components." <i>American Journal of Sociology</i> 93(2):263–89.</p> <p>Denzin, Norman K. 1990. "On Understanding Emotion: The Interpretive-Cultural Agenda." Pp. 85–116 in <i>Research Agendas in the Sociology of Emotions</i>, edited by T.D. Kemper. Albany, NY: SUNY Press.</p> <p>Simon, Robin W., Donna Eder, and Cathy Evans. 1992. "The Development of Feeling Norms Underlying Romantic Love Among Adolescent Families." <i>Social Psychology Quarterly</i> 55(1):29–46.</p>

	<p>Doan, Long, Lisa R. Miller, and Annalise Loehr. 2015. "The Power of Love: The Role of Emotional Attributions and Standards in Heterosexuals' Perceptions of Lesbian and Gay Couples." <i>Social Forces</i> 94(1): 401–25.</p> <p>Optional Readings: Heise, David R. 2007. <i>Expressive Order: Confirming Sentiments in Social Actions</i>. New York: Springer.</p>	
W 9/21	Emotion and Culture	Final paper prospectus
	<p>Cancian, Francesca M. 1986. "The Feminization of Love." <i>Signs</i> 11(4):692–709.</p> <p>Stearns, Carol Z. and Peter N. Stearns. 1986. <i>Anger: The Struggle for Emotional Control in America's History</i>. Chicago: University of Chicago Press.</p> <p>MacKinnon, Neil J., and Leo J. Keating. 1989. "The Structure of Emotions: Canada-United States Comparisons." <i>Social Psychology Quarterly</i> 52(1):70–83.</p> <p>Optional Readings: Cancian, Francesca M. and Steven L. Gordon. 1988. "Changing Emotion Norms in Marriage: Love and Anger in US Women's Magazines Since 1990." <i>Gender & Society</i> 2(3):308–42.</p> <p>Scheff, Thomas J. 2011. <i>What's Love Got to Do with It? Emotions and Relationships in Pop Songs</i>. Boulder, CO: Paradigm Publishers.</p>	
W 9/28	Emotion Norms	
	<p>Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." <i>American Journal of Sociology</i> 85(3):551–75.</p> <p>Shott, Susan. 1979. "Emotion and Social Life: A Symbolic Interactionist Analysis." <i>American Journal of Sociology</i> 84(6):1317–34.</p> <p>Clark, Candace. 1987. "Sympathy Biography and Sympathy Margin." <i>American Journal of Sociology</i> 93(2):290.</p> <p>Heise, David R. and Cassandra Calhan. 1995. "Emotion Norms in Interpersonal Events." <i>Social Psychology Quarterly</i> 58(4):223–40.</p>	

	Thoits, Peggy A. 2001. "Emotion Norms, Emotion Work, and Social Order." Pp. 359–78 in <i>Feelings and Emotions: The Amsterdam Symposium</i> , edited by A. S. Manstead, N. Frijda, and A. Fischer. Cambridge: Cambridge University Press.
W 10/5	Emotion Management
	<p>Hochschild, Arlie R. 1983. <i>The Managed Heart</i>. Berkeley, CA: University of California Press.</p> <p>Lively, Kathryn J., and Emi A. Weed. 2014. "Emotion Management: Sociological Insight into What, How, Why, and to What End?" <i>Emotion Review</i> 6(3):202–7.</p> <p>Lively, Kathryn J., and Brian Powell. 2006. "Emotional Expression at Work and at Home: Domain, Status, or Individual Characteristics?" <i>Social Psychology Quarterly</i> 69(1):17–38.</p>
W 10/12	Emotional Labor
	<p>Pierce, Jennifer L. 1995. <i>Gender Trials: Emotional Lives in Contemporary Law Firms</i>. Berkeley: University of California Press.</p> <p>Sloan, Melissa M. 2008. "Emotion Management and Workplace Status: Consequences for Well-Being." <i>International Journal of Work Organisation and Emotion</i> 2(3):236.</p> <p>Pugliesi, Karen. 1999. "The Consequences of Emotional Labor: Effects on Work Stress, Job Satisfaction, and Well-Being." <i>Motivation and Emotion</i> 23(2):125–54.</p> <p>Wharton, Amy S. 1993. "The Affective Consequences of Service Work: Managing Emotions on the Job." <i>Work and Occupations</i> 20(2):205–32.</p> <p>Optional Readings:</p> <p>Lively, Kathryn J. 2000. Reciprocal emotion management: Working together to maintain stratification in private law firms. <i>Work and Occupations</i> 27: 32-63.</p> <p>Smith, Allen C. and Sherryl Kleinman. 1989. Managing emotions in medical school: Students' contacts with the living and the dead. <i>Social Psychology Quarterly</i> 52: 56-69.</p>

