Instructor: Diane Schott, M.A.
Email: diane.schott@unco.edu  NOTE: please include your full name and the class you are in when emailing me
Office Location: Cand. #2008

“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.

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 THROUGH UNC LIBRARY HOME PAGE:
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 WITHIN A LEARNING UNIT:
Reading on the topic of guilt--TBA  (Learning Unit #5)
Hatfield & Rapson: pp 1-13 Emotional Contagion (Learning Unit #6)
COURSE OVERVIEW AND INTRODUCTION:

GETTING STARTED: Please click on the “Start Here” image on the home page of Canvas and review the various course components to learn how this course is organized. You will learn what is 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. Also on the home page you will find this syllabus, a course schedule, due dates at a glance, and a document that will explain my expectations in terms of college-level quality writing.

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, 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, discussion boards, and written assignments. Discussion boards, written assignments, other assignments, and exams will be used to measure learning objectives.

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. 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.

Here are a few tips:
1. Watch how you express your emotions and humor. Due to the lack of vocal and nonverbal clues in online “speech,” we often need something extra to read into a message what was intended.
2. Cultural, gender, age, ethnic, and ability differences impact the online group—keep this in mind.
3. Think before you post—there is a human on the other side.
4. Be ethical, respectful, and courteous.
5. College-level communication skills are expected in all communications. Use correct punctuation and spelling.
6. Keep your comments relative to the topic of discussion.
7. Validate other’s comments, ideas, and efforts using well thought out messages. Simply replying “yeah”, “way to go” and other similar expressions do not contribute to the learning environment.
8. The use of emoticons are okay 😊.

INSTRUCTOR AND STUDENT INTRODUCTION: You can learn about my teaching philosophy, my credentials, and me by clicking on my picture on the home page. You will be asked to introduce yourself to the class and upload a picture of yourself on the introduction discussion board during the first week of class.

SUMMARY OF COURSE REQUIREMENTS:

1. **Participation—Discussion Boards:** You will be required to complete assigned readings, view PowerPoints, view videos, and/or visit assigned websites prior to participating in the emotion discussion boards. This discussion board requires you to post a thread in which you share and analyze real emotional experiences in everyday life and reply to a classmate—70 points available to earn on discussion boards, including the introduction discussion board.
2. **Writing Assignments: Short Paper Assignments:** In each learning unit there will be a paper assignment in which, you will write a three or more page, college-level quality paper following the specific instructions pertaining to that learning unit. **My expectations for what is meant by “college level quality writing” can be found on the home page of Canvas.** Each short paper assignment is worth 20 points for a total of 100 points available to earn.

3. **Emotion PowerPoint/Video Presentation:** You will be required to create one PowerPoint/Video presentation in which you fully research, apply theory to, and demonstrate with pictures and video’s, one specific emotion—50 points available to earn. Specific instructions for this assignment will be available in the in the learning unit module.

4. **Exams:** Two multiple choice, true/false exams; one at mid-term, one at the end of the semester—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 a discussion board, complete a written assignment, 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 for completion of written assignments in each learning unit. Once a learning unit has concluded, participation for that unit CANNOT be made up. **Please print out and refer to the course schedule on the home page of Canvas for specific learning objectives for each learning unit and discussion board and written assignment 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. In addition, 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 period, be aware of the posted deadlines. A total of 70 points can be earned in discussion boards.
WRITING ASSIGNMENTS:

**Learning Unit Writing Assignments:** Each learning unit will require that you complete the assigned activities and demonstrate your understanding of the material by completing a writing assignment. Each learning unit will come with specific instructions for that unit’s writing assignment. **A total of 100 points can be earned from the learning unit writing assignments.**

**NOTE:** VeriCite automatically scans your papers for plagiarism and archives a copy of your paper for UNC. You will write your assignment in another program and then upload your document into Canvas. Only papers submitted through Canvas will be graded—I do not accept emailed papers.

