



SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

Sociology and Social Policy

SPOL 307

*Special Topic: Emotion, social
practice and social policy*

Course Outline

CRN: 13700: 20 POINTS: TRIM 2, 2012

Teaching dates: 16 July – 19 October 2012

Trimester Dates: 16 July – 17 November 2012

Mid-trimester break: 27 August – 9 September 2012

Study/Examination period: 22 October – 17 November 2012

COURSE COORDINATOR: DR KATHY STUART

Room 1003, Murphy Building

Tel: (04) 463 5361

Email: kathy.stuart@vuw.ac.nz

LECTURES: THURSDAYS 11AM – 1PM, MURPHY 632

TUTORIALS: TUESDAYS 1 – 2 PM, OLD KIRK 501

LECTURER:

Dr Kathy Stuart

Murphy Building, MY 1003

Tel: 463 5361

E-mail kathy.stuart@vuw.ac.nz

OFFICE HOURS:

By appointment Tuesday or Thursday
afternoons

LECTURES:

Week One, first lecture: Tuesday 1 - 2 pm in
Old Kirk 501. From then on lectures will be
on Thursday from 11 am – 1 pm in Murphy
632.

TUTORIALS

Tuesday from 1 – 2 pm beginning in week
three in Old Kirk 501.

PROGRAMME LOCATION

The Sociology/Social Policy Programme is located in the Murphy Building with the staff offices on level 10 and administration on level 9. Additional information will be posted on the School's student notice board, which is located on level 9, Murphy building.

COMMUNICATION OF ADDITIONAL INFORMATION

Any additional information not in this Course Outline will be placed on BlackBoard at <http://www.blackboard.vuw.ac.nz>.

WEBSITE

The School's website is at: <http://www.victoria.ac.nz/sacs>. On the same page you will find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog>, a chronicle of reflections written by Sociology, Social Policy, Social Science Research staff and postgraduate students.

COURSE PRESCRIPTION

The sociological study of emotion demonstrates how a critical analysis of emotion contributes to our understanding of social life, including social structure and social policy. We will study emotions such as anger, fear, guilt and resentment in relation to the areas of justice, education, health, sexuality and the family.

COURSE CONTENT

Recent work in both sociology and social policy has argued for the need to explore the significance of emotion at various levels of social interaction, including the development of social policy. We will study emotions such as anger, fear, guilt and resentment in relation to the areas of justice, education, health, sexuality and the family. The course will introduce students to scholarly debate relevant to the study of emotion and to the different epistemological and methodological approaches employed in the study of emotion.

LEARNING OBJECTIVES

On completion of this course students will be able to:

- describe a sociological perspective to the study of emotion (assessed through Essay One and the journal)

- identify the importance of culture to the study of emotion (assessed through the journal)
- analyse their reflections on the role of emotion in public and private spheres of social life (assessed through Essay One and Two and the journal)
- synthesize and analyse how the sociology of emotion offers insights into understandings of social structure and inequality (assessed through the journal and Essay Two)
- illustrate how knowledge of the role of emotion aids in the analysis of social policies (assessed through Essay Two)

RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENT

The essays will be used to assess the learning objectives as listed above. You will be expected to draw on course readings and your own independent research to demonstrate your understanding of the basic concepts from the sociology of emotions and to demonstrate your ability to apply this knowledge to an examination of your chosen topic area. The purpose of this form of assessment is:

- to encourage deep learning of course materials and enhance skills in critical reading and analysis.
- to encourage you to think and write critically, comparatively, and reflexively.
- to encourage you to read widely and to use books and articles in developing your skills as a social researcher.
- to encourage you to engage with the key issues encountered.

COURSE MATERIALS FOR SPOL 307

Each student should buy the prepared book of Student Notes for this course. All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

OUTLINE OF LECTURES AND DISCUSSIONS

In the first week there will be a lecture on Tuesday and on Thursday. After that, Tuesday will be a tutorial and Thursday will be a two-hour lecture. Tutorials will depend on you reading the assigned material and contributing to discussion of the reading. Please bring your copy of Student Notes to class and be prepared to take part in discussion. All required readings are either in Student Notes, which can be purchased from vicbooks, or are available through the Course Reserves reading list and/or BlackBoard for this course. If you need help accessing Course Reserves please consult with a librarian. Those readings found through Course Reserves are marked with an asterisk in the list that follows.

