

SOCIAL PSYCHOLOGY 4B03: CURRENT AFFAIRS AND SOCIAL PSYCHOLOGY

Winter 2024

Instructor: Dr. Jeffrey Denis
Email: denisj@mcmaster.ca
Lecture: Tuesday, 11:30 – 2:20

TA: Sarah Coker
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Office Hours: By appointment

Course Description

Recent social, political, economic, environmental, and technological changes have had substantial impacts on individual and group identities, life-chances, and interaction patterns. Yet, much also remains the same. Fundamental questions about human nature, the relationship between individuals and societies, and the policies, practices and modes of social organization that can maximize human freedom, social justice, and well-being are as pressing as ever. This course will explore how social psychology can illuminate a variety of contemporary social issues. Specifically, we will examine social psychological theories and research on how social media are reshaping identities and interactions, the influence of mass media and advertising on self-concepts and body images, change (and stability) in gender roles and norms, mass shootings and violence against women, racism and antiracism, colonialism and trauma, climate change and environmental justice, and pandemic-related attitudes, behaviours, and inequities. By engaging with these topics, students will gain a deeper appreciation of the utility and limitations of social psychological perspectives for understanding our dynamic world.

Course Objectives

By the end of the course, you will:

- Expand your familiarity with a range of social psychological perspectives, including symbolic interactionist, dramaturgical, social structuralist, social cognitive, cross-cultural, and critical (Marxist, feminist, antiracist) theories
- Know how these perspectives have been or could be applied to a variety of “current affairs” and be able to evaluate their strengths and limitations
- Deepen your understanding of social psychological theories and research on a selected topic by conducting a comprehensive literature review
- Enhance your critical thinking, writing, and research skills through the literature review and tests

- Enhance your communication skills by discussing and debating relevant theories and research via class discussions, the online discussion board, and a final presentation

Required Materials and Texts

- There is no textbook for this course. Articles and book chapters will be posted on Avenue (<http://avenue.mcmaster.ca>) and/or may be found through the McMaster Library System (<http://library.mcmaster.ca/>). See details below.

Class Format

The course will consist of live in-person lectures and class discussions each Tuesday from 11:30 AM to 2:20 PM. There will also be an online discussion board where you will be asked to briefly respond in writing to one question at four points during the course.

Course Evaluation – Overview

1. Test #1 – 22%, to be written online on February 13
2. Test #2 – 22%, to be written online on April 2
3. Literature Review – 30%, due on April 19
4. Pre-Recorded Presentation – 10%, due on April 9
5. Participation – 16%, including 4 discussion posts due on January 23, February 6, March 5, and March 26

Course Evaluation – Details

1. Two Online Tests – 22% each, to be written on February 13 and April 2

There will be two online tests, to be written on February 13 and April 2, respectively. The tests will consist of multiple-choice and short-essay questions about the assigned readings and lectures. The tests will be completed on the course website (Avenue to Learn) and should be written during class time.

2. Literature Review – 30%, due on April 19

Your main assignment will be to write a 10-page literature review on a contemporary social issue of interest to you. You will be expected to summarize and evaluate existing research on your topic, with an emphasis on social psychological theories that (could) help explain it. Ultimately, you should identify an unanswered social psychological research question concerning your topic and briefly describe how you would design a study to answer it. You may write the paper alone or in pairs. You are not restricted to topics discussed in class, but please check with me if you wish to do something else.

Note: Literature Review is equivalent to a final exam for purposes of McMaster's Late Withdrawal Policy.

3. Pre-Recorded Presentation – 10%, due on April 9

Before our last class, each student (or pair of students) will submit a pre-recorded Zoom presentation based on their draft final paper (literature review). The recording is due *before class* on April 9. In your presentation, you should give a brief overview of your topic and outline the social psychological theories that have been applied to it, the main findings of research to date, and any contradictions or gaps in the literature and how social psychologists could build on the existing research. You are not required to present in class. However, you will have the option of sharing your presentation during the last class, which may be an opportunity to gather peer feedback that may improve your final paper. Either way, you will receive feedback from the instructor or TA.

