Socy/FS 007 - Emotion and Culture

Winter 2012

Professor: Kathryn Lively
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Office hours: T, Th 1:00 p.m. or by appointment
Class meets T, Th Silsby 119 2A

PURPOSE:

Most people think of emotions as purely internal experiences, composed solely of psychological elements. Recently, however, sociologists have begun to emphasize and explore the social side of emotion—for example, how emotions are socially and culturally shaped, how emotions are socially controlled, and the consequences of emotion for social life.

We will examine the portrayal of emotion in popular culture and in sociological research in order to better understand how emotion operates in our own lives.

Although our primary purpose is to introduce you to the sociological perspective on emotions (and in general), our secondary and tertiary purposes will be to teach you how to improve your own writing and be a good seminar student.

Texts:

- Books are available at the bookstore (either of them) or on-line, either Amazon or even half.com. The articles are available on Blackboard.

Structure:

Typically, you will be expected to come to class prepared to discuss the readings; on days (weeks) that we have films or television programs scheduled, you will be expected to discuss them after with consideration of the assigned reading.

As part of the writing component of this class, you will be peer editing each other’s papers. This is not meant to be embarrassing, but rather an opportunity, because for whatever reason, it is typically easier to see the errors that other people make (as opposed to seeing the ones that we make). You will also be asked to write multiple drafts of papers. My motto for this class (as well as for myself) is just because you’ve hit the save button doesn’t mean it’s done. Published journal articles, written by professors, can easily go through hundreds of drafts. Think about it.

This is not a lecture class. Some days I may offer mini-lectures, however, this will not be
the norm.

In fact, most days you will be responsible for class discussion (see assignments). This raises the ante on preparedness, because you will all need to work together in order for class discussions to go well. This class will only be as interesting as you are interested and invested in the material.

Keep in mind that if you are unprepared for others’ discussions, they have less incentive to be prepared for yours. When we work together we’ll learn more, and we’ll have a better seminar experience.

In fact, I expect all of you to bring questions that you have about each of the assigned reading. These questions should be either critical questions or elaboration questions (e.g., if the author was sitting in front of me, what would I want to ask him or her? Or how might we apply the concepts in the reading the real world or to our personal experiences here at Dartmouth? How relevant are these findings today? What if the author had interviewed X, instead of Y?)

Requirements:

Two Short Papers and One Research Paper:

You will write two short papers, each of which requires at least one draft as well as a final copy. You will also be required to turn in the written feedback that has been provided to you by another student in the class as well as your response to their comments, criticisms, and suggestions. Note that you don’t have to take all of their advice. However, keep in mind that if someone doesn’t get something in your paper (or thinks it should be changed in anyway, chances are it’s not clear and does need to be changed, even if it’s not in the way they recommend. In your response, you can defend what you have written, defend your new change, or accept their suggestion and explain why. You cannot simply accept/reject their changes without critical examination of those choices.

Neither of your individual papers will be longer than 7 pages in length (double spaced with normal margins, I prefer single sides for commenting on the final version), although the packages that you turn in will be considerably longer.

For each of these papers, you will need to develop a strong thesis and build your argument accordingly. You will have occasion to work on these papers in class and you will be expected to participate in peer review with your classmates. If you are unhappy with your paper (or if I am unhappy with your final draft) you will have the opportunity to re-write for an improved grade. Grades, however, will not be replaced, but, rather, averaged. So, if you receive a C on your first paper and an A on your second paper, you will receive a B. If you receive an A- or B+, you are of course welcome to rewrite, but know that it will probably not raise your grade that much and, thus, may not be worth the time it takes away from working on future assignments, assignments in other classes or
catching up on needed rest. The two short paper packages comprise 40% of your grade; 20% each. Note: Your Grade will be based on improvement as well as the quality of the “finished product.”

You will also be expected to write an 8-12 page research proposal.

