

## Graduate Seminar: Sociology of Emotion

Course: SYA 6933  
Semester: Spring 2006  
Time: W 1-4 pm  
Building/Room: 519 Bellamy  
e-mail: [rsimon@fsu.edu](mailto:rsimon@fsu.edu)

Professor Robin Simon  
Office: 613 Bellamy  
Phone: (850) 644-7105  
Office Hours: W 4-5 pm  
& by appointment

**Course Description:** This course is intended to introduce students to the sociology of emotion and affect. Although most of us think that feelings are deeply personal and private experiences comprised of physiological and psychological elements, sociologists argue that they're heavily influenced by social factors. In this seminar, we'll explore the social side of emotion—including how they are socially shaped, learned, regulated, controlled, and patterned (i.e., social distributed in the population) as well as the consequences of emotion norms, emotion management, emotional labor, and emotional deviance for individuals, groups, and society.

The course is organized as follows: In the first week, we'll read overviews of the sociology of emotion to give you the "lay of the land." We'll then focus on some theoretical approaches for understanding emotion within sociology and proceed to readings that apply these and other theories to a variety of substantive topics such as emotion work (including emotional labor) in both the workplace and family, emotion cultures, and emotional socialization. We'll also discuss work on specific emotions such as love as well as the consequences of emotional labor for identity and the self concept. The final topics we'll include the relationship between emotions and health, the social distribution of emotions in the population, and the emotions of "deviant" subgroups such as sexual minorities and the disabled as well as the use of emotion in social movements—a topic that has received considerable research attention. Over the course of the semester, we'll identify gaps in the literature, generate researchable questions, develop testable hypotheses, and ponder appropriate research designs for the study of emotion.

While most of the readings are from a micro-sociological (i.e., social psychological) perspective, I've incorporated some readings are from a macro-sociological perspective as well. The reading list contains a healthy mix of older and more recent work on emotion as well as research based on qualitative and quantitative methodologies. You should be aware that the seminar will *not* cover all sociological approaches to emotion. Instead, the seminar represents a somewhat idiosyncratic and non-representative sampling of certain topics based on my own scholarly interests, which are on the interrelationships among gender, culture, emotion, and health. Due to time limitations, several important genres of sociological research on emotion—particularly experimental work on emotion—are not included in the syllabus but I could direct you to this body of work. My overall goal for the course is for you to develop an appreciation of theory and research on the social causes and social consequences of emotion, which you may decide to use in your own research.

***Please note that this is an advanced seminar for sociology graduate students; I assume that students have some background in sociological theory and methods and/or methods of social science research more generally. Non-sociology students should see me immediately to discuss whether you have sufficient background to do well in the course.***

**Course Requirements:** I expect you to complete the following *six* course requirements. All students must: (1) read all assigned articles each week prior to coming to class; (2) write and present several 2-page essays, which include a summary of and reaction to weekly readings; (3) complete a short (no longer than 3-page) paper assignment; (4) submit a 15-page final seminar paper on a topic of your choice (pending my approval of it); (5) present a five minute summary of your course paper and; (6) behave professionally throughout the semester. Your final course grade will be computed in the following way: your essays will constitute 20% of your grade, your short paper will count towards 10% of your grade, 10% of your grade will be based on your professionalism and seminar participation (which includes the presentation of your essays and course paper as well as your contribution to our weekly discussions), and the remaining 60% of your grade will be based on your seminar paper. You could find a detailed description of each course requirement below and don't hesitate to talk with me about any questions or concerns.

**(1) Readings:** Our readings consist of a mix of journal articles and book chapters from edited volumes and monographs. You can find copies of all of the readings in folders (organized by the date in which they will be discussed) on the course's website. Since there is no reading for March 11<sup>th</sup> (which is spring break), there is a total of 13 weeks of readings. To keep the work load manageable, I've assigned 4 readings per week.

*Note that all students are expected to do all of the readings prior to class, regardless of whether you have responsibility for it or not. I'll ask all students to share their opinions about the readings each week.*

*Also note that all written work you submit over the semester should be double-spaced, in 12 point font, and have 1 inch margins. I will not accept papers that do not adhere to these requirements.*

**(2) Weekly Essays:** Each week a student will be assigned responsibility for one of the four assigned readings in which he or she will write and present a *no longer than 2 page double-spaced* paper that consists of a *1 page summary* of the author's main point and argument (which should include definitions of key concepts and, if relevant, a discussion of the data and methods used and research findings) as well as a *1 page reaction* to the article (which should include a discussion of both the strengths and limitations of the article, including the theoretical insights and, if relevant, the data and methods used as well as unexamined issues and implicit assumptions about emotion). The number of essays you'll be responsible for writing over the semester depends on the number of students enrolled in the seminar. So when there are four assigned readings for a given week, four students will have responsibilities (each student will be responsible for only one of the readings). I'll collect the essays in class and return them to you with detailed comments the following week. You can decide as a group whether to share your essays with one another on Blackboard.

The purpose of the essays is twofold: (1) to help you think through the conceptual, theoretical, methodological, and substantive issues in the readings, and (b) to guide our class discussions. I'll evaluate the essays with the full range of grades – from an A (which indicates that the essay is very thoughtful, insightful, well-written, and articulate essay), a B (which indicates a satisfactory but not particularly inspired essay), a C (which indicates a lack of preparation or an overly lengthy or short, unfocused, and/or underdeveloped essay), and so on. *Please do not exceed 2 pages for this assignment.* Since I am as interested in *your reactions* to the reading as I am in your summaries of the articles, the first page of this assignment should include a summary of the article or book chapter and the second page should include *your own* assessment of both the strengths and

weaknesses of the work. I strongly advise you to reread your reaction papers several times before submitting them to me since you will be graded on them and a well-written paper is usually a well-thought out paper. Importantly, please be sure to carefully read over *my comments* on your essays because they're intended to help you improve your writing, organization, and thinking. I'll be looking for improvement in your papers over the semester and will grade you accordingly.