W 10/19	Emotion and the Self	Final paper introduction
	<p>Smith-Lovin, Lynn. 1990. "Emotion as the Confirmation and Disconfirmation of Identity: An Affect Control Model." Pp. 238–70 in <i>Research Agendas in the Sociology of Emotions</i>, edited by T.D. Kemper. Albany, NY: SUNY Press.</p> <p>Francis, Linda E. 1997. "Ideology and Interpersonal Emotion Management: Redefining Identity in Two Support Groups." <i>Social Psychology Quarterly</i> 60:153–71.</p> <p>Robinson, Dawn T., and Lynn Smith-Lovin. 1999. "Emotion Display as a Strategy for Identity Negotiation." <i>Motivation and Emotion</i> 23(2):73–104.</p> <p>Robinson, Dawn T., Lynn Smith-Lovin, and Olga Tsoudis. 1994. "Heinous Crime or Unfortunate Accident? The Effects of Remorse on Responses to Mock Criminal Confessions." <i>Social Forces</i> 73(1):175–90.</p> <p>Zhao, Jun, and Christabel L. Rogalin. 2016. "His Tears Matter More than Hers: Gender Differences in Emotional Display on Sentencing." Unpublished manuscript.</p> <p>Sloan, Melissa M. 2007. "The 'Real Self' and Inauthenticity: The Importance of Self-Concept Anchorage for Emotional Experiences in the Workplace." <i>Social Psychology Quarterly</i> 70: 305-18.</p> <p>Optional Readings:</p> <p>Robinson, Dawn T. 2014. "The Role of Cultural Meanings and Situated Interaction in Shaping Emotion." <i>Emotion Review</i> 6(3):189–95.</p> <p>Boyle, Kaitlin M., and Ashleigh E. McKinzie. 2015. "Resolving Negative Affect and Restoring Meaning: Responses to Deflection Produced by Unwanted Sexual Experiences." <i>Social Psychology Quarterly</i> 10(5):1–22.</p>	
W 10/26	Social Structure and Emotions	
	<p>Cahill, Spencer E. 1999. Emotional capital and professional socialization: The case of mortuary science students (and me). <i>Social Psychology Quarterly</i> 62:101-116.</p>	

	<p>Schieman, Scott. 2000. "Education and the Activation, Course, and Management of Anger." <i>Journal of Health and Social Behavior</i> 41(1):20–39.</p> <p>Schieman, Scott. 1999. "Age and Anger." <i>Journal of Health and Social Behavior</i> 40(3):273–89.</p> <p>Hallett, Tim. 2003. "Emotional Feedback and Amplification in Social Interaction." <i>The Sociological Quarterly</i> 44(4):705–726.</p> <p>Turner, Jonathan H. 2008. "Emotions and Social Structure: Toward a General Sociological Theory." Pp. 319–42 in <i>Social Structure and Emotion</i> edited by J. Clay-Warner and D.T. Robinson. San Diego: Academic Press.</p> <p>Optional Readings:</p> <p>Collins, Randall. 1990. "Stratification, emotional energy, and the transient emotions." Pp. 27-57 in <i>Research Agendas in the Sociology of Emotions</i> edited by T.D. Kemper. Albany, NY: SUNY Press.</p> <p>Barbalet, Jack M. 2001. <i>Emotion, Social Theory, and Social Structure: A Macrosociological Approach</i>. New York: Cambridge University Press.</p>
W 11/2	Gender, Family, and Emotions
	<p>Erickson, Rebecca J. 1993. "Reconceptualizing Family Work: The Effect of Emotion Work on Perceptions of Marital Quality." <i>Journal of Marriage and Family</i> 55(4):888–900.</p> <p>Kelly, Janice R., and Sarah L. Hutson-Comeaux. 2000. "The Appropriateness of Emotional Expression in Women and Men: The Double-Bind of Emotion." <i>Journal of Social Behavior & Personality</i> 15(4):516–28.</p> <p>Simon, Robin W., and Leda E. Nath. 2004. "Gender and Emotion in the United States: Do Men and Women Differ in Self-Reports of Feelings and Expressive Behavior?" <i>American Journal of Sociology</i> 109(5):1137–76.</p> <p>Simon, Robin W., and Kathryn Lively. 2010. "Sex, Anger and Depression." <i>Social Forces</i> 88(4):1543–68.</p>

