

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	656	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Sociology of Emotions		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory / General Background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.soc.aegean.gr/ext-files/pm/pps/2023-656-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2023-656-en.pdf</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of the semester, it is expected that students:

- a) approach emotions from a sociological perspective·
- b) process emotions in social terms·

c) understand the dimension of social research in the study and production of sociological knowledge about emotions.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

The course proceeds to the analysis of the sociological dimension of emotions, at micro and macro sociological levels. The aim of the course is to familiarize students with classical and contemporary approaches to the sociology of emotions. Emotions are conceptualized in social terms rather than as physical, biological or individualized psychological constructs. Through the study of texts by Emile Durkheim, Max Weber, Vilfredo Pareto, Georg Simmel, approaches such as George Herbert Mead, Charles Horton Cooley, Norbert Elias, Ervin Goffman, Pierre Bourdieu as well as Arlie Russell Hochschild, Randal Collins, Thomas J. Scheff, Eva E. Illouz, and others, the course focuses on the sociological interpretation and research of emotions - particularly as they are shaped in contemporary societies - and their impact on social situations. The course includes thirteen lectures which contain the following sections:

#### **Course Outline**

##### **1<sup>st</sup> Week**

- Introduction to the content of the course. Presentation of learning objectives, lecture outline, recommended bibliography and assessment process.

##### **2<sup>nd</sup> - 5<sup>th</sup> Week**

- Social cohesion, sanctity and collective emotions (Emile Durkheim)
- Charisma and Disenchantment (Max Weber)
- Derivatives and residuals (Vilfredo Pareto)
- Blasé and modern metropolis (Georg Simmel)

##### **6<sup>th</sup> -9<sup>th</sup> Week**

- Pride and shame (Charles Horton Cooley)

- Social dramaturgy and emotions (Ervin Goffman)
- Embarrassment and shame in the civilising process (Norbert Elias)
- Domination and emotions (Pierre Bourdieu)

#### 10<sup>th</sup> -12<sup>th</sup> Week

- Emotional labour (Arlie Russell Hochschild)
- Emotional energy and interaction ritual (Randal Collins)
- Shame and failure (Thomas J. Scheff)
- Emotional capitalism (Eva E. Illouz)
- Liquid love and fear (Sigmund Bauman)

#### 13<sup>th</sup> Week

Summary of the thematic units of the course.

**Submission of Essays** in time within the Examination period.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	Studying	91 hours
	Essay Preparation	50 hours
	Course total	180 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or</i>	Language of evaluation: Greek  Methods of evaluation: The evaluation and grading of students results from the written examination at the end of the semester.	

<p><i>conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

#### a) Course Textbooks:

- Bauman, Z. (2008). *Ρευστός Φόβος* (Θ. Γ. Καράμπελας, Μετ.). Αθήνα: Πολύτροπον.
- Illouz, E. (2021). *Το τέλος του έρωτα. Μια Κοινωνιολογία των Αρνητικών Σχέσεων*. Δ. Παπαδουλάκης (μτφρ.). Αθήνα: Εκδόσεις του Εικοστού Πρώτου.
- Παρασκευόπουλος, Δ. (2023). *Εισαγωγή στην Κοινωνιολογία των Συναισθημάτων: Θεωρία και Μέθοδοι Έρευνας*. Αθήνα: Πεδίο (Ταξιθετικός αριθμός Βιβλιοθήκης Πανεπιστημίου Αιγαίου: **302.1 ΠΑΡ**).

#### b) Supplementary bibliography

- Barbalet, J. M. (2000). Beruf, rationality and emotion in Max Weber's sociology. *European Journal of Sociology / Archives Européennes de Sociologie*, 41(2), 329–351. <https://doi.org/10.1017/S0003975600007062>
- Barbalet, J., M. (2004). *Emotion, Social Theory, and Social Structure*. A microsociological Approach. Cambridge: Cambridge University Press.
- Barbalet, J. (1998). *Emotion, Social Theory, and Social Structure: A Macrosociological Approach*. Cambridge: Cambridge University Press.
- Bauman, Z. (2006). *Ρευστή Αγάπη. Για την ευθραυστότητα των ανθρώπινων σχέσεων* (Θ. Γ. Καράμπελας, Μετ.). Αθήνα: Εστία.
- Cooley, C. H. (1902). *Human Nature and the Social Order*. New York: Charles Scribner's Sons.
- Collins, R. (1975). *Conflict Sociology: Toward an Explanatory Science*, New York, Academic Press.
- Elias, N. (1991). 'On human beings and their emotions: A process-sociological essay', in Featherstone M., Hepworth M., Turner B.S., *The Body. Social Process and Cultural Theory*, London: Sage.
- Fisher, G. A., & Chon, K. K. (1989). Durkheim and the Social Construction of Emotions. *Social Psychology Quarterly*, 52(1), 1. doi:10.2307/2786899
- Hochschild, A. (1998). 'The Sociology of Emotion as a Way of Seeing'. In G. Bendelow and S.J. Williams (Eds.), *Emotions in Social Life: Critical Themes and Contemporary Issues*, (pp. 3–15). London: Routledge.
- Hochschild, A. R. (1975a). Disengagement theory: A critique and proposal, *American Sociological Review*, Vol. 40, No 5, pp. 553–569.
- Hochschild, A. R. (1975b). The sociology of feeling and emotion: Selected possibilities, in M. Millman and R. Kanter (eds.), *Another Voice*. New York: Anchor, pp. 280–307.
- Illouz, E. (2017). *Ψυχρή Τρυφερότητα: Η άνοδος του συναισθηματικού καπιταλισμού* (Μ. Στασινοπούλου, Μετ.). Αθήνα: Oposito.

- Matthäus, S. (2017). Towards the Role of Self, Worth, and Feelings in (Re-)Producing Social Dominance. Explicating Pierre Bourdieu's Implicit Theory of Affect. *Historical Social Research / Historische Sozialforschung*, 42(4 (162)), 75–92. <http://www.jstor.org/stable/44469360>
- Νικολαΐδης, Α. (2002). *Η διαλεκτική ιερότητας και κοινωνικότητας στο έργο του Émile Durkheim*. Αθήνα: Γρηγόρη.
- Scheff, T. (2014). Goffman on Emotions: The Pride-Shame System. *Symbolic Interaction*, 37: 108-121. <https://doi.org/10.1002/symb.86>
- Scheff, T. J. (2000). Shame and the social bond: A sociological theory. *Sociological Theory*, 18 (1), 84–99. <https://doi.org/10.1111/0735-2751.00089>
- Simmel, G. (2017). *Μητροπολιτική αίσθηση: Οι μεγαλουπόλεις και η διαμόρφωση της συνείδησης. Η κοινωνιολογία των αισθήσεων*. Αθήνα: Άγρα.
- Stets, J. E., & Turner, J. H. (2014). *Handbook of the Sociology of Emotions: Volume II*. Springer Netherlands. <https://doi.org/10.1007/978-94-017-9130-4>
- Stets, J. E., & Turner, J. H. (2007). *Handbook of the sociology of emotions*. New York: Springer (Ταξιθετικός αριθμός Βιβλιοθήκης Πανεπιστημίου Αιγαίου: **302.1 HAN**).
- Walton, C. (1995). *Rediscovering the classical roots in the sociology of emotion: Comte, Pareto, and Durkheim*. Virginia: Polytechnic Institute and State University.

-Related scientific journals:

*American Journal of Sociology*  
*Current Sociology*  
*Journal of Sociology*  
*Sociological Theory*