

SOCY 3151: The Self in Modern Society

ONLINE SPRING 2018

OFFICE HOURS: TUES 11-3 KETCHUM 381

Instructor: Benjamin L. Hutcherson

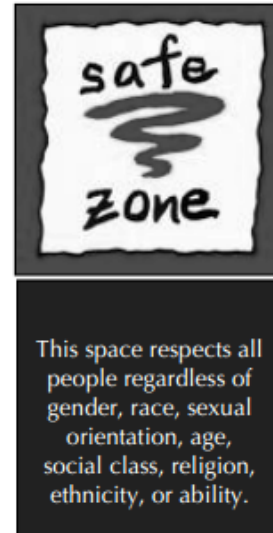
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About This Class:

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. In the process, you will explore the social origins and consequences of the idea of the self. You will come to understand the rise of the sense of individual identity in the early modern era and follow it through contemporary times. You will learn how sociologists study the self. You will investigate how culture and individual experiences shape the self by examining ethnicity, sexual preference, and even mind-altering substances. 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 all available in D2L.

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.

Communication:

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 answered by Monday morning. You **must** use your CU e-mail address when contacting me. I expect all e-mails to be professional, which means a proper introduction, your full name at the end of the message, and the course name in the e-mail subject. Avoid using text lingo or emojis in your e-mails with me and any other professor.

Assignments and Grades:

Reading Notes:	12 x 5 pts each = 60 pts
Discussion Board Assignments (4):	4 x 20 pts each = 80 pts
Written Assignments (2):	2x 40 pts each = 80 pts
Exams (2)	2 x 40 pts each = 80 pts

TOTAL = 300 pts



A: 279-300; A-: 270-278;
B+: 261-269; B: 249-260; B-: 240-248;
C+: 231-239; C: 219-230 C-: 210-218;
D+: 201-209; D: 189-200; D-: 180-189;
F: Below 180

Reading Notes: You will submit reading notes in D2L 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), create **one** original reading question for each assigned article and video, and answer the reading questions in that week's folder. There is an example file in D2L. Read it.

Discussion Board Assignments: Each student will complete **four** discussion board assignments. The details of each are located in D2L. For each assignment, students will analyze a particular topic in a thoroughly sociological manner and respond to two other students' posts.

Written Assignments: All students will complete **two** 6-10 page analysis papers in this course. The prompts can be found in D2L. These papers must be written in ASA format, the details of which are found in D2L.

Exams: All students will complete two exams in this class. These are a mixture of multiple choice, matching, and short answer. 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 full semester).

Attendance/Participation: In this class, simply logging into D2L does not mean you are present. You must complete all work for a given week in order to be considered an active student. **If you fail to complete three weeks' assignments without acceptable explanation, you will automatically fail this course.**

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.**

Extra Credit:

I do not offer extra credit in my courses. You have a number of assignments to complete, and if you put in the necessary time and effort, you will succeed in the course. **Do not e-mail me and ask me about extra credit.**

Late Work:

I do not accept late work, save for the most serious circumstances. 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 D2L, you must contact OIT in a timely manner.

CU Honesty Policy:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to [the academic integrity policy](#) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and

non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the [Honor Code policy can be found online](#) and at the [Honor Code Office](#).

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.

Special Needs Accommodations:

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

Religious Accommodations:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, *students must notify me of religious events that conflict with the course in the first two weeks of the class*. See [campus policy regarding religious observances](#) for full details.

Discrimination and Harassment:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at [303-492-2127](tel:303-492-2127) or the Office of Student Conduct and Conflict Resolution (OSC) at [303-492-5550](tel:303-492-5550). Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.