In this proposal, you will delve more deeply into some sociological aspect of emotion or explore a topic within the sociology of emotion that we did (or did not) cover in class. In order to successfully complete this project you will need to review the relevant literature regarding your question (drawn primarily from sociological journals and or academic books written by sociologists) and identify a gap in the literature. Your proposal will contain a literature review, a statement of purpose (or research question), and a methods section. In the methods section, you will be expected to describe a research project that you would like to do (you can find models of research proposals in journal articles in academic journals). You must have your topic, your preliminary bibliography, and your proposed methodology approved by me no later than February 21st (5% of your grade; if you fail to turn this in, you will automatically forfeit 5% of your grade).

Note: You will not actually do the project in class, although you may do a small pilot study, if and only if you have completed a draft of the proposal and received permission from the instructor (that is, me) by February 1, which means that you will have to have started well before those of your classmates who have not chosen to do a pilot study.

Keep in mind that having a research component will not automatically improve your grade, though it very well might lower it. That said, I understand why some of you might choose to do a pilot study for your own personal edification.

The research proposal (with or without the pilot study), which will be 8-12 pages in length, is worth 25% of your grade.

Class Participation: Group Discussions/Class Facilitations/Comment Questions/Paper Presentation:

You are also required to submit comment questions on every assigned reading. These will be one to two sentence questions designed to illustrate your critical engagement with the reading (5% of your grade). If you miss more than five of these, you will forfeit the entire 5%, making your highest possible grade for the class 95%.

As part of your class participation grade, you will be required to facilitate part of at least class discussions for a selected reading. You will be paired with another student in order to do this and you will need to consult me prior to the beginning of your allotted class time—in fact, it is required that you do so. (Your facilitations on these days will make up 10% of your grade.)

You will also present your research proposal/pilot study to the class. Since there are 16
of you, we may need to meet during the X-hour the week of class presentations.
However, if we stick to time (10 minutes with 5 minutes for questions and comments) we should be fine. You are expected to attend on the days that you are not presenting. You are expected to use either power point or to provide handouts. These presentations will be no more than 10 minutes (which is not as long as you might think). I will give you specific details about how to put together a 10-minute talk. (This presentation is worth 10% of your grade).

You should be engaged in class discussion – both as a contributor as well as a listener (5% of your grade).

Policies:

Late papers: Papers are due in class on the assigned due date. If you miss the deadline, my mailbox is in 111 Silsby Hall or you may submit them to me via email (preferably return receipt requested).

For each day your paper is late, you will lose part of a grade (1/3 of a letter). Papers are due at the beginning of class. Papers turned in after class begins, are considered 1 day late. Papers turned in the day after class, are considered two days late.

For example, if your paper is of B quality, but is one day late, your grade will be B-. If two days late, a C+, and so on. Papers that are more than 7 days late will not be accepted – period.

If the research proposal is not in by the day that final grades are due, you will earn a 0.

Papers that are graded poorly because of tardiness may not be rewritten for a better grade.

Finally, I will not let you turn anything in late without taking a penalty, because to do so would be to disadvantage everyone else in the class who are just as busy as you are and have just as much going on who didn’t ask for an extension. My obligation is not just to you, but also to everyone else in the class.

This syllabus has not been written to cover every possible contingency. Loosely speaking, I expect you to be engaged and to interpret the intention of the syllabus as would any reasonable person, not as someone who is looking for any loophole that will allow you to turn things late, get a better grade than you have earned, or do less work.

It is my intention to be reasonable with you and to have a good class. I would like that to be your intention as well.

Plagiarism: Because you are writing take home exams for this course, you need to know the meaning of plagiarism. Plagiarism means "to steal and use [the ideas or writings of another] as one's own" (American Heritage Dictionary of the English Language, 1970, p. 1001). You plagiarize if you copy an author's words without both placing them in quotes
and citing the source, and you plagiarize if you copy part or all of another student's paper. Close paraphrasing of someone else’s work borders on plagiarism, too. Plagiarism, like cheating, is a violation of the honor code at Dartmouth and will be dealt with accordingly. When in doubt, put the idea even more completely in your own words or resort to proper quotes and citations!

**Disabilities:** Any student with a documented disability needing academic adjustments or accommodations is requested to speak to me by the end of the second week of the term. All discussions will remain confidential, although the Student Disabilities Coordinator may be consulted to verify the documentation of the disability.

**Attendance:** If you miss more than five days of class, you will lose an entire letter grade, regardless of your performance on other activities and assignments.

