



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Sociology and Social Policy

SOSC 221

Sociology of Emotion

20 POINTS

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015

Teaching dates: 2 March to 5 June 2015

Mid-trimester break: 3 April to 19 April 2015

Last assessment item due: 19 June 2015

Study week: 8-11 June 2015

Examination/Assessment Period: 12 June to 1 July 2015

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:	Tuesday	12:00 – 12:50	Hugh Mackenzie HMLT001
	Thursday	12:00 – 13:50	Hugh Mackenzie HMLT103

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, I 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 topics 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

Seminar and tutorials

The course will be taught in a seminar style. There will roughly 60% lecture and 40% 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.

Optional tutorials will be held starting in Week 3. Details will be available at the first class.

Mandatory course requirements

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

1. submit a first essay
2. submit an individual emotion map
3. participate in an Open Space Meeting
4. submit a response memo
5. 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 50-56 hours reading preparation for the course, 20-30 hours preparing for the First Essay, 20-30 hours preparing for the Emotion Map and Open Space Meeting, and 40-50 hours preparing for the Final Essay.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	First essay (1000-1500 words)	20	1, 2, 3	2 April, 4pm
2	Emotion map (minimum 5 data points)	10	3	15 May, 4pm
3	Open Space Meeting (in class participation)	10	2, 3	(in class) 26 & 28 May OR 2 & 4 June
4	Response memo (1 page)	10	1, 2, 3	29 May, 4pm OR 5 June, 4pm
5	Final essay (2000-2500 words)	50	1, 2	19 June, 4pm

First Essay, due 2 April, 4pm, SUBMIT ON BLACKBOARD

This assignment has two parts:

Part 1: Emotion Log, THIS IS PRIVATE AND NOT GRADED, keep throughout trimester.

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: This activity will be used for both the first essay and the emotion map (see below).

Part 2: First Essay, due 2 April, 4pm

Write a 1000-1500 word analysis of one emotional event that you have experienced since the beginning of this course using the theories we have discussed. You might write about a time when you engaged in emotion management, had an experience of an interaction ritual, or when your decision-making was shaped by System 1 processing, just to name a few options. You will be evaluated on how clearly and convincingly you connect course content to your personal experience.

This essay should not simply be a description of your personal experience. It should reveal to what extent the theories of emotion we’ve studied are accurate or not. Do these theories sufficiently explain your emotional experience? Or do they fall short in certain ways?

Emotion Map, due 15 May, 4pm, SUBMIT ON BLACKBOARD

Using Google Maps and your emotion log, plot the emotion-events you experience during the trimester on a map of the earth. You must plot a MINIMUM of 5 points (there is no maximum). 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 will submit your individual map in Week 9 to the course-coordinator, who will combine them into one “supermap!” This will be used as data for the Open Space Meetings (see below).

Open Space Meeting, in class Week 11 (26, 28 May) OR Week 12 (2, 4 June)

Based on the emotion supermap compiled by the course coordinator toward the end of the term, we will engage in two days of focused conversations about student wellbeing at Victoria. One half of the class will go in Week 11 and the other half in Week 12. The supermap will serve as a jumping off point for discussing a range of issues about student life, which will be generated inductively by the group during the second day.

More information on the meeting format, how groups will be chosen, and assessment can be found in the Emotion Map Guide. The general outline will be:

Day 1: small group analysis of the emotion supermap

Day 2: an “Open Space Meeting”.

For more info on Open Space: www.openspaceworld.org/cgi/wiki.cgi?AboutOpenSpace

Response memo, SUBMIT ON BLACKBOARD

Group 1 due, 29 May, 4pm

Group 2 due, 5 June, 4pm

Write a one-page memo that summarises the most important thing you took away from the Open Space Meeting and your analysis of the supermap. Provide at least one **CONCRETE AND ACTIONABLE** recommendation for improving student life at Victoria that could be communicated to Victoria’s student wellbeing team.

Final essay, due 19 June, 4pm, SUBMIT ON BLACKBOARD

Write a 2000-2500 word research essay.

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. You must reference no less than 5 sources in your review.
 - b. Your literature review should NOT be a simple summary of “what’s been said” on the topic, but should contain a clear argument.
 - c. A literature review always takes a stand on the literature. You can argue about something that is missing in the literature, you can take sides in a debate within the literature, you can even argue “this is the best way to think about this literature” by coming up with a categorisation scheme or grand summary of the literature’s ‘take home’ message.
 - d. 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 Victoria Library Catalogue, which pertains to the sociology and/or psychology of emotion. The book cannot be from the course content, though it may be from one of the authors we have read. You

must clear the book with the CC before you write the paper. See the recommended reading list on Blackboard for examples of good books to review.

Your task is two-fold:

- a. First, simply *review* the book. You should summarise 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?

Other assessment information

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.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

Submission and return of work

This is a paperless classroom. All work should be submitted on Blackboard by the due date and time. All marked work, including feedback, will be returned on blackboard and will be viewable in the “my grades” section.

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, series distress, 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 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

Improvements to the course based on last year's student feedback include:

1. addition of optional tutorials
2. new format for discussing the emotion map.

Past feedback can 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/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- 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/