Course Number: SOC6210H
Course Title: Political Sociology III: Political Emotions
Instructor: Zach Richer (zach.richer@utoronto.ca)
Office: Munk N318 (door says Filiz Kahraman; don’t believe everything you read)
Meeting Time: Thursdays 11:00-1:00 in Room 240
Course Website: Quercus

Course Description (W/ Goals and Outcomes)
Classical studies in political sociology have argued that politics is driven by interests and mediated by reason. Recent developments in diverse spheres of the political have provided social scientists cause to question these assumptions, with a broad range of disciplines demonstrating the ways that emotions—both private and public—shape political events, produce political coalitions, guide political decision-making, inform policy appraisals, and ignite social movements. This advanced seminar will analyze and synthesize these literatures with an eye towards investigating how political emotions matter for our ongoing research projects in political sociology.

Session Topics & Readings
No single subdiscipline within sociology claims dominion over emotional processes. We will read promiscuously as a result, crossing methodological and disciplinary boundaries. The intent, however, will be to synthesize an approach that can be applied to classical questions within political sociology, whether general (who decides who gets what?) or particular (the research questions animating your current projects). A given week will feature competing and complementary explorations of what emotions do in the resolution of political problems and will be accompanied by an article or chapter chosen from among our group of participants. In addition to the assigned readings you are responsible for having completed prior to each seminar meeting, I have supplied a lightly annotated reading list of potential supplementary readings that can link up with the themes of various weeks. You are encouraged to suggest additional material that contributes understanding to these topics and speaks to your research (or research interests) in political sociology.

Course Requirements: Component – Weight – Due Date

Attentive Participation – 10% – Ongoing
Your participation as speaker, listener, critic, and colleague are critical to the benefits we expect from a seminar. This requires evident familiarity with the assigned material and inclusive contributions to our discussion of it.
Discussion Leadership – 15% – Date to be Determined Collaboratively
As indicated above, it is the expectation that all of us will be active contributors to seminar discussions. Discussion leaders are not required to take on an outsize role, but rather to structure our conversation in two ways. First, by adding one relevant reading to the course syllabus in the week they are assigned as leader. It is recommended that this reading attach to their own goals and projects (whether professionally or personally) in some way. Second, discussion leaders will facilitate the broader conversation, using only as heavy a hand as is necessary to keep us working through relevant problems. Familiarity with the dialogue on the discussion board will be useful in this regard. Weeks will be determined collaboratively during our first session and chosen articles must be sent to the instructor at least ten days before they are assigned. Depending on the number of students in the seminar, we may need to assign co-presenters for some weeks. A list of potential readings is supplied below, however you are encouraged to select off-menu to suit your purposes.

Discussion Posts – 25% – Ongoing
“Discussion” here is meant literally—our aim is to make our analysis of course readings participatory and dialogic prior to meeting in class so that core themes and conflicting perspectives can channel our group discussions. Your role on the discussion board will thus alternate from week to week between posting a critical synthesis of the readings for the week and responding to one of your colleagues’ posts.

What is a critical synthesis, you ask? It is a close reading across the readings assigned for the week with the purpose of exposing and evaluating key areas of convergence or controversy. In other words, where do the readings agree and disagree, what might be left unresolved, and what is the agenda for political sociologists in relation to the week’s topic? Where do you come down on these issues? Obviously, this is no space to be comprehensive: Rather than to summarize all of the readings the purpose is to tease out arguments that arise out of reading this material in dialogue. Posts should be around 500 words and, to allow your colleagues to respond, be submitted no later than 24 hours prior to our class meeting (i.e. by 11:00 on Wednesdays).

And what is a response? Mostly, just that. It will depend on the substance of the post you are responding to. In general, this should be a constructive engagement with your colleague, whether by extending, refining, (gently!) contesting, or (substantively!) corroborating their approach. You must, however, be specific: Refer not only to your colleague’s post but to the readings themselves. Did you take something away from the readings that can contribute to the table-setting your colleague has provided? Do you think one author credibly answers a critique your colleague has levied? Response posts can be shorter, about 300 words. They are due an hour before class so we can have a chance to read them prior to the seminar (i.e. by 10:00 on Thursday).

After we have determined which date you will be leading discussion, you will be assigned to the group (A or B; see reading schedule below) that responds to one of your colleague’s posts. Each post is worth 2%; successfully completing all 12 posts entitles you to the 1% bonus because math.

Final Paper – 25% – April 13, 2023
The final paper is meant to integrate course material with your ongoing research interests and work
in progress. Depending on the stage of their own research and the relevance of course material to it, they may choose among three options for a 15-20 page paper: 1) A proposal for a research project or agenda in the field of political emotions; 2) A critical literature review on subject material relevant to an ongoing research project and an argument of how your data will contribute to the field; or 3) A broader literature review that aspires to the comprehensiveness of an annual review piece. Note: This does not mean you can just resubmit your practicum paper here! Regardless of which among the three options you choose, your bibliography should share a lot in common with the readings on the syllabus. It is to be a paper written for this course, though one that speaks to your research trajectory.