	<p>Optional Readings: Shields, Stephanie A. 2002. <i>Speaking from the Heart: Gender and the Social Meaning of Emotion</i>. Cambridge: Cambridge University Press.</p> <p>Erickson, Rebecca J. 2005. "Why Emotion Work Matters: Sex, Gender, and the Division of Household Labor." <i>Journal of Marriage and Family</i> 67(2):337–51.</p> <p>Simon, Robin W. 2014. "Sociological Scholarship on Gender Differences in Emotion and Emotional Well-Being in the United States: A Snapshot of the Field." <i>Emotion Review</i> 6(3):196–201.</p>
W 11/9	Race, Class, and Emotions
	<p>Hugenberg, Kurt, and Galen V Bodenhausen. 2004. "Ambiguity in Social Categorization: The Role of Prejudice and Facial Affect in Race Categorization." <i>Psychological Science</i> 15(5):342–45.</p> <p>Mabry, J. Beth, and K. Jill Kiecolt. 2005. "Anger in Black and White: Race, Alienation, and Anger." <i>Journal of Health and Social Behavior</i> 46(1):85–101.</p> <p>Power, Cathleen A., Elizabeth R. Cole, and Barbara L. Fredrickson. 2011. "Poor Women and the Expression of Shame and Anger: The Price of Breaking Social Class Feeling Rules." <i>Feminism & Psychology</i> 21(2):179–97.</p> <p>Wingfield, Adia Harvey. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." <i>Social Problems</i> 57(2):251–68.</p> <p>Wilkins, Amy C. 2012. "Not Out to Start a Revolution': Race, Gender, and Emotional Restraint among Black University Men." <i>Journal of Contemporary Ethnography</i> 41(1):34–65.</p> <p>Jackson, Brandon A., and Adia Harvey Wingfield. 2013. "Getting Angry to Get Ahead: Black College Men, Emotional Performance, and Encouraging Respectable Masculinity." <i>Symbolic Interaction</i> 36(3):275–92.</p> <p>Optional Readings: Harlow, Roxanna. 2003. "'Race Doesn't Matter, But...': The Effect of Race on Professors' Experiences and Emotion Management in the Undergraduate College Classroom." <i>Social Psychology Quarterly</i> 66(4):348–63.</p>

	<p>Taylor, Tiffany, and Barbara J. Risman. 2006. "Doing Deference or Speaking Up: Deconstructing the Experience and Expression of Anger." <i>Race, Gender & Class</i> 13(3-4):60–80.</p> <p>Wingfield, Adia Harvey. 2007. "The Modern Mammy and the Angry Black Man: African American Professionals' Experiences with Gendered Racism in the Workplace." <i>Race, Gender & Class</i> 14(1-2):196–212.</p>	
W 11/16	Status, Power, and Emotions	Full draft of final paper
	<p>Ridgeway, Cecilia, and Cathryn Johnson. 1990. "What Is the Relationship Between Socioemotional Behavior and Status in Task Groups?" <i>American Journal of Sociology</i> 95(5):1189–1212.</p> <p>Lovaglia, Michael J., and Jeffrey A. Houser. 1996. "Emotional Reactions and Status in Groups." <i>American Sociological Review</i> 61(5):867–883.</p> <p>Robinson, Dawn T. and Lynn Smith-Lovin. 2001. "Getting a laugh: Gender, status, and humor in task discussion." <i>Social Forces</i> 80: 123-158.</p> <p>Collett, Jessica L., and Omar Lizardo. 2010. "Occupational Status and the Experience of Anger." <i>Social Forces</i> 88(5):2079–2104.</p> <p>Optional Readings: Doan, Long. 2012. "A Social Model of Persistent Mood States." <i>Social Psychology Quarterly</i> 75(3): 198–218.</p>	
W 11/23	• Thanksgiving Break • No Class •	
W 11/30	Organization, Group Processes, and Emotion	
	<p>Lovaglia, Michael J., Christabel L. Rogalin, Shane D. Soboroff, Christopher P. Kelley, Jeffrey W. Lucas. 2008. "Humor and the Effectiveness of Diverse Leaders." Pp. 21–35 in <i>Social Structure and Emotion</i> edited by J. Clay-Warner and D.T. Robinson. San Diego: Academic Press.</p> <p>Lawler, Edward J. 2001. "An Affect Theory of Social Exchange." <i>American Journal of Sociology</i> 107:321–352.</p>	