***Some Questions to Think About When Preparing Your Essays:***

- (a) What is the author's main point, question and/or argument about emotion? Is this an important and/or central issue for furthering our understanding of emotion and/or emotion processes? If so, why? If not, why? What are some of the main concepts that are used in this reading?
- (b) What theoretical perspective does the author draw on to frame his or her main point? In your opinion, is this theoretical perspective appropriate for the research question or argument? What are the strengths and limitations of this theoretical perspective? Explain why you think this way.
- (c) If relevant, what data and methods are used to answer the author's main question and/or test his or her hypothesis? Are these data and methods appropriate given the research question the author addresses and/or the hypothesis advanced? What are the strengths and limitations of the data and methods used in this research? Again, explain why you think this way.
- (d) If relevant, what are the main findings of the research? Are these important and/or surprising findings and, if so, why? Do these findings shed light on emotion and/or emotion processes? Do the data and methods used influenced the findings of this research? What other data and methods might be better to address the questions and/or hypotheses?
- (e) Finally, what are the implications of this article for future theory and research on emotion? In other words, what existing questions remain unanswered and what new questions are raised?

**(3) Short Paper Assignment:** This paper assignment, which is due at the end of class on *March 4<sup>th</sup>* (*the last time we meet before spring break*), is intended to help you make progress on your final course paper. The short paper should consist of a **3 page summary** of the topic you have chosen for your course paper (including a statement of the purpose of your paper, a discussion of the substantive issue you are focusing on, a brief discussion of the importance of the topic, definitions of key concepts, the theoretical perspective or perspectives your paper will draw on and, if relevant, a list of questions/hypotheses to be examined). Also you should include a preliminary list of references you will draw on in your final paper (this list does not count as part of the 3 pages). I'll give you detailed feedback on this assignment immediately after spring break, which will help you with the final course paper. Please do **not exceed 3 pages** of actual text for this assignment.

***All students are advised to see me for individual consultation about their paper topic before this assignment is due. Also, you are required to return this paper (with my comments) to me when you turn in your course paper.***

**(4) Course Paper:** Students will write a 15 page paper on a topic relevant to the course. This assignment is due on *April 22<sup>nd</sup>* and could take any one of the following three forms:

- (a) A critical literature review that focuses on a substantive topic of your choice that is relevant to

the seminar (e.g., the importance of emotion for social movements or the contribution of emotion culture and/or emotional socialization for understanding group differences in the experience and expression of emotion). This paper should include a thorough review of the literature on the topic and a discussion of the theoretical perspective(s) that tends to be used in this body of research. You should also discuss what you consider are both the strengths and limitations of the existing work. Importantly, make sure that you incorporate *your thoughts* about unanswered issues on the topic that warrant future work. This paper option is useful for students in their first year of graduate school or more advanced students who want to explore a new topic.

(b) A research proposal, which includes a statement of the substantive problem to be examined, a thorough but concise review of the literature, a discussion of unexamined questions on the topic, your main question and its importance, the specific questions/hypotheses to be examined, and the proposed study design—including sampling procedures, methods of data collection, measures, and analytic strategies you will use. I encourage advanced students to consider this paper option; you may propose a study using existing data.

(c) An empirical study (written in journal article format) of a substantive problem of your choice, which draws on one or two theories that could advance our understanding of the substantive problem in question. You may use either original or secondary data for this paper option. This option is most appropriate for advanced graduate students who want to work on a project for eventual publication and students who wish to work on a project in which they are already involved (e.g., their masters' paper or dissertation).

**Further Notes on All Seminar Papers:** There's a reason why I've asked you to write papers of specific page lengths with specific font sizes and margins; as professional sociologists, we're required to keep our work to specific page requirements and getting accustomed to these requirements is crucial for your professional development. I will *not* read text beyond the page limit of the assignment. Unless we've talked, I will *not* accept e-versions of your papers; please turn in *stapled hard copies* of your papers on the day they are due.

**Policy on Late Assignments:** Unless I have given you prior permission to turn your paper in after the due date, late papers will be downgraded.

**(5) Student Presentations:** I have reserved the last two days of class (April 15th & 22<sup>nd</sup>) for presentations of your course papers. You should prepare a *no longer than 5 minute* professional (i.e., clear, concise, & succinct) presentation of your final paper. You may use handouts or other visual aids, but you are not required to do so. The important thing to keep in mind for these presentations is that you provide a brief overview of your paper by summarizing your topic, discussing why you think it's an important topic to study, and highlighting what you've learned in the process of your research. Because we'll devote 5 minutes after each presentation for questions and answers—and to make sure there's enough time for all students' presentations—make sure that you keep your presentation to the 5 minute limit.

**(6) Seminar Attendance and Professionalism:** I expect you to regularly participate in seminar discussions and to act professionally throughout the semester, which includes *regularly attending class, arriving to class on time, and being respectful* to all seminar members. Students will be downgraded for unprofessional behavior. In cases of extreme unprofessional behavior, I'll simply remove the student from the class.