**Evaluation (including Penalty for Lateness Clause)**

Because the purpose of the weekly discussion posts is to jump-start our discussions prior to class, late submissions will not be accepted without documenting a situation beyond your control. Similarly, failure to attend seminar on the day you are assigned to serve as discussion leader will result in a forfeiture of points for this assignment unless your absence is excused. Your final paper begins accruing a 5%/day late penalty after April 23rd and will not be accepted after April 30th without a documented excuse.

**Academic Integrity Clause**

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university’s rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (Code of Behaviour on Academic Matters [July 1, 2019] | The Office of the Governing Council, Secretariat (utoronto.ca)) and Code of Student Conduct (http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Ouriginal for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal service are described on the https://act.utoronto.ca/pdt-change/ web site.
Accessiblity Services

It is the University of Toronto’s goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at http://www.studentlife.utoronto.ca/as, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, http://www.studentlife.utoronto.ca/hwc, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at http://equity.hrandequity.utoronto.ca.
**Course Schedule**

Week 1 (1/12) – Introduction, Orientation, and Discussion Leadership Assignments

Week 2 (1/19) – What Do Emotions Do? Philosophical Propositions (*Group A Posts; B Responds*)


Week 3 (1/26) – What Do Emotions Do? Sociological Processes (*Group B Posts; A Responds*)


Week 4 (2/2) – Emotions and Race 1: Feeling Dominant? (*Group A Posts; B Responds*)


Week 5 (2/9) – Emotions and Race 2: Ideological Processes (*Group B Posts; A Responds*)


Week 6 (2/16) – Emotions and Race 3: Assaults on Worth, Resistance, and Civil Repair (*Group A Posts; B Responds*)


**Reading Week (2/23) – No Class**

**Week 7 (3/2) – Emotions as Resistance: Movements (Group B Posts; A Responds)**


**Week 8 (3/9) – Emotions as Reception: Audiences (Group A Posts; B Responds)**


**Week 9 (3/16) – Emotions as Engagement: Discourse (Group B Posts; A Responds)**

Week 10 (3/23) – Emotions as Political Identity: Partisanship (Group A Posts; B Responds)


Week 11 (3/30) – Emotions and Attitudes: Resentment, Dessert, and Welfare (Group B Posts; A Responds)


Week 12 (4/6) – Emotions and Judgment: Law and Policy (Group A Posts; B Responds)

Other Resources:

*Tasting Notes*: Comparative historical research, pity and compassion
*Pairs Well With*: Weeks 2 and 11

*Tasting Notes*: The ecstatic, libidinal theater, bounded transgression
*Pairs Well With*: Weeks 2, 5, and 8

*Tasting Notes*: Legitimation, liberation, late capitalism and the social contract
*Pairs Well With*: Week 7

*Tasting Notes*: Civil repair, new social movements, identity framing
*Pairs Well With*: Weeks 6 and 7.

*Tasting Notes*: Attentional economies, spectacke, pity and denunciation, narrowing circles of concern
*Pairs Well With*: Weeks 2, 3, and 9.

*Tasting Notes*: Continental philosophy, pragmatism, social exchange, concept formation
*Pairs Well With*: Weeks 2 (esp. part 2) and 12 (esp. part 3)

*Tasting Notes*: Economies of worth, social appraisals (emotions only lightly sketched in here)
*Pairs Well With*: Weeks 3 and 11.

*Tasting Notes*: Philosophical taxonomies, liberal hypocritises, latter-day Lordeanism
*Pairs Well With*: Weeks 2, 4, 5, 6, and 7

*Tasting Notes*: Political ethnography, rural consciousness, anti-government sentiment
*Pairs Well With*: Weeks 10 and 11

*Tasting Notes*: Cognitive neuroscience, somatic marker theory, homeostasis and the body, no polities
*Pairs Well With*: Week 2

*Tasting Notes*: Earlier statement of above more focused on clinical work on neurological trauma cases
*Pairs Well With*: Week 2

*Tasting Notes:* Spinozism, continental philosophy’s equivalent of the capabilities approach

*Pairs Well With:* Week 2


*Tasting Notes:* Social psych equivalent of economies of worth, recognition, legal deservingness

*Pairs Well With:* Weeks 6, 7, and 11.


*Tasting Notes:* Reasonable accommodation, Indigeneity, treaty rights

*Pairs Well With:* Week 7


*Tasting Notes:* Intra-movement dynamics, sustaining activism and solidarity

*Pairs Well With:* Week 7.


