

DEPARTMENT OF SOCIOLOGY
COURSE SYLLABUS

| Course Details | | | | | | | |
|--|---|----------------------|-----------------|----------------------|---------------------|--|--|
| Code | SOZ 051 | | | Academic Year | Semester | | |
| Title | Sociology of Emotions | | | T 3 | Fall ECTS 6 | | |
| Language | Turkish | | | | | | |
| Level | | Undergraduate | X | Graduate | Postgraduate | | |
| Department / Program | Sociology | | | | | | |
| Forms of Teaching and Learning | Face to Face | | | | | | |
| Course Type | Compulsory | | Elective | | X | | |
| Objectives | The aim is to introduce students to the sociological study of emotions, providing an alternative to psychological and medical approaches. | | | | | | |
| Content | Different manifestations of the expression, management and commercialization of emotions in various cultural and historical contexts are discussed from a sociological perspective. | | | | | | |
| Prerequisites | - | | | | | | |
| Coordinator | - | | | | | | |
| Lecturer(s) | - | | | | | | |
| Assistant(s) | - | | | | | | |
| Work Placement | None | | | | | | |
| Recommended or Required Reading | | | | | | | |
| Books / Lecture Notes | Ahmed, S. (2015) Duyguların Kültürel Politikası, İstanbul: Sel Wallace, R. A.; Wolf, A. (2015) Arlie Russell Hochschild: Duygusal Emek, Çağdaş Sosyoloji Kuramları: Klasik Geleneğin Genişletilmesi içinde, Ankara: Doğu Batı Yayıncılıarı, 334-339. Illouz E. (2011) Soğuk Yakınlıklar: Duygusal Kapitalizmin Şekillenmesi. İstanbul: İletişim. Filiz, Anlam. (2022) Emek Çalışmalarında Duygulanım Kavramı, Duygular Sosyolojisi: Sosyolojide Duyguların İzini Surmek, İbrahim Yücedağ (ed.), Paradigma Akademi Yayıncılıarı, s. 9-30. | | | | | | |
| Other Sources | - | | | | | | |
| Additional Course Material | | | | | | | |
| Documents | - | | | | | | |
| Assignments | - | | | | | | |
| Exams | - | | | | | | |
| Course Composition | | | | | | | |
| Mathematics und Basic Sciences | | | | % % | | | |
| Engineering | | | | % | | | |
| Engineering Design | | | | % | | | |
| Social Sciences | | | | %100 | | | |

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| Educational Sciences | | % | |
|--|---|----------------|-------------------|
| Natural Sciences | | % | |
| Health Sciences | | % | |
| Expert Knowledge | | % | |
| Assessment | | | |
| Activity | Count | Percentage (%) | |
| Midterm Exam | 1 | %30 | |
| Quiz | | | |
| Assignments | 1 | %30 | |
| Attendance | | | |
| Recitations | | | |
| Projects | | | |
| Final Exam | 1 | %40 | |
| Total | 3 | 100 | |
| ECTS Points and Work Load | | | |
| Activity | Count | Duration | Work Load (Hours) |
| Lectures | 13 | 3 | 39 |
| Self-Study | 6 | 9 | 54 |
| Assignments | 7 | 9 | 63 |
| Presentation / Seminar Preparation | | | |
| Midterm Exam | 1 | 3 | 3 |
| Recitations | | | |
| Laboratory | | | |
| Projects | | | |
| Final Exam | 1 | 3 | 3 |
| Total Work Load | | | 162 |
| ECTS Points (Total Work Load / Hours) | | | 6 |
| Learning Outcomes | | | |
| 01 | Students can compare the different approaches in the sociology of emotions. | | |
| 02 | Students can examine emotions as social phenomena. | | |
| 03 | Students have comprehensive knowledge about the sociology of emotion literature. | | |
| 04 | Students can analyze the uses of emotions in labor, politics and family contexts. | | |
| Weekly Content | | | |
| 1 | Introduction | | |
| 2 | What are emotions? | | |
| 3 | Classical sociology of emotions | | |

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| | |
|-----------|--------------------------------------|
| 4 | Contemporary sociology of emotions |
| 5 | Civilization and control of emotions |
| 6 | Culture and emotions |
| 7 | Midterm |
| 8 | Family, marriage, parenthood |
| 9 | Emotional labor |
| 10 | Emotional labor |
| 11 | Capitalism and emotions |
| 12 | Emotions and social movements |
| 13 | Emotions and politics |
| 14 | Review |
| 15 | Exam |

Contribution of Learning Outcomes to Program Objectives (1-5)

| | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 |
|----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| 1 | 5 | | | | 5 | 5 | 4 | 2 | | 4 | 4 | 5 |
| 2 | 5 | | | | 5 | 5 | 4 | 3 | | 4 | 4 | |
| 3 | 5 | | | | 5 | 5 | 4 | 3 | | 4 | 4 | |
| 4 | 5 | | | | 5 | 5 | 4 | 2 | | 4 | 4 | 5 |

Contribution Level

1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High

<https://obs.tau.edu.tr/oibs/bologna/progLearnoutcomes.aspx?lang=tr&curSunit=6048>

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