

**SOCY 498W: Sociology of Emotions**  
Fall 2016 • MW 2:00-3:15PM • ASY 3207

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**OVERVIEW:** Emotions are often thought of as purely subjective experiences. How much more personal than one gets than their emotions and feelings? In addition to their physiological and psychological aspects, however, emotions have a social side that often goes unnoticed. This course will introduce you to the social aspects of emotions. In doing so, we will cover wide-ranging topics including the social causes of emotions, social norms about emotions, disparities in emotional experiences, and the ways in which emotions can maintain and reshape society. Over the course of the semester, my goals for this course are:

- To expose you to the influential schools of thought as well as emerging trends in the sociology of emotions
- To arm you with useful ways to think sociologically about other aspects of daily life that do not appear to be social on the surface
- To develop your skills in critically read and evaluate popular and scholarly work on emotions

**REQUIRED TEXTS:** Pierce, Jennifer L. 1995. *Gender Trails: Emotional Lives in Contemporary Law Firms*. Berkeley: University of California Press.

Scheff, Thomas J. 2011. *What's Love Got to Do with It? Emotions and Relationships in Pop Songs*. Boulder, CO: Paradigm Publishers.

**COURSE REQUIREMENTS:** Students are expected to attend class, actively participate in class discussions, complete 4 "application assignments" (described below), respond to 3 out of the 4 units' readings, and take a midterm and a final exam. Readings and assignments for each day should be completed **before** class. Assignments should be submitted to the course ELMS site. The ELMS site is set to only accept assignments up to **2PM** on the due date, so make sure to upload before the deadline or the site will not allow you to upload. Late submissions are not allowed. If exceptional circumstances should arise, you must consult with me at least one week **before** a due date so that we can make alternative arrangements. Final grades will be based on the following components:

**Class Participation (15%).** Attendance and active participation are required in this course. I will begin each class with a brief overview of the topics to be discussed. We will then use the assigned readings for each day to

structure and organize class discussions. You are encouraged to contribute examples and applications from the real world as they relate to the readings for the day. The goal of class discussion is to learn from each other's insights.

**Collection Assignments (20%).** There are four “collection assignments” throughout the semester. These assignments involve collecting data or examples that apply to a given topic and writing a short commentary (no more than a page, single-spaced). More details about each collection assignment will be given in class.

**Response Papers (15%).** The course is divided into four units. Toward the end of each unit, you are required to provide a written response to the topics and readings covered in that unit. Response papers should be no more than 3 pages, single-spaced. If you use outside sources, you are required to cite them using the American Sociological Association citation style (<https://owl.english.purdue.edu/owl/resource/583/01/>). For assigned readings, you can refer to the readings by the first author's last name. There are 4 assigned responses papers. You are required to complete 3 of the 4 papers.

In these response papers, you should briefly (no more than a page) summarize the readings covered in the unit. The bulk of the response should cover overarching patterns and insights across the readings. Some questions to orient your responses might include: What do these readings, collectively tell you about the unit? How do they illustrate the social nature of emotions? What are the real-world implications of the topics of the unit? How do they relate to current events, or provide a useful way to look at the world?

**Midterm Exam (25%).** The midterm exam is scheduled for Wednesday, **October 19**. The exam will cover readings, discussions, and lectures up to the exam. The exam will have a combination of multiple choice, matching, short answer, and essay questions.

**Final Exam (25%).** The final exam for this course is scheduled for Saturday, **December 17 at 1:30PM**. The final exam is cumulative in the sense that ideas and theories discussed before the midterm exam will be used by course materials in the second half of the course. However, the exam will heavily focus on materials not already covered in the midterm exam. The exam will be similar in format to the midterm exam.