*Tasting Notes:* Community, stuff white people like

*Pairs Well With:* Weeks 3 and 4.


*Tasting Notes:* Pre-Trump findings of affective polarization, opening salvo against ideological identity

*Pairs Well With:* Week 10.


*Tasting Notes:* FMM Robin’s book is far better; sneaky best chapter here is the one on progressives

*Pairs Well With:* Weeks 8 and 10


*Tasting Notes:* Intellectual history, rise of market logic, twist on disenchantment theory

*Pairs Well With:* Week 2


*Tasting Notes:* Feeling rules, emotional labour, plus general emotion theory in appendices

*Pairs Well With:* Weeks 3 and 11


*Tasting Notes:* Cognitive psychology, moral reasoning, group processes, rhetoric

*Pairs Well With:* Weeks 2, 8 and 10.


*Tasting Notes:* Political romanticism, purifying violence, possibility

*Pairs Well With:* Week 7.
*Tasting Notes*: Moral panic about commitment, online dating, and hook-up “markets”
*Pairs Well With*: Week 9

*Tasting Notes*: Relational processes, misrecognition, annoying conflation of emotion and affect
*Pairs Well With*: Weeks 4, 5, and 6

*Tasting Notes*: Contentious politics, moral protest, cultural processes
*Pairs Well With*: Weeks 7 and 8

*Tasting Notes*: An updated and expanded (though diluted) treatment of above
*Pairs Well With*: Weeks 7 and 8

*Tasting Notes*: I bet you all can guess…
*Pairs Well With*: Week 10

*Tasting Notes*: Moral reasoning, mobilizing emotions in law (See Miller)
*Pairs Well With*: Week 12

*Tasting Notes*: Institutionalism, procedural justice, victim-skepticism
*Pairs Well With*: Week 12

*Tasting Notes*: General social processes, ethnographic methods; (politics must be inferred)
*Pairs Well With*: Week 3: emotions of anger (Ch. 1), shame (Ch. 3), and criminal procedure (Ch. 6)

*Tasting Notes*: Interaction, deliberation, and group processes
*Pairs Well With*: Weeks 3, 9, and 12.

*Tasting Notes*: Discourse analysis, parliamentary debate, Canada
*Pairs Well With*: Weeks 4 and 12.

*Tasting Notes*: Moral regulation, animality, literary methods in law (YMMV, so check Kahan)
*Pairs Well With*: Week 12

*Tasting Notes*: Bourdieusianisms, boundary formation, social exclusion, anti-anti-semitism
*Pairs Well With*: Weeks 5 and 6

*Tasting Notes*: Democratic legitimacy, perspective-taking, political psychological methods
*Pairs Well With*: Weeks 8 and 10


(esp. pages 1-33, 62-77, 161-175).

*Tasting Notes*: Materiality, affect, Turkish Cyprus, vibes
*Pairs Well With*: Weeks 5 and 12


*Tasting Notes*: Cultural schemas, comparative performance, emotional rhetoric
*Pairs Well With*: Weeks 3 and 10


*Tasting Notes*: Group processes, instrumental versus value rationality, deliberation
*Pairs Well With*: Weeks 2, 8, and 9


*Tasting Notes*: Analytic philosophy, theories of embodiment, non-cognitive appraisals, William James
*Pairs Well With*: Week 2


*Tasting Notes*: Intellectual history (Hobbes/Montesquieu/Tocqueville/Arendt), war on terror
*Pairs Well With*: Weeks 8, 9, and 12


*Tasting Notes*: Intellectual history, adventurism, could be called “The Reactionary Heart”
*Pairs Well With*: Weeks 4, 10, and 12


*Tasting Notes*: Group processes, mock jury deliberation, judgment
*Pairs Well With*: Week 12


*Tasting Notes*: Intellectual history, occasions, basically a critique of what Horvat wrote a century later
*Pairs Well With*: Week 2


*Tasting Notes*: Movement maintenance and solidarity, emotional framing
*Pairs Well With*: Week 7


*Tasting Notes*: Ontological binaries (in cultural analysis, not of identity)
*Pairs Well With*: Weeks 6, 7, 9, and 12
*Tasting Notes*: Emotional dispositions, spatiotemporalities, processing mode theories, vibes
*Pairs Well With*: Week 3

*Tasting Notes*: Political psychology, elites, how political scientists study charisma
*Pairs Well With*: Week 8, 9, 10

*Tasting Notes*: Contentious politics, cultural repertoires, movement solidarity
*Pairs Well With*: Week 7

*Tasting Notes*: OG queer theory; reclaiming from shaming; libertarianism
*Pairs Well With*: Weeks 5, 6, and 7

*Tasting Notes*: Religious community, self-reliance, definitely sailed right over the empathy wall
*Pairs Well With*: Weeks 10 and 11