

**Sociology 190.4**  
**Feeling Inequity: Emotion, Culture, and Power in Society**  
**University of California, Berkeley**  
**Spring 2022**  
Seminar: Mondays, 12-2 p.m.

Instructor: Sarah Payne (she/her/hers)  
E-mail: [spayne@berkeley.edu](mailto:spayne@berkeley.edu)

Office Hours: Mondays, 3:45-5:45 p.m.  
Sign up: <https://calendly.com/spayne-berkeley/15min>  
Location: Social Sciences Building, Rm. 104

### **Course Description**

What is emotion, and what does it do? How is it shaped by society, and how does it shape society in turn? And what does studying emotion from a sociological perspective help us understand about power and inequity? This course approaches the sociology of emotion through an investigation of emotion's relationships with culture and domination. We will review foundational theories in the sociology of emotion, examine tools sociologists use to study emotion, and consider challenges that can arise in doing so. We will explore the relationship between power and emotion by considering emotion in various social contexts. Finally, we will turn our attention to how sociological approaches can help us understand contemporary discourses of emotion, such as that surrounding trauma.

As a 190 capstone seminar, this course is also designed to instruct and support participants in the planning, conduct, and presentation of small-scale, original research or an original research synthesis.

The course is therefore organized around four fundamental questions:

- What is emotion, how is it sociological, and how may it be studied sociologically?
- What is the relationship between emotion and power in society?
- How can we use sociological approaches to understand contemporary emotion discourses?
- What can we contribute to the sociology of emotion as researchers?

### **Course Objectives**

Together, we will:

- Foster critical reading, thought, writing, and discussion
- Practice developing, discussing, and presenting original work in a community of colleagues
- Create original research or an original research synthesis
- Facilitate collective inquiry around the sociology of emotion

### **Required Readings**

Unless otherwise noted, all readings are available electronically on bCourses. The syllabus lays out between 30 and 75 pages of required readings per week; the amount will vary. Please plan accordingly. Weeks with fewer pages may indicate more difficult texts that will benefit from multiple readings. Required texts are listed immediately below each week number and theme. Below them often appears a list of “Recommended” readings. I do not expect you to read all or even some of these; they are intended to serve as a resource should you have further interest or need to draw on additional scholarship in areas related to your research project. Recommended readings are therefore not included on bCourses (but are available through the library) and will not be directly discussed in seminar.

### **Attendance**

Attending class is important for you but also for me, for your classmates, and for the insights we can generate together – especially since our seminar meets just once per week.

I will circulate an attendance sign in sheet at the beginning of each class; it is your responsibility to make sure you mark yourself present. You may be absent a maximum of *one* time. Use this absence wisely; do not e-mail me asking to be “excused.” If you think you will be missing more class than this for a legitimate reason, please talk to me as early as you can in the semester. If you must miss a class meeting, it is your responsibility to make up missing materials. Your final grade will fall 1% for each additional absence after the first one.

### **Covid-19**

This semester, it is imperative that we all help keep each other safe and healthy. When we are in class together, I expect us all to comply with campus guidelines regarding face-coverings. **If you have any [covid-19 symptoms](#) or have recently tested positive for covid-19, please stay home, [get tested](#), take care of yourself, and inform me of your absence.** Covid-related absences will not negatively impact your grade. Of course, this policy operates on the honor system.

We must also be prepared to return to remote learning should circumstances necessitate.

### **Timeliness**

Out of respect for our shared work, please be on time to class. Discussion will begin promptly at 12:10 p.m. (i.e. Berkeley time). If you arrive late and miss the attendance sign-in, please check in with me at the end of class to mark yourself present.

### **Technology**

So that we are all able to be focused on the material and task at hand, I request that we all – myself included – refrain from using wifi-connected devices during class. Generally, this means refraining from using cell phones, laptops, and tablets during class. If you require assistive technology per an accommodation letter, please let me know ASAP and I will work with you to make sure your learning needs are met. If an emergency arises and you need to, for instance, have your phone accessible, please let me know before class begins. To facilitate discussion, no audio recording is permitted without my permission and the consent of the class.

