



**FLORIDA
ATLANTIC
UNIVERSITY**

**NEW COURSE PROPOSAL
Undergraduate Programs**

Department Sociology

College Arts and Letters

(To obtain a course number, contact erudolph@fau.edu)

UUPC Approval 12/4/23

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog _____

Prefix SYP
Number
3011

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course

Lecture

Course Title

Sociology of Emotions

Credits *(See Definition of a Credit Hour)*

3.0

Grading *(Select One Option)*

Regular

Sat/UnSat

Course Description *(Syllabus must be attached; see [Template](#) and [Guidelines](#))*

This course provides an overview of the subfield of sociology of emotions with a focus on the social construction of emotion. Students will explore different sociological explanations for emotions and how they contrast with non-sociological theories of emotion as psychological or biological. Topics covered include emotion work, emotion management, feeling rules, emotions and inequality, and emotions at home, at work, and in popular culture.

Effective Date *(TERM & YEAR)*

Fall 2024

Prerequisites, with minimum grade*
None.

Corequisites
None.

Registration Controls *(Major, College, Level)*
None.

**Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

WAC/Gordon Rule Course

Yes

No

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See [WAC Guidelines](#).

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See [Intellectual Foundations Guidelines](#).

Minimum qualifications to teach course

M.A. in Sociology

Faculty Contact/Email/Phone

Lotus Seeley / seeley@fau.edu / 404-402-8740

List/Attach comments from departments affected by new course

None.

Approved by

Department Chair Ann Branaman

Date

11/6/23

College Curriculum Chair Erdi Huse

11/13/23

College Dean _____

11/14/23

UUPC Chair Korey Sorge

12/4/23

Undergraduate Studies Dean Dan Meeroff

12/4/23

UFS President _____

Provost _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SYP 3011 Sociology of Emotions (Undergraduate)
Department of Sociology
Florida Atlantic University
Fall 2024

Instructor: Dr. J. Lotus Seeley
Days/Times: TBD
Classroom: TBD
Details: CRN TBD, 3 Credits
Format: In-person Lecture

Email: seeleyj@fau.edu
Phone: 404.402.8740 (calls only)
Office: 261 Culture and Society Building
Office Hours: TBD

Brief Registrar Description: This course provides an overview of the subfield of sociology of emotions with a focus on the social construction of emotion. Students will explore different sociological explanations for emotions and how they contrast with non-sociological theories of emotion as psychological or biological. Topics covered include emotion work, emotion management, feeling rules, emotions and inequality, and emotions at home, at work, and in popular culture.

Description: Although we imagine emotions to be one of the most personal experiences, sociologists argue that emotions are social constructions, not merely biological or psychological drives. The emotions we feel (or think we should) as well as the ways we enact and express those emotions are shaped by society in complex ways that often go unnoticed. This course will explore the social structuring of emotion and its expression in multiple domains, including home, work, and popular culture. We will explore different sociological explanations for emotions with a focus on the social construction and interactional production of emotions and emotion management. Special attention will be paid to how gender, race, and other structural locations impact the emotions we are allowed to feel and express along with the reactions our emotions receive from others. We will explore a range of emotions, from happiness and joy to frustration and ennui to despair and anger. Topics covered will include emotional socialization and feeling rules, emotion management in self-presentation and interaction, emotional labor in the workplace, emotion work beyond paid labor, socio-emotional learning, and cultural beliefs about emotion.

Objectives:

1. Students will understand the key concepts in the sociology of emotions with an emphasis on the social construction of emotions, feeling rules, emotion management, and emotion work.
2. Students will be able to distinguish among psychological, biological, and sociological explanations for emotions and compare and contrast their distinctive perspectives.
3. Students will be able to distinguish among competing sociological explanations for emotion with an emphasis on symbolic interactionist, dramaturgical, functionalist, and exchange theories of emotion.

4. Students will understand how the social construction of emotion, feeling rules, and emotion work differs across institutions (e.g., home, workplace, public) and by the structural location of individuals (e.g., race, gender).

5. Students will be able to apply sociological theories of emotion to understand current events and their own experience.

Course Context:

No prerequisites.

This course can be counted towards the sociology major or minor.

Assignments:

Three Short (4-5 page) Essays – 30%; Due Date: TBD

Emotion Journal – 10%; Due Date: TBD

Attendance and Participation – 10%

Midterm Exam – 25%; Due Date: TBD

Final Exam – 25%; Due Date: TBD

Course Text

Invitation to the Sociology of Emotions by Scott Harris (2015)

All other readings will be available via pdf.