(a) You must **regularly attend class**. If you can't make it to class, please contact me **before** class. Also, avoid missing class on days when you have responsibility for a reading because it gets us off schedule. I consider more than 2 absences to be poor attendance and missing 3 or more classes will adversely affect your grade.

(b) You must **arrive to class on time**. Please contact me in advance if you will arrive to class late only do so if you have a legitimate reason. Students will be downgraded for repeated lateness.

(c) Finally, I expect that you will **behave professionally** throughout the semester and be respectful to me and the other students in the class. Reflecting different personal and professional backgrounds, goals, and interests, students who enroll in my seminars typically have diverse opinions about scholarship. The diversity of views and training will add depth and richness to the seminar and is welcomed. Although you may not agree with one another, you must remain respectful of my own and each others' views and I insist that all discussions are scholarly. Students who don't conduct themselves in a professional manner will be removed from the class.

**Office Hours:** Please feel free to come by during my office hours to discuss any questions you may have regarding course materials or simply to chat about your interests in emotion. Keep in mind that all students **are advised to** see me for individual consultation about their paper topic **before the short paper assignment is due**. 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. Please check Blackboard daily for course updates and announcements. The quickest way to contact me is through e-mail ([rsimon@fsu.edu](mailto:rsimon@fsu.edu)) or phone (644-7105). I check e-mail several times a day.

**Supplemental Readings on Emotion:** To help you get started locating readings that are relevant for your course paper, I've included a list of articles and books on emotion at the back of the syllabus. Although the list is not exhaustive, it's a start. Don't hesitate to talk with me about additional readings.

### **Some Final Notes:**

**Academic Honor Code:** The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility: (1) to uphold the highest standards of academic integrity in the student's own work; (2) to refuse to tolerate violations of academic integrity in the university community; and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Please see the following web site for a complete explanation of the Academic Honor Code ([www/fsu.edu/Books/Student-Handbook/codes/honor/htm1](http://www/fsu.edu/Books/Student-Handbook/codes/honor/htm1)).

**Plagiarism Caution:** The Provost and legal counsel of FSU warn us that any uses of others' copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. To this end, please be scrupulous in using the work of others by giving full and appropriate credit to the sources and materials that you use. Please use care when taking words and phrases from others. If you use a string of three or more exact words from another source, you must place the words in quotes and cite the author, year and page number. Be a stickler about citing; cite more rather than less; cite early rather than late. Do NOT appropriate the concepts, phrases, or

ideas of other people without giving them credit. If you do so, you risk losing your good name and getting into legal trouble. Any confirmed instance of plagiarism will result in an F for the course.

**Americans with Disabilities Act Statement:** Students with disabilities needing academic accommodations should: (1) register with and provide documentation from the Student Disability Resource Center; and (2) bring me a letter 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, contact: The Student Disability Resource Center, 97 Woodward Avenue ([www/fsu.edu/~staffair/dean/StudentDisability/](http://www/fsu.edu/~staffair/dean/StudentDisability/)).

## Schedule of Topics and Readings

(For your benefit, I have included important readings under some topics but marked them with asterisks to indicate that they are *not* required and we will *not* discuss them in class.)

<u>Date</u>	<u>Topic &amp; Readings</u>
January 7	Getting Started: My Expectations of You & What You Can Expect From Me
January 14	Introduction & Overview: What are Emotions & What is the Sociology of Emotion?  Gordon, Steven L. 1981. "The Sociology of Sentiment and Emotion." Pages 562-592 in <i>Social Psychology: Sociological Perspectives</i> , edited by Morris Rosenberg & Ralph H. Turner. New York: Basic Books.  Thoits, Peggy A. 1989. "The Sociology of Emotions." <i>Annual Review of Sociology</i> 15: 317-342.  Kemper, Theodore D. 1990. "Themes and Variations in the Sociology of Emotions." Pages 3-26 in <i>Research Agendas in the Sociology of Emotions</i> , edited by Theodore Kemper. New York: State University of New York Press.  Smith-Lovin, Lynn. 1995. "The Sociology of Affect & Emotion." Pages 118-148 in <i>Sociological Perspectives on Social Psychology</i> , edited by Karen Cook, Gary Allan Fine, and James S. House. Boston: Allyn & Bacon.  * Massey, Douglas. 2002. "A Brief History of Human Society: The Origin and Role of Emotion in Social Life." <i>American Sociological Review</i> 67: 1-29.
January 21	Some Different Views about the Etiology, Nature, and/or Functions of Emotion within Sociology: Social Constructionist and Positivist Theoretical Approaches  Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." <i>American Journal of Sociology</i> 85: 551-575.  Shott, Susan. 1979. "Emotion & Social Life: A Symbolic Interactionist Analysis." <i>American Journal of Sociology</i> 84: 1317-1334.  Kemper, Theodore D. 1978. "Fundamental Dimensions of Social Relationships." Pages 2-71 in <i>A Social Interactional Theory of Emotions</i> , edited by Theodore D. Kemper. New York: Wiley.  Kemper, Theodre D. 1981. "Social Constructionist & Positivist Approaches to the Sociology of Emotions." <i>American Journal of Sociology</i> 87: 336-362.

*Emotion Management Processes: Managing One's Own & Other Peoples' Emotions*

January 28 Emotion Work at Work: A Focus on Gender and Race

Hochschild, Arlie. 1983. "Exploring the Managed Heart" and "Feeling Management: From Private to Commercial Uses." Pages 3-23 and 89-136 in *The Managed Heart: Commercialization of Human Feeling*. Berkeley, CA.: University of California Press.

