SOCIAL PSYCHOLOGY 4B03

Winter 2021

Instructor: Dr. Jeffrey Denis   Phone: 905-525-9140, ext. 23612
Office: KTH 624   Email: denisj@mcmaster.ca
Office Hours: By appointment (phone or Zoom)

Class Day and Time: Class Location: Online
Friday 11:30 – 2:20
(** This is our scheduled class time, but please see Course Format below **)

Course website: http://avenue.mcmaster.ca

SPECIAL TOPICS IN SOCIAL PSYCHOLOGY:
From Social Media and Mass Media to Toxic Masculinity, Racism, Terrorism, and Pandemics

Recent social, political, economic, environmental, and technological changes have impacted 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, terrorism and (de)radicalization, and pandemic-related attitudes, behaviours, and inequities. By engaging with these topics, students will gain a deeper appreciation of the utility and limits of social psychological perspectives for understanding our dynamic world.

Course Format

This is a relatively large online class. Therefore, pre-recorded lectures will be posted on the course website before class each Friday. Class time will be used for questions and discussion of course material via Zoom. Class attendance is not mandatory, but is encouraged. A Zoom invitation will be posted on Avenue to Learn. There will also be an online discussion board where you will be asked to briefly respond in writing to one question each week. (See Evaluation below).

Course Learning 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 applied to a variety of contemporary social issues 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 the online course discussion board

Required Readings

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

Evaluation

1. Two Take-Home Tests (25% each)

There will be two take-home tests, due on **February 26 and April 7**, respectively. The tests will consist of short-answer / short-essay questions about the assigned readings and lectures.

2. Literature Review (30%)

Your main assignment will be to write a **10-page literature review** on a contemporary social issue of interest to you. (You are not restricted to the topics discussed in class, but please check with me if you wish to do something else). You will be expected to summarize and evaluate existing research on your topic, with an emphasis on the social psychological theories that have been developed or applied to help explain it or on what social psychological perspectives can add to the discussion. 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. The paper will be due on **April 16.**

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

3. Draft Paper Outline (10%)

On **March 26**, each student (or pair of students) will submit a draft outline of their final paper (literature review). The outline may be in the form of a Word document with relevant headings or a Powerpoint presentation. Either way, you will be expected to give a brief overview of your topic and why you chose it, outline the social psychological theories that have been applied to it and the main findings of research to date, and identify any gaps or contradictions in the literature / what social psychological research remains to be done on your topic.

4. Participation on Avenue discussion board (10%)

The quality of this course depends, in part, on your participation. This can be challenging with a large

class in an online setting. To provide an avenue for engagement beyond pre-recorded lectures, there will be an online discussion board on the Avenue website. Each week, from weeks 1 through 10, I will post two or three questions based on the readings and lectures. **In 2-3 sentences, please provide a brief response to one question per week**. 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 the day of each lecture and will be due the following Friday *before* class. You will receive credit for answering questions on time and demonstrating engagement with and understanding of course material.

<u>Warning</u>

** Some of the topics we will discuss in this course (e.g., violence, sexism, racism, terrorism) 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. **

PLEASE READ THE FOLLOWING POINTS CAREFULLY:

Submission of Assignments

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

Please submit your 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.

Absences, Missed Work, Illness, and Late Assignments

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" (http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208#Requests_for_Relief_for _Missed_Academic_Term_Work).

The McMaster Student Absence Form is a self-reporting tool for Undergraduate Students to report absences that last up to 3 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 Academic Work Missed request per term. 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 the Associate Dean of Social Sciences. You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Unless I receive this form or notification from the Associate Dean, there will be a 5% per day deduction for all late assignments.

If you miss an exam, you will have to inform the Associate Dean of Social Sciences, who will in turn notify me. Unless I receive this notification, writing a deferred exam will not be possible.

If you have any questions about the MSAF, please contact your Associate Dean's office.

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.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. 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 information please refer to the Turnitin.com Policy.

University Policies

Academic Integrity Statement

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

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.

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
The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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.