## **COURSE POLICIES:**

**Grading:** Assignments and exams will be graded on content first, but also on form. Your letter grade (A-F) will correspond to your demonstrated mastery and completion the requirements of the assignment. For assignments that are graded on a plus/minus scale, the plus or minus will then correspond to the

clarity of your work in terms of grammar, formatting, and other stylistic requirements. Consistent with the university's grading scale, the standards for letter grades are as follows:

- A Excellent mastery of the subject and outstanding scholarship
- B Good mastery of the subject and good scholarship
- C Acceptable mastery of the subject
- D Borderline understanding of the subject and marginal performance
- F Failure to understand the subject and unsatisfactory performance

The collection assignments will be graded on an A-F scale. You will see this reflected on the ELMS gradebook as 0-4 points where A = 4 points and F = 0 points.

Response papers and participation will be graded on an A-F plus/minus scale where A+ = 12 points, A = 11 points, A- = 10 points and so on.

Exams are graded out of 100 points. When posting grades for the midterm exam, I will also post my evaluation of your participation up to that point in the semester. Use this to guide your participation for the rest of the semester.

**Attendance:** You are expected to attend every class. If you miss class, you are responsible for all materials covered and announcements made in class. If class is cancelled for any reason, that day's scheduled activities will occur the next time the class meets. I will inform you of changes made to the schedule if this were to occur.

**Academic Integrity:** Please review the Code of Academic Integrity at <http://president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>. Academic dishonesty will not be tolerated. Violations of the Code will result in a course grade of F. I will report these cases to the Office of Student Conduct.

**Accommodations:** Students with needs that might impact their ability to complete the requirements for this course in any way should inform me as soon as possible and provide any required documentation. I will do my best to accommodate these requests. All requests for accommodations should be made by **September 14**.

**Office Hours:** I use an online booking system for scheduling office hours. This ensures that everyone is on the same page about meetings and prevents situations where you come when another student is already meeting with me. You can book an appointment at [ter.ps/DoanOH](http://ter.ps/DoanOH). When booking your meeting, please include a brief summary of the purpose of the meeting. This helps me

prepare for our meeting and keeps us on task. Meeting slots are 15 minutes, but feel free to book two consecutive slots if you think it will take us more than 15 minutes to discuss a particular issue. Longer meetings should be scheduled over email as to not impact availability for other students. If my posted timeslots do not work for your schedule, please send me an email to schedule a mutually convenient time.

**COURSE OUTLINE:** Note that this outline is subject to change. I will announce any deviations in class. Readings under each week's topic is to be completed before class. Assignments due for a given day will be due before the beginning of class.

Date	Topic/Readings	Assignments Due
<b>Unit 1: Introduction to Emotion Research</b>		
<b>M 8/29</b>	Intro to course/What is an Emotion?	
<b>W 8/31</b>	What is an Emotion? (Cont.)	
	<p>James, William. 1884. "What Is an Emotion?" <i>Mind</i> 9:188–205.</p> <p>Schachter, Stanley and Jerome E. Singer. 1962. "Cognitive, Social, and Physiological Determinants of Emotional State." <i>Psychological Review</i> 69(5):379–99.</p> <p>Ekman, Paul. 2016. "What Scientists Who Study Emotion Agree About." <i>Perspectives on Psychological Science</i> 11(1):31–34.</p>	
<b>M 9/5</b>	• Labor Day • No Class •	
<b>W 9/7</b>	Movie: Inside Out	
<b>M 9/12</b>	Movie: Inside Out (Cont.)	<p><b>Collection Assignment #1</b> Interview 2 people (not in this course) about the etiology and components of emotions</p>
<b>W 9/14</b>	Social Construction of Emotions	
	<p>Simon, Robin W., Donna Eder, and Cathy Evans. 1992. "The Development of Feeling Norms Underlying Romantic Love Among Adolescent Families." <i>Social Psychology Quarterly</i> 55(1):29–46.</p>	

