

Sociology of Emotion

SOC 389-5 with Dr. Olivia A. Johnson

Teaching Assistant: Greg Murray (greg.murray@emory.edu)

Spring 2024 | Tu/Th 4:00-5:15 PM | White Hall 207

Office Hours: Mondays at 1:00 PM in Tarbutton 112A



Disclaimer:

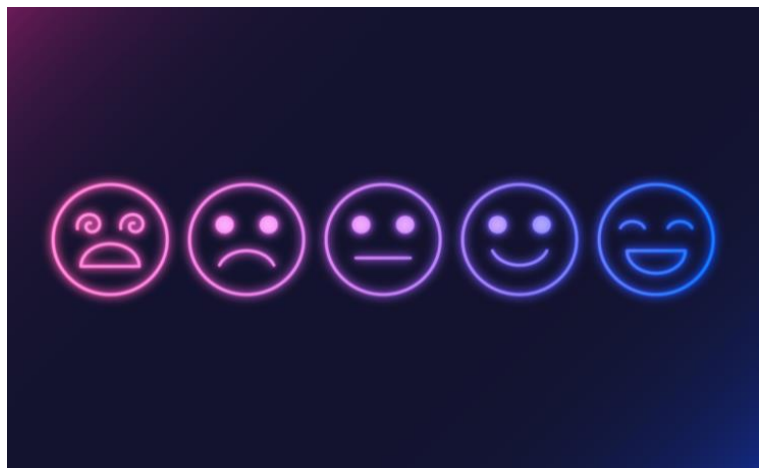
One purpose of this course is to think through and discuss very complex and controversial issues. Throughout the semester, you may be presented with evidence and data that may sometimes contradict or sometimes confirm your beliefs about how the world works. In order to facilitate an engaged and energetic learning environment, I encourage students to feel empowered to voice their reactions, discomfort, and interpretation of the class material in a respectful and considerate manner. This type of learning environment reflects the complexity of the social world and allows us to engage deeply and critically with the materials.

Course Description:

This course is designed to introduce students to major topics related to the sociology of emotion. We will discuss how and why sociologists study emotion, and what its implications are in the real world. This includes exploring how feelings and emotions can be understood in many different ways: as universal and natural, as well as socially constructed and culturally determined.

Course Goals:

After taking this course, students will be able to articulate multiple perspectives of how sociologists think about and study emotion. Moreover, students will be able to critically analyze the ways that emotions are understood culturally and internally.



Required Reading*

All readings will be posted on Canvas- no additional readings will be required outside of those.

Assignments and Grades

Assignment	Due	Points
Attendance and Engagement	<i>All semester</i>	15
Weekly Reflection	<i>Every Friday by 5:00 PM</i>	20
Memo #1	February 23 rd , 9:00 PM	15
Memo #2	March 22 nd 9:00 PM	15
Memo #3	April 19 th , 9:00 PM	15
Autobiographical Sketch	May 2 nd , 5:30 PM	20

Attendance and Engagement: You are expected to come to class sessions prepared to discuss the assigned materials. This is a central component of an active and engaged learning environment. Engagement counts as asking questions about the material, offering productive thoughts and interpretations of the materials, and engaging with your fellow peers about their interpretations throughout the semester. This is 15% of your final grade. You can miss up to three classes without penalty or excuse. Anything more will result in a .5 point reduction (each time) in your overall attendance score.

Weekly Reflection: You are expected to complete a weekly reflection in the form of a critical interpretation of the week's materials. These should be no longer than three or four sentences (150 words, approximately) and are designed to demonstrate your critical engagement and mastery of the course concepts and materials. The questions are worth 2 points each. This is 20% of your final grade. You can miss three of these without penalty. Anything more will result in a 2 point reduction (each time) in your overall weekly reflection grade.

Memos: Memos should be 3-4 pages and will give you an opportunity to synthesize the readings and class discussions as the class progresses. Memo topic will be handed out and posted on canvas two weeks before the due date and should be submitted to canvas by 9PM on the due date. Memos are worth 45% of your final grade.

Autobiographical Sketch: This assignment is an opportunity for you to present an organized, sociologically grounded essay about your own experiences with emotion as it relates to one or more of your identities. This essay should include some biographical information (only what you are comfortable sharing) and a synthesis of course materials you find relevant to your own experience. You are also encouraged to submit materials to me that may be relevant that are not assigned. This assignment is 20% of your final grade.

University Policies and Resources

Students with Disabilities

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that disability related accommodations are necessary, you may register with the Department of Accessibility Services at (404)727-9877 or via e-mail at accessibility@emory.edu. To register with DAS, students must self-identify and initiate contact with the DAS office.