### **Course Requirements & Assessment**

- Seminar preparation and participation (15% of final grade)
  - Learning in this class is collaborative; therefore, I require that you find ways to help both yourself *and* your classmates learn, through posing or answering questions in class, leading group work activities, or proposing or suggesting materials to me to bring into our discussions. Coming to office hours can boost your grade, but unless you have a specific accommodation that we have discussed, you should assume that *you cannot pass the participation part of the course without participating in class*
  - To be an active participant in section, you need to have the text! Please let me know if this is a hardship for you. If you repeatedly do not bring the texts to class, I may mark you as absent.
  - *What participation looks like will vary week to week.* Pay close attention to bCourses announcements and in-class instructions. In general, participation means attending seminar, preparing for it by critically reading, annotating your text, and engaging in in-class discussion and activities.
- Weekly reading responses (150-200 words each) (20%)
  - Reading responses are due on bCourses by **8 p.m. on Sundays**.
  - You must submit 8 reading responses over the course of the semester. It is up to you to choose when and you do not need to notify me if you are skipping. Relatedly, late responses will not be accepted.
  - Each response should address the following three sets of questions:
    1. What is the argument of each reading? What evidence do the authors marshal to argue it? The basic, overall format of this section should be approximately: “AUTHOR argues X, Y, and Z. They do this by showing A, B, and C.” You might also address how you see the texts relating to each other. The majority of your word count should be allocated here (at least 100 words).
    2. What about these readings was most exciting/interesting/surprising to you? Why?
    3. What questions or critiques come up for you? Why?
- Five written assignments in preparation for your final paper (30%)
  - Assignment #1: Research question and motivation, due **Monday, Feb. 7, 12 p.m.**
  - Assignment #2: Data & methods, due **Monday, Feb. 14, 12 p.m.**
  - Assignment #3: Literature review, due **Monday, Mar. 14, 12 p.m.**
  - Assignment #4: Results, due **Monday, Apr. 4, 12 p.m.**
  - Assignment #5: Discussion, due **Monday, Apr. 18, 12 p.m.**
  - When submitting assignments electronically, it is your responsibility to ensure that the file uploads properly and is legible or uncorrupted. Because I cannot fairly adjudicate cases of improperly uploaded or unreadable files, all such assignments will be treated as missing/late after the deadline.
- Final presentation (5 minutes, 8-10 slides) (10%)
  - Presented in class on **Monday, April 25, 12 p.m.**
- Final paper (15-20 pages double-spaced, 1” margins, 12 pt Times New Roman font) (25%)
  - Due **Monday, May 9, 11:59 p.m.**
  - Use ASA citation standards, which can be found here: [https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)

### **Late Assignments**

You will turn in five written assignments in preparation for your final paper and a final paper. Late work will be docked one third of a letter grade per day (e.g., A to A-, B+ to B, etc.). Extensions will be *considered* on a case-by-case basis, but only if requested *before* the due date.

### **Academic Integrity**

Please read and familiarize yourself with UC Berkeley's Code of Student Conduct regarding academic dishonesty: <http://students.berkeley.edu/osl/sja.asp?id=1143>. Note that plagiarism is not limited to copying an entire paper. Using quotes without properly citing them or using ideas without acknowledging their source also constitute plagiarism. Any form of cheating or plagiarism will lead to disciplinary action. If you are confused about this, please come to office hours and I will happily review some examples with you.

### **Grievances**

If you wish to contest a grade, please do the following. First, wait 48 hours, and review the feedback I provided. Giving feedback time to sink in can often lead to greater understanding. If you still wish to contest the grade, you can see me during office hours with a statement explaining why your grade should be re-evaluated, which we will discuss. If I re-grade your assignment, please note that this process may raise *or lower* your grade.

### **Communication**

Please do not ask substantive questions about course content via email; office hours meetings are the more appropriate places to effectively address that kind of question. Email is great for logistical or procedural questions. Please allow up to 24 hours for my response on weekdays and up to 48 hours on weekends or during breaks. Our communication should be based on giving one another the benefit of the doubt—that you are doing your best in the class, and I am doing my best to help you. If I haven't responded after 24 hours, feel free to send a reminder – but remember that I am human!

### **Help with Writing**

Strong, clear writing develops with practice, and revising paper drafts is a great opportunity! I am happy to work with papers in office hours, however, I cannot read full drafts and cannot look at your work more than once. I also encourage use of the excellent writing tutors at the Student Learning Center (SLC) in Cesar Chavez or the Sociology Department's undergraduate student resources ([sociology.berkeley.edu/undergraduate-writing-resources](http://sociology.berkeley.edu/undergraduate-writing-resources)).