4. Participation in class and on Avenue discussion board – 16%; posts due on FOUR DATES [January 23, February 6, March 5, and March 26]

The quality of this course depends, in part, on your participation. In addition to in-person class discussions, there will be an online discussion board on the Avenue website. At four points during the term, starting in Week 2, I will post two or three questions based on the readings and lectures. In 2-3 sentences, please provide a brief written response to one of these questions within one week (4 responses in total, due on January 23, February 6, March 5, and March 26). The discussion board will be open so that you may read one another's responses. Please do not copy them. However, you may respectfully engage with classmates, e.g., by saying "Classmate A said B. Building on this point, I think C." Questions will be posted on January 16, January 30, February 27, and March 19, and will be due *before class* the following Tuesday. You will receive credit for answering questions on time and demonstrating engagement with and understanding of course material.

Warning

Some of the topics we will discuss in this course (e.g., violence, sexism, racism) may be upsetting. Social psychologists often study social problems to try to understand and help alleviate them. If at any time you feel distressed or uncomfortable with the subject matter, please feel free to speak with me, a friend or family member, or the Student Wellness Centre.

Weekly Course Schedule and Required Readings

The following schedule is meant to provide a sense of order and direction. We may modify it slightly as we move through the material. Announcements about any such changes will be made in class.

Week 1 – January 9

A Brief Refresher on Social Psychological Theories and Perspectives

Required Readings:

House, James S. 1977. "The Three Faces of Social Psychology." *Sociometry* 40: 161-177.

Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. 2014. "Chapter 2: Perspectives in Sociological Social Psychology." In *Social Psychology: Sociological Perspectives, 3rd edition*. Upper Saddle River, NJ: Prentice Hall.

Psychology Today. Nd. "Cross-Cultural Psychology."
[<https://www.psychologytoday.com/us/basics/cross-cultural-psychology>]

Hepburn, Alexa. 2012. "Chapter 1: The Critical Context." In *An Introduction to Critical Social Psychology*. Sage Publications. [* E-book available through McMaster library]

- *Recommended:* Bandura: *Social Learning Theory*; Blumer: *Symbolic Interactionism*; Bronner: *Critical Theory*; Correll & Ridgeway: "Expectation States Theory"; DiMaggio & Markus: "Culture and Social Psychology"; DuBois: *The Souls of Black Folk*; Duran & Duran: *Native American Postcolonial Psychology*; Emerson: "Power-Dependence Relations"; Farberman: "Symbolic Interactionism and Postmodernism"; Fine: "The Sad Demise"; Garfinkel: *Ethnomethodology*; Gilligan: *In a Different Voice*; Goffman: *The Presentation of Self in Everyday Life*; Hewitt: *Self and Society*; Homans: "Social Behavior as Exchange"; Ibáñez & Íñiguez: *Critical Social Psychology*; Kohn: "Social Structure and Personality"; McLaughlin: *Erich Fromm and Global Public Sociology*; Miyamoto & Eggen: "Cultural Perspectives"; Moane & Sonn: "Postcolonial Psychology"; O'Brien: *The Production of Reality*; Sandstrom et al.: *Symbols, Selves, and Social Reality*; Shiraev & Levy: *Cross-Cultural Psychology*; Thoits: "Social Psychology"; Wilkinson: *Feminist Social Psychologies*

Week 2 – January 16

Social Media, The Self, and Social Interaction

Required Readings:

Kuznekoff, Jeffrey H. 2012. "Comparing Impression Management Strategies across Social Media Platforms." Chapter 1 in *Social Networking and Impression Management: Self-Presentation in the Digital Age*, edited by Carolyn Cunningham, Nicholas Brody, and Daniel C. Davis. Lexington Books. [* E-book, available on McMaster library website]

Tobin, Stephanie J., Eric J. Vanmana, Marnize Verreyneea, and Alexander K. Saeria. 2015. "Threats to Belonging on Facebook: Lurking and Ostracism." *Social Influence* 10(1): 31-42.

