

**Justice and Emotion**  
**Sociology 8200**  
**Fall 2009**

Wed. 11:15-2:00  
Baldwin 118

Instructor:

Dr. Jody Clay-Warner  
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Office: 309A Baldwin Hall  
Office Hours: 11:00 – 12:00 Thurs.  
and by appointment

**Course Overview**

This course is an advanced seminar for students who have a strong background in social psychology. In this course, we will chronicle the major theoretical advances in the study of both justice and emotion, as well as explore recent empirical findings. Students will also take an active role in the selection of topics and readings and as such will have considerable input into the design and direction of the course. In this way, students will be able to explore in depth the specific areas within the fields of justice and/or emotions that are most relevant to their own research.

**Readings:**

Lewis, Michael, Jeannette M. Haviland-Jones, and Lisa Feldman Barrett. 2008. *Handbook of Emotions*. New York: Guilford Press.

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

Turner, Jonathan H. and Jan E. Stets. 2005. *The Sociology of Emotion*. Cambridge University Press.

Tyler, Tom R., Robert J. Boeckmann, Heather J. Smith, and Yuen J. Huo. 1997. *Social Justice in a Diverse Society*. Boulder, CO: Westview.

Greenberg, Jerald and Jason A. Colquitt (eds.). 2005. *Handbook of Organizational Justice*. Lawrence Erlbaum Publishers.

## Course Requirements

- (1) Research Paper - 40%. The paper should be 15-25 pages, exclusive of references, and is due on Dec. 7<sup>th</sup>. I strongly encourage you to meet with me early in the semester to discuss potential paper topics, and I require that you turn in a 1-2 pg. proposal on or before September 9th.
- (2) Class Facilitation is worth 20% of your grade. Each of you will be responsible for leading 2 class sessions -- one in the “justice” section and one in the “emotions” section of the course. You will be responsible for selecting readings, as well as organizing and implementing the class discussion. You should meet with me to discuss the readings well in advance, and you must provide your \*final\* reading list to the class at least two weeks in advance. I encourage you to select readings from both the books that have been selected for the course as well as outside sources.
- (3) Two Essays – 10% each. You will have two take-home essay assignments. Essay questions will be similar in format to those that might appear on a comprehensive exam. Answers should be approximately 10 pages each, exclusive of references (typed, double-spaced, 12 pt. font). You may consult your notes and any published materials in answering the questions. You may not, however, seek advice or help from anyone. Due dates are indicated on the syllabus.
- (4) Class Participation is worth 20% of your grade. You are expected to have read the assigned chapter/articles before coming to class. Therefore, you should participate actively in all class discussions, providing thoughtful comments on the course material. All class sessions will be discussion-oriented, meaning that you should not come to class expecting a lecture (you are likely to be disappointed). You are also expected to have well-informed responses to each of the “reading questions” that will be handed out prior to class. If students are not prepared to discuss the questions and the readings, I will cancel class. This means if you haven’t done the reading, don’t expect me to do it for you!

## Grading Scale

Letter Grade	Weighted Average
A	94 - 100
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
C-	70 - 73.99
D	60 - 69.99
F	59.99 and below

## Attendance Policy

You are expected to attend all class sessions and to have the assigned material completed prior to each class meeting. It is detrimental to class, as a whole, when individuals do not attend regularly. Therefore, I reserve the

right to administratively withdraw students for excessive absences. If an emergency arises that forces you to miss class, you notify me and make arrangements to get notes from a classmate.

### **Late Paper/Essay Policy**

Papers and essays turned in after the date/time indicated on the syllabus will be assessed a one-letter grade penalty for each 24 hours that the assignment is late. For example, a paper turned in at 10:30 a.m. on the due date will be assessed a one-letter grade penalty. A paper turned in at 10:30 a.m. the day following the due date will be assessed a two-letter grade penalty. Exceptions to the policy will be granted only if there are significant extenuating circumstances, such as serious illness. Note that over-sleeping, running out of printer ink, or arriving too late to find a parking space will not qualify.

