

Socy 64, 13S

The Sociology of Emotions

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Class Meets 3B, Room 119 Silsby

Description: This seminar is intended to introduce students to the exciting field of the sociology of emotion. Although most of us think that feelings are deeply personal and private experiences—comprised of physiological and psychological elements—sociologists argue that they are heavily influenced by *social* factors. In this seminar, we'll explore the social side of emotion—including how they are socially learned, shaped, regulated, controlled, and distributed in the population as well as the consequences of emotion culture, emotion norms, emotion management, emotional labor, and emotional deviance for individuals, social groups, and society. A major theme of the course is the relationship between gender and emotion; we'll read about and discuss gender-linked norms about the “appropriate” experience and expression of emotion for males and females as well as gender differences in actual emotional experience and expression—the topic of some of my own research.

Over the semester, we'll read and discuss five books. Some of the readings will focus on specific emotions such as sympathy and denial, while the others focus on various aspects of emotion (including emotion management in the family and workplace and the role of emotion in social movements). Because this is a seminar, I will not lecture. Instead, the seminar will consist of daily class discussions, which include *your own* reactions to the reading.

The success of the seminar depends on *your* active participation; with your involvement, this class will be a great learning experience and fun for all of us. My goals are for you to: (a) develop an appreciation of sociological research on the social causes and consequences of emotion; and (b) further develop your analytic, speaking, and writing skills.

Requirements: You are expected to complete the following *seven* course requirements: (1) read all assigned material each day prior to coming to class; (2) submit seven thoughtful questions about the reading on the days we discuss each set of readings (one per day); (3) submit six short (2-page) summary/reaction papers based on the six books on the second day we discuss each book (that is, Thursday); (4) submit a short (1 page) description of the final research project you're considering; (5) submit and present a 10-12 page seminar paper based on your own research on emotion; (6) actively participate in seminar discussions on a regular basis; and (7) adhere to my guidelines for classroom comportment, which involves regularly attending and being on-time for class as well as turning in all written work on time. The six short papers will

constitute 60% of your course grade (10% each), the final seminar research paper and your class presentation of it will count towards 25% of your final grade, and 15% of your course grade will be determined by your daily questions and class participation.

(1) Readings: There are *five required* books, which you should purchase. All of the books are available at the Wheelock Books and the Dartmouth College Bookstore and Amazon. You're required to read *all* of the assigned book chapters and articles *before* coming to class each week since they're the basis of our class discussions and your bi-weekly questions and summary/reaction papers. To keep the workload reasonable, you'll read each book (more or less) over a weeklong period; I have assigned 3-4 book chapters per class. Although the summary/reaction papers for each book are due the second day we discuss it, I expect that you'll do the reading assigned for each week – even when a paper is not due. I'll ask you your thoughts about the readings each time we meet so make sure you do the reading.

(2) Weekly Questions: Over the term, you will submit *seven* thoughtful questions you had about the readings (one question per assigned reading). Your questions may be about anything pertaining to the reading, including some aspect of the author's argument you found confusing, terms or concepts that you didn't understand, some aspect of the research that you're uncertain about (e.g., the data or methods used in the study), or anything you feel the author left unanswered. **I'll collect the hard copy of your question at the beginning of class and we will answer them in class as a group.** Make sure your name appears on the question since they'll count toward your course final grade. These questions are an important thinking exercise and will be the basis of our weekly discussions. Note that your questions are due at the beginning of class, *before* we talk about each book. Your summary/reaction papers, described below, are due the second time we discuss each book and, therefore, may also include insights generated from the previous day's discussion.

Format: 1-2 sentences summarizing the authors' intentions or findings, followed by 1-2 sentences posing a question designed to facilitate class discussion.

Late questions will not be accepted. However, you may turn in questions for days that you miss, but you will only receive partial credit.

If you miss more than two of these, you will forfeit 5% of your grade, making your highest *possible* grade for the class 95%. If you miss four, you will forfeit 15% of your grade, making the highest possible grade for the class an 85%.

If you miss more than 4, you will fail the course, period.

These will be graded through a system of check pluses (roughly an A), checks (roughly a B), check minus (C or lower).