Clark, Meredith D. 2019. "White Folks' Work: Digital Allyship Praxis in the #BlackLivesMatter Movement." *Social Movement Studies* 18(5): 519-534.

Ali, S. Harris, and Fuyuki Kurasawa. 2020. "Social media both a blessing and a curse during coronavirus pandemic." *The Conversation*, March 22.
[<https://theconversation.com/covid19-social-media-both-a-blessing-and-a-curse-during-coronavirus-pandemic-133596>]

Abrams, Zara. 2021. "How can we minimize Instagram's harmful effects?" *APA Monitor on Psychology* 53(2). [<https://www.apa.org/monitor/2022/03/feature-minimize-instagram-effects>]

- *Recommended:* Chambers: *Social Media and Personal Relationships*; Faelens et al.: "Instagram Use and Mental Health"; Hogan: "The Presentation of Self in the Age of Social Media"; Matamoros-Fernández & Farkas: "Racism, Hate Speech, and Social Media"; Milan: "From Social Movements to Cloud Protesting"; Vromen et al.: "Young People, Social Media and Connective Action"

Week 3 – January 23

Mass Media, Advertising, and the Racialized and Gendered Self

Required Readings:

Milkie, Melissa A. 1999. "Social Comparisons, Reflected Appraisals, and Mass Media: The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts." *Social Psychology Quarterly* 62(2): 190-210.

Allen, Andrew, and Kate E. Mulgrew. 2020. "Differential Media Effects on Male Body Satisfaction and Mood." *Australian Journal of Psychology* 72(1): 3-10.
[<https://www.tandfonline.com/doi/full/10.1111/ajpy.12254?scroll=top&needAccess=true>]

Baumann, Shyon, and Loretta Ho. 2014. "Cultural Schemas for Racial Identity in Canadian Television Advertising." *Canadian Review of Sociology* 51(2): 152-169.

Required Film:

Killing Us Softly 4. 2010. Film directed by Sut Jhally and Jean Kilbourne. Media Education Foundation.

[\[https://mcmaster.kanopy.com/product/killing-us-softly\]](https://mcmaster.kanopy.com/product/killing-us-softly)

- *Recommended:* Agliata & Tantleff-Dunn: “The Impact of Media Exposure on Males' Body Image”; Comstock: “A Sociological Perspective on Television Violence and Aggression”; Dill & Thill: “Video Game Characters and the Socialization of Gender Roles”; Herman & Chomsky: *Manufacturing Consent*; Nakano Glenn: “Yearning for Lightness”; Raisborough: *Lifestyle Media and the Formation of the Self*; Saeed: “Media, Racism and Islamophobia”

Week 4 – January 30

Gendered and Racialized Parenting and Inequality

Guest Speaker: Daniah Kolar (recent Sociology graduate)

Required Readings:

Hochschild, Arlie. 1989. “Chapter 4: Joey’s Problem.” In *The Second Shift*. New York: Penguin Books.

Peng, Yinni. 2023. “Gendered Parenting and Conjugal Negotiation over Children’s Organised Extracurricular Activities.” *British Journal of Sociology of Education* 1-18.

[\[https://www.tandfonline.com/doi/full/10.1080/01425692.2023.2267769\]](https://www.tandfonline.com/doi/full/10.1080/01425692.2023.2267769)

Hughes, Diane, et al. 2006. “Parents’ Ethnic/Racial Socialization Practices: A Review of Research and Directions for Future Study.” *Developmental Psychology* 42(5): 747-770.

- *Recommended:* Blair-Loy: *Competing Devotions*; Correll et al.: “Getting a Job: Is There a Motherhood Penalty?”; Doucet: “Gender Equality and Gender Differences”; Kroska: “Social Psychology of Gender Inequality”; Lansford: “Cross-Cultural Similarities and Differences in Parenting”; Lareau: *Unequal Childhoods*; Lau: “Women clean, men fix the car”; Milkie et al: “Gendered Division of Childrearing”; Moore: *Invisible Families*; Oleschuk: “Gender Equity Considerations for Tenure and Promotion during COVID-19”; Stastna: “Canada’s working moms still earning less, doing more than dads”

Week 5 – February 6

Mass Shootings, Masculinity, and Violence against Women

Required Readings:

Grazian, Dave. 2007. "The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity." *Symbolic Interaction* 30(2): 221-243.