Pierce, Jennifer. 1995. "Rambo Litigators" & "Mothering Paralegals" Pages 50-82 and 83-102 in *Gender Trials: Emotional Lives of Contemporary Law Firms*. Berkeley: University of California Press.

Kang, Miliann. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." *Gender & Society* 17: 820-839.

Harlow, Roxanne. 2003. "'Race Doesn't Matter But...': The Effect of Race on Professors' Experiences and Emotion Management in the Undergraduate Classroom." *Social Psychology Quarterly* 66: 348-363.

- \* Meanwell, Emily et al. 2008. "Old Paths and New Directions: Studying Emotions in the Workplace." *Sociological Compass* 2/2: 537-559.

February 4 Emotion Work in the Family: A Focus on Gender and Status

Hochschild, Arlie R. 1989. "A Speed Up in the Family," "Marriage in the Stalled Revolution," and "The Cultural Cover-Up." Pages 1-10, 11-21, and 22-32 in *The Second Shift: Working Parents & the Revolution at Home*. New York: Viking.

Erickson, Rebecca. 2005. "Why Emotion Work Matters: Sex, Gender, and the Division of Household Labor." *Journal of Marriage and the Family* 67: 337-351.

Erickson, Rebecca and Amy Wharton. 1995. "The Consequences of Caring: Exploring the Links between Women's Job and Family "Emotion Work." *Sociological Quarterly* 36: 301-324.

Lively, Kathryn J. and Brian Powell. 2006. "Emotional Expression at Work & at Home: Domain, Status, or Individual Characteristics?" *Social Psychology Quarterly* 69: 17-38.

February 11 Emotion Culture: Large Scale (i.e., Macro) Culture

Lofland, Lynn H. 1985. "The Social Shaping of Emotion: The Case of Grief." *Symbolic Interaction* 8: 171-190.

Cancian, Francesca M. and Steven L. Gordon. 1988. "Changing Emotion Norms in Marriage: Love & Anger in U.S. Women's Magazines Since 1900." *Gender & Society* 2: 308-42.

Stearns, Peter N. 1992. "Gender and Emotion: A Twentieth-Century Transition." Pages 127-160 in *Social Perspectives on Emotion*, Volume 1. Greenwich, CT: JAI.

Shields, Stephanie A. 2007. "Passionate Men, Emotional Women: Psychology Constructs Gender Difference in the Late 19<sup>th</sup> Century." *History of Psychology* 10: 92-110.

February 18 Emotion Culture: Small Scale (i.e., Micro) Culture

Clark, Candace. 1987. "Sympathy Biography and Sympathy Margin." *American Journal of Sociology* 93: 290-321.

Katz, Jack. 1996. "Families and Funny Mirrors: A Study of the Social Construction and Personal Embodiment of Humor." *American Journal of Sociology* 101: 1194-1237.

Lois, Jennifer. 2003. "Studying Peak Search & Rescue" and "Socializing Heroes" Pages 25-43 and 64-84 in *Heroic Efforts: The Emotional Culture of Search & Rescue Workers*. New York: New York University Press.

Zerubavel, Eviatar. 2007. "A Conspiracy of Silence," "Rules of Denial," and "The Politics of Denial." Pages 1- in *The Elephant in the Room: Silence and Denial in Everyday Life*. Oxford: University of Oxford Press.

February 25 Emotional Socialization

Pollak, Lauren Harte and Peggy A. Thoits. 1989. "Processes in Emotional Socialization." *Social Psychology Quarterly* 52: 22-34.

Shields, Stephanie and Beth Koster. 1989. "Emotional Stereotyping of Parents in Child-Rearing Manuals: 1915-1980." *Social Psychology Quarterly* 52: 44-55.

Smith, Allen C., III and Sheryl Kleinman. 1989. "Managing Emotions in Medical School: Students' Contacts with the Living and the Dead." *Social Psychology Quarterly* 52: 56-69.

Cahill, Spencer. 1999. "Emotional Capital & Professional Socialization: The Case of Mortuary Science Students (and Me)." *Social Psychology Quarterly* 62: 101-116.

March 4 Gender and Love

Simon, Robin W., Donna Eder, and Cathy Evans. 1992. "The Development of Feeling Norms Underlying Romantic Love among Adolescent Females." *Social Psychology Quarterly* 55: 29-46.

Giordano, Peggy C., Monica A. Longmore, and Wendy D. Manning. 2006. "Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys." *American Sociological Review* 71: 260-287.

Simon, Robin W. 2002. "Revisiting the Relationships among Gender, Marital Status, & Mental Health." *American Journal of Sociology* 107: 1065-1096.

Simon, Robin and Anne Barrett. 2008. "Romantic Relationships and Mental Health in Emerging Adulthood: Is there a Closer Link for Women than for Men?" Under Review.

**\*\* Short Paper Assignment is Due at the End of Class \*\***

March 11 Spring Break: No Class

March 18 Emotions and Identity, the Self-Concept, and Religion

Smith-Lovin, Lynn. 1990. "Emotion as the Confirmation & Disconfirmation of Identity: An Affect Control Model." Pages 238-270 in *Research Agendas in the Sociology of Emotions*, edited by Theodore D. Kemper. Albany, N.Y.: State University of New York Press.

Erickson, Rebecca & Christian Ritter. 2001. "Emotional Labor, Burnout, and In-authenticity: Does Gender Matter?" *Social Psychology Quarterly* 64:146-163.