	<p>Molm, Linda D., Monica M. Whitham, and David Melamed. “Forms of Exchange and Integrative Bonds: Effects of History and Embeddedness.” <i>American Sociological Review</i> 77:141–65.</p> <p>Smith, Eliot R., Charles R. Seger, and Diane M. Mackie. 2007. “Can Emotions Be Truly Group Level? Evidence Regarding Four Conceptual Criteria.” <i>Journal of Personality and Social Psychology</i> 93(3):431–46.</p> <p>Johnson, Cathryn, Rebecca Ford, and Joanne Kaufman. 2000. “Emotional Reactions To Conflict: Do Dependence and Legitimacy Matter?” <i>Social Forces</i> 79:107-137.</p> <p>Hegtvedt, Karen A. 1990. “The Effects of Relationship Structure on Emotional Responses To Inequity.” <i>Social Psychology Quarterly</i> 53:214-228.</p> <p>Optional Readings:</p> <p>Lawler, Edward J., Shane R. Thye, and Jeongkoo Yoon. 2000. “Emotional and group cohesion in productive exchange.” <i>American Journal of Sociology</i> 106:616-657.</p> <p>Lawler, Edward J., Shane R. Thye, and Jeongkoo Yoon. 2010. <i>Social Commitments in a Depersonalized World</i>. New York: Sage.</p>	
W 12/7	Emotions and Social Change	Paper review
	<p>Jasper, James M. 2014. “Constructing Indignation: Anger Dynamics in Protest Movements.” <i>Emotion Review</i> 6(3):208–13.</p> <p>Britt, Lory, and David R. Heise. 2000. “From Shame to Pride in Identity Politics.” Pp. 252–68 in <i>Self, Identity, and Social Movements</i>, edited by S. Stryker, T.J. Owens, and R.W. White. Minneapolis, MN: University of Minnesota Press.</p> <p>Taylor, Verta. 2000. “Emotions and Identity in Women’s Self-Help Movements.” Pp. 271–99 in <i>Self, Identity, and Social Movements</i>, edited by S. Stryker, T.J. Owens, and R.W. White. Minneapolis, MN: University of Minnesota Press.</p> <p>Francis, Linda E. Candyce S. Berger, and Karina Kim. 2008. “Emotion and Inequality in Maternity Care: Anguish and Anger in Prenatal Services for the Poor.” Pp. 343–55 in <i>Social Structure and Emotion</i> edited by J. Clay-Warner and D.T. Robinson. San Diego: Academic Press.</p>	

Foy, Steven, Robert Freeland, Andrew Miles, Kimberly B. Rogers, and Lynn Smith-Lovin. 2014. "Emotions and Affect as Source, Outcome and Resistance to Inequality." Pp. 295–324 in *Handbook of the Social Psychology of Inequality*, edited by JD McLeod, EJ Lawler, and M Schwalbe. Springer Netherlands.

Optional Readings:

Hegtvedt, Karen A., Cathryn Johnson, Natasha M. Ganem. 2008. "It's Not Just What You Feel: Expressing Emotional Responses to the Injustice of Others." Pp. 203–26 in *Social Structure and Emotion* edited by J. Clay-Warner and D.T. Robinson. San Diego: Academic Press.

F 12/16

• Final Course Paper Due by 5PM •