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| **SOCY 3151: Self in Modern Society**  **MWF 12-12:50 DUANG125 SPRING 2019** |
| **Instructor:** Benjamin L. Hutcherson  **E-mail:** [Benjamin.Hutcherson@colorado.edu](mailto:Benjamin.Hutcherson@colorado.edu)  **Office**: Ketchum 381  **Office Hours**: Weds 1:15-4:15 PM |

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| **About This Class:** |

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| Thanks for deciding to be a part of this class. I am glad you are here and hope your experience is meaningful.  **“It can be said that the first wisdom of sociology is this – things are not what they seem” – Peter Berger**  At some point in your lives, most of you have probably asked the question, “Who am I?” Maybe your question has taken the form of “Who is the *real* ‘me’?” or “What do I want out of life?” When we ask these questions, exactly who—or what—is doing the asking? And what role does society play in shaping who we are? In this course, you will have the opportunity to consider these questions in the context of the sociological research on the self. You may not find out who you are, but you will gain the tools to ponder the question more thoroughly. |  |
| **Course Materials:** | |

There is no assigned textbook for this course. You have a number of articles to read and videos to watch in order to complete each week’s assignments. They are available in Canvas. If you have not taken Classical Theory, I strongly suggest you purchase a theory reader and work through it on your own.

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| **Course Objectives:** |

* Define the concept of the social self and explain the underlying sociological theories regarding the development of a complex, empirical, social self.
* Summarize the principal theoretical perspectives on the self in modern society.
* Define the related sociological terms and theories in the study of the social self.
* Describe and analyze the underlying assumptions about the processes through which humans develop social selves.
* Examine how myriad systems of power (e.g., race, ethnicity, class, gender, sex, sexuality) inform how people acquire identities which, in turn, inform their overall self concepts.
* Evaluate the explanatory power of various theories of the social self.

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| **Communication:** |

Given our reliance on electronic communication, you must check your e-mail regularly. You should also set your notification preferences on Canvas as soon as possible.

I respond to all e-mails in 24 hours or less as long as they are sent by 5 PM on Friday. Weekend e-mails will be Monday morning. Please do not send multiple e-mails about the same issue unless 24 hours has passed since your initial message.

The following are requirements for all e-mails in this course. Failure to adhere to them guarantees I will not respond to your message.

* You must use your CU e-mail address when contacting me.
* You must include the course name and number (SOCY 3151) in all e-mail subjects.
* You must include your full name in the e-mail
* You must include an appropriate greeting. No “Hey!” or “Sup.

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| **Assignments and Grades:** |

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| Reading Notes:  In-Class Assignments:  Course Paper: Group Discussion:  Exams (2)  Attendance | 15% 10% 20% 10% 40% 5%  Total= 100% |  |

* **Reading Notes:** You will submit reading notes in Canvas prior to each week’s meeting. In these notes, you will write an original summary for **each** assigned article and video (5-7 sentences per summary) and answer all reading questions in that week’s folder (3-5 sentences of original writing per response).
* **In-Class Assignments:** Throughout the semester, there will be numerous short, in-class writing exercises. These are low stakes ways of ensuring you’re keeping up with the assignments and that you have a good grasp of course materials.
* **Course Paper:** The course paper is divided into two written assignments. The first is a brief sociological autobiography, and it is due with Week 3’s assignments. The second is an in-depth analysis of that writing, and it is due with Week 15’s assignments. The instructions for this paper are in Canvas.
* **Group Discussion:** Students will work together in small groups, put together a presentation on that week’s theme(s), and facilitate class discussion for one day. We will discuss this further in class.
* **Exams:** All students will complete two exams in this class. Each exam will cover the material from one half of the course, though the last exam is cumulative in a *thematic* sense (i.e., the exam covers readings from the last half of the course, but students are expected to demonstrate mastery of the major theories from the entire semester).
* **Attendance/Participation:**  In this class, attendance is mandatory. You’re adults and this is an upper division course. I will pass around a roll sheet most days. I expect you to participate in class discussions as much as you can. We all have important and interesting ideas to share.   
  I think participation is too difficult to grade directly. However, I will use it to ‘bump you up’ if you are on the borderline (**one** point away or less) of a higher grade. Participation means speaking out in class, taking risks, engaging your classmates, being open to new ideas, sharing your own ideas and enthusiastically engaging the course material. If I don’t know your name by the end of the semester, you haven’t participated in an adequate fashion.
* **A Note on Grades:** You are all students at a research university with high standards. If you read/watch all course materials, understand most of the material, and complete all of the assignments in a satisfactory manner, you will be in the high ‘C’ to low 'B' range. If you go **above and beyond** the requirements, push yourself, and exceed my expectations, you will be able to enter the ‘B+’ to ‘A ‘range. **Remember, your grade reflects neither what I think of you nor your potential as a human being**.

