

**DEREE COLLEGE SYLLABUS FOR: SO 3046 THE SOCIOLOGY OF EMOTIONS**

**UK LEVEL 5**  
**UK CREDITS: 15**  
**US CREDITS: 3/0/3**

(Spring 2022)

**PREREQUISITES:**

**CATALOG DESCRIPTION:**

An introduction into the study of emotions as social constructs. Merits of the sociological approach in understanding the operation of emotions. Emotions examined in relation to class, racial and gender categories. Emotions as objects of social control and regulation, construction, and negotiation. Analysis of positive and negative emotions as the necessary link between social structure and social actor.

**RATIONALE:**

Emotions are often thought of as purely subjective experiences. The course will introduce students to the social and collective aspects of emotions. In doing so, a wide range of topics will be covered, including the social and cultural nature of emotions, the social construction of emotions, social norms about emotions, disparities of emotional experiences based on class and race and gender and the ways in which emotions contribute to social change. Finally, the course aims at a wide audience including students from psychology, anthropology, history, political science, and business.

**LEARNING OUTCOMES:**

- As a result of taking this course, the students should be able to:
1. Demonstrate understanding of the most influential sociological theories in the field of the sociology of emotions.
  2. Evaluate the influence of structural and cultural factors on emotional experience.
  3. Examine various sociological debates and evaluate critically the different approaches to emotions.
  4. Analyse the role of emotions in political life and social change.

**METHOD OF TEACHING AND LEARNING:**

In congruence with the teaching and learning strategy of the college, the following tools are used:

- ✓ In-class analyses of original texts.
- ✓ Use of blackboard blogs and additional resources.
- ✓ Extensive instructor feedback on formative assignments.
- ✓ Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues pertinent to the course material, ask questions and seek guidance on their reading and research paper.

**ASSESSMENT:**

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| <b>Summative:</b>  |            |
| <b>First Assessment:</b> Midterm Examination<br>Essay–type questions combination (with choice included)  | <b>40%</b> |
| <b>Final Assessment:</b> Term Paper<br>(2,500-word term paper based on informative, critical and evaluative presentation/analysis of a topic using mainly secondary sources) | <b>60%</b> |
| <b>Formative:</b>  |            |

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|   | <table border="1" data-bbox="643 147 1441 454"> <tr> <td data-bbox="643 147 1254 454"> <p>Two application assignments. (Each assignment analyzes, based on specific readings, an everyday life application: Indicative questions to guide the students' work include: What do the readings tell us about this example? How do they illustrate the social nature of emotions? How do they relate to current events, or provide a useful way to look at the world?)<br/>Fulfills Learning Outcomes 1, 2.</p> </td> <td data-bbox="1254 147 1441 454" style="text-align: center; vertical-align: top;"> <p><b>0</b></p> </td> </tr> </table> <p>The first assessment test Learning Outcome 1,2,3<br/>The final assessment test Learning Outcomes 1,2,3,4</p> <p><i>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</i></p>  | <p>Two application assignments. (Each assignment analyzes, based on specific readings, an everyday life application: Indicative questions to guide the students' work include: What do the readings tell us about this example? How do they illustrate the social nature of emotions? How do they relate to current events, or provide a useful way to look at the world?)<br/>Fulfills Learning Outcomes 1, 2.</p> | <p><b>0</b></p> |
| <p>Two application assignments. (Each assignment analyzes, based on specific readings, an everyday life application: Indicative questions to guide the students' work include: What do the readings tell us about this example? How do they illustrate the social nature of emotions? How do they relate to current events, or provide a useful way to look at the world?)<br/>Fulfills Learning Outcomes 1, 2.</p> | <p><b>0</b></p>   |   |                 |
| <p><b>INDICATIVE READING:</b></p>   | <p><b>REQUIRED READINGS:</b></p> <p><b>Textbook:</b> Harris, Scott R. 2015. <i>An Invitation to the Sociology of Emotions</i>. New York: Routledge</p> <p><b>Extracts from:</b><br/>Barbalet, Jack. 2001. <i>Emotion, Social theory, and Social Structure: A Macrosociological Approach</i>. Cambridge: CUP (Online)</p> <p>Turner, Jonathan H., Jan E. Stets. (2005) <i>The Sociology of Emotions</i>. Cambridge: Cambridge University Press.</p> <p>Nussbaum, Martha. 2001. <i>Upheavals of thought: The Intelligence of Emotions</i>. Cambridge: CUP</p> <p>Hochschild, Arlie, 1998. "The sociology of emotion as a way of seeing" in Bendelow, G. and Williams, S. (eds.) <i>Emotions and Social Life: Critical themes and contemporary issues</i>. London: Routledge</p> <p><b>RECOMMENDED READINGS:</b></p> <p>Barbalet, Jack, 2002. <i>Emotions and Sociology</i>. Oxford: Blackwell</p> <p>Bauman, Zygmunt, 2003. <i>Liquid Love: On the Frailty of Human Bonds</i>. Cambridge: Polity</p> <p>Bude, Heinz. 2018. <i>Society of Fear</i>. Cambridge: Polity</p> <p>Cancian, Francesca M. 1986. "The Feminization of Love." <i>Signs</i> 11(4):692–709</p> <p>Clark, Candace. 1997. <i>Misery and Company: Sympathy in Everyday-Life</i>. Chicago: The University of Chicago Press.</p> <p>Durkheim, Emile. (1897/2002) 'The Social Element of Suicide' in <i>Suicide: A Study in Sociology</i> London: Routledge</p> |   |                 |