A check plus is a question that moves beyond the article itself, possibly comparing or contrasting to other things we've read or applying the ideas in the reading across contexts (the easiest being, to Dartmouth, to your high schools, etc.), or question the authors analysis, methods, findings, etc. A check question suggests that you read the material, but haven't really thought about it in a

critical way. A check minus suggests that you read the abstract of a footnote and have turned in something to be turning something in. Missing questions will be assigned a 0.

Good critical questions, or discussion-oriented questions - at the very least, have the potential to generate discussion. This means that they need to be answerable or at least discussable given the resources that we have. Before you hand the question to me, ask yourself the following: is this question answerable/discussable, given the information that we have here?

So, for example, a question such as: "How do you think the author's findings would have been different if she/he had conducted her study in Afghanistan?" Well, great question, but not necessarily answerable/discussable unless a portion of the class has been to Afghanistan. A better question would be, "Most of these studies are conducted in the U.S., which is a highly individualistic society (and where women, for the most part) have a considerable amount of freedom. How do you think the findings might have been different in a more traditional country where women's rights and behaviors are more restricted?"

If you would like to ask something in relation to something that you've read in another class, then it is your responsibility to convey the information in such a way that we have enough information in order to have a meaningful and useful conversation about the material.

You may, of course, ask questions that bridge different readings.

If you are having trouble with these, please come see me.

As with all required written work, I do not accept e-versions of your questions unless I grant prior permission.

Dates that require daily questions are marked with ("**") on your syllabus.

(3) Weekly Short Summary/Reaction Papers: Over the semester, you will write *six* 2-page, double-spaced typed papers on the books we read and discuss. These short papers will consist of a 1 page summary of the author's main point about emotion (which should include definitions of key concepts, a brief discussion of the data used in the study and main research findings) as well as a 1 page reaction to the book (which should include a brief discussion of what *you think* are its strengths and limitations, including the book's substantive insights into emotion, the data and methods used in the research, and/or unexamined or unanswered issues). The purpose of these papers is to help you think critically about substantive, conceptual, and methodological issues involved in sociological research on emotion. These papers are due the *second* meeting we have about each book. I'll collect your papers at the beginning of the class and return them to you with detailed comments the following week.

In assessing your written work, I will use the standards provided by the college for assessing student work:

<http://dartmouth.smartcatalogiq.com/en/2012/orc/Regulations/Undergraduate-Study/Requirements-for-the-Degree-of-Bachelor-of-Arts/Scholarship-Ratings>

I suggest that you familiarize yourself with these standards. According to the college, a C means refers to:

1. Acceptable mastery of course material
2. Student demonstrates some degree of originality, creativity, or both
3. Acceptable performance in analysis, synthesis, and critical expression, oral or written
4. Student works independently at an acceptable level

In order to get an A, you must have:

1. Excellent mastery of course material
2. Student performance indicates a very high degree of originality, creativity, or both
3. Excellent performance in analysis, synthesis, and critical expression, oral or written
4. Student works independently with unusual effectiveness

Further, all grading is relative. Fair or not, your work is always going to be assessed vis-à-vis the work of your peers.

Please hold on to your papers with my comments on it after I return them to you.

Please do not exceed 2-pages for this assignment and use a ***12-point font and 1 inch margins***. Since I'm as interested in *your reactions* to the readings as in your summaries of the material, make sure that you include *your own* assessment of *both* its strengths and weaknesses. I strongly advise you to *reread* your papers before submitting them since they will be graded and a well-written paper is a well-thought out paper. Finally, read over *my* comments on your papers because they're intended to help you improve your thinking and writing over the semester. I'll look for (and reward you on) your improvement on these papers over the quarter; the six papers count towards 60% of your final grade. Please make sure that you turn in *stapled hard copies* of your papers in class. Once again, unless I've granted permission, I don't accept e-versions of written work.

Although papers are signed on an A-E scale, missing papers will be given a 0.

If you miss more than three papers, you will not be eligible to pass this course, period.