### **Academic Honesty Policy**

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. See <http://www.uga.edu/honesty/memonly.htm> for a statement of these standards.

### **Human Rights Statement**

All students should know that the Department of Sociology has a Human Rights Committee for the resolution of all student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- (1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- (2) If that discussion does not resolve the grievance, the student should discuss the problem with the Head of the Department of Sociology.
- (3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chairperson of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor or staff member involved. Any appeal of that decision must be made to the Dean of the College of Arts and Sciences.

# Course Outline

## Emotions

August 19: **Overview of Theories of Emotion**

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

Thamm, Robert A. 2007. "The Classification of Emotion." In Stets and Turner (eds.), *The Handbook of the Sociology of Emotion*.

Sterns, Peter N. 2008. "History of Emotions: Issues of Change and Impact." In Lewis, et al. (eds.), *Handbook of Emotions*.

Turner, Johnathan H. and Jan E. Stets. 2005. "Conceptualizing Emotions Sociologically" in Turner and Stets, *The Sociology of Emotions*.

August 26: **Biology and Emotional Response**

Franks, David D. 2007. "The Neuroscience of Emotional Response." .” In Stets and Turner (eds.), *The Handbook of the Sociology of Emotion*.

LeDoux et al. 2008. "Emotional Networks in the Brain." In Lewis, et al. (eds.), *Handbook of Emotions*.

Larsen et al. 2008. "The Psychophysiology of Emotion." In Lewis, et al. (eds.), *Handbook of Emotions*.

Bachorowski and Owren. 2008. "Vocal Expressions of Emotion." In Lewis, et al. (eds.), *Handbook of Emotions*.

September 2: **Evolutionary Perspectives**

Readings TBA by class facilitator (Aikens)

September 9: **Structural Theories of Emotion**

Readings TBA by class facilitator (Clarke)

***Paper Proposal Due***

September 16: **Emotions in Exchange Relations**

Readings TBA by class facilitator (Shank)

September 23: **Emotions and Crime**

Readings TBA by class facilitator (Bunch)

September 30: **Gender and Emotions**

Readings TBA by class facilitator (James)

## Justice

- October 7:     **Overview of Justice Theories**  
 Tyler, Tom R., Robert J. Boeckmann, Heather J. Smith, and Yuen J. Huo. 1997. *Social Justice in a Diverse Society*. Boulder, CO: Westview. (parts 1, 2, 3 & 5)
- October 14:   **Justice and the Group**  
 Hegtvedt, Karen A. 2005. "Doing Justice to the Group." *Annual Review of Sociology* 31:25-45.  
 Colquitt, Greenberg, and Zapata-Phelen. 2005. "What is Organizational Justice? A Historical Overview of the Field" in Greenberg and Colquitt (eds.), *Handbook of Organizational Justice*.  
  
 Conlon, et al., 2005. "How Does Organizational justice Affect Performance, Withdrawal, and Counterproductive Behavior?" in Greenberg and Colquitt (eds.), *Handbook of Organizational Justice*.  
  
 Colquitt and Shaw. 2005. "How Should Organizational Justice be Measured?" in Greenberg and Colquitt (eds.), *Handbook of Organizational Justice*.
- October 21:   **Self-Interest, the Justice Motive, and Belief in a Just World**  
 Readings TBA by class facilitator (Aikens)
- October 28:   **Identity, Perceptions and Attributions**  
 Readings TBA by class facilitator (Shank)
- November 4:   American Society of Criminology Meetings
- November 11: **Morality and Trust**  
 Readings TBA by class facilitator (Clarke)
- November 18: **Justice in Intimate Relationships**  
 Readings TBA by class facilitator (James)
- December 2:   **Perceptions of Injustice and Crime Perpetration**  
 Readings TBA by class facilitator (Bunch)
- December 7:   *Paper Due*

**The course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.**