Sloan, Melissa. 2007. "The "Real Self" and In-authenticity: The Importance of Self-Concept Anchorage for Emotional Experiences in the Workplace." *Social Psychology Quarterly* 70: 305-318.

Wilkins, Amy. 2008. "Happier than Non-Christians: Collective Emotions and Symbolic Boundaries among Evangelical Christians." *Social Psychology Quarterly* 71: 281-301.

March 25 Emotions and Health: A Focus on Gender (Again)

Taylor, Verta. 1996. "The Cradle Falls: Post-Partum Illness and the Contradictions of Motherhood?" Pages 24-58 in *Rock-A-By Baby: Feminism, Self-Help, and Post-Partum Depression*. New York: Routledge.

Hagan, John & Holly Foster. 2003. "S/He's a Rebel: Toward a Sequential Theory of Delinquency and Gendered Pathways to Disadvantage in Emerging Adulthood." *Social Forces* 82: 53-86.

Simon, Robin W. and Kathryn Lively. 2009. "Gender, Anger, and Depression." Under Review.

Simon, Robin W. 2007. "Contributions of the Sociology of Mental Health for Understanding the Social Antecedents, Social Regulation, & Social Distribution of Emotion." Pages 238-274 in *Mental Health, Social Mirror*, edited by William Avison, Jane McLeod, & Bernice Pescosolido. Springer: New York.

April 1            The Social Distribution of Emotion: The Emotional Consequences of Inequality

Simon, Robin W. & Leda K. Nath. 2004. "Gender & Emotion in the U.S.: Do Men and Women Differ in Self-Reports of Feelings and Expressive Behavior?" *American Journal of Sociology* 109: 1137-1176.

Mabry, Beth J. and Jill K. Kiecolt. 2005. "Anger in Black and White: Race, Alienation, and Anger." *Journal of Health and Social Behavior* 46: 85-101.

Yang, Yang. 2008. "Social Inequalities in Happiness in the U.S., 1972-2004: An Age-Period-Cohort Analysis." *American Sociological Review* 73: 204-226.

Shnittker, Jason. 2008. "Happiness and Success: Genes, Families, and the Psychological Effects of Socioeconomic Position and Social Support." *American Journal of Sociology* 114: 233-259

April 8            Deviance, Social Movements, and Emotion

Thoits, Peggy A. 1985. "Self-Labeling Processes in Mental Illness: The Role of Emotional Deviance." *American Journal of Sociology* 91: 221-249.

Cahill, Spencer E. & R. Eggleston. 1994. "Managing Emotions in Public: The Case of Wheelchair Users." *Social Psychology Quarterly* 57: 300-312

Whittier, Nancy. 2001. "Emotional Strategies: The Collective Reconstruction and Display of Oppositional Emotions in the Movement against Child Sexual Abuse." Pages 233-250 in *Passionate Politics: Emotions and Social Movements*, edited by Jeff Goodwin, James Jasper, and Francesca Polletta. Chicago: University of Chicago Press.

Schrock, Douglas, Daphne Holden, & Lori Reid. 2004. "Creating Emotional Resonance: Interpersonal Emotion Work and Motivational Framing in a Transgender Community." *Social Problems* 51: 61-81.

April 15           Student Presentations of Seminar Papers

April 22           Student Presentations of Seminar Papers

**\*\* Course Paper is Due at the End of Class \*\***

## Some Additional Readings on Emotion

(Please be aware that this does not represent an exhaustive list of theory and research on emotion.)

- Averill, James R. 1980. "A Constructivist View of Emotion." Pp. 305-339 in Robert Plutchik & Henry Kellerman (eds.), *Emotion: Theory, Research, & Experience, Volume 1: Theories of Emotion*. N.Y.: Academic.
- Bradburn, Norman. 1969. *The Structure of Psychological Well-Being*. Chicago: Aldine.
- Bradburn, N. & D. Caplovitz. 1965. *Reports on Happiness*. Chicago: Aldine.
- Brody, Leslie. 1985. "Gender Differences in Emotional Development: A Review of Theories & Research." Pp. 14-61 in Abigail J. Stewart & M. Brinton Lykes (eds.), *Gender & Personality: Current Perspectives on Theory & Research*. Durham, N.C.: Duke University.
- Brody, Leslie R. 1993. "On Understanding Gender Differences in the Expression of Emotion: Gender Roles, Socialization, & Language." Pp. 89-121 in Steven L. Ablon, Daniel Brown, E. Khantzian & J. Mack (eds.), *Human Feelings: Explorations in Affective Development & Meaning*. Hillsdale, N.J.: Analytic Press.
- Brody, Leslie. 1997. "Gender & Emotion: Beyond Stereotypes." *American Journal of Social Issues* 53: 369-394.
- Brody, Leslie R. & Judith Hall. 1993. "Gender & Emotion." Pp. 447-60 in Michael Lewis & J. Haviland (eds.), *Handbook of Emotions*. N.Y.: Guilford.
- Brody, Leslie. 1999. *Gender, Emotion, & the Family*. Cambridge: Harvard University.
- Cancian, Francesca M. 1987. "From Role to Self: The Emergence of Androgenous Love in the Twentieth Century." Pp. 30-48 in *Love in America: Gender & Self Development*. New York: Cambridge University Press.
- Clark, Candace. 1989. "Studying Sympathy: Methodological Confessions." Pp. 137-151 in David D. Franks & E. Doyle McCarthy (eds.), *The Sociology of Emotions: Original Essays & Research Papers*. Greenwich: JAI.
- Clark, Candace. 1997. *Misery & Company: Sympathy in Everyday Life*. Chicago: University of Chicago.
- Collins, Randall. 1990. "Stratification, Emotional Energy, & the Transient Emotions." Pp. 27-57 in Theodore D. Kemper (ed.), *Research Agendas in the Sociology of Emotions*. Albany, N.Y.: State University of New York.
- Collins, Randall. 2004. *Interaction Ritual Chains*. Princeton University Press.
- Copp Martha. 1998. "When Emotion Work is Doomed to Fail: Ideological & Structural Constraints on Emotion Management." *Symbolic Interaction*, 21: 299-328
- Corrigan, John. 2002. *Business of the Heart: Religion & Emotion in the 19th Century*. Berkeley: University of California.
- DeVault, Marjorie L 1999. "Comfort and Struggle: Emotion Work in Family Life." *The Annals of the American Academy of Political and Social Science* 561: 52-63.
- Ekman, Paul. 1984. "Expression & the Nature of Emotion." Pp. 319-343 in Klaus Scherer & Paul Eckman (eds.), *Approaches to Emotion*. Hillsdale, N.J.: Lawrence Erlbaum.
- Eisenberg, Nancy & Randy Lennon. 1983. "Sex Differences in Empathy & Related Capacities." *Psychological Bulletin* 94: 100-31.
- Erickson, Rebecca & Amy Wharton. 1993. "Managing Emotions on the Job and at Home: The Consequences of Multiple Emotional Roles." *Academy Management Review* 18: 457-486.
- Erickson, Rebecca & Amy Wharton. ??? In-authenticity and Depression: Assessing the Consequences of Interactive Service Work." *Social Problems* 44:235-256.