July 17 and 19

**Introduction: Understanding the Relationship
between Emotion, Social Practice and Social
Policy**

Readings: Barbalet, J (2001) Chapter One: Emotion in Social Life and Social Theory in J Barbalet (ed.), *Emotion, Social Theory and Social Structure*. Cambridge, UK: Cambridge University Press.

And: *Barnes, M (2008). Passionate participation: Emotional experiences and expressions in deliberative forums in *Critical Social Policy*, 28: pp 461 – 481. (Available through library databases and Course Reserves list)

July 26

Theoretical Perspectives on Emotion

Reading: West-Newman, CL (2007) Feeling: Emotions in S Matthewman, CL West-Newman & B Curtis, (eds.), *Being Sociological*. London; New York: Palgrave MacMillan.

And: Turner, J and Stets, J. (2005) Chapter One: Conceptualising Emotions Sociologically in J Turner & J Stets (eds) *The Sociology of Emotions*. Cambridge University Press: Cambridge, UK. (Electronic resource available directly through the library)

August 2

**Guest Lecturer: Dr Hal Levine
Culture and Emotion**

Reading: Helas, P (1986) Emotion Talk across Cultures in R Harre, (ed.), *The Social Construction of Emotions* Oxford; New York: Blackwell Publishing.

August 9

Emotion, Social Change and Social Movements

Readings: Calhoun, C (2001) Putting Emotions in Their Place in *Passionate Politics: Emotions and Social Movements*, J Goodwin, JM Jasper & F Polletta, (eds.), Chicago; London: University of Chicago Press.

And: Stein, A (2001) Revenge of the Shamed: The Christian Right's Emotional Culture War in *Passionate Politics: Emotions and Social Movements*, J Goodwin, JM Jasper & F Polletta, (eds.), Chicago; London: University of Chicago Press.

August 16

Film: Equilibrium

August 23

Organisations and Emotion

Readings: Bolton, S (2005) A sociological understanding of workplace emotion in *Emotional Management in the Workplace* Hampshire, UK; New York: Palgrave MacMillan.

And: Frost, PJ, Dutton, JE, Worline, MC & Wilson, A (2008) Narratives of Compassion in Organizations in S Fineman, (ed.), *The Emotional Organization: Passions and Power*. Blackwell Publishing Inc.

August 24

Assignment One Due

Mid-trimester break

September 13

**Guest Lecturer: Dr Allison Kirkman
Death and the Economy of Dying**

Reading: Watson, B and Tolich M (1996) Acquainted with grief: Emotion management among death workers in *New Zealand Sociology* 11 (1).

September 18, 20 & 25

**In-class Student Powerpoint Presentations of
Research Proposals**

September 27

Feeling and Identity in the Workplace

Reading: *Cahill, S. Emotional Capital and Professional Socialization: The Case of Mortuary Science Students (and Me) in *Social Psychology Quarterly* (62) 2, pp. 101-116 (Available through Course Reserves list)

And: Stuart, K (2008) Becoming a parliamentarian: Identity transformation and vocational authenticity in *Emotional Labour and Occupational Identity: Passionate Rationality in the New Zealand Parliamentary Workplace*. Unpublished thesis.

October 4

Journals due

October 4

**Shared lecture with Dr Allison Kirkman
Legislation and Intimate Relationships: The Civil
Union Act**

Readings: Stuart, K (2008) Debating the Civil Union Bill: Asserting Authenticity through Passionate Rationality in *Emotional Labour and Occupational Identity: Passionate Rationality in the New Zealand Parliamentary Workplace*. Unpublished thesis.

And: Smart, C (2007) Same sex couples and marriage: Negotiating relational landscapes with families and friends in *The Sociological Review*, 55:4.

October 11

Guest Lecturer: Bronwyn McGovern
**Embodying Researcher Reflexivity: Social
Research on the Street Corner**

* Lloyd, Mike and McGovern, Bronwyn (2008) 'Legendary life on the street: 'Blanket Man' and contemporary celebrity' in *Continuum*, 22:5, pp. 701 – 714

October 18

Security, Risk and the Culture of Fear

October 19

Essay Two Due

Readings: Burkitt, I (2005) 'Powerful Emotions: Power, Government and Opposition in the 'War on Terror'' in *Sociology*, 39:679-695.

And Berezin, M (2002) 'Secure states: Towards a political sociology of emotion' in J Barbalet, (ed.), *Emotions and Sociology*. Oxford; Malden, MA: Blackwell Publishing

COURSE ASSESSMENT REQUIREMENTS

This course is 100% internally assessed.