Some Questions to Think About When Preparing Your Short Summary/Reaction Papers:

- (a) What's the author's main point about emotion? What's his or her general argument? Do you think this an important issue for furthering our understanding of emotion? Explain why. What are the main concepts discussed in the reading? What's the author's main question or hypothesis?
- (b) What types of data and methods are used to illustrate or test the main questions or hypotheses? What are the strengths and limitations of the data and methods used in this research? Again, explain why.

- (c) What are the main findings of the research? Are they important or surprising and, if so, why? Do these findings shed light on emotion processes? What are the insights of the research?
- (d) Finally, what are the implications of this article for future research on emotion? In other words, what existing questions remain unanswered and what new questions does this book raise?

(4) Short Description of your Research Project: You will turn in a 1-page description of your research project mid-semester. I'll give you feedback on the project before you embark on it. Note that the more detail you provide, the more helpful feedback I can give you.

(5) Seminar Research Paper: You will *write* a **10 to 12-page** research paper, which will count toward 40 percent of your final course grade. This paper should be stapled, in a **12-point font**, have **1-inch margins**, and should include a **title page** with your name and a reference list (neither of which count towards the 10-pages). The purpose of this paper is for you to get first hand experience conducting research on some of emotion that interests you. Throughout the semester we'll read studies that use different methods of research to study various aspects of emotion—including *participant observation, in-depth interviews, surveys, and/or content analysis*. You may choose any one of these methods to study any topic related to emotion, but you should speak with me first about your intended topic to make sure it's doable by the end of the semester. You'll present a **ten minute** description of your paper on the last day of class. Your papers and presentations of them will be educational and fun; some possible topics include: socioeconomic status, race, ethnic, or gender differences in students' feelings about any issue (e.g., politics, work, friendship, romantic relationships), the emotion culture of some group you're interested in (e.g., any organization or sports group on or off campus), emotional socialization for love, anger, or another emotion.

Your Research Papers Should Include the Following Elements:

- (a) Provide a clear introduction to your paper, which consists of a discussion of what emotion (or aspect of emotion) you studied and why this is an important topic for sociological research.
- (b) Provide a short (no longer than 2-page) background of prior research on your topic. This section should include of a brief literature review of existing research (and its findings) as well as unanswered questions about the topic, which you will address in your study.
- (c) Clearly state your main research question(s) or hypothesis. Describe the method of data collection you used in your research to examine your question or hypothesis and your sample.
- (d) Discuss the main findings of your research as they relate to your original research question(s) or hypothesis. Indicate whether or not your "hunch" (or hypothesis) was supported by your data.

- (e) Provide a conclusion to your paper, including a brief discussion of what you learned in the process of conducting the research and where you think research on this topic needs to go next.
- (f) Include 8-10 references of published articles (and by this, I mean, scholarly articles published in academic journals) and/or books on your topic in the background section. Make sure that the full citation for each resource is listed in a separate reference page.

Further Notes on All Seminar Papers:

First, please make sure that you follow both the page number and formatting requirements for each paper that you submit over the semester. As noted above, all written work should be double-spaced, in 12-point font and have 1-inch margins. Papers that exceed the page limitations and do not conform to my formatting guidelines will either be downgraded or returned to you without a grade.

Second, make sure that you turn in all written work (including daily questions, weekly summary/reaction papers, and final seminar paper) at the beginning of class on the day it's due. Late papers will not be accepted. If you are planning on missing class, you must submit your paper ahead of time in order for it to be counted for a grade. If I'm not in my office, leave your paper in my departmental mailbox or leave it under my office door. Once again, unless I gave you permission to do so, I will **not** accept e-versions of your written work. Make sure that you save all written work with the grade and my comments on it.

Third, I place a great deal of emphasis on good writing, especially spelling and grammar. A well-written paper reflects clear thinking and a solid grasp of course materials. Since I reward good writing, make sure that you carefully proofread your papers before submitting them. Visit the Writing Center for help with improving your writing. At the minimum you should always: 1) print the paper out on paper and 2) read it out loud before handing it. You will be surprised how much these two simple steps improve your writing.

(6) Student Participation: Because this is seminar, I will not regularly lecture, above and beyond introducing or clarifying a particular theory or concept. Instead, our weekly meetings will consist of a hopefully lively discussion of course materials. Your participation is *essential* for the seminar's success and I expect you to *regularly participate* in discussions.

