



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Sociology and Social Policy

SOSC/SPOL 221

Sociology of Emotion

20 POINTS

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Last assessment item due: 30 October 2014

Study week: 20–24 October 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Wednesday 9:00 – 9:50
 Friday 9:00 – 10:50

Hugh Mackenzie HMLT002
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Names and contact details

Course Coordinator

Dr. Ben Snyder
Murphy Bldg, MY 1020
Tel: 04 463 6748
Email: Ben.Snyder@vuw.ac.nz
Office Hours: Wednesday 10:00am – 12:00pm

Communication of additional information

Additional information related to the course will be made available on BlackBoard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Prescription

This course explores how societies shape human emotion as well as how emotion structures society. We will examine how emotion works in social interaction, trace transformations in collective feeling within Western history, and decode the subtle social rules of particular emotions such as love, sympathy, shame, anger, and sadness.

Course content

See course content document for a detailed outline of each week's topic and readings.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Understand how emotions work: at the level of the brain/body, group interaction, and on a larger socio-historical scale.
2. Formulate a sophisticated opinion about how contemporary societies are shaping people's emotions.
3. Apply skills of self-knowledge to their own emotional lives, especially in the context of university culture.

Teaching format

The course will be taught in a seminar style. There will be lots of in-class discussion. Students are expected to come to class having already completed the assigned readings (listed for each class period in the course content document) and actively contribute to class discussion. Some lecturing will supplement discussion.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit a reflective essay
2. Submit an individual emotion map
3. Significantly contribute to a 20-minute group presentation

4. Submit a final essay

Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

In addition to attending the lectures (32 hours for the trimester) students can expect to spend on average, approximately 40-50 hours reading preparation for the course, 20-30 hours preparing for the Reflective Essay, 20-30 hours preparing for the Group Presentation, and 50-60 hours preparing for the Final Essay.

Assessment

<i>Assessment items and workload per item</i>	<i>%</i>	<i>CLO(s)</i>	<i>Due date</i>
1 Reflective essay (1000 words)	30%	1, 2, 3	8 August, 4pm
2 Emotion map			
• Individual map (10+ emotions)	15%	3	19 September, 4pm
• Group presentation (20 min.)	15%	2,3	8-17 Oct., in class
○ (Individual mark)	(7%)		
○ (Group mark)	(8%)		
3 Final essay (2000 words)	40%	1, 2	30 October, 4pm

Reflective Essay

1000 words

Due: 8 August 2014

Weighting 30%

This assignment has two parts:

Part 1: Emotion Log, keep throughout term

Keep a private record of discrete emotional experiences that occur over the course of the trimester. Your “logbook” should include entries that record:

- What happened? A description of the emotional event. If you were alone or in a group. How frequently this event has happened to you during the trimester. Etc.
- When did it happen? Date and time.
- Where did it happen? Specific geographical location.

You may use whatever format suits you best (paper or digital). The logbook is a private record and will not be shown to anyone without your consent.

NB: You should work on this part of the assignment at the same time you work on your individual emotion map (see below).

Part 2: Reflective essay

Write a 1000 word essay reflecting on your emotional experiences so far. Analyse a specific event or series of experiences using the literature on the sociology of emotion. You will be evaluated on how clearly and convincingly you connect course content to your personal experience.

Emotion Map

This assignment builds on the work you did for your reflective essay. It has two parts:

Part 1: Individual emotion map

Weighting 15%

Plot 10+ emotions

Due: 19 September, 4pm

Using Google Maps and your emotion log, plot the emotion-events you experience during the trimester on a map of the earth. You should plot AT LEAST 10 data points, but the more you include, the better. More detailed instructions on how to use the software will be given in class and can also be found in the Emotion Map Guide. You may (and probably should) work on this part of the assignment at the same time you work on Part 1 of the reflective essay.

You will submit your individual map to the course-coordinator, who will assemble them into one “supermap!” This will then be used as data for your group presentations (see below).

Part 2: Group presentation

Weighting 15%

20 minutes, in class,

Dates: 8, 10, 15, or 17 October,

Using the emotion supermap compiled by the course coordinator toward the end of the term, groups will present on patterns or trends they notice in the data. More information on the exact requirements of the presentation, how groups will be chosen, and assessment can be found in the Emotion Map Guide.

Group work assessment

In small groups, students will prepare a presentation (approximately 20 minutes in length) to be given in the last two weeks of the trimester. Specific details of how groups will be chosen, format and content are available in the Emotion Map Guide.

You will receive an individual mark (7% of final grade) determined by the following rubric:

- Communicates ideas clearly.
- Speaks knowledgeably and substantively about emotion using ideas from readings and lectures.
- Presents material that enhances the group’s overall argument

You will also receive a group mark (8% of final grade) determined by the following rubric:

- Presentation is well organised and tells a coherent story.

- Presentation has a clear argument, thesis, or point of view on the topic of emotion that unites each contribution.
- Group uses technology effectively to communicate ideas

Final essay

Weighting 40%

2000 words

Due: 30 October 2014, 4pm

Write a 2000 word (inclusive of citations) research essay. Use *Times New Roman* 12pt font, 2.54cm margins all the way around.