Gartner, Rosemary, Myrna Dawson, and Maria Crawford. 1997. "Woman Killing: Intimate Femicide in Ontario, 1974-1994." *Resources for Feminist Research* 1-26.

Required Film:

Finding Dawn. 2006. Film directed by Christine Welsh. National Film Board.
[\[https://www.nfb.ca/film/finding_dawn\]](https://www.nfb.ca/film/finding_dawn)

Required Short Articles on Mass Shootings:

Raskoff, Sally. 2013. "Thinking Sociologically about Mass Shootings." *Everyday Sociology*, January 21.
[\[http://www.everydaysociologyblog.com/2013/01/thinking-sociologically-about-mass-shootings.html\]](http://www.everydaysociologyblog.com/2013/01/thinking-sociologically-about-mass-shootings.html)

Bridges, Tristan, and Tara Leigh Tober. 2015. "Mass shootings in the US are on the rise. What makes American men so dangerous?" *Sociological Images*, December 31.
[\[http://thesocietypages.org/socimages/2015/12/31/mass-shootings-in-the-u-s-what-makes-so-many-american-men-dangerous/\]](http://thesocietypages.org/socimages/2015/12/31/mass-shootings-in-the-u-s-what-makes-so-many-american-men-dangerous/)

Celis, Jorge. 2015. "'The Age of School Shootings': A Sociological Interpretation on Masculinity." *Actualidades Investigativas en Educación* 15(1).
[\[https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-47032015000100022\]](https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-47032015000100022)

Vandegrift, Darcie. 2021. "Mourning after mass shootings isn't enough – a sociologist argues that society's messages about masculinity need to change." *The Conversation*.
[\[https://theconversation.com/mourning-after-mass-shootings-isnt-enough-a-sociologist-argues-that-societys-messages-about-masculinity-need-to-change-173727\]](https://theconversation.com/mourning-after-mass-shootings-isnt-enough-a-sociologist-argues-that-societys-messages-about-masculinity-need-to-change-173727)

Murti, Lata. 2023. "U.S. Mass Shootings and the Need for a Sociological Perspective." *McGraw-Hill Education*. [\[https://www.mheducation.com/highered/ideas/sociology-in-the-news-2/u-s-mass-shootings-and-the-need-for-a-sociological-perspective\]](https://www.mheducation.com/highered/ideas/sociology-in-the-news-2/u-s-mass-shootings-and-the-need-for-a-sociological-perspective)

- *Recommended:* Anderson et al.: "Indigenous Masculinities"; Berkowitz et al.: "Preventing Sexual Aggression among College Men"; Connell & Messerschmidt: "Hegemonic Masculinity"; Dupuis-Déri & Blais: "The 1989 Polytechnique Massacre was an act of terrorism against all women"; Fundira: "Quebec City

mosque attack”; Kalish & Kimmel: “Suicide by mass murder”; Katz: *The Macho Paradox*; Kimmel et al.: *Handbook of Studies on Men and Masculinities*; Kinew: “After La Loche, using our grief for good”; Madden: “Making Sense of the Senseless”; Metzl & MacLeish: “Mental Illness, Mass Shootings, and the Politics of American Firearms”; Sánchez et al.: “Violence against women during the COVID pandemic”: National Inquiry into MMIWG: *Final Report*

Week 6 – February 13

Test #1 – To be written online during class time

****** MID-TERM RECESS – FEBRUARY 19 – FEBRUARY 25 – NO CLASSES ******

Week 7 – February 27

Racism, Colonialism, and (Gendered) Whiteness

Required Readings:

Quillian, Lincoln. 2006. “New Approaches to Understanding Racial Prejudice and Discrimination.” *Annual Review of Sociology* 32: 299-328.

Denis, Jeffrey S. 2015. “Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations.” *American Sociological Review* 80(1): 218-242.

