

Instructor: Sarah Anne Minkin

Weds 10-12, 54 Barrows

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Weds 2-4, 122 Wheeler

Office Hours: Weds 4:15-5:45 at Café Milano and by appointment

Sociology of Emotion

Course description

Although individuals tend to think of emotion as an aspect of human existence that is personal and natural, sociologists argue that emotions are a social construct and can be studied as such. In this course, we will explore emotion from different sociological perspectives, paying specific attention to how emotions are shaped, learned, and embedded within power relations. We will address how emotions are mobilized in the service of the state, the family, labor, and racial and gender categories. We will look at how emotions are used to maintain social norms and how social movements utilize emotions – and often transform them – in their efforts towards social change.

At the end of this course, you will have new tools for thinking about emotion and the significant role it plays in every facet of human experience and social life. You will also finish this course with expanded reading, writing, and analytical skills that you will gain through conducting an independent research project and writing a 15-page seminar paper based on your research.

Required materials

Course readings will either be available online or posted online on bSpace.

Course requirements

1. Weekly responses to the readings: Every week, you will be required to post questions or a thoughtful response to the readings on the class site on bSpace. You are required to post two comments, either in the form of observations or questions. You must post by **12pm on Tuesdays**.

2. Attendance and Participation: Your participation is essential in this seminar. This is a discussion-based course and therefore the quality of the course depends largely on students' active engagement. Students are expected to attend class every week. If you are unable to attend class, you should let me know beforehand or as soon as possible afterwards. While the participation grade is not based on the raw number of days attended, missing three or more days of class may cause a failing grade.

Because this class is a seminar format, it is extremely important that you come to class having completed the assigned readings and ready to discuss them. Your reading responses/questions will not only serve as a check on your reading, but they will also map out the direction our discussions take. *Your course participation grade includes reading your classmates' reading questions/responses each week **before** class and coming to class prepared to comment on them.*

3. Research Paper: The most important assignment in this course will be the final research paper. For this paper, you will be required to choose a topic related to an aspect of the sociology of emotion that we have covered in this class. Your task will be to write a 15-page analysis based on your own research that draws upon the theories we have read and discussed. You will conduct primary research for this project. During the last two weeks of the course, students will present their projects to the class, so that we may all learn from your research. Every student will also review the rough drafts of two other students' research papers.

Key dates

- a) February 18th: Submit potential paper topic.
- b) March 18th: Literature Review Due.
- c) April 22th: Turn in Rough Draft. Each student will read two other students' papers and make written comments on them. You will discuss rough drafts in our final session, Week 14.
- d) April 29: Turn in Peer Review comments in class.
- e) April 22nd and April 29th: Class Presentations.
- f) May 8th: Final Paper Due.

Grading

1. Weekly Reading Response/Questions: 25%
2. Class Participation: 25%
3. Final Paper: 50%
 - a. Literature Review: 5%
 - b. Turning in rough draft: 5%
 - c. Peer review comments: 10%
 - d. Class presentation: 10%
 - e. Final Paper: 20%

Academic Integrity

Much of your learning in this class will come from the contributions and ideas of your classmates in discussion; in this respect, collaboration is encouraged. However, remember to give credit where credit is due, and know that in your written work, it is your own ideas we need to hear about. For specific guidelines on citation and Berkeley policies on plagiarism, please refer to <http://www.lib.berkeley.edu/how-to-find/cite-sources>.

Disabled Students Program and Special Accommodations

If you have a documented need for special accommodations in class or on assignments, I will be happy to work out these arrangements with you. If this applies to you, please bring me a letter from your DSP specialist as soon as possible. Student athletes, parents, and others whose commitments might affect their ability to attend class or complete assignments on time should also speak to me about possible conflicts ahead of time.

COURSE SCHEDULE

Week 1: Jan 21: Course introduction

Week 2: Jan 28: What is Emotion and how do we manage it?