Grading Scale:

A	92.60-100%	B+	86.60-89.59%	C+	76.60-79.59%	D	60-69.59%
A-	89.60-92.59%	B	82.60-86.59%	C	72.60-76.59%	F	0-58.99%
		B-	79.60-82.59%	C-	69.60-72.59%		

***Deviations from this scheme will occur only if no curves were given on any exams.

Class Policies and Etiquette:

Following Instructions: Success in this class requires that students carefully read and then follow assignment instructions as well as policies laid out in the syllabus. Thorough instructions for all assignments will be distributed in hard copy and posted to Canvas. You are expected to do what is on the instructions – nothing more, nothing less. Submissions that do not meet the expectations laid out in the relevant instruction sheet are unlikely to receive more than a B.

Non-SAS Accommodations: I want you to be successful in this class. Proactivity will always be looked upon positively, so please let Dr. Seeley know as soon as possible if you think you will have any problems related to this class for which we will need to devise solutions. If you are having issues in your life that may impact your ability to be successful in this class, I expect you to come see me in a timely manner. I am willing to provide accommodations that are reasonable

as well as fair to your classmates, but this requires timely communication with me. Waiting until the last minute or after the fact will produce less favorable outcomes.

Attendance: [University Policy] Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence

Grade Contestation: You must wait 48 hours from the time it is handed back to you to contact me with your dispute. I will not take complaints after class except regarding bad math or clarification of my handwriting. To put forth your grade dispute you must send me a formal email detailing what you think was graded unfairly, what your original answer was, what my comments were, and a logical argument about why you think you should have your original grade changed. If you fail to follow these instructions, your dispute will not be considered. Contesting a grade may result in the raising or lowering of your grade.

Late Work: All work should be submitted on time and in the form (hard copy or online) indicated on the relevant instruction sheet. Students submitting a late assignment will be penalized as follows: Assignments submitted the day after the original due date will lose 10 points. Assignments submitted two days after the original due date will lose 20 points. Assignments submitted three days after the due date will lose 30 points. Assignments submitted four or more days after the original due date may be given half credit at the discretion of the instructor.

Incompletes: Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Code of Academic Integrity:

Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. Be advised that all cases of academic dishonesty will be reported to the appropriate administrators and may result in additional punishment beyond failing the course.

All work (written or otherwise) for this course must be your own. Academic dishonesty of any sort – including (but not limited to) unintentional or intentional plagiarism, cheating, fabricating classmate's attendance, falsifying absence documentation, and/or unapproved collaboration – will not be tolerated and will result in an automatic grade of F for the course as well as being reported to the appropriate administrators. By registering for this class you acknowledge and agree to this policy and accept responsibility for educating yourself regarding FAU's Code of Academic Integrity: https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf. Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Religious Accommodation Policy:

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

Student Accessibility Services Accommodation Policy:

In compliance with the Americans with Disabilities Act (ADA), students who due to a disability require reasonable accommodations to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Policy on Recording Lecture:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class

attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Course Outline

Week 1 Welcome

Week 2 What Is the Sociology of Emotions?

“Emotion Work, Feeling Rules, and Social Structure” by Hochschild

Week 3 Folk Theories of Emotion

“Managing Emotional Manhood: Fighting and Fostering Fear in Mixed Martial Arts” by Vaccaro et al.

“Emotions are Social Things” by McCarthy

Week 4 Biological Theories of Emotion

“Emotions and the Disciplines that Study Them” by Turner and Stets

Week 5 Psychological Theories of Emotion

“What Scientists Who Study Emotion Agree About” by Ekman

Week 6 Social Constructionist Theories of Emotion

“Thinking Sociologically about Emotion” by Harris in *ISE*

“Peaks and Valleys” by Lois

Week 7 Midterm

Week 8 Feeling Rules and Emotion Norms

“Emotion Norms” by Harris in *ISE*

“Emotional Capital and Professional Socialization: Case of Mortuary Science Students (and Me)” by Cahill

Week 9 Emotion Work and Management

“Emotion Management” by Harris in *ISE*

“Not Just a Paper Doll: How Models Manage Bodily Capital and Why They Perform Emotional Labor” by Mears and Finlay

Week 10 Emotion in Interaction

“Exchanging Emotions” by Harris in *ISE*

“Laughter, the Best Mediation: Humor as Emotion Management in Interaction”
by Francis

Week 11 Emotion for Fun and Profit

“Emotional Labor” by Harris in *ISE*

“The Highs and Lows of Emotional Labor: Detectives Encounters with Criminals and Victims” by Stenross and Kleinman

Week 12 What Am I Feeling?

“Identifying Emotions” by Harris in *ISE*

“How Does It Feel to Be a Star?: Identifying Emotion on the Red Carpet” by
Harris and Ferris

Week 13 Emotions and Inequality

“Are Some Emotions Marked ‘White Only’? Racialized Feeling Rules in Professional Workplaces” by Wingfield

“The Management of Emotions in the Criminal Justice System” by Goodrum and Stafford

Week 14 Wrap Up

“Why Study the Sociology of Emotions?” by Harris in *ISE*