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.

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.

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

Review of Grades

All assignments, tests, and exams will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed.

Write a one-paragraph statement describing in detail why you think a marking error was made. The statement should be submitted, along with the marked assignment or test, to me via email. You may submit the request for a re-mark no sooner than one week and no later than one month after the assignment or test was returned. I will review your mark and get back to you with written feedback.

Please note that when a mark is reviewed, the new mark may be lower than the original.

TOPIC AND READING SCHEDULE

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 15   **INTRODUCTION: A BRIEF REFRESHER ON SOCIAL PSYCHOLOGICAL THEORIES & PERSPECTIVES**

Recommended Readings:

Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. 2014. "Chapter 1: Introduction" and "Chapter 2: Perspectives in Sociological Social Psychology." In *Social Psychology: Sociological Perspectives, 3rd edition*. Upper Saddle River, NJ: Prentice Hall.

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

Week #2: January 22   **SOCIAL MEDIA, THE SELF, AND 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 Verreynnea, 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.

> *Recommended:*   Ali & Kurasawa: "Social Media Both a Blessing and a Curse During the Coronavirus Pandemic"; Chambers: *Social Media and Personal Relationships*; Hogan: "The Presentation of Self in the Age of Social Media; Milan: "From Social Movements to Cloud Protesting"; Vromen et al.: "Young People, Social Media and Connective Action"

Week #3: January 29   **MASS MEDIA, ADVERTISING, AND THE (RACIALIZED AND GENDERED) SELF**

Required Readings:

Herman, Edward S., and Noam Chomsky. 2002 [1988]. *Manufacturing Consent: The Political Economy of the Mass Media*, 2nd edition. New York: Pantheon. [* Read first 9 pages of Introduction to 2002 edition]
[http://library.uniteddiversity.coop/Media_and_Free_Culture/Manufacturing_Consent-The_Political_Economy_of_the_Mass_Media.pdf]

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.

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]

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"; Raisborough: *Lifestyle Media and the Formation of the Self*; Saeed: "Media, Racism and Islamophobia"

Week #4: February 5   **GENDER ROLES AND GENDER INEQUALITY**

Required Readings:

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

Milkie, Melissa A., Suzanne M. Bianchi, Marybeth J. Mattingly, and John P. Robinson. 2002. "Gendered Division of Childrearing: Ideals, Realities, and the Relationship to Parental Well-Being." *Sex Roles* 47(1): 21-38.

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

Recommended:	Blair-Loy: *Competing Devotions*; Doucet: "Gender Equality and Gender Differences"; Kroska: "Social Psychology of Gender Inequality"; Lau: "Women clean, men fix the car"; 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 12   **MASS SHOOTINGS, MASCULINITY, AND VIOLENCE AGAINST WOMEN**

Required Readings:

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/]

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

Metzl, Jonathan M., and Kenneth T. MacLeish. 2015. "Mental Illness, Mass Shootings, and the Politics of American Firearms." *American Journal of Public Health* 105(2): 240-249. [https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2014.302242]

Gartner, Rosemary, Myrna Dawson, and Maria Crawford. 1997. "Woman Killing: Intimate Femicide in Ontario, 1974-1994." Resources for Feminist Research. [http://violenceresearch.ca/sites/default/files/GARTNER%20ET%20AL.%20(1999)%20WOMAN%20KILLING,%20INTIMATE%20FEMICIDE%20IN%20ONTARIO,%201974-1994.pdf]

Required Films:

Katz, Jackson. 2013. "Violence against women – it's a men's issue." Ted Talk. [https://www.youtube.com/watch?v=KTvSfeCRxe8]

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

Recommended:	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"; Kimmel: "Masculinity as Homophobia"; Kinew: "After La Loche, using our grief for good"; Sánchez et al.: "Violence against women during the COVID pandemic": National Inquiry into MMIWG: *Final Report*

--------------------- **February 19 – MID-TERM RECESS – NO CLASS ----------------------------**

Week #6: February 26 **TAKE-HOME TEST #1 DUE**

RACISM, COLONIALISM, AND 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.