Course Calendar:

Week 1: Getting Started with the Self – January 26

📖 **What to read:** Course Syllabus, Zussman "The Self"

🎥 **What to watch:** Introduction Video

📅 **Assignments:** Reading Notes, Discussion Board #1

Week 2: Social Psychology/Studying the Self – February 2

📖 **What to read:** Gergen "On the Very Idea of Social Psychology," McCall "Interactionist Perspectives in Social Psychology,"

🎥 **What to watch:** Video Lecture

📅 **Assignments:** Reading Notes, Sociological Autobiography pt. 1


Week 3: Symbols, Meaning, Self – February 9

📖 **What to read:** Maines "The Social Construction of Meaning," Cooley "The Social Self - the Meaning of I," Mead "The Social Self"

🎥 **What to watch:** Video Lecture, Adichie "The Danger of a Single Story" (TED Talk)

📅 **Assignments:** Reading Notes


Week 4: Self and Context – February 16

 **What to read:** Goffman "Introduction and Conclusion," Grazian "The Girl Hunt," Zimbardo "You Can't be a Sweet Cucumber in a Vinegar Barrel," The Onion "College Freshman Cycles Rapidly Through Identities"


 **What to watch:** Video Lecture, *Quiet Rage*

 **Assignments:** Reading Notes, Discussion Board #2


Week 5: Narratives – February 23

 **What to read:** Peräkylä "Analyzing Talk and Text," Irvine "Better than the Real Thing," Wilkins "Becoming Black Women"

 **What to watch:** Video Lecture

 **Assignments:** Reading Notes


Week 6: Body and Embodiment – March 2

 **What to read:** Kosut "Tattoo Narratives: The Intersection of the Body, Self-Identity, and Society," Thompson "Sometimes I Think I Say Too Much," Rosenfeld, Dana and Christopher Faircloth "Embodied Fluidity and the Commitment to Movement: Constructing the Moral Self through Arthritis Narratives."


 **What to watch:** Video Lecture

 **Assignments:** Reading Notes


Week 7: The Deviant Self – March 9

 **What to read:** Adler and Adler "The Cyber Worlds of Self-Injurers: Deviant Communities, Relationships, and Selves," Goffman "Stigma and Social Identity," Rosenhan "Being Sane in Insane Places," Sampson "Rethinking Immigration and Crime,"


 **What to watch:** Video Lecture

 **Assignments:** Reading Notes


Week 8: Exam and Paper #2 – March 16


 **What to read:** Nothing!

 **What to watch:** Nothing!

 **Assignments:** Written Assignment #2, Exam #1


Week 9: The Altered Self - March 23


 **What to read:** Becker "Becoming a Marihuana User" and "The Social Basis of Drug-Induced Experience," Loe and Cuttino "Grappling with the Medicated Self"


 **What to watch:** Video Lecture

 **Assignments:** Reading Notes, Discussion Board #3


Week 10: The Self and Race – April 6


 **What to read:** Feagin "The Foundation of White Racism," McIntosh "Unpacking the Knapsack," Striffler "Inside a Poultry Processing Plant"


 **What to watch:** Video Lecture, *Beyond Beats and Rhymes*

 **Assignments:** Reading Notes


Week 11: The Self and Gender – April 13


 **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,"

 **What to watch:** Video Lecture, "A Call to Men" (TED talk)

 **Assignments:** Reading Notes


Week 12: The Self and the Economy – April 20


 **What to read:** – Doyle "Deindustrialization," Durkheim "Anomie and the Modern Division of Labor," Rifkin "The End of Work," Schor "Keeping up with the Trumps"

 **What to watch:** Video Lecture *Wal-Mart: The High Cost of Low Prices*

 **Assignments:** Reading Notes, Discussion Board #4

Week 13: New Directions in the Study of the Self/Wrap Up – April 27

 **What to read:** Adler & Adler "Transience and the Postmodern Self," Gergen "Social Saturation and the Populated Self," Wiley "The Post-Modern Self: A Retrospective"

 **Assignments:** Reading Notes

Week 14: Exam and Paper #1b – May 4

 **Exam 2 and Sociological Autobiography Analysis BOTH due by 5 PM on May 4**