Choose ONE of these options:

1. A **research paper** on a topic of your choice relevant to the class.
 - a. You must clear the topic with the CC prior to writing the paper.
2. A **literature review on a specific emotion**, e.g., anxiety, sadness, grief, happiness, whakamaa, shame, guilt, rage, humiliation, romantic love, etc.
 - a. Your literature review should NOT be a simple summary of “what’s been said” on the topic, but should contain a clear argument.
 - b. For examples of a good literature review, look at articles in the “Annual Review” series, such as the *Annual Review of Sociology*.
3. A **situated book review** of ONE book from the Vic Library Catalogue, which pertains to the sociology and/or psychology of emotion. The book cannot be from the course content. You must clear the book with the CC before you write the paper. Your task is two-fold:
 - a. First, simply review the book. You should summarize the author’s argument and the main findings in an accessible way. This should take up no more than half the length of the paper.
 - b. Second, situate the book in the larger field of the sociology of emotion. You should consider the ways the author is doing one or more of the following things:
 - i. Replicating and/or expanding on findings from past research
 - ii. Challenging assumptions inherent in other work
 - iii. Refuting findings of other scholars
 - c. Third, by way of conclusion, you should critique the book. Did the author do a good job? Why or why not? What are the strengths and weaknesses of his/her argument?

Submission and return of work

It is the policy of the Sociology and Social Policy programmes that all written assignments must be **handed in by 4.00pm on the due date**.

Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. They **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers.

The Assignment Box is cleared at 4.00pm on the due date, all work is date-stamped, and its receipt recorded, and then handed on for marking. Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9th floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday.

Assignment Cover Sheets

All written work submitted for assessment in Sociology and Social Policy courses must have a School Assignment Cover sheet. Copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on Level 9 of Murphy building. This is critical to accurate identification and recording of your work. Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. The Assignment Box is cleared at 4pm on the due date, all work is date-stamped, and its receipt recorded, and then handed on for marking. Every effort will be made to return marked assignments within two-weeks of the due date.

Extensions and Penalties

Extensions

Assignments are due on the dates stated. If for some serious reason you don't think you can get an assignment in on time, see your course coordinator **prior** to the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

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: 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.

Materials and equipment and/or additional expenses

In addition to the course readings, students must have access to a computer and be able to use Google Maps. Students may use their own personal computers or a Victoria lab computer.

Set texts

Students should purchase (available at Vic Books):

Hochschild, Arlie Russell. (Any edition). *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.

Recommended Readings

All other recommended readings will be available electronically on Blackboard and are listed in the course content document.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

As this is a new course, there is no feedback from previous students.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

School 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: La'Chelle Pretorius, MY918 Tel: 463 6546 E-m:

lachelle.pretorius@vuw.ac.nz

School Administrators: Suzanne Weaver, Heather Day, Alison Melling, MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: sacs@vuw.ac.nz

School of Social and Cultural Studies: www.victoria.ac.nz/sacs

Marking criteria

Description & Coverage of Essay Topic	Excellent (Range: A+ to A; 85-100): Concise and thorough description of key themes; synthesizes across readings where appropriate.	Very Good (Range: A- to B; 70-84): Concise and thorough description of key themes; occasional synthesis across readings.	Satisfactory (Range: B- to C-; 50-69): Adequate description of key themes; misses opportunities for synthesis across readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	Excellent (Range: A+ to A; 85-100): Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	Very Good (Range: A- to B; 70-84): Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	Satisfactory (Range: B- to C-; 50-69): An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	Unsatisfactory (Range: D to E; 0-49): Inadequate organization of ideas and arguments.
Expression & Argumentation	Excellent (Range: A+ to A; 85-100): Makes an argument clearly supported by appropriate evidence.	Very Good (Range: A- to B; 70-84): Makes an argument and attempts to support with evidence.	Satisfactory (Range: B- to C-; 50-69): The argument is not clear OR the argument is not supported adequately with evidence.	Unsatisfactory (Range: D to E; 0-49): No argument made AND where assertions made are not supported with evidence.
Insight & Interpretation	Excellent (Range: A+ to A; 85-100): Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	Very Good (Range: A- to B; 70-84): Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Satisfactory (Range: B- to C-; 50-69): Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient interpretation or application of themes; AND fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
Style	Excellent (Range: A+ to A; 85-100): Clear and accurate writing; error free.	Very Good (Range: A- to B; 70-84): Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	Satisfactory (Range: B- to C-; 50-69): Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	Unsatisfactory (Range: D to E; 0-49): Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
Bibliography & Referencing	Excellent (Range: A+ to A; 85-100): Contains proper and consistent citation and a complete bibliography.	Very Good (Range: A- to B; 70-84): Contains proper citation and a complete bibliography; some consistency errors.	Satisfactory (Range: B- to C-; 50-69): Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	Unsatisfactory (Range: D to E; 0-49): No references are used and no bibliography is included.