Instructor: Diane Schott, M.A.
Email: diane.schott@unco.edu  NOTE: include your full name and the class you are in when emailing me
Office Location: Cand. #2008
Office Hours: Wednesday 9:00am—12:00noon or by apt.

“Feelings are not supposed to be logical. Dangerous is the person who has rationalized their emotions.”  David Borenstein

Everything you need to know to get started in this course is addressed in this syllabus. If you have ANY questions, please feel free to contact me. You are responsible for the information, dates, and deadlines found in this syllabus. Please be sure you understand how your participation points will affect your grade.

COURSE OVERVIEW AND INTRODUCTION:

GETTING STARTED: Please click on the “Start Here” button and review the various course components and learn how the course is organized. You will learn what’s expected of you in terms of hours expected to invest in this class, technical skills, etc. You will also learn what to expect from me in terms of interacting with you and how to reach me. You will find very useful information under the “Assignments” button which provides “netiquette” rules, grading policies, test-taking tips, and much more. Also, please click on the “Course Schedule” button and print out a summary of the required readings, assignments, and due dates.

PURPOSE OF THIS COURSE: This course is designed to teach the student to investigate the definition of emotions and the relationship between social structure and emotion rules, management, and experience. We will examine the differences in expression and management of emotion based on social categories such as gender, age, social class, and culture. We will also investigate a range of emotions such as shame, embarrassment, guilt, sympathy, empathy, jealousy, envy, boredom, grief, and anger. This will be accomplished through the assigned readings, powerpoints, podcasts, and visiting various websites. We will learn to apply the concepts from this class to our everyday lives within our families, occupations, and other relationships. This will be accomplished through assigned readings and discussion boards. Exams will be used to measure learning objectives and an emotion board summary paper will be required to demonstrate understanding of applying concepts to everyday life and relationships.
NETIQUETTE: It should go without saying that the same standards of behavior that you would follow in “real life” apply in an on-line course. Please review netiquette standards in “Assignments.” There is no tolerance for unacceptable behavior or cyber bullying. Class netiquette mandates that you do your best to act within the normal expectations of human interaction while interacting with your classmates on-line.

INSTRUCTOR AND STUDENT INTRODUCTION: You can learn about me, my teaching philosophy, and credentials by clicking on the “Faculty Information” button. You will be asked to introduce yourself to the class and upload a picture during the first week of class.

COURSE LEARNING OBJECTIVES:
After completing course students will be able to:

- Define and apply core sociological concepts to the study of emotion.
- Examine, discuss, and critique human behavior and social structure from a sociological perspective, including but not limited to emotion behavior.
- Apply the sociological theoretical perspectives to current social issues, particularly issues involving emotions.
- Evaluate the taken-for-granted aspects of everyday life for the self in terms of feeling, expressing, and the consequences of emotion.
- Collect and analyze scholarly literature relevant to current social issues, particularly emotional behavior issues.
- Develop effective communication of the sociology of emotion through written work.

REQUIRED TEXT:

REQUIRED READINGS AVAILABLE ON ELECTRONIC RESERVE:
Hochschild; pp 551-573 *Emotion Work, Feeling Rules, and Social Structure*.

Kemper; pp 45-50 *Social Models in the Explanation of Emotion*.

Brody; pp 24-47 *The Socialization of Gender Differences in Emotional Expression: Display Rules, Infant Temperament, and Differentiation*.

REQUIRED READINGS AVAILABLE IN LEARNING UNIT:
Holt: pp1-2 *Guilt, Its Effects, and How to Overcome Regretful Feelings* (Learning Unit #5)

Hatfield & Rapson: pp 1-13 *Emotional Contagion* (Learning Unit #6)
SUMMARY OF COURSE REQUIREMENTS:

1. **Participation—Discussion Boards:** Reading assigned readings, viewing powerpoints, viewing video, and/or visiting assigned websites prior to participating in discussion boards. One discussion board requires you to post a thread in which real emotional experiences in everyday life are shared and analyzed. You will also participate in discussion boards in which you will provide a thorough written answer to a question and discuss the material presented in powerpoints and in the assigned reading—120 points available to earn on discussion boards.

