

Honors Seminar: Sociology of Emotion

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Section: 1
Time: T 10 am-1 pm
Building/Room: 519 Bellamy
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Course Description: This honors seminar is intended to introduce students to the exciting field of the sociology of emotion. Although most of us think that feelings are deeply individual, 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 emotions are socially shaped, learned, regulated, controlled, and patterned (i.e., distributed in the population) as well as the consequences of emotion norms, emotion management, emotional labor, and emotional deviance for individuals, social groups, and society. Over the semester, we'll read and discuss five books. Two of the books focus on specific emotions such as love and sympathy, while the other two focus on various aspects of emotion (including emotion cultures & emotion work) in both the family and workplace. In addition to the five books we'll read, we'll read several journal articles about emotion. Here, we'll discuss the ways in which children learn norms about culturally appropriate emotional experience and expression and examine whether there are gender differences in the experience and expression of emotion in the U.S. today. Throughout the semester we'll also view and discuss several films, which illustrate different aspects of emotion that we'll be reading about and discussing. Because this is an honors seminar, I will *not* lecture. Instead, the seminar will consist of weekly class discussions, which includes *your* reactions to the readings and films. My overall 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. ***The success of the seminar depends on your active participation; with your active involvement, this class will be fun and a great learning experience.***

Course Requirements: I expect you to complete the following *seven* course requirements: (1) read all assigned material each week prior to coming to class; (2) hand in a typed question that you had about the reading for that week at the beginning of each class; (3) write 5 short (3 page) summary-reaction papers based on the 5 assigned books that we'll read as a class; (4) submit a short (1-2 paragraph) description of the research project you're considering, (5) write and present a 6 page seminar paper based on your own research on emotion; (6) actively participate in seminar discussions on a regular basis; and (7) conduct yourselves in a professional manner, which includes *regularly* attending class, *regularly* arriving to class on-time, and being respectful to me and the other students. The short papers will constitute 50% of your course grade (10% each), the research paper will count towards 30% of your final grade, and 20% of your course grade will be determined by your weekly questions and class participation. Below is a list of the required books and a detailed description of the 7 requirements.

Required Books:

- (1) Cancian, Francesca. 1987. *Love in America: Gender & Self-Development*. N.Y.: Cambridge University.
- (2) Clark, Candace. 1997. *Misery & Company: Sympathy in Everyday Life*. Chicago: University of Chicago.
- (3) Hochschild, Arlie. 1983. *The Managed Heart: Commercialization of Human Feeling*. CA: University of California.
- (4) Hochschild, Arlie. 1989. *The Second Shift: Working Parents & the Revolution at Home*. CA: University of California.
- (5) Lois, Jennifer. 2003. *Heroic Efforts: The Emotional Culture of Search & Rescue Volunteers*. NY: NYU.

(1) Readings: There are five *required* (not optional) books for the seminar, which you should purchase. All of the books should be available at both Bill's and the University Bookstore. There are also required journal articles that will be available on Blackboard that has been set up for the course. You're required to read *all* of the assigned book chapters (and journal articles) *before* coming to class each week since they're the basis of our class discussions and your short summary/reaction papers. To keep the workload for this seminar reasonable, you'll read each book over a two-week period; I have assigned three book chapters per week. Although the summary/reaction papers for each book are due every other week, I expect that you'll do the reading assigned for each week, even when a paper is not due. *Please be aware that I'll routinely ask each of you your thoughts and opinions about the readings each time we meet so make sure you do the reading each week.*

(2) Questions: Each week, you'll submit one *thoughtful* question you had about the reading for that week. Your question may be about anything pertaining to the reading, including some aspect of the author's argument that you found confusing, terms or concepts that you did not understand, some aspect of the research that you are uncertain about (e.g., the data or methods used in the study), your lack of clarity about the substantive issues the study focused on, or additional issues you feel the author left unanswered. I'll collect your *typed* questions at the *beginning* of each class and we'll try as a group to answer them. 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; you'll submit a total of 12 questions over the semester.

(3) Short Summary/Reaction Papers: Over the semester, you will write 5 short (i.e., 3 page) *double-spaced typed* papers on the books we read and discuss as a class. These short papers will consist of a *1-2 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 *1-2 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. I'll collect your papers at the beginning of the class and return them to you with detailed comments the following week. I'll evaluate these papers with letter grades ranging from an A (which indicates that the paper is particularly thoughtful, insightful, articulate, and well-written), a B (which indicates a good but not great essay), a C (which indicates a satisfactory but not particularly strong paper), a D (which indicates a lack of preparation or an overly short or long, unfocused, careless, underdeveloped, and poorly written essay), or an F (which indicates that you did not do the reading). *Do not exceed 3 pages* for this assignment and use an *11 or 12 point font*. Since I'm as interested in *your reactions* to the readings as I am 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 writing, organization, and thinking on the subsequent papers you'll write in the course. I look for your improvement on these papers over the semester; the five papers count towards 50% of your final grade. Please turn in *stapled hard copies* of your papers and do *not* send me e-versions of them.