McIntosh, Peggy. 1989. “White Privilege: Unpacking the Invisible Knapsack.” *Peace and Freedom* (July/August): 10-12. [<http://ted.coe.wayne.edu/ele3600/mcintosh.html>]

Anderson, Elijah. 2015. “The White Space.” *Sociology of Race and Ethnicity* 1(1): 10-21.

- *Recommended*: Banaji & Greenwald: *Blindspot*; Blee: “Becoming a Racist”; Bobo: “Prejudice as Group Position”; Bohonos: “Critical Race Theory and Working-Class White Men”; Bonds & Inwood: “Beyond White Privilege”; Bonilla-Silva: *Racism without Racists*; CBC: “Former Quebec neo-Nazi speaks out”; Collins: *Black Feminist Thought*; Davidson: “How racism against Native people is normalized”; Denis: *Canada at a Crossroads*; “Sociology of Indigenous Peoples in Canada”; DiAngelo: “White Fragility”; Fanon: *Black Skin, White Masks*; Henry & Tator: *The Colour of Democracy*; Hutcherson: “My white friend asked me to

explain white privilege”; McLean: “We Built a Life from Nothing”; Simi et al: “Addicted to Hate”; Sword & Zimbardo: “Inside the Mind of White Supremacy”

Week 8 – March 5

Racial Profiling, Police Shootings, and Anti-Racism

Required Readings:

Cole, Desmond. 2015. “The Skin I’m In.” *Toronto Life*, May.

<http://www.torontolife.com/informer/features/2015/04/21/skin-im-ive-interrogated-police-50-times-im-black/>

Correll, Joshua, Bernadette Park, Bernadette, Charles M. Judd, and Bernd Wittenbrink. 2002. “The Police Officer’s Dilemma: Using Ethnicity to Disambiguate Potentially Threatening Individuals.” *Journal of Personality and Social Psychology* 83(6): 1314-1329.

Flores, Jerry, and Andrea Román Alfaro. 2023. “Building the Settler Colonial Order: Police (In)Actions in Response to Violence Against Indigenous Women in ‘Canada’.” *Gender and Society* 37(3): 391-412.

Fleming, Crystal M., Michèle Lamont, and Jessica S. Welburn. 2012. “African Americans Respond to Stigmatization: The Meanings and Salience of Confronting, Deflecting Conflict, Educating the Ignorant, and Managing the Self.” *Ethnic and Racial Studies* 35(3): 400-417.

- *Recommended: Cole: The Skin We’re In; Diverlus: Until We Are Free; DuBois: The Souls of Black Folk; Goffman: Stigma; Harris: “The Next Civil Rights Movement?”; James: “Strategies of Engagement”; Lamont et al.: Getting Respect; Maynard: Policing Black Lives; OHRC: A Collective Impact: Interim report into racial profiling and racial discrimination of Black persons by the Toronto Police Service; OIPRD: Broken Trust: Indigenous People and the Thunder Bay Police Service; Piwoni: “Improving the study of responses to experiences of ethnoracial exclusion”*

Week 9 – March 12

Residential Schools, Intergenerational Trauma, and Indigenous Resilience

Possible Guest Speaker: TBA

Required Readings:

Bombay, Amy, Kimberly Matheson, and Hymie Anisman. 2014. "The Intergenerational Effects of Indian Residential Schools: Implications for the Concept of Historical Trauma." *Transcultural Psychiatry* 51: 320-338.

Chandler, Michael J., and Christopher. Lalonde. 1998. "Cultural Continuity as a Hedge against Suicide in Canada's First Nations." *Transcultural Psychiatry* 35: 191-219.

Required Film:

Muffins for Granny. 2008. Film directed by Nadia McLaren. Mongrel Media.