**EMOTION POWERPOINT/VIDEO PRESENTATION:**

You will be responsible to create and submit a PowerPoint/Video presentation in which you demonstrate you have fully researched one specific emotion and can apply theory, as well as bring the emotion to life with video and pictures. You are free to choose any emotion other than grief, which will be covered in class. An example of this assignment will be available so you will know what is expected of you. If you need ideas, refer to the 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 and other concepts from class to one particular emotion and to bring that emotion to life. You will be required to include definitions, theoretical application, and to “show” the class this emotion by including video, pictures, and any other creative form of media in your PowerPoint. **Detailed instructions for this assignment will be in the learning unit module. This assignment is worth 50 points.**

**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 the opening of that learning unit until 11:00pm on the closing day of that learning unit. Each exam 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 reason for missing an exam—200 points available to earn.

**GRADING:**

Your grade will be based on the following:

- **17%—Discussion Boards:** 70 points; 10 for the Intro Discussion board and 60 for EJDB 1-6
- **24%—Writing Assignments:** total of 100 points; **Short paper assignment:** 100 points, 20 point each assignment;
- **12%—Emotion PowerPoint/Video presentation:** 50 points
- **47%—Exams:** 200 points

**Total:** 420 points

A = 90% or higher  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = 59% or lower; **I do not use a plus/minus grading system.**
**Late work:** I do not normally accept late work unless you have a university-accepted 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, and you must provide documentation for your situation.

**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 a learning unit is closed, it cannot 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 prerequisites for this class but it is expected the student will have an understanding of: navigating within Canvas, opening assignments in Canvas, submitting assignments in Canvas, viewing web links in Canvas, and taking exams in Canvas. 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 Canvas 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 WILL NOT accept email attachments as your submitted assignments.

**COURSE CONTENT AND SCHEDULE:** A more detailed course schedule is available on the home page of Canvas.

**Unit #1: Theories that Study Emotion; Music & Emotion—05/13/19—05/19/19:**
- Read Parrott; pp 1-8
- View PowerPoint on theory
- View PowerPoint on music
- Print out emotion word handout
- Participate in two discussion boards: Intro discussion board, Emotion Journal Discussion Board—1
- Complete assignment #1

**Unit #2: Laws of Emotion; Social Functions of Emotion—05/20/19—05/26/19:**
- Read Parrott; pp 57-69
- Read Parrott; pp 175-184
- View PowerPoint on Fridja’s theory
- Print out handout on “Laws”
- Print out handout on “Social Functions”
- Participate in emotion discussion board: EJDB—2
- Complete assignment #2
Unit #3: Hochschild’s Theory of Emotion Work—05/27/19—06/02/19:
• Read Hochschild, pp 551-573 (e-reserve through UNC library Home Page)
• View PowerPoint on emotion work
• Participate in emotion discussion board: EJDB—3
• Complete assignment #3
• Complete exam #1

Unit #4: Emotional Intelligence; Social Models in Explaining Emotion; Grief—06/03/19—06/09/19:
• Read Parrott, pp 185-197
• Read Kemper, pp 45-50 (e-reserve through UNC library Home Page)
• View PowerPoint on emotional intelligence
• View PowerPoint on grief
• Print out handout on power & status
• Participate in emotion discussion board: EJDB—4
• Complete assignment #4

Unit #5: Gender and Emotion; Guilt—06/10/19—06/16/19:
• Read Brody, pp 24-47 (e-reserve through UNC library Home Page)
• Read The Definitive Guide to Guilt, by Susan Krauss Whitbourne, link in learning unit
• View PowerPoint on gender
• Participate in emotion discussion board: EJDB—5
• Complete assignment #5
• Complete and submit your Emotion PowerPoint/Video Presentation on the emotion of your choice—you will upload it into a discussion board—due 06/16/19

Unit#6: Emotional Contagion—06/17/19—06/23/19:
• Read Hatfield and Cacioppo, Emotional Contagion, 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 emotion discussion board: EJDB—6; (specific instructions on the board)
• Complete exam #2—06/23/19

I realize this is a tremendous amount of information. I am here to answer any questions 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 and enjoy the class.

UNIVERSITY OF NORTHERN COLORADO POLICIES

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

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.
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

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/distanceresquest.htm
By email: library.ocp@unco.edu
By fax: (970) 351-2540

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.