Basic Academic Calendar (this will not affect us much, but is good to keep track of nonetheless).

- January 4, Wednesday -- Winter term classes begin at 7:45 a.m.
- January 16, Monday -- Martin Luther King Jr. day - classes moved to x-periods except 3A classes to 3B on Tuesday; laboratories meet as scheduled
- February 10, Friday -- Carnival holiday (Classes moved to x-periods)
- March 7, Wednesday -- Winter term classes end at 5:20 p.m.; start of Pre-Examination Break
- March 10, Saturday -- Final examinations begin
- March 14, Wednesday -- Final examinations end

**General Policy:**

Many students believe that they come into a class with 100 points, so they are often concerned about what they did to lose points if they don’t receive a perfect score. In reality, you come into class with 0 points and you earn points as you go. My grading standards for papers are consistent with those listed in the ORC. I suggest that you familiarize yourself with them before you turn in your first paper.

**SCHEDULE**

1. Thursday January 5, Introduction to Course
   What is Emotion? Why are You Here?

2. Tuesday January 10, The Ten Serious Mistakes that Smart Students Make that Undermine Their Credibility and Destroy Their GPA and How To Avoid Them
   Thursday What Are Your Favorite Mistakes (When it Comes to Writing)?
3. Tuesday January 17, Cultural Theories of Emotion
   Reading: Cahill, S. “Emotional Capital: The Case of Mortuary Science Students and Me.”
   Smith, A. C. & S. Kleinman. “Managing Emotions in Medical School: Student’s Contacts with the Living and the Dead.”

   Thursday January 19, Drafts of first papers are due in class

4. First & Second Draft of First Paper, Due in Class

   Tuesday January 24 Structural Theories of Emotion
   Gender
   Bellas, Marcia. “Emotional Labor in Academia: The Case of Professors.” (finish)
   Pierce, Jennifer. (Excerpts from Gender Trials: Emotional Lives in Law Firms.)

   Wednesday January 25 X-Hour: (Workshop first papers in small groups; ideally we will meet as a class; else you will need to meet with your partner outside of the scheduled X-Hour)

   Thursday January 26 (Class begins at 3:00 p.m.)

   Paper One, final version, the first draft, the feedback you received, and your responses to the feedback are due at the beginning of class (feel free to include insights from today’s reading if relevant).

   Race
   Harlow, Roxanne. “Race Doesn’t Matter, But…”: The Effect of Race on Professors’ Experiences and Emotion Management in the Undergraduate College Classroom.” (available via sociological abstracts)

Optional:


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Tuesday January 31 Emotion Rules – Sympathy

Reading Clark Chapters 1-4

Thursday February 2

Reading Clark Chapters 5-end (class begins at 3:00)

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Draft of Second Paper, Due in Class

6 Tuesday February 7 Denial

Reading Zerubavel, Chapters 1-?

Thursday February 9 Denial (continued)

First & Second Draft of Second Paper, Due in Class

Reading Zerubavel, Chapters ?-end


Video: TEDxSinCity Talk: Bruce Muzik (“The Big Secret”)

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7 Third draft of second paper, due in class (add three additional citations and revise throughout)
**Emotion Work Within the Transgendered Community**

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<td>Wednesday</td>
<td>February 15</td>
<td>X-Hour: Workshop Second Paper, in class (if you are not available to meet during the X-hour, arrange to meet with your partner outside of class).</td>
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<td>Thursday</td>
<td>February 16</td>
<td><strong>Second Paper Package, Due In Class – Should Contain All Drafts, plus feedback and your response to that feedback (see above).</strong></td>
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**Final Paper Topic – Due in Class (with 8 sources)**

Masculinity and Violence

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<td>Presentations (10 minutes, 5 minutes for questions and constructive feedback)</td>
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<td>Presentations (Proposals)</td>
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<td>March 1</td>
<td>Presentations (Proposals &amp; Pilot Studies)</td>
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<td>10 March 6</td>
<td>No class; I am traveling and unavailable (so make sure you get all of your questions answered early)!</td>
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<td>Final Papers Due: March 14 (The last day of the finals period; you may hand them in personally or send them to me via email [return receipt requested])</td>
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