[* Available for streaming through McMaster library system]

- *Recommended*: Alfred: "Colonialism and State Dependency"; Chansonneuve: *Reclaiming Connections: Understanding Residential School Trauma*; Comtassel & Holder: "Who's Sorry Now?"; Coulthard: "Subjects of Empire"; Fontaine: *Broken Circle*; Haig-Brown: *Resistance and Renewal*; Hajizadeh: "Socioeconomic inequalities in psychological distress and suicidal behaviours among Indigenous peoples"; Hartmann et al: "American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance"; Hatala et al: "Land and nature as sources of health and resilience among Indigenous youth"; Matheson et al: "Canada's Colonial Genocide of Indigenous Peoples: A Review of the Psychosocial and Neurobiological Processes Linking Trauma and Intergenerational Outcomes"; Regan: *Unsettling the Settler Within*; TRC: *Honouring the Truth, Reconciling for the Future*

Week 10 – March 19

Social Psychology of Pandemics

Required Readings:

Taylor, Steven. 2019. "Preface," "Chapter 3: Psychological Reactions to Pandemics," "Chapter 7: Conspiracy Theories," and "Chapter 8: Social Psychological Factors." In *The Psychology of Pandemics: Preparing for the Next Global Outbreak of Infectious Disease*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

[* E-book, available on McMaster library website]

Larsson, Paula. 2020. "Anti-Asian racism during coronavirus: How the language of disease produces hate and violence." *The Conversation*, March 31.

[\[https://theconversation.com/anti-asian-racism-during-coronavirus-how-the-language-of-disease-produces-hate-and-violence-134496\]](https://theconversation.com/anti-asian-racism-during-coronavirus-how-the-language-of-disease-produces-hate-and-violence-134496)

Denis, Jeff. 2020. "How the COVID-19 crisis calls us towards reconciliation." *The Conversation*, June 4.

[\[https://theconversation.com/how-the-covid-19-crisis-calls-us-towards-reconciliation-139259\]](https://theconversation.com/how-the-covid-19-crisis-calls-us-towards-reconciliation-139259)

Kerr, Jaren. 2020. "Why Brampton has become a hot spot for COVID-19." *The Globe and Mail*, November 13.

[\[https://www.theglobeandmail.com/canada/article-why-brampton-has-become-a-hot-spot-for-covid-19/\]](https://www.theglobeandmail.com/canada/article-why-brampton-has-become-a-hot-spot-for-covid-19/)

- *Recommended:* Asmundson: "COVID stress syndrome: 5 ways the pandemic is affecting mental health"; Bortolotti & Ichino: "Conspiracy theories may seem irrational – but they fulfill a basic human need"; Choi et al.: "Data linking race and health predicts new COVID-19 hotspots"; Dozois: "COVID-19 caution fatigue"; Heisz: "Anxiety about coronavirus can increase the risk of infection – but exercise can help"; Hellemans et al.: "For university students, COVID-19 stress creates perfect conditions for mental health crises"; Human Rights Watch: "Covid-19 Fueling Anti-Asian Racism and Xenophobia Worldwide"; Knight et al.: "Young adults, unfairly blamed for COVID-19, now face stress and uncertain futures"; Nakhaie & Nakhaie: "Black Lives Matter movement finds new urgency and allies because of COVID-19"; Rees: "How to calmly navigate personal interactions during COVID-19"; Timothy: "Coronavirus is not the great equalizer – race matters"

Week 11 – March 26

Climate Change and Environmental Justice

Required Readings:

Fielding, Kelly S., Matthew J. Hornsey, and Janet K. Swim. 2014. "Developing a Social Psychology of Climate Change." *European Journal of Social Psychology* 44(5): 413–420.

Haltinner, Kristin, and Dilshani Sarathchandra. 2018. "Climate Change Skepticism as a Psychological Coping Strategy." *Sociology Compass* 12(6): 1-10.

Norgaard, Kari Marie. 2011. "Climate Denial: Emotion, Psychology, Culture, and Political Economy." Pp. 399-413 in *The Oxford Handbook of Climate Change and Society*, edited by John Dryzek, et al. Oxford University Press.

Waldron, Ingrid. 2020. "Environmental Racism in Canada." Report prepared for the Canadian Commission for UNESCO.