	Doan, Long, Lisa R. Miller, and Annalise Loehr. 2015. "The Power of Love: The Role of Emotional Attributions and Standards in Heterosexuals' Perceptions of Lesbian and Gay Couples." <i>Social Forces</i> 94(1): 401–25.	
<b>M 9/19</b>	Emotion and Culture	
	Scheff, Thomas J. 2011. <i>What's Love Got to Do with It? Emotions and Relationships in Pop Songs</i> . Boulder, CO: Paradigm Publishers. (Chs. 1–4)	
<b>W 9/21</b>	Emotion and Culture (Cont.)	
	Scheff, Thomas J. 2011. <i>What's Love Got to Do with It? Emotions and Relationships in Pop Songs</i> . Boulder, CO: Paradigm Publishers. (Chs. 5–8)	
<b>M 9/26</b>	Emotion Norms	
	Hochschild, Arlie Russell. 1979. "Emotion Work, Feeling Rules, and Social Structure." <i>American Journal of Sociology</i> 85(3):551–75.	
<b>W 9/28</b>	Emotion Norms (Cont.)	<b>Unit 1 Response Paper</b>
	Heise, David R. and Cassandra Calhan. 1995. "Emotion Norms in Interpersonal Events." <i>Social Psychology Quarterly</i> 58(4):223–40.	
<b>Unit 2: How Society Affects Individuals' Emotions</b>		
<b>M 10/3</b>	Emotion Management	
	Lively, Kathryn J., and Brian Powell. 2006. "Emotional Expression at Work and at Home: Domain, Status, or Individual Characteristics?" <i>Social Psychology Quarterly</i> 69(1):17–38.	
<b>W 10/5</b>	Emotional Labor	<b>Collection Assignment #2</b> Interview 2 people (not in course) about managing their emotions at work and at home.
	Pierce, Jennifer L. 1995. <i>Gender Trials: Emotional Lives in Contemporary Law Firms</i> . Berkeley: University of California Press. (Chs. 1–3)	
<b>M 10/10</b>	Emotional Labor (Cont.)	
	Pierce, Jennifer L. 1995. <i>Gender Trials: Emotional Lives in Contemporary Law Firms</i> . Berkeley: University of California Press. (Chs. 4–7)	

<b>W 10/12</b>	Emotion and the Self	
	<p>Robinson, Dawn T., Lynn Smith-Lovin, and Olga Tsoudis. 1994. "Heinous Crime or Unfortunate Accident? The Effects of Remorse on Responses to Mock Criminal Confessions." <i>Social Forces</i> 73(1):175–90.</p> <p>Zhao, Jun, and Christabel L. Rogalin. 2016. "His Tears Matter More than Hers: Gender Differences in Emotional Display on Sentencing." Unpublished manuscript.</p>	
<b>M 10/17</b>	Emotion and the Self (Cont.)	<b>Unit 2 Response Paper</b>
	Francis, Linda E. 1997. "Ideology and Interpersonal Emotion Management: Redefining Identity in Two Support Groups." <i>Social Psychology Quarterly</i> 60:153–71.	
<b>W 10/19</b>		• Midterm Exam •
<b>Unit 3: Emotional Disparities</b>		
<b>M 10/24</b>	Social Structure and Emotions	
	Cahill, Spencer E. 1999. "Emotional capital and professional socialization: The case of mortuary science students (and me)." <i>Social Psychology Quarterly</i> 62:101-116.	
<b>W 10/26</b>	Social Structure and Emotions (Cont.)	
	Schieman, Scott. 1999. "Age and Anger." <i>Journal of Health and Social Behavior</i> 40(3):273–89.	
<b>M 10/31</b>	Gender, Family, and Emotions	
	<p>Kelly, Janice R., and Sarah L. Hutson-Comeaux. 2000. "The Appropriateness of Emotional Expression in Women and Men: The Double-Bind of Emotion." <i>Journal of Social Behavior &amp; Personality</i> 15(4):516–28.</p> <p>Simon, Robin W., and Leda 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>	