**Grading Scale:**

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| **Letter** | **Percentage** | **Description** |
| A  A- | 93-100  90-92 | Exceptional: Exceeds all required elements of the assignment, and the quality of the work is considerably greater than what is required. The quality of the work is considerably above the class average and impressive to the evaluator. |
| B+  B  B- | 87-89  83-86  80-82 | Good: Meets all required elements of the assignment, and the quality of the work is better than what is required. |
| C+  C  C- | 77-79  73-76  70-72 | Average: Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work. |
| D+  D  D- | 67-69  63-66  60-62 | Below average: Does not meet all the required elements of the assignment, and/or the quality of the assignment is considerably lower than satisfactory. |
| F | 59 and below | Failing: Almost none of the requirements of the assignment are met and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or ability to follow instructions. |

* **You must receive a “C” or better in this course if it is a required course in your major or minor. If you receive a “C-” or lower grade, you will be required to retake the course.**

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| **Extra Credit:** |

I do not offer extra credit in my courses under any circumstances.

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| **Late Work:** |

I do not accept unexcused late work. If you miss an assignment for a medical or university-related reason, I will need official documentation for you to make it up. If you are having issues with Canvas, you must contact OIT in a timely manner.

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| **CU Honesty Policy:** |

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

Cheating and plagiarism are both violations of the student code and I approach them with **utmost seriousness**. Evidence of either of these behaviors will result in an **automatic failure** in the course and I will hand the case over to university officials. To be clear, plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam or quiz cheating, using other people’s work, copying all or sections of papers from the web, and “borrowing” (without citing) from published sources. Please do not give me ANY reason to suspect this type of behavior. If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please ask for further clarification.

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| **Accommodations:** |

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance.  If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

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| **Religious Accommodations:** |

It is the responsibility of every instructor to explain clearly her or his procedures about absences due to religious observances in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester’s classes.  [Campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) states that faculty *must* make reasonable accommodations for students and in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. Faculty should be aware that a given religious holiday may be observed with very different levels of attentiveness by different members of the same religious group and thus may require careful consideration to the particulars of each individual case. For more information on the religious holidays most commonly observed by CU Boulder students, consult the [online interfaith calendar](http://www.interfaith-calendar.org/).

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| **Discrimination and Harassment:** |

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

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| **Course Calendar:** |

This is a tentative calendar. As with all else in life, it is subject to change. I will announce any significant changes in class and on Canvas. Students are responsible for these announcements whether they are in class or not. I expect you to have completed all readings and assignments **before coming to class**.