### **Accommodating Specific Needs**

Please consult with me if you have a DSP letter with specific accommodations or any special needs (defined broadly) that may make participation in the class difficult—this can include learning disabilities, parenthood, athletic obligations, employment etc. I am also open to suggestions to make our class more accessible to all.

### **Mental Health**

This class should challenge your intellect, but not your mental health. That said, discussing certain emotions via the course content may bring up particular responses on an individual basis. I am not a

mental health professional, but I am alert to mental health concerns and want to help you access appropriate and culturally competent support if needed. I am happy to talk more about this in office hours. Some ready on-campus resources include the Counseling and Psychological Services (CPS) at the Tang Center (2222 Bancroft Way, 510-642-9494). If you need someone to talk to immediately, call the Suicide Prevention and Crisis Hotline (415-499-1100).

### **Feedback**

I value your feedback on what about our seminar works, and what doesn't. I will provide you ways to give me feedback in class, including mid-semester evaluations. Additionally, feel free to email me or speak to me after class or in office hours. The sooner you say something, the sooner and more likely I can respond to it.

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### **Course Schedule**

#### **What is emotion? How is it sociological? How may it be studied sociologically?**

#### **Week 1 (Jan. 24): Course Introduction & Who or What Feels? What Is a Self?**

Callero, Peter. 2003. "The Sociology of the Self." *Annual Review of Sociology*.29: 115-133.

Diaz, Natalie. 2020. "The First Water Is The Body." *Postcolonial Love Poem*. Minneapolis, MN: Graywolf Press. (pp. 46-52)

#### *Recommended*

Mead, George H. 1934. *Mind, Self, and Society*. Charles W. Morris, ed. Chicago, IL: University of Chicago Press.

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Random House.

Foucault, Michel. 1988. "Technologies of the Self." *Technologies of the Self: A Seminar with Michel Foucault*. Luther H. Martin, Huck Gutman, and Patrick H. Hutton, eds. Amherst, MA: University of Massachusetts Press.

#### **Week 2 (Jan. 31): Foundational Approaches in the Sociology of Emotion: What is Emotion?**

Hochschild, Arlie. 1979. "Emotion Work, Feeling Rules, and Social Structure." *American Sociological Review*. 85(3): 551-575.

Lutz, Catherine. 1986. "Emotion, Thought, and Estrangement: Emotion as a Cultural Category." *Cultural Anthropology*. 1(3): 287-309.

Williams, Raymond. 1977. "Structures of Feeling & The Sociology of Culture." *Marxism and Literature*. Oxford, UK: Oxford University Press. (pp. 128-140)

*Recommended*

Collins, Randall. 2004. *Interaction Ritual Chains*. Princeton, NJ: Princeton University Press.

Turner, Jonathan H. and Jan E. Stets. 2006. "Sociological Theories of Human Emotions." *Annual Review of Sociology* 32: 25-52.

Turner, Jonathan H. 2007. *Human Emotions: A Sociological Theory*. London, UK: Routledge.

### **Week 3 (Feb. 7): Knowing the Feeling: Methodologies, Practices, and Problems**

Read **TWO** of your choice:

Observational methods:

- Bellocchi, Alberto. 2015. "Methods for Sociological Inquiry on Emotion in Educational Settings." *Emotion Review*. 7(2): 151-156.

Surveys:

- 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?" *American Journal of Sociology* 109(5): 1137-1176. (pp. 1137-1138, 1144-1149, 1163-1170)

Interviews and ethnography:

- Hochschild, Arlie. 1983. "Sources and Methods," and "Ch. 6 Feeling Management: From Private to Commercial Uses." *The Managed Heart: Commercialization of Human Feeling* Berkeley, CA: University of California Press. (pp. 12-17, **optional** (repeats Hochschild 1979 from Week 2): 89-114)

Texts; historical and archival methods:

- Ahmed, Sara. 2004. "Introduction," and "Ch. 1 The Contingency of Pain." *The Cultural Politics of Emotion* (pp. 1-23)

Additionally, read **BOLDED**:

Autoethnography/Autotheory:

- Baldwin, James. 1962. "Letter From a Region in My Mind." *The New Yorker*. Available at <https://www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind>.
- **Nelson, Maggie. 2015. *The Argonauts*. Minneapolis, MN: Graywolf Press. (pp. 10-19)**

- Fournier, Lauren. 2018. "Sick Women, Sad Girls, and Selfie Theory: Autotheory as Contemporary Feminist Practice." *Auto-Biography Studies*.