- Fabes, R. & C. Marin. 1991. "Gender & Age Stereotypes of Emotionality." *Personality & Social Psychology Bulletin* 17: 532-41.
- Fareen, Parvez. 2006. "The Labor of Pleasure: How Perceptions of Emotional Labor Impact Women's Enjoyment of Pornography." *Gender & Society* 20: 6-5-631.
- Fisher, Agneta H. 2000. *Gender & Emotion: Social Psychological Perspectives*. Cambridge: Cambridge University.
- Franks, David & E. Doyle McCarthy, *The Sociology of Emotions: Original Essays & Research Papers*. Greenwich, CT.: JAI.
- Franks, David, & Viktor Gecas. 1990. *Social Perspectives on Emotion*, Vol. 1. Greenwich, CT.: JAI.
- Frost, W. & R. J. Averill. 1982. "Differences Between Men & Women in the Everyday Experience of Anger." Pp. 281-316 in Richard J. Averill (ed.), *Anger & Aggression: An Essay on Emotion*. N.Y.: Springer-Verlag.
- Frude, Neil & Alison Goss. 1981. "Maternal Anger & the Young Child." Pp. 52-63 in Neil Frude (ed.), *Psychological Approaches to Child Abuse*. Totowa, N.J.: Rowman & Littlefield.
- Goodwin, Jeff, James M. Jasper, & Francesca Polletta. 2001. *Passionate Politics: Emotions & Social Movements*. Chicago: University of Chicago.
- Gordon, Steven L. 1989. "The Socialization of Children's Emotions: Emotional Culture, Competence, & Exposure." Pp. 319-49 in Carolyn Saarni & Paul Harris (eds.), *Children's Understanding of Emotion*. New York: Cambridge University Press.
- Gordon, Steven L. 1989. "Institutional & Impulsive Orientations in Selectively Appropriating Emotions to Self." Pp. 115-135 in David Franks & E. Doyle McCarthy (eds.), *The Sociology of Emotions: Original Essays & Research Papers*. Greenwich, CT.: JAI.
- Harre, Rom. 1986. *The Social Construction of Emotions*. Oxford, UK: Basil Blackwell.
- Harris, Paul & Tjeert Olthof. 1982. "The Child's Concept of Emotion." Pp. 188-209 in George Butterworth & Paul Light (eds.), *Social Cognition: Studies of the Development of Understanding*. Chicago: Univ. of Chicago.
- Heise, David R. 1979. *Understanding Events: Affect & the Construction of Social Action*. N.Y.: Cambridge University.
- Heise, David R. 1987. "Affect Control Theory: Concepts & Model." *Journal of Mathematical Sociology* 13: 1-33.
- Hochschild, Arlie Russell. 1975. "Attending to, Codifying, & Managing Feelings; Sex Differences in Love." Pp. 250-262 in Laurel Richardson & Verta Taylor (eds.), *Feminist Frontiers: Rethinking Sex, Gender, & Society*. Reading, MA.: Addison-Wesley.
- Jasper, James M. 1998. "The Emotions of Protest: Affective & Reactive Emotions In & Around Social Movements." *Sociological Forum* 13: 397-424.
- Kemper, Theodore D. 1978. *A Social Interactional Theory of Emotions*. N.Y.: Wiley.
- Kemper, Theodore D. 1987. "How Many Emotions Are There? Wedding the Social & Autonomic Components." *American Journal of Sociology* 93: 263-289.
- Kemper, Theodore D. 1990. *Research Agendas on the Sociology of Emotions*. Albany: State University of N.Y.
- Kitayama, Shinobu & Hazel R. Markus. 1994. *Emotion & Culture: Empirical Studies of Mutual Influence*. Washington, D.C.: American Psychological Association.
- Klienman, Arthur. 1986. *Social Origins of Distress & Disease: Depression, Neurasthenia, & Pain in Modern China*. New Haven, Conn.: Yale University.
- Kleinman, Arthur & Joan Kleinman. 1985. "Somatization: The Interconnections in Chinese Society Among Culture, Depressive Experiences, & the Meanings of Pain." Pp. 429-490 in Arthur Kleinman & Byron Good (eds.), *Culture & Depression: Studies in the Anthropology &*