Honor Council

The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Writing Center

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are non-native speakers of English are welcome to visit either Writing Center tutors or ESL tutors. All other students in the college should see Writing

Center tutors. Learn more, view hours, and make appointments by visiting the websites of the ESL Program and the Writing Center. Please review the Writing Center's tutoring policies before your visit.

Stress Management and Mental Health

Many students face challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me via email. If you are feeling overwhelmed and need support, please go to: <http://campuslife.emory.edu/support/index.html>

Other Emory resources include: [Counseling & Psychological Services](#), [Office of Spiritual & Religious Life](#), [Student Case Management and Interventions Services](#), [Student Health Services Psychiatry](#), [Timely Care](#), and [Emory Anytime Student Health Services](#)

Course Schedule

Subject to change based on student/instructor need

	Topic/Readings	Assignment Due
Week 1	What is emotion? Why do sociologists study emotion?	
Jan 18 th	Welcome! Introductions, Syllabus Review, Priming Lecture	
Week 2	Sociological models for thinking about emotion	
Jan 23 rd	“The Sociology of Emotions: Four Decades of Progress” “Beyond Cognition: Affect and Emotion”	Weekly Reflection due Friday 6PM
Jan 25 th	“The Construction of Emotion in Interactions, Relationships, Culture”	
Week 3	Emotion and Justice Processes	
Jan 30 th	“Fairness and Emotions: Reactions to the Processes and Outcomes of Negotiations”	Weekly Reflection due Friday 6PM
Feb 1 st		
Week 4	Emotion and Identity	
Feb 6 th	“Dramaturgical and Cultural Theorizing on Emotions”	Weekly Reflection due Friday 6PM
Feb 8 th	“Meta-Emotion Philosophy Among Asian Indian Immigrant Mothers in the United States”	
Week 5	Emotion and Structure	
Feb 13 th	“Structural Theorizing on Emotions”	Weekly Reflection due Friday 6PM
Feb 15 th	“Emotion Work, Feeling Rules, and Social Structure”	
Week 6	Emotion and Work	
Feb 20 th	“Exchange Theorizing on Emotions”	Weekly Reflection due Friday 6PM
Feb 22 nd	“To Invest or Detach? Coping Strategies and Workplace Culture in Service Work” “Are Some Emotions Marked White Only? Racialized Feeling Rules in Professional Workplaces”	Memo #1 Due Friday 9:00PM
Week 7	Emotion and Race	
Feb 27 th	“What’s Love got to do with it”	Weekly Reflection due Friday 6PM
Feb 29 th	“Explanatory Emotion Talk in Mexican Immigrant and Mexican American Families”	
Week 8	Emotion and Gender	
Mar 5 th	“Managing Emotional Manhood: Fighting and Fostering Fear in Mixed Martial Arts”	Weekly Reflection due Friday 6PM
Mar 7 th	TBA	
Week 9	SPRING BREAK	
Mar 12 th		

Mar 14 th		
Week 10	Guilt and Shame	
Mar 19 th	“Shame: Situations and Enduring Presence”	Weekly Reflection due Friday 6PM
Mar 21 st	“Self-Blame: The Torments of Internalized Guilt, Regret, Shame, and Blame”	Memo #2 Due Friday 9:00PM
Week 11	Fear	
Mar 26 th	“Fear: A Recent History” “A Macro Sociology of Fear”	Weekly Reflection due Friday 6PM
Mar 28 th	“Anxiety: Fear and Worry in the Modern Mind”	
Week 12	Indignation and Contempt	
Apr 2 nd	“Contempt: The Emotional Rejection of Those Who Are Beneath Our Standards” “Indignation: Immoral Shocks, Moral Actions”	Weekly Reflection due Friday 6PM
Apr 4 th	“I Help the Ones That Want Help: Emotion Work and the Victim Advocate Role”	
Week 13	Love	
Apr 9 th	“Love: Why Romantic Love Matters in Uncertain Times”	Weekly Reflection due Friday 6PM
Apr 11 th	“The Pathology of Love in Contemporary Relationship Manuals”	
Week 14	Emotion and Embodiment	
Apr 16 th	“The Managed Hand: The Commercialization of Bodies and Emotions in Korean-Immigrant Owned Nail Salons”	Weekly Reflection due Friday 6PM
Apr 18 th	“Does This Make Me Look Fat? Aesthetic Labor and Fat Talk as Emotional Labor in a Women’s Plus-Size Clothing Store”	Memo #3 Due Friday 9:00PM
Week 15	Nostalgia and Hope	
Apr 23 rd	“Nostalgia: An Essentially Contested Emotion” “Hope: Fortitude or Folly in the Odyssey of Sociology”	Weekly Reflection due Friday 6PM
Apr 25 th	“Prospects for the Sociology of Emotions”	

Autobiographical Sketch Due: May 2, 2024 at 5:30 PM

Reference List

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