Presence/Absence:

- Gordon, Avery. 1997. "Ch. 1 Her Shape and His Hand," and "Ch. 5 There Are Crossroads." *Ghostly Matters: Haunting and the Sociological Imagination*. Minneapolis, MN: University of Minnesota Press. (pp. 3-8, 193-202)
- Hartman, Saidiya. 2006. "Prologue," and "Ch. 4 Come, Go Back, Child." *Lose Your Mother: A Journey Along the Atlantic Slave Trade*. New York: Farrar, Strauss and Giroux. (pp. 1-18, optional: 84-100)

*What is the relationship between emotion and power in society?*

**Week 4 (Feb. 14): Gender**

**DUE: Assignment #1: Research question statement**

Jaggar, Allison. 1989. "Love and Knowledge: Emotion and Feminist Epistemology." *Inquiry*. 32(2): 151-176.

Hochschild, Arlie. 1989. "Ch. 1 The Family Speed-Up," "Ch 2. Marriage in a Stalled Revolution," "Ch 4. Joey's Problem: Nancy and Evan Holt," and "Ch. 13 Beneath the Cover-Up: Strategies and Strains." *The Second Shift: Working Families and the Revolution at Home*. (**read:** pp. 1-21; **optional:** 34-60, **skim:** 188-200)

*Recommended*

Lois, Jennifer. 2001. "Peaks and Valleys: The Gendered Emotional Culture of Edgework." *Gender & Society*. 15(3): 381-406.

Cottingham, Marci. 2017. "Caring moments and their men: masculine emotion practice in nursing." *International Journal for Masculinity Studies*. 12(3-4): 270-285.

de Boise, Sam and Jeff Hearn. 2017. "Are men getting more emotional? Critical sociological perspectives on men, masculinities and emotions." *The Sociological Review*. 65(4): 779-796.

**Week 5 (Feb. 21): NO CLASS (Holiday)**

**DUE: Assignment #2: Data & methods statement**

**\*\*Mandatory one-on-one meetings to discuss research question & proposed methods.\*\***

Sign up here: <https://calendly.com/spayne-berkeley/15min>

## **Week 6 (Feb. 28): Race & Ethnicity**

DuBois, W.E.B. 1920 [1910]. "The Souls of White Folk." *Darkwater: Voices from Within the Veil*. Available at [https://loa-shared.s3.amazonaws.com/static/pdf/Du\\_Bois\\_White\\_Folk.pdf](https://loa-shared.s3.amazonaws.com/static/pdf/Du_Bois_White_Folk.pdf).

Wingfield, Adia Harvey. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems*. 57(2): 251-268.

Bonilla-Silva, Eduardo. 2019. "Feeling Race: Theorizing the Racial Economy of Emotions." *American Sociological Review*. 84(1): 1-25.

### *Recommended*

Vasquez-Tokos, Jessica and Kathryn Norton-Smith. 2016. "Talking back to controlling images: Latinos' changing response to racism over the life course." *Ethnic and Racial Studies*. 40(6): 912-930.

Feinstein, Yuval and Maha Shehade Switat. 2019. "Keep a Stiff Upper Lip or Wear Your Heart on Your Sleeve? Ethnic Identity and Emotion Management Among Arab/Palestinians in Israel." *Sociology*. 53(1): 139-155.

## **Week 7 (Mar. 7): Economies of Affect and Emotion**

Ahmed, Sara. 2004. "Affective Economies." *Social Text*. 22(2): 117-139.

### *Recommended*

Richard, Analiese and Daromir Rudnyckj. 2009. "Economies of Affect." *The Journal of the Royal Anthropological Institute*. 15(1): 57-77.

## **Week 8 (Mar. 14): Capitalism**

### **DUE: Assignment #3: Literature review**

Illouz, Eva. 2007. "The Rise of *Homo Sentimentalis*." *Cold Intimacies: The Making of Emotional Capitalism*. Cambridge, UK: Polity Press. (pp. 1-39)

### *Recommended*

Berlant, Lauren. 2011. *Cruel Optimism*. Chapel Hill, NC: Duke University Press.

Hochschild, 2011. "Emotional Life on the Market Frontier." *Annual Review of Sociology*. 37:21-33.



