



Sociology UNIVERSITY OF TORONTO

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.vicereprovoststudents.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.

Accessibility 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*)

- Nussbaum, M. C. (2003). *Upheavals of thought: The intelligence of emotions*. Cambridge University Press. Pages 19-88.
- Aristotle (Waterfield translation 2018). *The art of rhetoric*. Oxford World's Classics. Book 2: Sections 1-11. Pages 60-87 in Waterfield.
- Thrift, N. (2004). Intensities of feeling: Towards a spatial politics of affect. *Geografiska Annaler: Series B, Human Geography*, 86(1), 57-78.

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

- Massey, D. S. (2002). A brief history of human society: The origin and role of emotion in social life. *American sociological review*, 67(1), 1-29.
- Collins, R. (2014). *Interaction Ritual Chains*. Princeton University Press. Pages 47-53 and 102-220 *passim*.
- Williams, R. (2001). *The long revolution*. Broadview Press. Pages 61-94.

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

- Bonilla-Silva, E. (2019). Feeling race: Theorizing the racial economy of emotions. *American Sociological Review*, 84(1), 1-25.
- Ahmed, S. (2006). “The Orient and Other Others” in *Queer Phenomenology: Orientations, objects, others*. Duke University Press. Pages 109-156.
- Simi, P., Blee, K., DeMichele, M., & Windisch, S. (2017). Addicted to hate: Identity residual among former white supremacists. *American Sociological Review*, 82(6), 1167-1187.
- Wingfield, A. H. (2010). Are some emotions marked "whites only"? Racialized feeling rules in professional workplaces. *Social Problems*, 57(2), 251-268.

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

- Ahmed, S. (2010). The promise of happiness. In *The Promise of Happiness*. Duke University Press. Pages 1-17, 160-223.
- Brown, W. (2009). Regulating aversion. In *Regulating aversion*. Princeton University Press. Pages 1-47.
- Bell, J. M., & Hartmann, D. (2007). Diversity in everyday discourse: The cultural ambiguities and consequences of “happy talk”. *American Sociological Review*, 72(6), 895-914.

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

- Lorde, A. (2012). “The Uses of Anger: Women Responding to Racism” and “Uses of the Erotic: The Erotic as Power” in *Sister outsider: Essays and speeches*. Crossing Press. Pages 124-133, 53-59.

- Lamont, M., Silva, G. M., Welburn, J., Guetzkow, J., Mizrahi, N., Herzog, H., & Reis, E. (2016). *Getting Respect: Responding to stigma and discrimination in the United States, Israel, and Brazil*. Princeton University Press. Pages 1-11, 27-31, 59-121.
- Alexander, J. C. (2006). *The civil sphere*. Oxford University Press. Pages 53-67, plus one or both of the following: 409-457 and/or 228-234, 293-316.

Reading Week (2/23) – No Class

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

- Gould, D. B. (2009). *Moving politics: Emotion and ACT UP's fight against AIDS*. University of Chicago Press. Pages TBA.
- Chua, L. J. (2018). *The politics of love in Myanmar: LGBT mobilization and human rights as a way of life*. Stanford University Press. Pages 41-89.
- Bruce, K. M. (2013). LGBT Pride as a cultural protest tactic in a southern city. *Journal of Contemporary Ethnography*, 42(5), 608-635, *passim*.

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

- Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108(4), 814–834
- Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, 96(5), 1029–1046.
- Feinberg, M., Willer, R., & Kovacheff, C. (2020). The activist's dilemma: Extreme protest actions reduce popular support for social movements. *Journal of personality and social psychology*, 119(5), 1086.
- Wasow, O. (2020). Agenda seeding: How 1960s black protests moved elites, public opinion and voting. *American Political Science Review*, 114(3), 638-659.
- Manekin, D., & Mitts, T. (2022). Effective for whom? Ethnic identity and nonviolent resistance. *American Political Science Review*, 116(1), 161-180.