- Cross-Cultural Psychiatry of Affect & Disorder*. Berkeley: University of California Press.
- Kleinman, Arthur & Byron Good. 1985. *Culture & Depression: Studies in the Anthropology & Cross-Cultural Psychiatry of Affect & Disorder*. Berkeley: University of California.
- LaBarre, Weston. 1947. "The Cultural Basis of Emotions & Gestures." *Journal of Personality* 16: 49-68.
- Lazarus, Richard S. 1982. "Thoughts on the Relations Between Emotion & Cognition." *American Psychologist* 37: 1019-1024.
- Lazarus, Richard S. & Bernice N. Lazarus. 1994. *Passion & Reason: Making Sense of Our Emotions*. N.Y.: Oxford University.
- Leavitt, Robin Lynn & Martha Bauman Power. 1989. "Emotional Socialization in the Postmodern Era: Children in Day Care." *Social Psychology Quarterly* 52: 35-43.
- Levenson, Robert W., Paul Eckman, & Wallace Friesen. 1990. "Voluntary Facial Action Generates Emotion-Specific Autonomous Nervous System Activity." *Psychophysiology* 27: 363-384.
- Levy, Robert I. 1984. "Emotion, Knowing, & Culture." Pp. 214-237 in Richard A. Shweder & Robert A. Levine (eds.), *Culture Theory: Essays on Mind, Self, & Emotion*. Cambridge: Cambridge University Press.
- Lively, J. Kathryn & David Heise. 2004. "Sociological Realms of Emotional Experience." *American Journal of Sociology* 109: 1109-1136.
- Locker, David. 1981. "The Construction of Definitions of Illness." Pp. 93-132 in David Locker (ed.), *Symptoms & Illness: The Cognitive Organization of Disorder*. Tavistock.
- Lombardo, W.K., G. A. Cretser, B. Lombardo, S. L. Mathis. 1983. "For Cryin' Out Loud: There is a Sex Difference." *Sex Roles* 9: 987-95
- Lutz, Catherine. 1982. "The Domain of Emotion Words on Ifaluk." *American Ethnologist* 9:113-128.
- Lutz, Catherine A. 1988. *Unnatural Emotions: Everyday Sentiment on a Microesian Atoll & their Challenge to Western Theory*. Chicago: University of Chicago.
- Lutz, Catherine & M. White. 1986. "The Anthropology of Emotions." *Annual Review of Anthropology* 15: 405-36.
- MacKinnon, N. & Heise, D. 1993. "Affect Control Theory: Delineation & Development." In Berger, J. & M. Zelditch (eds), *Theoretical Research Programs*.
- Marcus, Hazel R. & S. Kitayama. 1991. "Culture & the Self: Implications for Cognition, Emotion, & Motivation." *Psychological Review* 98: 224-253.
- Martin, Patricia. 2005. "The Emotions of Rape Work: "You Need Some Really Soft Handling."" Pp. 185-213 in *Rape Work: Victims, Gender & Emotions in Organization & Community Context*. New York: Routledge.
- Massey, Douglas. 2002. "A Brief History of Human Society: The Origin and Role of Emotion in Social Life." *American Sociological Review* 67: 1-29.
- Mills, Trudy & Sherryl Kleinman. 1988. "Emotions, Reflexivity, & Action: An Interactionist Analysis." *Social Forces* 66: 1009-1027.
- Mirowsky, John & Catherine Ross. 2003. *Social Causes of Psychological Distress*. N.Y.: Aldine De Gruyter.
- Ngali, Sianne. 2005, *Ugly Feelings*. Cambridge: Harvard University.
- Oatley, Keith. 2004. *Emotions: A Brief History*. Mass.: Blackwell.
- Oatley, Keith & Jennifer M. Jenkins. 1996. *Understanding Emotions*. Mass.: Blackwell.
- Ortony, Andrew, Gerald L. Clore, & Ian Collins. 1988. *The Cognitive Structure of Emotions* N.Y.: Cambridge University.
- Peplau, L. & S. Gordon. 1985. "Women & Men in Love: Sex Differences in Close Relationships." Pp. 257-91 in V.O'Leary, R. Unger & B. Wallston (eds.), *Women, Gender, & Social Psychology*. Hillsdale, N.J.: Earlbaum.