[\[https://en.ccunesco.ca/-/media/Files/Unesco/Resources/2020/07/EnvironmentalRacismCanada.pdf\]](https://en.ccunesco.ca/-/media/Files/Unesco/Resources/2020/07/EnvironmentalRacismCanada.pdf)

- *Recommended:* Adams: "Critical Psychologies and Climate Change"; Dryzek et al: *The Oxford Handbook of Climate Change and Society*; Dunlap & Brulle: *Climate Change and Society: Sociological Perspectives*; Fritzsche & Masson: "Collective Climate Action"; Gifford: "The Dragons of Inaction"; Habib et al: "Shifting Consumer Behavior to Address Climate Change"; Hahn: "The Developmental Roots of Environmental Stewardship"; Laboucan-Massimo: "Indigenous Perspectives and Approaches to Climate Action"; McGregor: "Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada"; Page: *There's Something in the Water*; Willox et al.: "Examining relationships between climate change and mental health"; Wolfe & Tubi: "Terror Management Theory and Mortality Awareness: A Missing Link in Climate Response Studies"

Week 12 – April 2

Test #2 – To be written online during class time

Week 13 – April 9

Presentations due; option to present in class

Note: Final Paper due on April 19

Recommended Readings

- Adams, Matthew. 2021. "Critical Psychologies and Climate Change." *Current Opinion in Psychology* 42: 13–18.
- Agliata, Daniel, and Stacey Tantleff-Dunn. 2005. "The Impact of Media Exposure on Males' Body Image." *Journal of Social and Clinical Psychology* 23(1): 7-22.
- Alfred, Taiaiake. 2009. "Colonialism and State Dependency." *Journal of Aboriginal Health* 5(2): 42-60.
- Anderson, K., Innes, R. A., & Swift, J. 2012. Indigenous masculinities: Carrying the bones of the ancestors. Pp. 266-284 in *Canadian Men and Masculinities: Historical and Contemporary Perspectives*, edited by C. J. Greig & W. J. Martino. Toronto: Canadian Scholars' Press.
- Asmundson, Gordon J.G. 2020. "COVID stress syndrome: 5 ways the pandemic is affecting mental health." *The Conversation*, October 28. [<https://theconversation.com/covid-stress-syndrome-5-ways-the-pandemic-is-affecting-mental-health-147413>]
- Banaji, Mahzarin, and Anthony Greenwald. 2017. *Blindspot: Hidden Biases of Good People*. Delacorte Press.
- Bandura, Albert. 1971. *Social Learning Theory*. Prentice Hall.
- Berkowitz, Alan, Christine Gidycz, and Lindsay Orchowski. 2011. "Preventing Sexual Aggression among College Men: An Evaluation of a Social Norms and Bystander Intervention Program." *Violence Against Women* 17(6): 720-742.
- Blair-Loy, Mary. 2003. *Competing Devotions: Career and Family among Women Executives*. Cambridge, MA: Harvard University Press.
- Blee, Kathleen M. 2006. "Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups." *Gender and Society* 10(6): 680-702.
- Blumer, Herbert. 1986. [1969]. *Symbolic Interactionism: Perspective and Method*. University of California Press.
- Bobo, Lawrence D. 1999. "Prejudice as Group Position: Microfoundations of a Sociological Approach to Racism and Race Relations." *Journal of Social Issues* 55(3): 445-472.
- Bohonos, Jeremy W. 2020. "Critical Race Theory and Working-Class White Men: Exploring race privilege and lower-class work-life." *Gender, Work, & Organization* 28(1): 54-66.
- Bonds, Anne, and Joshua Inwood. 2016. "Beyond White Privilege: Geographies of white supremacy and settler colonialism." *Progress in Human Geography* 40(6), 715–733.
- Bonilla-Silva, Eduardo. 2010. *Racism without Racists: Color-Blind Racism and Racial Inequality in Contemporary America*, 3rd edition. New York: Rowman & Littlefield.

Bortolotti, Lisa, and Anna Ichino. 2020. "Conspiracy theories may seem irrational – but they fulfill a basic human need." *The Conversation*, December 9. [<https://theconversation.com/conspiracy-theories-may-seem-irrational-but-they-fulfill-a-basic-human-need-151324>]

Bronner, Stephen Eric. 2011. *Critical Theory: A Very Short Introduction*. Oxford.

