CONTACT INFORMATION
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COURSE DESCRIPTION
Human service jobs require interpersonal contact that is either face-to-face or voice-to-voice. To get the job done, service workers often have to manifest a specific emotional state. For example, we can expect teachers to be patient, social workers to be sympathetic, and law enforcement officers to be tough. This “emotional labor” is a prerequisite for quality service, and sophisticated emotion management skills are vital to successful performance of emotional labor. For too long, however, the emphasis on tangible skills has overshadowed the emotion management that is essential for successful job performance in human services.

This course offers students the opportunity to become conversant with emotion management theory and research, as well as encourages the application of existing knowledge through course assignments. At the conclusion of the course, students will be able to recognize and apply best practices in emotional management within human service settings.

COURSE OBJECTIVES
This seminar course will utilize a variety of learning opportunities, including lectures, discussions, field research and presentations, and guest speakers as available. It offers students the opportunity to:

- recognize the key theoretical aspects of emotion management,
- identify and access emotion management issues in the context of human services,
- apply emotion management interventions to specific workplace challenges, and
- think critically about the connections between course topics and their own career.

READING MATERIALS

*Additional readings will be assigned and posted on UNM Learn (https://learn.unm.edu/).
GRADING
Grades will be based on the following:

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<th>Component</th>
<th>Percentage</th>
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<td>Class participation</td>
<td>20%</td>
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<tr>
<td>Discussion leadership and report</td>
<td>40%</td>
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<tr>
<td>Course project</td>
<td>40%</td>
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Letter grades will be assigned according to the following point totals:

- A+ 97 and above, A 93-96, A- 90-92
- B+ 87-89, B 83-86, B- 80-82
- C+ 77-79, C 73-76, C- 70-72
- D+ 67-69, D 63-66, D- 60-62
- F 59 points and below

COURSE REQUIREMENTS

Class Participation
This part of the grade will be determined by the quality and depth of your contribution to class discussion. Your participation in class discussions will help you clarify the readings and achieve a richer understanding of the subject matter. Please understand that your contribution has a bearing on the value of the course, both to yourself and to your classmates. For this reason, your active, informed participation is rewarded with points toward your final grade. Participation will be evaluated with 3 levels: 2 points = contributes to the discussion by incorporating points in the assigned readings and provides thoughtful comments for each class; 1 point = fails to demonstrate familiarity with readings or to substantively contribute to the discussion; 0=absent and no contribution to the discussion at all.

Please also note that you are expected to attend all course sessions on the scheduled time. Excessive lateness will be penalized.

Discussion Leadership and Report
Each class session will have one or two discussion leaders depending on the number of students taking this course. The discussion leaders will read all the readings for the week and go beyond the assigned readings if need be. Based on reading and other research, the discussion leaders will prepare a report (a summary of key points) on the readings and a set of discussion questions to be shared with the class. The report and discussion questions should be emailed to the instructor and the class by Friday noon. If two leaders are assigned for a week, they should collaborate and develop one report. The remainder of the course participants will complete the readings and come prepared for a lively exchange of thoughts. In this way, you will not only learn from the readings but also from an exchange of ideas with your colleagues.

Course Project
For the course project, you have two options and they are equally valued:

1. Work on an evaluation synthesis essay; or
2. Conduct applied research that meets the requirements for your “Professional Paper”.

If you take Option 1, you will need to select a subject relevant to this course on which to complete an evaluation synthesis. According to Johnson (2010), an evaluation synthesis “is used
when many studies on exactly the same issue have been conducted. Using this approach, these studies can be systematically summarized [and compared] to provide descriptive information about common themes as well as……draw a general conclusion about the issue” (p.73). There is no limit to how many studies you have to review, but 10 or above is considered reasonable for this type of project. In the last class of the semester you will provide a brief presentation on your evaluation for the other course participants utilizing PowerPoint or a similar presentation tool.

I would recommend Option 2 if you are willing to submerge yourself in emotion management research for your professional paper. If you have not yet begun the process for your “professional paper” and this topic is of interest, taking Option 2 will help you establish a direction for your “professional paper” and begin your research design. If you are already engaged in the process of your “professional paper” on this topic, you may use this project to enrich and support the development of your “professional paper”. In the last class of the semester you will provide a brief presentation on your research for the other course participants utilizing PowerPoint or a similar presentation tool.

ACADEMIC INTEGRITY
The importance of academic integrity can never be over-emphasized in any course. This course is no exception. Students should maintain the highest standards of academic integrity throughout the course. Academic dishonesty includes, but is not limited to, plagiarism, cheating in exams or assignments, etc. For the code of academic misconducts, please refer to the Dean of Students Office website (http://www.unm.edu/~doso/ja_codeofconduct.html ).