2. **Summary Paper:** a four page paper that summarizes the discussion board experience by connecting your experiences to concepts learned from the course—100 points available to earn.

3. **PowerPoint Presentation:** one power point presentation you create that fully researches and demonstrates one specific emotion—50 points available to earn.

4. **Exams:** Two multiple choice, true/false exams; one at mid-term, one during finals week—200 points available to earn.

LEARNING UNIT OBJECTIVES: To meet the learning objectives of the course, each learning unit in this course will usually cover two of the required readings, will require you participate in two separate discussion boards, and complete a combination of any of the following activities: view a powerpoint presentation of the material, watch a video, and/or visit and peruse a website. Points are awarded for discussion board participation in each learning unit and once a learning unit has concluded, participation for that unit CANNOT be made up. Please print out and refer to the course schedule under the “Course Schedule” button for specific learning objectives for each learning unit and discussion board deadlines.

MEETING THE LEARNING OBJECTIVES: The following explains how to complete the course requirements thereby meeting the learning objectives.

PARTICIPATION: Reading the assigned material and viewing powerpoints are important requirements of this course. Also, there will also be occasions where websites must be visited and perused and videos must be watched. Completing the activities is essential to learning and takes the place of the activities in a traditional face to face class. These requirements must be completed at the beginning of each learning unit to facilitate accurate and meaningful online participation in discussion boards. One critical aspect of participation is participating in the discussion boards. Regular and consistent participation in the discussion boards is crucial to your success in this course. This is an on-line course, you do not have to attend a class, so your participation with the discussion boards is equivalent to attendance in class.
The discussion boards are an arena to discuss ideas, ask questions, and seek clarification, as well as learn about the sociological significance of our emotional experiences. The discussion boards are designed for me to be able to assess how you meet the learning objectives and also how I get to know you as a person. NOTE: in each learning unit the discussion boards have a limited time frame, be aware of the posted deadlines.

OTHER ASSIGNMENTS:

**Written Assignment—Journal Summary Paper:**

You will write a five page, college-level quality paper on which you reflect on the entire “Emotion Journal Discussion Board” experience and discuss what you learned about yourself, relationships with family, friends, and significant others from studying the material and applying it in the discussion boards. You will discuss cultural beliefs, values, norms, themes, and patterns as they relate to your emotional experience. You will also discuss how social roles, social structures, and socialization affect emotional experience. **Detailed instructions for this assignment are in the “Assignments” folder.**

The paper assignment is to be submitted through “SafeAssignment” which will be in the “Assignment” button on blackboard. **DO NOT** email this assignment to me. **Only assignments sent through SafeAssignment will be graded.**

**NOTE:** SafeAssignment automatically scans your paper for plagiarism and archives a copy of your paper for UNC. You can write your assignment in another program and then attach your word document into SafeAssignment. It is important to remember to hit the submit button when the assignment is finished. It is also strongly recommended you keep a copy of your assignment in case it is not transmitted properly. This may help prevent you from having to re-write the assignment. **This paper is worth 50 points.**

**PowerPoint Presentation:**

You will be responsible to create and submit a PowerPoint presentation of your own in which you have fully researched and presented information on one specific emotion. You are free to choose any emotion other than grief which I cover as an example of this assignment. If you need ideas, refer emotion words handout available in learning unit #1. The goal of this assignment is to show that you have fully researched and correctly applied theory to one particular emotion and to bring that emotion to life. To demonstrate the emotion you will need to “show” it using pictures, video clips, and any other creative form of media that you choose. **Detailed instructions for this assignment are in the “Assignments” folder.**
Exams:

There will be two objective question exams worth 100 points each. These will cover material from reading assignments, powerpoint presentations, video, websites, and discussion boards. Tests will consist of multiple choice and true/false answer questions. Each exam will be available from 9:00am until 11:00pm on scheduled exam day and will have a specific time limit in which to complete it. It is very important that you complete and submit the exam before the time limit has expired. The time limits are posted with each exam. NOTE: The exams will be challenging so be sure you know your material well for the exams. **No make-up exams will be given without documentation of a university accepted excuse for missing an exam—200 points available to earn.**

Please view test takings tips available under “Assignments” and also view the “online test taking tips” under “Academic Resources” in Blackboard Support.