Canadian Broadcasting Corporation (CBC). 2017. "Former Quebec neo-Nazi speaks out about how he learned to hate minorities." *The Sunday Edition with Michael Enright*, February 5. [<http://www.cbc.ca/radio/thesundayedition/islamophobia-david-gutnick-meets-a-former-neo-nazi-democracy-in-peril-1.3966549/former-quebec-neo-nazi-speaks-out-about-how-he-learned-to-hate-minorities-1.3966671>]

Chambers, Deborah. 2013. *Social Media and Personal Relationships: Online Intimacies and Networked Friendships*. Palgrave Macmillan.

Chansonneuve, Deborah. 2005. *Reclaiming Connections: Understanding Residential School Trauma among Aboriginal People*. Ottawa: Aboriginal Healing Foundation.

Choi, Kate, Anna Zajacov, Michael Haan, and Patrick Denice. 2020. "Data linking race and health predicts new COVID-19 hotspots." *The Conversation*, May 20. [<https://theconversation.com/data-linking-race-and-health-predicts-new-covid-19-hotspots-138579>]

Coburn, Elaine, and Wesley Crichlow. (Editors). 2020. "Committing Sociology Symposium: Challenging Antiracist Racisms and Sociology for Black Liberation." *Canadian Review of Sociology* 57(3): 473-501.

Cole, Desmond. 2020. *The Skin We're In: A Year of Black Resistance and Power*. Doubleday Canada.

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Course Policies

Submission of Assignments

All assignments, tests, and exams must be completed in order to pass the course.

Please submit your tests and assignments via the course website on or before the day they are due.

Faxed assignments will not be accepted.

Please do not bring assignments to the main Sociology office. The Sociology staff do not date-stamp assignments, nor do they monitor the submission or return of papers. Assignments will be returned to you via e-mail or Avenue to Learn.

Your assignments should be typed in 12-point font and double-spaced.

Late Assignments

Barring exceptional circumstances (i.e., MSAF, longer illness), there will be a deduction of 5% per day for all late assignments.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

The McMaster Student Absence Form (MSAF) is a self-reporting tool for Undergraduate Students to report absences that last up to 3 calendar days and provides the ability to request accommodation for any missed academic work. Please note that this tool cannot be used during any final examination period.

You may submit a maximum of 1 MSAF request per term. The request must be submitted within 24 hours of the end of the 3-day period. Failure to do so may negate the opportunity for relief. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or miss academic work worth 25% or more of your final grade, you MUST visit your Faculty/Program office and you must report your absence within 24 hours after returning to academic activities.

Failure to contact and report an absence promptly will negate the opportunity for relief. You may be required to provide supporting documentation.

Failure to follow these policies will result in a 5% per day late penalty for all assignments.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Generative AI: Some Use Permitted

Generative AI, such as ChatGPT, must NOT be used during online tests. The purpose of these tests is to assess your knowledge of course material and your ability to think through and reflect on this material – not to assess your ability to use ChatGPT.

However, you may use generative AI for brainstorming, outlining, or editing your final paper, *so long as the use of generative AI is referenced following citation instructions given in the syllabus* (see example below). If you use generative AI for the final paper, you must include an **appendix** describing how you used AI. For example, what generative AI tools were used? What prompts were used? How did you evaluate the AI generated content? How did it shape your work? And how did you fact-check and ensure proper citations in the final product?

Use of generative AI outside the stated uses of brainstorming, outlining, or editing your final paper without citation or without the required appendix will constitute academic dishonesty. It is YOUR responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

Example citation:

“ChatGPT4. (2023/05/31). “Suggest a cookie recipe that combines oatmeal, chocolate chips, eggs and sugar.” Generated using OpenAI’s ChatGPT. <https://chat.openai.com>”

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and

academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students

should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

Lectures and class discussions must NOT be recorded without the explicit permission of the instructor.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F