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? In your opinion, 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? Do you think these are important and/or surprising findings 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 1-2 paragraph description of your research project on October 31. I will give you extensive feedback on your proposed project before you embark on it.

(5) Seminar Research Paper: You will *write a no longer than 6 page* research paper, which will count toward 30 percent of your course grade. This paper should be typed in an *11 or 12 point font* and include a title page with your name (which does not count toward the 6 pages). The purpose of this paper is for you to get first hand experience conducting sociological research on emotion. Throughout the semester we'll read research that uses a variety of 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. You'll present a no longer than 5 minute description of your paper on the last day of class.

Your papers and your presentations of them will be educational and fun; some possible topics include: gender, race, ethnic, or social class differences in students' feelings about leaving home for college, the emotions of living in dormitories, students' expectations of romantic relationships, emotion culture on campus in general or in an athletic group or sorority/fraternity on 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 *you* think this is an important topic for sociological research.
- (b) Clearly state your main research question or hypothesis. Also describe the method of data collection you used in your research to examine your question or hypothesis as well as your sample.
- (c) Discuss the main findings of your research as they relate to your original research question or hypothesis. Also indicate whether or not your "hunch" (or hypothesis) was supported by your data.
- (d) Finally, 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.

(6) Student Participation: Undergraduate students at FSU rarely have an opportunity to take courses in which they're encouraged to regularly discuss their own views, opinions, thoughts, and ideas. In this course, you'll have such an opportunity. Because this is an *honors seminar*, I will not regularly lecture; instead, the seminar will be based primarily on class discussions. Since this is a student rather than faculty driven course, your participation is, therefore, *essential* for the seminars success and I expect you to *regularly participate* in classroom discussions. Since there are only a small number of students in the seminar, I hope we'll together create a learning environment in which all of you'll feel free to express your own views, opinions, thoughts and ideas. Regular high quality class participation will be rewarded and will improve your final course grade.

(7) Professionalism: I expect all seminar members to *behave professionally* throughout the semester, which includes *regularly attending class, regularly arriving to class on time, and being respectful* to myself and all other members of the class. Please be aware that students will be downgraded for any form of unprofessional behavior. In extreme circumstances, students will be asked to leave the course and will receive an F.

Regular Attendance: This honors seminar meets only one time per week. Regular attendance is, therefore, crucial and *required*. I will take attendance each time we meet. If you cannot make it to class due to illness, you must contact me *before* class. I consider more than 2 absences to be poor attendance. Students who miss 3 class meetings will be downgraded; students who are absent more than 3 class periods will receive a failing grade for the course. Do not take this course if you do not plan on being in class each time we meet.

Being On Time for Class: Similarly, I expect you to arrive to class on time each time we meet. Coming to class late is distracting to me and the other students. Contact me in *advance* if you must arrive to class late and only do so if you have a legitimate reason. Once again, students will be downgraded for coming to class late.

Being Respectful : I expect that you'll behave respectfully to me and all of the students in the seminar. Reflecting different personal backgrounds as well as different personal and academic goals and interests, students who enroll in honors seminars typically have diverse opinions about issues. The diversity of students' views adds depth and richness to these honors seminars and is welcomed. Although you may not agree with one another on a number of issues, I insist that you are respectful of my own and each other's views and that all discussions are scholarly. Students who are not respectful will be removed from class and will receive an F.

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

<u>Assignment</u>	<u>% of Your Final Grade</u>	<u>Date Due</u>
Short Paper #1	10%	September 12
Short Paper #2	10%	September 26
Short Paper #3	10%	October 10
Short Paper #4	10%	October 24
Description of Final Project		October 31
Short Paper #5	10%	November 7
<i>Thanksgiving Break: No Class</i>		<i>November 21</i>
Research Paper	30%	December 5
Weekly Questions, Participation & Professionalism	20%	Every Week
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, gender, 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.

Blackboard Support: This course is supported by Blackboard, which allows for faster communication between course members. Please check Blackboard daily for course updates and announcements. The quickest way to contact me is through e-mail (rsimon@fsu.edu). I check e-mail several times a day.