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Hutcherson, Lori Lakin. 2017. "My white friend asked me to explain white privilege, so I decided to be honest." *Open Democracy*, October 19. [https://www.opendemocracy.net/en/transformation/my-white-friend-asked-me-to-explain-white-privilege-so-i-decide/]

Recommended:	Bonilla-Silva: *Racism without Racists*; Coburn & Crichlow: "Committing Sociology Symposium: Challenging Antiblack Racisms and Sociology for Black Liberation"; Denis: "Sociology of Indigenous Peoples in Canada"; Fanon: *Black Skin, White Masks*; Henry & Tator: *The Colour of Democracy*; McIntosh: "White Privilege: Unpacking the Invisible Knapsack"; McLean: "We Built a Life from Nothing"; Samson & Bobo: "Ethno-Racial Attitudes and Social Inequality"

Week #7: March 5   **RACIAL PROFIING, 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.

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*; DuBois: *The Souls of Black Folk*; Harris: "The Next Civil Rights Movement?"; Lamont et al.: *Getting Respect*; 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*

Week #8: March 12   **RESIDENTIAL SCHOOLS, INTERGENERATIONAL TRAUMA, AND INDIGENOUS RESILIENCE**

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"; Corntassel & Holder: "Who's Sorry Now?"; Coulthard: "Subjects of Empire"; Fontaine: *Broken Circle*; Haig-Brown: *Resistance and Renewal*; Regan: *Unsettling the Settler Within*; TRC: *Honouring the Truth, Reconciling for the Future*

Week #9: March 19   **SOCIAL PSYCHOLOGY OF TERRORISM**

Required Readings:

Lemieux, Anthony. 2006. "Social Psychological Approaches to Understanding and Preventing Terrorism: Toward an Interdisciplinary Perspective." *Journal of Security Education* (January): 75-84.

Moghaddam, Fathali M. "The Staircase to Terrorism: A Psychological Exploration." *American Psychologist* 60(2): 161-169.

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]

Simi, Pete, Kathleen Blee, Matthew DeMichele, and Steven Windisch. 2017. "Addicted to Hate: Identity Residual among Former White Supremacists." *American Sociological Review* 82(6): 1167-1187.

              Recommended: Brym and Araj: "Suicide Bombing as Strategy and Interaction"; Gupta: *Understanding Terrorism and Political Violence*; Lazreg: "De-radicalization can work for former ISIS fighters"; McCauley & Segal: "Social Psychology of Terrorist Groups"; Moghaddam & Marsella: *Understanding Terrorism: Psychosocial Roots, Consequences, and Interventions*; Shortland: *The Psychology of Terrorism*; Silver et al: "Psychological Responses to September 11"; Sword & Zimbardo: "Inside the Mind of White Supremacy"

Week #10: March 26   **PAPER OUTLINE DUE**

                                  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]

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]

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/]

Recommended:	Asmundson: "COVID stress syndrome: 5 ways the pandemic is affecting mental health"; Bortolloti & 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: April 2   **GOOD FRIDAY – NO READINGS AND NO CLASS**

WEDNESDAY, APRIL 7   **TAKE-HOME TEST #2 DUE**

Week #12: April 9   **NO READINGS**
(But class time may be used for questions and discussion. Please work on your final paper!)

* **NOTE: FINAL PAPER IS DUE ON FRIDAY, APRIL 16**. *

Recommended Readings

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.

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]

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]

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.

Bonilla-Silva, Eduardo. 2010. *Racism without Racists: Color-Blind Racism and Racial Inequality in Contemporary America, 3rd edition.* New York: Rowman & Littlefield.

Bortolloti, 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]

Brym, Robert J., and Bader Araj. 2006. "Suicide Bombing as Strategy and Interaction: The Case of the Second Intifada." *Social Forces* 84(4): 1969-1986.

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

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 Antiblack Racisms and Sociology for Black Liberation." *Canadian Review of Sociology* 473-501.

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