(7) Classroom Comportment:

Regular Attendance: This seminar only meets only twice a week and regular attendance is *required*. I will take attendance each time we meet. If you cannot make it to class due to illness or another obligation, contact me *before* class. Please note that I consider more than 2 absences to be poor attendance; students who miss more than 2 meetings will receive a failing grade for the course and there are NO exceptions to this attendance policy. Do not take this course if you

cannot attend.

Being On Time for Class: I also expect that you will arrive to class on time. Contact me in *advance* if you must arrive late to class and do so only if you have a legitimate reason. Do not take this class if you cannot make it on-time. I'll downgrade students who repeatedly come to class late.

Classroom Courtesy: Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no talking on cell phones, surfing the web on laptops, reading newspapers, or talking during class (unless it is part of classroom discussion or an assignment). Indeed, because this is a seminar, there is no real reason for you to have your laptop out during class. If you must have your cell phone, please make sure you keep it on vibrate.

Being Respectful: I also expect that you are respectful to one another throughout the term. Sociologists often examine topics that are controversial and which elicit strong emotions. Reflecting their different backgrounds and different personal values and beliefs, students often have different and opposing views and opinions about social issues. The diversity of students' views adds depth and richness to my courses and is both welcomed and encouraged. Although you may not agree with one another, I ask that you are respectful of each other's views and that all classroom discussions are scholarly. Being respectful of one another will facilitate a positive learning environment in which you will all feel free to express your views, opinions, thoughts, and ideas.

Being Responsible: One more thing; YOU are responsible for keeping track of your missed days and missed work; I will not send you emails warning you about missed days or missed work. Although I am a student advocate and will support you in anyway I can, I will not hesitate to fail you as soon as you miss more than two meetings and/or if you fail to turn in required work.

Below are the due dates for each assignment and the breakdown of your course grade:

<u>Assignment</u>	<u>% of Your Final Grade</u>
. Short Paper #1	10%
. Short Paper #2	10%
. Short Paper #3	10%
. 1-Page Description of . Your Final Research Project	0% (Though it is in your best interest to do this)
. Short Paper #4	10%
. Short Paper #5	10%
. Short Paper #6	10%
. Seminar Research Paper & In-Class Paper Presentation	25%

. Weekly Questions	10%
. Classroom Participation	<u>5%</u>
	100%

Office Hours: Please feel free to come by during my office hours to discuss any questions you may have about the course or simply to chat about your interests in emotion, sociology, or anything else for that matter. If you can't make it during my office hours, I'm happy to arrange another time when we could meet. Since I check email several times a day, this is a great way for you to get in touch with me. You should also feel free to call my office phone.

Blackboard Support: This course is supported by Blackboard, which allows for faster communication between course members. Please check email daily for course updates and announcements. The quickest way to contact me is through e-mail (**Kathryn.j.lively@dartmouth.edu**).

Additional Notes

Plagiarism: Because you are writing papers for this course, you need to know the meaning of plagiarism. Plagiarism means "to steal and use [the ideas or writings of another] as one's own" (American Heritage Dictionary of the English Language, 1970, p. 1001). You plagiarize if you copy an author's words without both placing them in quotes and citing the source, and you plagiarize if you copy part or all of another student's exam. Close paraphrasing of someone else's work borders on plagiarism, too. Plagiarism, like cheating, is a violation of the honor code at Dartmouth and will be dealt with accordingly. When in doubt, put the idea even more completely in your own words or resort to proper quotes and citations! If I have any reason to believe that you have plagiarized, I will send your work immediately to the COS and notify you via blitzmail *after* the fact. If you have any doubts, please ask first!

Disabilities: Any student with a documented disability needing academic adjustments or accommodations is requested to speak to me *by the end of the second week of the term*. All discussions will remain confidential, although the Student Disabilities Coordinator may be consulted to verify the documentation of the disability.

Required Texts:

Hochschild, Arlie. "The Managed Heart: The Commercialization of Feeling."

Mullaney, Jamie L. and Janet Hinson Shope. "Paid to Party: Working Time and Emotion in Direct Home Sales."