Some Final Notes: In addition to my own policies for classroom comportment described above, you are expected to abide by the following policies that have been developed by the College of Social Sciences at FSU:

Academic Honor Policy: Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin . The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: <http://www.fsu.edu/~dof/honorpolicy.htm>

Academic Dishonesty: Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor's discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy (<http://www.fsu.edu/~dof/forms/honorpolicy.pdf>).

Americans with Disabilities Act : Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities go to <http://www.fsu.edu/~staffair/dean/StudentDisability/> and contact:

Student Disability Resource Center
108 Student Services Bldg., Florida State University
Tallahassee, FL 32306-4167
(850)644-9566 (voice), (850)644-8504 (TDD)
E-mail: SDRC@admin.fsu.edu

Classroom Courtesy: Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about children or other family members, keep it on vibrate. [http://www.e-soc.net/ 7/30/2006](http://www.e-soc.net/7/30/2006) Policy on Student Conduct Page 2 of 2.

Religious Holidays: Students will be allowed to miss class due to observance of religious holidays but they are still responsible for all materials assigned outside and covered in class on the day(s) missed. You must talk with your instructor in advance of missing a class for religious holiday observance reasons.

Excused Absences: The following and only the following absences are eligible to be excused: Religious holidays, as specified in FSU policy; absences due to representing FSU at official functions, including intercollegiate debating or varsity sports events; verified emergencies and/or medical illness. Medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. Documentation is required for an absence to be excused.

Incomplete Grades: Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

Tentative Class Schedule

(Note that the class schedule is tentative and may be modified over the course of the semester. I'll keep you posted about any changes as soon as I'm aware of them through Blackboard.)

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
August 29	Introduction & Overview of the Course	
September 5	Feeling Rules & Emotion Management	Hochschild, <i>The Managed Heart</i> Chapters 1, 3, & 4
September 12	Emotion Management at the Work Place	Hochschild, <i>The Managed Heart</i> Chapters 6, 7, & 8

First Book Summary Due at the End of Class on September 12th

September 19	Historical Changes in Love	Cancian, <i>Love in America</i> Chapters 1, 2, & 3
September 26	Gender & Love in our Culture	Cancian, <i>Love in America</i> Chapters 5, 7, & 8

Second Book Summary Due at the End of Class on September 26th

October 3	Changes in the Family	Hochschild, <i>The Second Shift</i> Chapters 1, 2, & 3
October 10	Emotion Management in Marriage	Hochschild, <i>The Second Shift</i> Chapters 13, 14, & 15

Third Book Summary Due at the End of Class on October 10th

October 17	The Emotion Culture of Rescue Volunteers	Lois, <i>Heroic Efforts</i> Chapters 1, 2, & 3
October 24	The Emotions of Rescuers, Victims & Families	Lois, <i>Heroic Efforts</i> Chapters 4, 5, & 7

Fourth Book Summary Due at the End of Class on October 24th

October 31	Sympathy	Clark, <i>Misery and Company</i> Chapters 1, 2, & 3
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Paragraph description of the topic you are considering for your seminar paper is due on October 31.

November 7	Sympathy Etiquette & Sympathy as Social Exchange	Clark, <i>Misery and Company</i> Chapters 4, 5, & 6
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Fifth Book Summary Due at the End of Class on November 7th

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
*November 14	Emotional Socialization & Emotion Management	Smith & Kleinman, 1989. "Managing Emotions in Medical School: Students' Contacts with the Living and the Dead" <i>Social Psychology Quarterly</i> 52: 56-69. Cahill & Eggleston. 1994. "Managing Emotion in Public: The Case of Wheelchair Users." <i>Social Psychology Quarterly</i> 57: 300-312. Frances, Linda. 1997. "Ideology & Interpersonal Emotion Management: Redefining Identity in Two Support Groups." <i>Social Psychology Quarterly</i> 60:153-171.
November 21	Thanksgiving Break: No Class	
*November 28	Gender & Emotion	Simon, et al. 1992. "The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females." <i>Social Psychology Quarterly</i> 55: 29-46 Pierce. 1999. "Emotional Labor among Paralegals." <i>Annals of the American Academy of Political & Social Science</i> 561: 127-142. Simon & Nath. 2004. "Gender & Emotion in the U.S.: Do Men & Women Differ in Self-Reports of Feelings & Expressive Behavior?" <i>American Journal of Sociology</i> 109: 1137-1176.
December 5	Student Presentations of Research Paper	
Research Paper Due at the End of Class on December 5th		

** Note that I have not asked you to write summary papers for these final two sets of readings so that you could instead work on your final course research papers. I do, however, expect that you'll read these materials so that we could discuss them as a group. I also expect you to turn in a question about these two sets of readings as you did for the other readings. All of the articles are available on the blackboard that's been setup for the course.*