DISABILITY STATEMENT
UNM makes every effort to accommodate students with disabilities. The Accessibility Services is dedicated to helping accommodate students with disabilities or special needs. It can be reached at (505) 277-3506. Students who have a disability or special need should also contact the instructor to make special arrangements in order to meet course requirements.

COURSE OUTLINE (*Available on UNM Learn https://learn.unm.edu/)

8/24 Course Introduction

8/31 The Managed Heart
- Hochschild, The Managed Heart: Commercialization of Human Feeling (excluding appendixes)

9/7 The Troubled Heart
- Maslach, Burnout: The Cost of Caring

9/14 Emotional Labor in Public Administration
- Guy et al., Emotional Labor: Putting the Service in Public Service (pp. 3-99)
- Mastracci et al., Emotional Labor and Crisis Response: Working on the Razor’s Edge (pp. 3-19)
- *Eschenfelder, Exploring the Nature of Nonprofit Work Through Emotional Labor
9/21 Individual Meetings with the Instructor
- Make a decision on the topic of the course project!

9/28 Evidence on the Antecedents of Emotional Labor
- *Grandey, Emotion Regulation in the Workplace: A New Way to Conceptualize Emotional Labor
- *Tracy, Becoming a Character for Commerce: Emotion Labor, Self-Subordination, and Discursive Construction of Identity in a Total Institution
- *Garot, "You're Not a Stone": Emotional Sensitivity in a Bureaucratic Setting
- *Simpson and Stroh, Gender Differences: Emotional Expression and Feelings of Personal Inauthenticity

10/5 Evidence on the Consequences of Emotional Labor
- *Cropanzano et al., The Impact of Display Rules and Emotional Labor on Psychological Well-Being at Work
- *Shuler and Sypher, Seeking Emotional Labor: When Managing the Heart Enhances the Work Experience
- *Hsieh et al., Consequences of Work-Related Emotions: Analysis of a Cross-Section of Public Service Workers
- *Yanchus et al., The Impact of Emotional Labor on Work–Family Outcomes

10/12 Fall Break (No Class)

10/19 Emotion Management in Crisis Response
- *Tracy & Tracy, Emotion Labor at 911: A Case Study and Theoretical Critique
- Mastracci et al., Emotional Labor and Crisis Response: Working on the Razor’s Edge (pp. 54-136)
- *Guy et al., Managing Emotions While Managing Crises

10/26 Emotion Management in Law Enforcement
- *Pogrebin and Poole, Police and Tragic Events: The Management of Emotions
- *Martin, Police Force or Police Service? Gender and Emotional Labor
- *van Gelderen et al., Psychological Strain and Emotional Labor Among Police-Officers: A Diary Study

11/2 Emotion Management in Nursing
- *Hayward and Tuckey, Emotions in Uniform: How Nurses Regulate Emotion at Work via Emotional Boundaries
- *Gray, The Emotional Labour of Nursing – Defining and Managing Emotions in Nursing Work
• *Gray and Smith, Emotional Labour and the Clinical Settings of Nursing Care: The Perspectives of Nurses in East London
• *Aldridge, Unlimited Liability? Emotional Labour in Nursing and Social Work
• *Wolkomir and Powers, Helping Women and Protecting the Self: The Challenge of Emotional Labor in an Abortion Clinic

11/9 Emotion Management in Teaching
• *Larson, Emotional Labor: The Pink-Collar Duties of Teaching
• *Bellas, Emotional Labor in Academia: The Case of Professors
• *Isenbarger and Zembylas, The Emotional Labour of Caring in Teaching
• *O’Connor, “You choose to care”: Teachers, Emotions, and Professional Identity
• *Hargreaves, Mixed Emotions: Teachers' Perceptions of Their Interactions with Students

11/16 Emotional Labor: The Human Capital Issues
• Guy et al., Emotional Labor: Putting the Service in Public Service (pp. 121-188)
• *Glomb et al., Emotional Labor Demands and Compensating Wage Differentials
• Mastracci et al., Emotional Labor and Crisis Response: Working on the Razor’s Edge (pp. 20-53)
• *Mastracci et al., Emotional Labor: How to Teach It, Why to Teach It?

11/23 Wrap-Up: What We Have (Not Yet) Learned

11/30 Thanksgiving (No Class)

12/7 Student Presentations
*The course project is due on 12/9 and a hard copy must be delivered to the instructor’s office by 6:00p.