GRADING:

Your grade will be based on the following:

- **Discussion Boards:** 120 points, 10 points each board (5 possible for new thread, 5 possible for reply).
- **Powerpoint presentation:** 50 points
- **Journal Summary Paper:** 100 points
- **Exams:** 200 points
- **Total:** 470 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>423+</td>
</tr>
<tr>
<td>B</td>
<td>376-422</td>
</tr>
<tr>
<td>C</td>
<td>329-375</td>
</tr>
<tr>
<td>D</td>
<td>282-328</td>
</tr>
<tr>
<td>F</td>
<td>281+</td>
</tr>
</tbody>
</table>

**I do not use a plus/minus grading system.**

Grades can be checked from your student tool icon. When checking your grades, you should find a numerical score. If you see a “!” symbol, that means that the assignment or test has not been graded yet. There are many students in this class so please be patient about seeing your grade. All grades will be posted as soon as possible. If you see a symbol that looks like a sheet of paper in the grade book, this indicates that the assignment or test was not sent, or was sent but never went through properly. In this case, you need to email me for instructions on what needs to be done so that a grade can be given for the assignment or exam.

**Late work:** I **do not** normally accept late work unless you have a university approved reason for missing a deadline such as a death in the family, severe illness, etc. However, if I accept your work past the deadline, you will be docked 10% of the total points per day late.
WHAT I EXPECT FROM YOU:
I expect that you will begin each learning unit in a timely manner, read the required materials, visit websites when included, view any PowerPoints, all prior to completing assignments and participating in discussion boards. I expect that you will participate fully in the course material discussion boards. Please click on the “Assignments” button to view the grading rubrics that will help you understand how to meet the learning objectives and how you will be graded on meeting the learning objectives.

EXPECTED TIME COMMITMENT:
This course is conducted entirely online but is not a self-paced course. There are deadlines and due dates in each learning unit and once discussion boards are closed, they will not be re-opened. This course proceeds quite quickly and because it is entirely online, you must be able to work hard on your own and be self-disciplined. Do not just complete the readings, study and learn the material so you can discuss specific issues, findings, and concepts on the discussion boards and in assignments. Remember that in a traditional face-to-face course you attend class three hours per week and an additional six hours per week outside of class for reading and assignments. So, just as in a face-to-face class, schedule your time wisely and schedule time to "attend" this online class and spend the same amount of time as you would in a traditional face to face class.

REQUIRED TECHNICAL SKILLS:
There are no prerequisite for this class but it is expected the student will have an understanding of: navigating within blackboard, opening assignments in blackboard, submitting assignments in blackboard, viewing web links in blackboard, and taking exam in blackboard. Blackboard has information about how to make sure your computer is compatible for the course. Please click on the “Blackboard Support” link under “Academic Resources.” It is also recommended that you go the blackboard “Help” at the very top of the screen, click on student to find answers to most blackboard questions.

COMPUTER COMPATIBILITY AND OTHER TECHNICAL ISSUES:
Blackboard has information about how to make sure your computer is compatible for the course. Please click on the “Blackboard Support” link under “Academic Resources.” I am not an IT technician. I cannot help you upload assignments, tell you what’s wrong with your computer, or give you an extension because of any computer related problems. You are in an online class, so you are solely responsible for figuring out how your computer is compatible with Blackboard and ensuring that you see confirmation that your assignments are uploaded successfully before they are due. Contact an IT technician IMMEDIATELY at 970-351-HELP if you have problems. I CANNOT accept any email attachments as your submitted assignments.