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

- Paxton, P., Velasco, K., & Ressler, R. W. (2020). Does use of emotion increase donations and volunteers for nonprofits?. *American Sociological Review*, 85(6), 1051-1083.
- Bail, C. A., Brown, T. W., & Mann, M. (2017). Channeling hearts and minds: Advocacy organizations, cognitive-emotional currents, and public conversation. *American Sociological Review*, 82(6), 1188-1213.
- Bail, C. A. (2012). The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks. *American Sociological Review*, 77(6), 855-879.
- Karell, D., & Agrawal, A. (2022). Small town propaganda: The content and emotions of politicized digital local news in the United States. *Poetics*, 92: 1-10.

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

- Reed, I. A. (2013). Charismatic performance: A study of Bacon's rebellion. *American Journal of Cultural Sociology*, 1(2), 254-287.
- Dias, N., & Lelkes, Y. (2022). The nature of affective polarization: Disentangling policy disagreement from partisan identity. *American Journal of Political Science*, 66(3), 775-790.
- Simas, E. N., Clifford, S., & Kirkland, J. H. (2020). How empathic concern fuels political polarization. *American Political Science Review*, 114(1), 258-269.
- Kane, J. V., Mason, L., & Wronski, J. (2021). Who's at the party? Group sentiments, knowledge, and partisan identity. *The Journal of Politics*, 83(4), 1783-1799.
- Huddy, L., Mason, L., & Aarøe, L. (2015). Expressive partisanship: Campaign involvement, political emotion, and partisan identity. *American Political Science Review*, 109(1), 1-17.

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

- Banks, A. J., & Valentino, N. A. (2012). Emotional substrates of white racial attitudes. *American Journal of Political Science*, 56(2), 286-297.
- Hochschild, A. R. (2018). *Strangers in their own land: Anger and mourning on the American right*. The New Press. Pages 3-23, 207-220, 99-115, 135-151, 221-230
- Dauber, M. L. (2013). *The sympathetic state: Disaster relief and the origins of the American welfare state*. University of Chicago Press. Pages 11-16, 35-52, 79-126.

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

- Lynch, M. (2002). Pedophiles and cyber-predators as contaminating forces: The language of disgust, pollution, and boundary invasions in federal debates on sex offender legislation. *Law & Social Inquiry*, 27(3), 529-557.
- Lynch and Haney (2015). "Emotion, Authority, and Death: (Raced) Negotiations in Mock Capital Jury Deliberations." *Law & Society Review*, Vol. 40(2): 377-405.
- Maroney, T. A. (2011). The persistent cultural script of judicial dispassion. *Calif. L. Rev.*, 99, 629-681.
- Young and Chimowitz (2021). "How Parole Boards Judge Remorse: Relational Legal Consciousness and the Reproduction of Carceral Logic." *Law & Society Review*, Vol. 56(2): 237-260

Other Resources:

Arendt, H. (2006). *On revolution*. Penguin. (esp. chapter 2 and maybe 3)

Tasting Notes: Comparative historical research, pity and compassion

Pairs Well With: Weeks 2 and 11

Bakhtin, M. (2004). *Rabelais and his World*. Indiana University Press.

Tasting Notes: The ecstatic, libidinal theater, bounded transgression

Pairs Well With: Weeks 2, 5, and 8

Benski, Tova, and Lauren Langman (2013). "The Effects of Affects: The Place of Emotions in the Mobilizations of 2011." *Current Sociology* 61, no. 4: 525–40.

Tasting Notes: Legitimation, liberation, late capitalism and the social contract

Pairs Well With: Week 7

Bernstein, M. (1997). "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103, no. 3: 531–65.

Tasting Notes: Civil repair, new social movements, identity framing

Pairs Well With: Weeks 6 and 7.

Boltanski, L. (1999). *Distant suffering: Morality, media and politics*. Cambridge University Press.

