**Emotional Labor of University Teachers in the Context of Academic Capitalism: Comparative Research of Two Universities (Higher School of Economics and Jena University)**

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Abstract Text:

The study provides a comparative analysis of emotional labor norms and practices at two universities – Higher School of Economics and Jena University. The concept of emotional labor, introduced by Arlie Hochschild (Hochschild, 2012), and academic capitalism (Slaughter S., Rhoades G., 2004) are in the focus of research. The emotional work of the teachers of both universities is directly connected with aspects of the system of academic capitalism, in particular, with the processes of commercialization, bureaucratization and managerialism of education in both universities (Higher School of Economics and the University of Jena). Functioning within the framework of the system of academic capitalism that has developed in modern higher education under the influence of neoliberalism, emotional labor is influenced by the therapeutic culture, which is characterized by the student’s demand for emotional support from teachers. The research is based on interviews conducted with teachers from two universities – Higher School of Economics and Jena University. In our study, it is shown that the therapeutic culture is reflected in the communication of teachers with students that, in particular, influences the change in the role of teachers and the requirements for their professional skills. The results show that HSE and the University of Jena have different requirements for the emotional labor of teachers, although norms connected to the creation of emotional comfort and a positive atmosphere are defined as the most common at both universities. Despite the fact that teachers of both universities note the request of students to take care of their emotional and psychological state, there is a widespread opinion among teachers that this function should not be part of their professional competence.