- Ehrenberg, Alain. 2010. *The Weariness of the Self: Diagnosing the History of Depression in the Contemporary Age*. Montreal: McGill-Queen's University Press.
- Ehrenreich, Barbara. 2001. *Nickel and Dimed: On (Not) Getting by in America* New York: Henry Holt and Company
- Elias, Norbert. 2000/1939. "On Blowing One's Nose" in *The Civilizing Process* Oxford: Blackwell pp. 121-9
- Elliot, Anthony & Charles Lemert. 2009. *The New Individualism: The Emotional Costs of Globalization*. London: Routledge
- Gould, Deborah. 2009. *Moving Politics: Emotion and ACT UP's Fight Against AIDS*. Chicago: University of Chicago Press
- Guillem, Rico, et. al. 2020. "Empowered and Enraged: Political efficacy, anger and support for Populism in Europe" *European Journal of Political Research* 1 doi: 10.1111/1475-6765.12374
- Hochschild, Arlie Russell. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press
- \_\_\_\_\_. 1995. "Emotion Work, Feeling Rules, and Social Structure." *American Journal of Sociology* 85(3):551-75.
- \_\_\_\_\_. 2016. *Strangers in Their Own Land: Anger and Mourning on the American Right*. New York: New Press
- Kemper, Theodore D. 1981. "Social Constructionist and Positivist Approaches to the Sociology of Emotions" *American Journal of Sociology* 87 (2): 336-362
- Lively, Kathryn J., David R. Heise. 2004. "Sociological Realms of Emotional Experience" *American Journal of Sociology* 109 (5): 1109-36
- Lupton, Deborah. 1998. *The emotional Self*. London: Sage
- Marx, Karl. 1844/1959. "Estranged Labour" in *Economic and Philosophical Manuscripts of 1844*
- McGarvey, Darren. 2017. *Poverty Safari: Understanding the Anger of Britain's Underclass* Pan MacMillan
- Nussbaum, Martha. 2013. *Political Emotions: Why Love matters for Justice*. Cambridge, Mass: Harvard University Press
- \_\_\_\_\_. 2018. *The Monarchy of Fear: A Philosopher looks at our political crisis*. New York, NY: Simon and Schuster
- Oakes, G. (ed.) 1984. *Georg Simmel On Women, Sexuality, and Love*. New Haven: Yale University Press
- Power, Kathleen, et. al. 2010. "Poor women and the expression of Shame and Anger: The price of breaking social class feeling rules" *Feminism and Psychology* 21 (2): 179-197