UNIVERSITY OF NORTHERN COLORADO POLICIES

Plagiarism
Plagiarism or any form of cheating will not be tolerated. Please visit this link to understand what consists of plagiarism and UNC’s policy regarding such behavior.
http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html
UNC’s Policies
UNC’s Policies – UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/handbook/index.html

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Students with disabilities:
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Library Services for Distance Education and Off-Campus Students: Obtaining Materials from UNC Libraries
Off-campus students residing within 50 miles of the UNC campus are required to come to the library and borrow materials in person. Students residing more than 50 miles from campus may request that materials be delivered to them. All requests must include complete citations. We will supply materials from the UNC Libraries, as well as materials from other libraries obtained via Interlibrary Loan. Articles will be delivered via email. Books will be mailed first class. Delivery time by U.S. postal service is approximately 1 week. It is the responsibility of the student to return books by the date due. UNC does not pay return postage on books. For information on document delivery, call (970) 351-1446.
Requests for materials may be made through the following methods:
Online: http://www.unco.edu/library/forms/distancerequest.htm
By email: library.ocp@unco.edu
By fax: (970) 351-2540

Notice
The Office of Extended Studies reserves the right to cancel or reschedule courses based upon enrollment. Enrolled students will be contacted with information of any change.

Student Satisfaction Evaluation
Participants will be asked to evaluate the workshop for instructors’ knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.
Course Withdrawal Information
In accordance with University and Colorado Department of Higher Education policy, if you drop this class after the course starts you will be assessed a drop fee. The drop fee is pro-rated up to the half-way point in the class. You are legally responsible for payment of full tuition once 50% of this course has been concluded. In order to be eligible to receive any refund of tuition, you must contact the Office of Extended Studies (1-800-232-1749) to formally withdraw from your class. Your refund, if applicable, will be based on the date of contact with our office. Withdrawals received via telephone during non-business hours will be processed and dated on the next working day. Failure to notify us will result in UNC tuition being owed even though you do not attend or complete the coursework.

I realize this is a tremendous amount of information. I am here to answer any question you may have, please do not hesitate to ask. I want you to succeed in this course, and more importantly, I want you to LEARN.

Please scroll down and review the “Course Content and Schedule.” A detailed course schedule is available under the button “Course Schedule.”
COURSE CONTENT AND SCHEDULE:

Unit #1: Theories that Study Emotion; Music & Emotion—09/29—10/05:
- Read Parrott; pp 1-8
- View powerpoint on theory
- View powerpoint on music
- Print out emotion word handout
- Participate in three discussion boards: Intro discussion board, Emotion Discussion Board—1, Course Material Discussion Board—1.

Unit #2: Laws of Emotion; Social Functions of Emotion—10/06—10/12:
- Read Parrott; pp 57-69
- Read Parrott; pp 175-184
- View powerpoint on Fridja’s theory
- Print out “Laws” handout
- Print our “Social Functions” handout
- Participate in two discussion boards: EMDB—2 and CMDB—2.

Unit #3: Hochschild’s Theory of Emotion Work—10/13—10/19:
- Read Hochschild, pp 551-573 (e-reserve)
- View powerpoint on emotion work
- Participate in two discussion boards
- Participate in exam review discussion board
- Complete exam #1

Unit #4: Emotional Intelligence; Social Models in Explaining Emotion; Grief—10/20—10/26:
- Read Parrott, pp 185-197
- Read Kemper, pp 45-50 (e-reserve)
- View powerpoint on emotional intelligence
- View powerpoint on grief
- Print out handout on power & status
- Participate in two discussion boards

Unit #5: Gender and Emotion; Guilt—10/27—11/02:
- Read Brody, pp 24-47 (e-reserve)
- Read Holt, pp 1-2, link in learning unit
- View powerpoint on gender
- View video on gender socialization
- Participate in two discussion boards
- Complete and submit your powerpoint on an emotion

Unit #6: Emotional Contagion—11/03—11/09:
- Read Hatfield and Cacioppo, pp 1-13, link in learning unit.
- Read the Wikipedia article on the 1992 L.A. riots, link in learning unit
- View powerpoint on emotional contagion and social sharing
- Participate in discussion board
- Participate in exam review discussion board (optional)
- Complete and submit your journal summary paper.
- Complete exam #2