Tasting Notes: Attentional economies, spectacle, pity and denunciation, narrowing circles of concern

Pairs Well With: Weeks 2, 3, and 9.

Boltanski, L. (2012). *Love and justice as competences*. Polity.

Tasting Notes: Continental philosophy, pragmatism, social exchange, concept formation

Pairs Well With: Weeks 2 (esp. part 2) and 12 (esp. part 3)

Boltanski, L., & Thévenot, L. (2000). The reality of moral expectations: A sociology of situated judgement. *Philosophical explorations*, 3(3), 208-231.

Tasting Notes: Economies of worth, social appraisals (emotions only lightly sketched in here)

Pairs Well With: Weeks 3 and 11.

Cherry, M. (2021). *The case for rage: Why anger is essential to anti-racist struggle*. Oxford University Press.

Tasting Notes: Philosophical taxonomies, liberal hypocrisies, latter-day Lordeanism

Pairs Well With: Weeks 2, 4, 5, 6, and 7

Cramer, K. J. (2016). *The politics of resentment: Rural consciousness in Wisconsin and the rise of Scott Walker*. University of Chicago Press.

Tasting Notes: Political ethnography, rural consciousness, anti-government sentiment

Pairs Well With: Weeks 10 and 11

Damasio, A. R. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. Houghton Mifflin Harcourt (esp. pages 137-179).

Tasting Notes: Cognitive neuroscience, somatic marker theory, homeostasis and the body, no politics

Pairs Well With: Week 2

Damasio, A. R. (2006). *Descartes' error*. Random House. (esp. pages 127-164, 173-175)

Tasting Notes: Earlier statement of above more focused on clinical work on neurological trauma cases

Pairs Well With: Week 2

Deleuze, G. (1978). Gilles Deleuze, lecture transcripts on Spinoza's concept of affect. *Lecture, Les Cours Vincennes, Paris*.

Tasting Notes: Spinozism, continental philosophy's equivalent of the capabilities approach
Pairs Well With: Week 2

Doan, L., Miller, L. R., & Loehr, A. (2015). The Power of Love: The Role of Emotional Attributions and Standards in Heterosexuals' Attitudes toward Lesbian and Gay Couples. *Social Forces*, 94(1), 401-425.

Tasting Notes: Social psych equivalent of economies of worth, recognition, legal deservingness
Pairs Well With: Weeks 6, 7, and 11.

Dudas, J. R. (2008). *The cultivation of resentment: Treaty rights and the new right*. Stanford University Press.

Tasting Notes: Reasonable accommodation, Indigeneity, treaty rights
Pairs Well With: Week 7

Effler, E. S. (2010). *Laughing saints and righteous heroes: Emotional rhythms in social movement groups*. University of Chicago Press

Tasting Notes: Intra-movement dynamics, sustaining activism and solidarity
Pairs Well With: Week 7.

Fine, G. A., & Corte, U. (2017). Group pleasures: Collaborative commitments, shared narrative, and the sociology of fun. *Sociological Theory*, 35(1), 64-86.

Tasting Notes: Community, stuff white people like
Pairs Well With: Weeks 3 and 4.

Iyengar, S., Sood, G., & Lelkes, Y. (2012). Affect, not ideology: a social identity perspective on polarization. *Public opinion quarterly*, 76(3), 405-431.

Tasting Notes: Pre-Trump findings of affective polarization, opening salvo against ideological identity
Pairs Well With: Week 10.

Hirschman, A. O. (1991). *The rhetoric of reaction: perversity, futility, jeopardy*. Harvard University Press.

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

Hirschman, A. O. (1997). *The passions and the interests: Political arguments for capitalism before its triumph*. Greenwood Publishing Group.

Tasting Notes: Intellectual history, rise of market logic, twist on disenchantment theory
Pairs Well With: Week 2

Hochschild, AR (1985). *The managed heart: the commercialization of human feeling*.