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|   | <p>Scheler, Max. (1912/1954). <i>The Nature of Sympathy</i>. Hamden: Anchor Books.</p> <p>Scheler, Max. (1915/1961). <i>Ressentiment</i>. New York: The Free Press of Glencoe.</p> <p>Simmel, Georg. (1908/1950). 'Faithfulness and Gratitude' in K. Wolff (ed). <i>The Sociology of Georg Simmel</i>. NY: The Free Press, pp. 379-395.</p> <p>Simon, Robin W., Linda E. Nath.2004. "Gender and Emotion in the United States: Do Men and Women differ in Self-Reports of Feelings and Expressive Behavior?" <i>American Journal of Sociology</i> 109 (5): 1137-76</p> <p>Weber, Max. (1915/1967) "Religious Rejections of the World and Their Directions: The Erotic Sphere" in H.H. Gerth and C.W. Mills (eds.) <i>From Max Weber: Essays in Sociology</i> London: Routledge and Kegan Paul pp. 343-50</p> <p>Wettergren, A. 2009. "Fun and Laughter: culture jamming and the emotional regime of later capitalism" <i>Social Movement Studies</i> 8(1): 1-15</p> <p><b>Reference Work:</b> <i>Routledge Studies in the Sociology of Emotions</i> (7 volumes) 2017-2021</p> |
| <p><b>INDICATIVE MATERIAL:</b><br/>(e.g. audiovisual, digital material, etc.)</p> | <p><b>REQUIRED MATERIAL:</b></p> <p><a href="https://youtu.be/OVQUnddM5Vg">https://youtu.be/OVQUnddM5Vg</a> (The Social Construction of Emotion)</p> <p><a href="https://youtu.be/RywaAeWbXjo">https://youtu.be/RywaAeWbXjo</a> (Hochschild on conducting research on emotions)</p> <p><a href="https://youtu.be/87hwtolfd6l">https://youtu.be/87hwtolfd6l</a> (Martha Nussbaum: Political Emotions)</p> <p><b>RECOMMENDED MATERIAL:</b></p> <p><a href="https://youtu.be/u5um8QWWRvo">https://youtu.be/u5um8QWWRvo</a> (Barbara Ehrenreich: Smile or die)</p> <p><a href="https://youtu.be/Ggmiju7ujFc">https://youtu.be/Ggmiju7ujFc</a> (Barbara Ehrenreich on "Bright-sided)</p>  |
| <p><b>COMMUNICATION REQUIREMENTS:</b></p>   | <p>Verbal skills using academic/professional English</p>   |
| <p><b>SOFTWARE REQUIREMENTS:</b></p>  | <p>Microsoft Office Word and PowerPoint. All written work must be word-processed on Word.</p>  |
| <p><b>WWW RESOURCES:</b></p>  | <p><a href="https://www.asanet.org/asa-communities/sections/sociology-emotions">https://www.asanet.org/asa-communities/sections/sociology-emotions</a></p> <p><a href="https://research.franklin.uga.edu/EmotionsSection/">https://research.franklin.uga.edu/EmotionsSection/</a></p> <p><a href="https://www.europeansociology.org/research-networks/rn11-sociology-emotions">https://www.europeansociology.org/research-networks/rn11-sociology-emotions</a></p> <p><a href="https://www.tasa.org.au/content.aspx?page_id=22&amp;club_id=671860&amp;module_id=357499">https://www.tasa.org.au/content.aspx?page_id=22&amp;club_id=671860&amp;module_id=357499</a></p>  |
| <p><b>INDICATIVE CONTENT:</b></p>   | <ol style="list-style-type: none"> <li>1. Why Study the Sociology of Emotions?</li> <li>2. Thinking Sociologically about Emotions</li> <li>3. Emotion Norms</li> </ol>   |

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|  | <ol style="list-style-type: none"><li>4. Emotion Management</li><li>5. Emotional labour</li><li>6. Emotions, bodies, Self</li><li>7. Positive emotions: Love, compassion, sympathy</li><li>8. Negative emotions: Anger, Envy, Resentment, Vengeance</li><li>9. Political emotions</li><li>10. Emotions and social change</li></ol> |
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