Week 1: Getting Started with the Self –January 14  
🕮 **What to read:** Course Syllabus, Zussman “The Self,” Callero “The Sociology of the Self”  
🖳 **Assignments:** Syllabus Quiz

Week 2: Social Psychology/Studying the Self – January 22   
🕮**What to read**: Gergen “On the Very Idea of Social Psychology,” House “The Three Faces of Social Psychology,” McCall “Interactionist Perspectives in Social Psychology,”   
🖳 **Assignments:** Reading Notes

Week 3: Symbols, Meaning, Self – January 28  
🕮**What to read**: Maines "The Social Construction of Meaning," Cooley "The Social Self - the Meaning of I," Mead "The Social Self”  
📽 **What to watch:** Adichie "The Danger of a Single Story" (TED Talk)  
🖳 **Assignments:** Reading Notes, Sociological Autobiography

Week 4: Identities – February 4  
🕮 **What to read**: Stryker and Burke “The Past, Present, and Future of Identity Theory,” McLeod and Lively “Social Structure and Personality”  
🖳 **Assignments:** Reading Notes

Week 5: Self and Context – February 11  
🕮 **What to read**: Goffman "Introduction and Conclusion," Grazian “The Girl Hunt,” Zimbardo "You Can't be a Sweet Cucumber in a Vinegar Barrel”  
📽 **What to watch:** *Quiet Rage*  
🖳 **Assignments:** Reading Notes

Week 6: Culture and Self – February 18  
🕮 **What to read:** Lizardo and Strand “Skills, Toolkits, Contexts, and Institutions,” Benzecry “Opera Thugs and Passionate Fandom, Reeves “Cultural Socialization and Parental Transference”  
🖳 **Assignments:** Reading Notes

**EXAM 1 – February 22**

Week 7: Narratives – February 25  
🕮 **What to read:** Peräkylä “Analyzing Talk and Text,” Irvine “Better than the Real Thing,” Harding et al “Narrative Change, Narrative Stability, and Structural Constraint”  
🖳 **Assignments:** Reading Notes   
  
Week 8: Body and Embodiment – March 4  
🕮 **What to read:** Kosut "Tattoo Narratives: The Intersection of the Body, Self-Identity, and Society," Thompson "Sometimes I Think I Say Too Much," Crossley “Music Worlds and Body Techniques”  
🖳 **Assignments:** Reading Notes  
  
Week 9: The Deviant Self – March 11  
🕮 **What to read:** Goffman "Stigma and Social Identity," Rosenhan "Being Sane in Insane Places," Adler and Adler "The Cyber Worlds of Self-Injurers: Deviant Communities, Relationships, and Selves"  
🖳 **Assignments:** Reading Notes

Week 10: The Altered Self - March 18  
🕮 **What to read:** Becker "Becoming a Marihuana User" and "The Social Basis of Drug-Induced Experience," Loe and Cuttino "Grappling with the Medicated Self”  
🖳 **Assignments:** Reading Notes

Week 11: The Self and Race – April 1   
🕮 **What to read:** McIntosh "Unpacking the Knapsack," Feagin “The Foundation of White Racism,” Striffler "Inside a Poultry Processing Plant"  
🖳 **Assignments:** Reading Notes  
  
Week 12: The Self and Gender – April 8  
🕮 **What to read:** Boswell and Spade “Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?" Messner "Becoming 100% Straight," and "Barbie Girls VS Sea Monsters,"   
🖳 **Assignments:** Reading Notes

Week 13: The Self and the Economy – April 15  
🕮 **What to read:** Durkheim "Anomie and the Modern Division of Labor," Rifkin "The End of Work," Doyle "Deindustrialization"   
📽 **What to watch:** *Wal-Mart: The High Cost of Low Prices*🖳 **Assignments:** Reading Notes, Course Paper

Week 14: New Directions in the Study of the Self in Society –April 22  
🕮 **What to read:** House “Social Psychology, Social Science, and Economics: Twentieth Century Progress and Problems, Twenty-first Century Prospects,” Gergen "Social Saturation and the Populated Self," Wiley "The Post-Modern Self: A Retrospective"  
🖳 **Assignments:** Reading Notes

Week 15: Course Wrap Up and Review – April 29  
🕮 **What to read:** No assigned readings (more details in class)  
🖳 **Assignments:** Exam Review Reading Notes (more details in class)

**Final Exam: May 5 7:30 PM**

SUPPORT GROUP (include name and e-mail/preferred method of communication)

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