Tasting Notes: Feeling rules, emotional labour, plus general emotion theory in appendices
Pairs Well With: Weeks 3 and 11

Horberg, E. J., Oveis, C., & Keltner, D. (2011). Emotions as moral amplifiers: An appraisal tendency approach to the influences of distinct emotions upon moral judgment. *Emotion Review*, 3(3), 237-244

Tasting Notes: Cognitive psychology, moral reasoning, group processes, rhetoric
Pairs Well With: Weeks 2, 8 and 10.

Horvat, S. (2016). *The radicality of love*. John Wiley & Sons.

Tasting Notes: Political romanticism, purifying violence, possibility
Pairs Well With: Week 7.

- Illouz, E. (2012). *Why love hurts: A sociological explanation*. Polity.
Tasting Notes: Moral panic about commitment, online dating, and hook-up “markets”
Pairs Well With: Week 9
- Ioanide, P. (2015). The emotional politics of racism. In *The Emotional Politics of Racism*. Stanford University Press.
Tasting Notes: Relational processes, misrecognition, annoying conflation of emotion and affect
Pairs Well With: Weeks 4, 5, and 6
- Jasper, J. M. (1998). The emotions of protest: Affective and reactive emotions in and around social movements. *Sociological forum* (Vol. 13, No. 3, pp. 397-424).
Tasting Notes: Contentious politics, moral protest, cultural processes
Pairs Well With: Weeks 7 and 8
- Jasper, J. M. (2018). *The emotions of protest*. University of Chicago Press.
Tasting Notes: An updated and expanded (though diluted) treatment of above
Pairs Well With: Weeks 7 and 8
- Joose, P. (2018). Countering Trump: Toward a theory of charismatic counter-roles. *Social Forces*, 97(2), 921-944.
Tasting Notes: I bet you all can guess...
Pairs Well With: Week 10
- Kahan, Daniel (1998). "'The Anatomy of Disgust' in Criminal Law." *Michigan Law Review* Vol. 96(6): 1621-1657
Tasting Notes: Moral reasoning, mobilizing emotions in law (See Miller)
Pairs Well With: Week 12
- Karstedt, Susan (2002). "Emotions and Criminal Justice." *Theoretical Criminology*, Vol. 6(3): 299-317
Tasting Notes: Institutionalism, procedural justice, victim-skepticism
Pairs Well With: Week 12
- Katz, J. (1999). *How emotions work*. University of Chicago Press.
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)
- Lawler, E. J. (2001). An affect theory of social exchange. *American journal of sociology*, 107(2), 321-352.
Tasting Notes: Interaction, deliberation, and group processes
Pairs Well With: Weeks 3, 9, and 12.
- Lunny, A. M. (2017). *Debating hate crime: Language, legislatures, and the law in Canada*. UBC Press.
Tasting Notes: Discourse analysis, parliamentary debate, Canada
Pairs Well With: Weeks 4 and 12.
- Miller, W. I. (1998). *The anatomy of disgust*. Harvard University Press.
Tasting Notes: Moral regulation, animality, literary methods in law (YMMV, so check Kahan)
Pairs Well With: Week 12
- Moon, Dawn. (2013). “Powerful Emotions: Symbolic Power and the (Productive and Punitive) Force of Collective Feeling.” *Theory and Society*, 42(3): 261-294.
Tasting Notes: Bourdieusianisms, boundary formation, social exclusion, anti-anti-semitism
Pairs Well With: Weeks 5 and 6

