



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES
Sociology and Social Policy

SOSC 221

Special Topic: Sociology of Emotion

20 POINTS

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures: Tuesday 11:00 - 11:50 Hunter HULT220

Thursday 11:00 - 12:50 Hunter HULT220

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: Tuesday 12:00pm – 2:00pm

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 the separate course content document.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Explain how emotions work: at the level of the brain/body, group interaction, and on a larger socio-historical scale
2. Synthesise competing theories of how societies shape emotion.
3. Critique emotional culture at University and make recommendations for improving it.

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.

Tutorials will be held starting in Week 2. Details will be available at the first class.

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) | 30 | 1, 2, 3 | 12 August, 4pm |
| 2 | Emotion map (minimum 5 data points) | 10 | 3 | 16 September, 4pm |
| 3 | Final essay (2000-2500 words) | 50 | 1, 2 | 30 September, 4pm |
| 4 | Open Space Meeting (in class participation) | 10 | 3 | (in class) 4 & 6 October OR 11 & 13 October |

First Essay, due 12 August, 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 helpful for both the first essay and the emotion map (see below).

Part 2: First Essay, due 12 August, 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. (If you can't think of an event that occurred since beginning the course, you may choose an older experience). 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 involve some description of your experience, but should not *only* be a description. You should also draw on theories to help *explain why* your experience happened the way it did. Do these theories sufficiently explain your emotional experience? Or do they fall short in certain ways? In this way, the essay should reveal to what extent the theories of emotion we've studied are accurate or not.

Remember, you can pick even the most mundane of events to discuss, such as an awkward conversation or a bad day at work. Even seemingly simple and meaningless experiences have a lot going on underneath them, which is precisely what the theories we have studied let us see more clearly.

Emotion Map, due 16 September, 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 Map, Meeting, and Memo 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).

Final essay, 20 September, 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 Course Coordinator 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?

Open Space Meeting, in class Week 11 (4 & 6 October) OR Week 12 (11 & 13 October)

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.

This assessment will be individually marked based on individual participation. 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

Marking Rubric

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|--|--|--|--|--|
| 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 | 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 | Unsatisfactory (Range: D to E; 0-49): Inadequate organization of ideas and arguments. |

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| | | the essay. | essay. | |
| 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

All students will be given ONE FREE 3 DAY EXTENSION, NO QUESTIONS ASKED for the trimester. For assessments due on a Friday, extensions will be granted until Wednesday of the following week. To redeem your extension, simply cut and paste the following message into an email to ben.snyder@vuw.ac.nz.

I your name would like to use my one free 3 day extension for name of assessment .

Additional extensions will be considered on a case-by-case basis but will generally be reserved for illness, grief, financial hardships, etc.

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.

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

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

Recommended reading

A list of recommended readings will be available on Blackboard.

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.

Student feedback

Students from trimester 1 2015 were overwhelmingly positive about the course. One recommendation was for better communication about expectations on the first essay. The essay prompt has been refined and expanded, and extra time will be set aside during lecture to discuss expectations.

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
- 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
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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

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| Head of School: | Prof Brigitte Bönisch-Brednich, MY1019 Phone: 463 6528, Email: brigitte.bonisch-brednich@vuw.ac.nz |
| International Student Liaison: | To be advised |
| Māori and Pacific Student Liaison: | Dr Trevor Bradley, MY1101 Phone: 463 5432, Email: trevor.bradley@vuw.ac.nz |
| Students with Disabilities Liaison: | Dr Sarah Wright, MY1115 Phone: 463 5874, Email: sarah.wright@vuw.ac.nz |
| School Manager: | La'Chelle Pretorius, MY918 Phone: 463 6546, Email: lachelle.pretorius@vuw.ac.nz |
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| School of Social and Cultural Studies: | www.victoria.ac.nz/sacs |