Assessment One:

Essay One (maximum 2000 words) Due Friday August 24th

30% of final grade

Compare and contrast at least two different theoretical approaches to the study of emotion and provide critical comment on the strengths and weaknesses of each approach.

Assessment Two:

Weekly Journal (maximum 1600 words) Due Thursday October 4th

20% of final grade

Each week beginning in week two you are to write approximately 200 words in which you reflect on the prescribed reading for the week and offer your observations on the relevance of emotion to social life, social practice and social policy.

Class Powerpoint Presentation: No grade given but mandatory course requirement. *Due September 18-25th* Each class member will be required to conduct a brief 5-10 minute presentation of their research proposal for Essay Two. The proposal should include the question you intend to pose for your final essay, the challenges you expect to meet, and a list of resources/research you plan to draw upon. Classmates will be expected to offer constructive feedback on research proposals. Full instructions on how to carry out this task will appear on BlackBoard.

Assessment Three:

Essay Two (maximum 2500 words) *Due Friday October 19th*

50% of final grade

Create a question that allows you to explore a topic of your choosing and critically analyse the ways in which attention to emotion contributes to understanding of this topic.

I would suggest you choose a topic that is of personal interest to you, however, some ideas to get you started include:

Education policy; the current economic crisis; the family; intimate relationships; compassion; emotional labour; organisational culture; national security; death; mental health; bicultural relations in NZ; multiculturalism and NZ.

The possibilities here are many and varied. We will go over how to create a workable question and will work on the creation of your particular question during

tutorial time. You will also have an opportunity to receive feedback on the clarity of your question from classmates when you present your research proposal in class. You may also make an appointment with me to discuss your question one to one if you require.

USE OF TURNITIN

Both essays must be submitted to Turnitin for checking academic integrity as well as in hard copy by 24 August and 19 October 2012 respectively. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

There will be a link on BlackBoard with instructions for the submission of essays to Turnitin and instructions on how to complete this process will also be given in class.

EXPECTED WORKLOAD

The design of the course is based upon an assumption that students will need to spend on course work a minimum of 13 hours each week, including class contact hours. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for 20-point courses.

HANDING IN ASSIGNMENTS

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

You must submit a hard copy of your essays as well as submitting an electronic version through Turnitin. Hard copies must be placed in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

School Cover Sheet

Please include a School Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a photocopy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- Submit all items of internal assessment;

- Present one 5-10 minute in-class Powerpoint presentation

GRADES

The Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight.	
	A	80%-84%	Work well presented with logical structure and clarity of expression.	
	A-	75%-79%	As above, but less individual insight and preparation. High level of understanding exhibited.	
	B+	70-74%	Assignment well presented.	
	B	65%-69%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.	
	B-	60%-64%		
	C+	55%-59%		
	C	50%-54%		
	Fail	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
		E	Below 40%	A clear failure to reach an adequate standard on the criteria set out

LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date. If you need an extension ask Dr Stuart **before** the due date.

CITATIONS AND BIBLIOGRAPHIES

Both essays must contain proper citations. Students may use either in-text citations, or footnotes or endnotes. Your citation format must be consistent. Be sure to include page numbers for citations unless you really are summarising an entire book or article. A good rule to remember is that you should provide enough information about your sources for your reader to be able to trace them.

Both essays must include an alphabeticised bibliography listing works cited in the essay. The bibliography **should not** include works consulted but not cited.

If you are uncertain about how to do citations please consult your tutor or Dr Stuart.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

ADDITIONAL SUPPORT

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or

www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or

www.victoria.ac.nz/st_services/tpa/index

OTHER CONTACT INFORMATION

Head of School:

Dr Allison Kirkman, MY1013

Tel: 463 5676 E-m: allison.kirkman@vuw.ac.nz

International Student Liaison:

Dr Hal Levine MY1023

Tel: 463 6132 E-m: hal.levine@vuw.ac.nz

Maori and Pacific Student Liaison:

Dr Trevor Bradley, MY1101

Tel: 463 5432 E-m: trevor.bradley@vuw.ac.nz

Students with Disabilities Liaison:

Dr Russil Durrant, MY1120

Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz

School Manager:

Carol Hogan, MY918

Tel: 463 6546 E-m: carol.hogan@vuw.ac.nz

School Administrators:

Monica Lichti, Alison Melling, Helen Beaglehole

MY921, Tel: 463 5317; 463 5258; 463 5677

E-m: sacs@vuw.ac.nz

Office use only

Date Received:

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____