<b>W 11/2</b>	Gender, Family, and Emotions (Cont.)	<b>Collection Assignment #3</b> Find 2 news articles about emotional differences
	<p>Simon, Robin W., and Kathryn Lively. 2010. "Sex, Anger and Depression." <i>Social Forces</i> 88(4):1543–68.</p> <p>Erickson, Rebecca J. 2005. "Why Emotion Work Matters: Sex, Gender, and the Division of Household Labor." <i>Journal of Marriage and Family</i> 67(2):337–51.</p>	
<b>M 11/7</b>	Race, Class, and Emotions	
	<p>Hugenberg, Kurt, and Galen V Bodenhausen. 2004. "Ambiguity in Social Categorization: The Role of Prejudice and Facial Affect in Race Categorization." <i>Psychological Science</i> 15(5):342–45.</p> <p>Power, Cathleen A., Elizabeth R. Cole, and Barbara L. Fredrickson. 2011. "Poor Women and the Expression of Shame and Anger: The Price of Breaking Social Class Feeling Rules." <i>Feminism &amp; Psychology</i> 21(2):179–97.</p>	
<b>W 11/9</b>	Race, Class, and Emotions (Cont.)	
	<p>Wingfield, Adia Harvey. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." <i>Social Problems</i> 57(2):251–68.</p> <p>Wilkins, Amy C. 2012. "'Not Out to Start a Revolution': Race, Gender, and Emotional Restraint among Black University Men." <i>Journal of Contemporary Ethnography</i> 41(1):34–65.</p>	
<b>M 11/14</b>	Status, Power, and Emotions	
	<p>Robinson, Dawn T. and Lynn Smith-Lovin. 2001. "Getting a laugh: Gender, status, and humor in task discussion." <i>Social Forces</i> 80: 123-158.</p>	
<b>W 11/16</b>	Status, Power, and Emotions (Cont.)	<b>Unit 3 Response Paper</b>
	<p>Collett, Jessica L., and Omar Lizardo. 2010. "Occupational Status and the Experience of Anger." <i>Social Forces</i> 88(5):2079–2104.</p>	
<b>Unit 4: How Emotions Affect Society</b>		

<b>M 11/21</b>	Organization, Group Processes, and Emotion	
	Molm, Linda D., Monica M. Whitham, and David Melamed. "Forms of Exchange and Integrative Bonds: Effects of History and Embeddedness." <i>American Sociological Review</i> 77:141–65.	
<b>W 11/23</b>	• Thanksgiving Break • No Class •	
<b>M 11/28</b>	Organization, Group Processes, and Emotion (Cont.)	
	Smith, Eliot R., Charles R. Seger, and Diane M. Mackie. 2007. "Can Emotions Be Truly Group Level? Evidence Regarding Four Conceptual Criteria." <i>Journal of Personality and Social Psychology</i> 93(3):431–46.	
<b>W 11/30</b>	Organization, Group Processes, and Emotion (Cont.)	
	Hegtvedt, Karen A. 1990. "The Effects of Relationship Structure on Emotional Responses to Inequity." <i>Social Psychology Quarterly</i> 53:214-228.	
<b>M 12/5</b>	Emotions and Social Change	<b>Collection Assignment #4</b> Find 2 news articles about emotions in social and political movements
	Foy, Steven, Robert Freeland, Andrew Miles, Kimberly B. Rogers, and Lynn Smith-Lovin. 2014. "Emotions and Affect as Source, Outcome and Resistance to Inequality." Pp. 295–324 in <i>Handbook of the Social Psychology of Inequality</i> , edited by JD McLeod, EJ Lawler, and M Schwalbe. Springer Netherlands.	
<b>W 12/7</b>	Emotions and Social Change (Cont.)	
	Jasper, James M. 2014. "Constructing Indignation: Anger Dynamics in Protest Movements." <i>Emotion Review</i> 6(3):208–13.	
	Britt, Lory, and David R. Heise. 2000. "From Shame to Pride in Identity Politics." Pp. 252–68 in <i>Self, Identity, and Social Movements</i> , edited by S. Stryker, T.J. Owens, and R.W. White. Minneapolis, MN: University of Minnesota Press.	
<b>M 12/12</b>	• Wrap Up & Review •	<b>Unit 4 Response Paper</b>
<b>S 12/17</b>	• Final Exam: 1:30-3:30PM •	