- Pfister, Joel & Nancy Schnog. 1997. *Inventing the Psychological: Toward a Cultural History of Emotional Life In America*. New Haven: Yale University.
- Reddy, William M. 2001. *The Navigation of Feeling: A Framework for the History of Emotions*. Cambridge: Cambridge University.
- Reiser, Christa. 1999. *Reflections on Anger: Women & Men in a Changing Society*. Westport, CT.: Praeger.
- Ridgeway, Cecelia and Cathryn Johnson. 1990. "What is the Relationship between Socioemotional Behavior and Status in Task Groups?" *American Journal of Sociology* 95: 1189-1212.
- Rosaldo, Michelle Z. 1984. "Toward an Anthropology of Self & Feeling." Pp. 137-57 in Richard Shweder & Robert A. Levine (eds.), *Culture Theory: Essays on Mind, Self, & Emotion*. N.Y.: Cambridge University.
- Rosaldo, Michelle Z. 1980. *Knowledge & Passion*. N.Y.: Cambridge University.
- Ross, Catherine & John Mirowsky. 1984. "Men Who Cry." *Social Psychology Quarterly* 47: 138-146.
- Ross, Catherine & Marieke Van Willigen. 1996. "Gender, Parenthood, & Anger." *Journal of Marriage & the Family* 58: 572-84.
- Ryff, Carol D. & Burton H. Singer. 2001. *Emotion, Social Relationships, & Health*. N.Y.: Oxford.
- Schacter, Stanely & Jerome E. Singer. 1962. "Cognitive, Social, & Physiological Determinants of Emotional State." *Psychological Review* 69: 379-399.
- Scheff, Thomas J. 1988. Shame & Conformity: The Deference-Emotion System." *American Sociological Review* 53: 395-406.
- Scheff, Thomas. J. 1977. The Distancing of Emotion in Ritual." *Current Anthropology* 18: 483-505.
- Scherer, Klaus R. & Paul Ekman. 1984. *Approaches to Emotion*. N.J.: Lawrence Erlbaum.
- Scherer, Klaus R. 1986. "Studying Emotion Empirically: Issues & a Paradigm for Research." Pp. 3-38 in Klaus R. Scherer, Harold G. Wallbott, & Angela B. Summerfield (eds.), *Experiencing Emotion: A Cross-Cultural Study*. Cambridge: Cambridge University.
- Schieman, Scott. 1999. "Age & Anger." *Journal of Health & Social Behavior* 40: 273-289.
- Schieman, Scott. 2000. "Education & the Activation, Course, & Management of Anger." *Journal of Health & Social Behavior* 41: 20-39.
- Shields, Stephanie. 2002. *From the Heart: Gender & the Social Meaning of Emotion*. N.Y.: Cambridge Univ.
- Shweder, Richard A. 1985. "Menstrual Pollution, Soul Loss, & the Comparative Study of Emotions." Pp. 182-215 in Arthur Kleinman & Byron Good (eds.), *Culture & Depression: Studies in the Anthropology & Cross-Cultural Psychiatry of Affect & Disorder*. Berkeley, CA.: University of California Press.
- Shweder, Richard A. & Robert A. LeVine. *Culture Theory: Essays on Mind, Self, and Emotion*. Cambridge: Cambridge University.
- Smith-Lovin, Lynn. 1989. "Sentiment, Affect, & Emotion." *Social Psychology Quarterly* 52: v-xii.
- Sprecher, Susan. 1986. "The Relation Between Inequity & Emotions in Close Relationships." *Social Psychology Quarterly* 49: 309-321.
- Spurlock, John C. & Cynthia A. Magistro. 1998. *New & Improved: The Transformation of American Women's Emotional Culture*. N.Y.: NYU.
- Stearns, Carol Z. & Peter N. Stearns. 1986. *Anger: The Struggle for Emotional Control in America's History*. Chicago: University of Chicago.
- Stearns, Peter N. 1994. *American Cool: Constructing a Twentieth-Century Style*. N.Y.: NYU.
- Stearns, Peter N. & Carol Z. Stearns. 1995. "Emotionology: Clarifying the History of Emotions & Emotional Standards." *American Historical Review* 90: 813-30.
- Stryker, Sheldon. 2004. "Integrating Emotion into Identity Theory." *Advances in Group Processes* 21: 1-23.

- Swidler, Ann. 1980. "Love & Adulthood in American Culture." Pp. 120-47 in Neil J. Smelser & Eric H. Erickson (eds.), *Themes of Work & Love in Adulthood*. Cambridge: Harvard University.
- Swidler, Ann. 2002. *Talk of Love: How Culture Matters*. Chicago: University of Chicago.
- Tavris, Carol. 1982. *Anger: The Misunderstood Emotion*. N.Y.: Simon & Schuster.
- Thoits, Peggy A. 1984. "Coping, Social Support, & Psychological Outcomes: The Central Role of Emotion." Pp. 219-238 in Phillip Shaver (ed.), *Review of Personality & Social Psychology*, Volume 5, Beverley Hills, CA.: Sage.
- Van Maanen. 1990. "The Smile Factory: Work at Disneyland," Pages 58-76 in *Reframing Organizational Culture*, edited by Peter J. Frost.
- Wharton, Amy. 19???. "The Affective Consequences of Service Work: Managing Emotion on the Job." *Work and Occupations* 20: 205-232.
- Amy Wharton, Heather Ferguson, & Rebecca Erickson. 1997. "Doing for Others on the Job: The Affective Structure of Service Work and it's Effects on Emotional Well-Being." *Social Problems* 44:235-256.
- Wasielewski, Patricia L. 1985. "The Emotional Basis of Charisma." *Symbolic Interaction* 8: 207-222.
- Whalen, Jack & Don H. Zimmerman. 1998. "Observations on the Display & Management of Emotion in Naturally Occurring Activities: The Case of "Hysteria" in Calls to 9-1-1." *Social Psychology Quarterly* 61:141-159.
- Wolkomir Michelle. 2001. "Emotion Work, Commitment, & the Authentication of the Self–The Case of Gay and Ex-Gay Christian Support Groups." *Journal of Contemporary Ethnography* 30: 305-334.
- Zajonc, Robert. B. 1980. "Feeling & Thinking: Preferences Need No References." *American Psychologist* 37: 151-175.
- Zelizer, Viviana. 2005. *The Purchase of Intimacy*. Princeton, NJ: Princeton University Press.
-