- Hochschild, Arlie. 2012 [1983]. *The Managed Heart*. Available online through the library. **Make sure you read the 2012 edition.**
- **Read:** Preface to the 2012 edition; Preface to the original edition; Part 1: Private Life.

Week 3: Feb 4: Emotion Management and Work, con't

- Hochschild, Arlie. 2012 [1983]. *The Managed Heart*. Available online through the library. **Make sure you read the 2012 edition.**
- **Read:** Part 2: Public Life and Afterword.

Week 4: Emotion Work: Gender, Race, and Class

- Wingfield, Adia Harvey. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems*, Vol. 57, No. 2 (May 2010), pp. 251-268. Available on Jstor.
- Pittman, Chavella T. 2010. "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students." *Teaching Sociology*. 38:3 (July 2010), pp. 183-196. Available on Jstor.
- Larson, Holly Ann. 2008. "Emotional Labor: The Pink-Collar Duties of Teaching." *Currents in Teaching and Learning*, 1:1 (Fall 2008).

Week 5: February 18: Emotional Socialization and Deviance

- Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. Available online through the library.
- **Read:** Preface and Part 1.

**** POTENTIAL PAPER TOPICS DUE BY FEBRUARY 18**

****Email them to me (saminkin@gmail.com) by 5pm.**

Week 6: February 25: Socialization and Deviance con't

- Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. Available online through the library.
- **Read:** Part 2 and Conclusion.

Week 7: March 4: Emotion and Social Change

- Gould, Deborah. 2009. *Moving Politics: Emotion and ACT UP's Fight Against AIDS*. Selections available on bSpace.

Week 8: March 11: Emotion, Mobilization, and the State

- Berezin, Mabel. 2001. "Emotions and Political Identity: Mobilizing Affection for the Polity." In *Passionate Politics: Emotions and Social Movements*, edited by Jeff Goodwin, James M. Jasper, and Francesca Polletta, pp. 83-97. Available on bSpace.
- Perry, Elizabeth. 2002. "Moving the Masses: Emotion work in the Chinese Revolution." *Mobilization* 7:2 (2002), pp. 111-128.
- Barbalet, J.M. "Secret Voting and Political Emotions." *Mobilization* 7:2 (2002), pp. 129-140.
- Mazali, Rela. 1998. "Parenting Troops: The Summons to Acquiescence." *The Women and War Reader*, edited by Lois Ann Lorentzen and Jennifer Turpin. pp. 273-286. Available on bSpace.

Week 9: March 18: Carework

- Hochschild, Arlie. Selections from *So How's the Family?* Available online through the library.
- Macdonald, Cameron Lynne. 2011. Selections from *Shadow Mothers: Nannies, Au Pairs, and the Micropolitics of Mothering.* Available online through the library.
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**** LITERATURE REVIEWS DUE ****

Turn in printed-out copies in class.

Week 10: March 25: Spring Break! **No class meeting this week or next**

Week 11: April 1: ** No class meeting this week **

- Start reading for next week.

Week 12: April 8: Family and Economy con't

- Cooper, Marianne. 2014. Selections from *Cut Adrift: Families in Insecure Times.* Available online through the library.

Week 13: April 15: Emotion and Security, War and Peace

- Ruddick, Sara. 1993. "Notes Toward a Feminist Peace Politics" in *Gendering War Talk*, edited by Miriam Cooke and Angela Woollacott, pp.109-127. Available on bSpace.
- Ruddick, Sara, 1995. "Maternal Thinking Revisited". *Maternal Thinking: Towards a Politics of Peace*, pp. ix-xxi.
- Young, Iris Marion. 2003. "The Logic of Masculine Protectionism: Reflections on the Current Security State." *Signs* 29:1 (2003), pp. 1–25.

Week 14: April 22: Class Presentations

**** Rough Drafts due in class today ****

Week 15: April 29: Class Presentations con't and Peer review of Rough Drafts

**** Peer Review of Rough drafts due in class today ****

FINAL PAPERS DUE MAY 8TH

Barrows 410 by 3pm