**\*\*NO CLASS (Spring Break, Mar. 21)\*\***

**Week 9 (Mar. 28): Neoliberalism**

Silva, Jennifer M. 2013. "Coming of Age in the Risk Society" and "Inhabiting the Mood Economy." *Coming Up Short: Working Class Adulthood in an Age of Uncertainty*. (pp. 3-25, 112-143)

*Recommended*

Ahmed, Sara. 2010. *The Promise of Happiness* Durham and London: Duke University Press.

Binkley, Sam. 2014. *Happiness as Enterprise: An Essay on Neoliberal Life*. Albany, NY: SUNY Press.

Cabanas, Edgar and Eva Illouz. 2017. "The Making of the 'Happy Worker': Positive Psychology in Neoliberal Organizations." *Beyond the Cubicle: Job Insecurity, Intimacy, and the Flexible Self*. Allison Pugh, ed. New York: Oxford University Press.

**Week 10 (Apr. 4): Politics & Social Change**

**DUE: Assignment #4: Draft results statement**

Gould, Deborah. 2015. "The Emotion Work of Movements," *The Social Movements Reader: Cases and Concepts (3rd edition)*, edited by Jeff Goodwin and James Jasper, John Wiley & Sons Ltd. (pp. 254-265)

Moon, Dawn. 2013. "Powerful emotions: symbolic power and the (productive and punitive) force of collective feeling." *Theory and Society*. 42(3): 261-294.

*Recommended*

Gould, Deborah. 2009. *Moving Politics: Emotion and ACT UP's Fight Against AIDS*. Chicago, IL: University of Chicago Press.

Fisher, Berenice. 1984. "Guilt and Shame in the Women's Movement." *Feminist Studies*. 10(2): 185-212.

Schrock, Douglas, Daphne Holden, and Lori Reid. 2004. "Creating Emotional Resonance: Interpersonal Emotion Work and Motivational Framing in a Transgender Community." *Social Problems*.

Hutchinson, Emma. 2014. "A Global Politics of Pity? Disaster Imagery and the Emotional Construction of Solidarity after the 2004 Asian Tsunami." *International Political Sociology*. 8(1): 1-19.

Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago, IL: University of Chicago Press.

### **Week 11 (Apr. 11): Colonialism**

Norgaard, Kari Marie and Ron Reed. 2017. "Emotional impacts of environmental decline: What can Native cosmologies teach sociology about emotions and environmental justice?" *Theory & Society*. 46: 463-495.

Singh, Julietta. 2017. "Introduction: Reading Against Mastery." *Unthinking Mastery: Dehumanism and Decolonial Entanglements*. (pp. 1-10, 21-24)

*Recommended*

Fanon, Franz. 1952. *Black Skin, White Masks*.

Jackson, Will. 2018. "The Private Lives of Empire: Emotion, Intimacy, and Colonial Rule." *Itinerario*.

Khanna, Ranjana. 2003. *Dark Continents: Psychoanalysis and Colonialism*.

**How can we use sociological approaches to understand contemporary emotion discourses?**

### **Week 12 (Apr. 18): Trauma and the Social Body**

#### **DUE: Assignment #5: Draft discussion statement**

Alexander, Jeffrey C. 2012. *Trauma: A Social Theory*. Cambridge, UK: Polity Press. (pp. 6-15)

Yehuda, Rachel and Amy Lerner. 2018. "Intergenerational transmission of trauma effects: putative role of epigenetic mechanisms." *World Psychiatry*. 17: 243-257. (pp. 243-244)

Landecker, Hannah and Aaron Panofsky. 2013. "From Social Structure to Gene Regulation, and Back: A Critical Introduction to Environmental Epigenetics for Sociology." *Annual Review of Sociology* 39: 333-357. (pp. 348-352)

Menakem, Resmaa. 2017. "Your Body and Blood," and "Body to Body, Generation to Generation." *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. (pp. 3-10, 40-45)

*Recommended*

Herman, Judith. 1992. *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror*. New York: Basic Books.

Leys, Ruth. 2000. *Trauma: A Genealogy*. Chicago, IL: University of Chicago Press.

Van der Kolk, Bessel. 2014. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books.

*What can we contribute to the sociology of emotion?*

**\*\*Mandatory final paper one-on-one meetings to discuss findings and arguments.\*\***

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**Week 13 (Apr. 25): Participant capstone project presentations**

**\*\*RRR Week\*\***

**Final papers due on bCourses by 11:59 p.m. on MONDAY, MAY 9.**