Clark, Candace. "Misery and Company."

Lois, Jennifer. "Home is Where the School Is: The Logic of Homeschooling and the Emotional Labor of Mothering."

Hochschild, Arlie. "The Outsourced Self: Intimate Life in Market Times."

Gould, Deborah B. "Moving Politics: Emotion and ACT UP's Fight Against Aids."

All other readings are available on Blackboard.

Tentatively Scheduled Reading; Readings are to be completed on the day they are assigned!!

Week One Welcome back!

March 26 Getting Started: My Expectations from You and What You Can Expect From Me.

March 28** Feeling Rules and Emotion Management

Reading: Hochschild, Arlie. The Managed Heart, Chapters 1, 3, & 4

Week Two Where it All Started: The Managed Heart

April 1** Emotion Work, Feeling Rules, and Social Structure

Hochschild, Emotion Work, Feeling Rules, and Social Structure

Harvey, 'Are Some Emotions Marked "Whites Only"? Racialized Feeling Rules in Professional Workplaces.'

April 2 Emotion Management in the Workplace

Reading: Hochschild, Arlie. The Managed Heart, Chapters 6, 7, & 8.

Short Paper 1 Due at the beginning of class

April 4 No class – Talk in Socy Dept; John Logan, 4:00 – 5:30; location, tba.

Professor Logan is an urban sociologist, and will be speaking about his historical GIS work examining internal differentiation in the 1880 San Francisco Chinatown.

Week Three Managing The Work Family Divide

April 9** Creating a Feel Good Business

Reading: Mullaney and Shope, Paid to Party, Chapters 1, 2, & 3

April 11 Blurring the Lines Between Work and Home

Reading: Mullaney and Shope, Paid to Party, Chapters 4, 5, 6, & Conclusion.

Short Paper 2, Due at the beginning of class

Week Four Misery and Company in Everyday Life

April 16** Sympathy: An Introduction

Reading: Clark, Candace. Misery and Company, Chapters 1, 2, & 3

April 18 Sympathy Etiquette & Sympathy as Social Exchange

Reading: Clark, Candace. Misery and Company, Chapters 4, 5, & 6

Short Paper 3, Due at the beginning of class

Week Five Denial as Emotion Management

April 22 X-Hour, Bruce Muzik: The Big Secret No One Wants to Tell (Video)

April 23** Reading: Zerubavel, Eviatar. The Elephant in the Room: Silence and Denial in Everyday Life, Chapters 1, 2, 4, & 5

April 25 No class; use this time to work on your research paper.

Week Six Emotional Labor of Mothering

April 30** The Logic Of Homeschooling

Reading: Lois, Jennifer. The Logic of Homeschooling and the Emotional Labor of Mothering.

May 2 The Emotional Labor of Mothering

Reading: Lois, Jennifer Lois. The Logic of Homeschooling and the Emotional Labor of Mothering.

Short Paper 4, Due at the beginning of class

Week 7 Emotional Labor and Identity

May 7** Reading: Hochschild, Arlie. The Outsourced Self: Intimate Life in the Market Economy.

May 9 Reading: Hochschild, Arlie. The Outsourced Self: Intimate Life in the Market Economy.

Short Paper 5, Due at the beginning of class

Week 8 Emotions and Social Movements

May 14** Reading: Gould, Deborah. Moving Politics: Emotion and ACT UP's Fight Against AIDS.

May 16 Emotions and Social Movements (continued)

Reading: Gould, Deborah. Moving Politics: Emotion and ACT UP's Fight Against AIDS

Short Paper 6, Due at the beginning of class

Week 9 Presentations

May 21 Presentations (First ½ of class, by alphabetical order)

May 23 Presentations (Second ½ of class, by alphabetical order)

Week 10 Individual Assistance

May 28 No class – open office hours for questions regarding final research paper

May 29 X-Hour – open office hours for questions regarding final research paper

Final Research Paper – Due on the Last Day of the Finals Period; no exceptions.

Note: If you email me a copy of your final paper (even with my permission) and the file is corrupted, it will be recorded as missing and you will receive a 0.