- Morrell, M. E. (2010). *Empathy and democracy: Feeling, thinking, and deliberation*. Penn State Press.
Tasting Notes: Democratic legitimacy, perspective-taking, political psychological methods
Pairs Well With: Weeks 8 and 10
- Navaro, Y. (2012). *The make-believe space: affective geography in a postwar polity*. Duke University Press.
 (esp. pages 1-33, 62-77, 161-175).
Tasting Notes: Materiality, affect, Turkish Cyprus, vibes
Pairs Well With: Weeks 5 and 12
- Ng, K. H., & Kidder, J. L. (2010). Toward a theory of emotive performance: With lessons from how politicians do anger. *Sociological Theory*, 28(2), 193-214
Tasting Notes: Cultural schemas, comparative performance, emotional rhetoric
Pairs Well With: Weeks 3 and 10
- Polletta, F., & Lee, J. (2006). Is telling stories good for democracy? Rhetoric in public deliberation after 9/11. *American sociological review*, 71(5), 699-721.
Tasting Notes: Group processes, instrumental versus value rationality, deliberation
Pairs Well With: Weeks 2, 8, and 9
- Prinz, J. J. (2004). *Gut reactions: A perceptual theory of emotion*. Oxford University Press. (Esp. pages 52-78)
Tasting Notes: Analytic philosophy, theories of embodiment, non-cognitive appraisals, William James
Pairs Well With: Week 2
- Robin, C. (2004). *Fear: The history of a political idea*. Oxford University Press.
Tasting Notes: Intellectual history (Hobbes/Montesquieu/Tocqueville/Arendt), war on terror
Pairs Well With: Weeks 8, 9, and 12
- Robin, C. (2018). *The reactionary mind: conservatism from Edmund Burke to Donald Trump*. Oxford University Press.
Tasting Notes: Intellectual history, adventurism, could be called “The Reactionary Heart”
Pairs Well With: Weeks 4, 10, and 12
- Salerno, J. M., & Peter-Hagene, L. C. (2015). One angry woman: Anger expression increases influence for men, but decreases influence for women, during group deliberation. *Law and human behavior*, 39(6), 581.
Tasting Notes: Group processes, mock jury deliberation, judgment
Pairs Well With: Week 12
- Schmitt, C. (2017). *Political romanticism*. Routledge.
Tasting Notes: Intellectual history, occasions, basically a critique of what Horvat wrote a century later
Pairs Well With: Week 2
- Schrock, D., Holden, D., & Reid, L. (2004). Creating emotional resonance: Interpersonal emotion work and motivational framing in a transgender community. *Social Problems*, 51(1), 61-81.
Tasting Notes: Movement maintenance and solidarity, emotional framing
Pairs Well With: Week 7
- Seidman, S. (2013). Defilement and disgust: Theorizing the other. *American Journal of Cultural Sociology*, 1(1), 3-25.
Tasting Notes: Ontological binaries (in cultural analysis, not of identity)
Pairs Well With: Weeks 6, 7, 9, and 12

Silver, D. (2011). The moodiness of action. *Sociological Theory*, 29(3), 199-222.

Tasting Notes: Emotional dispositions, spatiotemporalities, processing mode theories, vibes

Pairs Well With: Week 3

Stapleton, C. E., & Dawkins, R. (2021). Catching my anger: How political elites create angrier citizens. *Political Research Quarterly*.

Tasting Notes: Political psychology, elites, how political scientists study charisma

Pairs Well With: Week 8, 9, 10

Taylor, V., Kimport, K., Van Dyke, N., & Andersen, E. A. (2009). Culture and mobilization: Tactical repertoires, same-sex weddings, and the impact on gay activism. *American Sociological Review*, 74(6), 865-890.

Tasting Notes: Contentious politics, cultural repertoires, movement solidarity

Pairs Well With: Week 7

Warner, M. (2000). *The trouble with normal: Sex, politics, and the ethics of queer life*. Harvard University Press.

Tasting Notes: OG queer theory; reclaiming from shaming; libertarianism

Pairs Well With: Weeks 5, 6, and 7

Wuthnow, R. (2018). *The Left Behind: Decline and Rage in Small-Town America*. Princeton University Press.

Tasting Notes: Religious community, self-reliance, definitely sailed right over the empathy wall

Pairs Well With: Weeks 10 and 11