

**Sociology 3041-Self and Consciousness**  
**Fall 2017**

**Instructors:** Glenda Walden

**Office Hours for Glenda:** Tues and Thurs 3:15-4:45, by appointment Wednesdays, and other times as announced

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**Office:** Ketchum 165

**Course Description:**

We'll start with questions about what consciousness may be from philosophical, neurological, social constructionist, and social psychological perspectives, weaving in ideas about self and kinds of consciousness, explore ideas about the origins and potential of consciousness and human development, apply those to specific questions about who has it and if it can be developed or expanded-along with political and social implications of this, and then move into self-awareness, reflexivity, consciousness "raising" and personal and social transformation.

**Course Materials:**

All required and much bonus reading material can be found on D2L

**Course Policies and Environment:**

**General Policies**

- You are responsible for material and announcements presented during all classroom meetings. It is your responsibility to get missed notes and updates from fellow students-NOT the instructor. If a due date or other administrative changes are announced, that will supersede the "tentative schedule" found in this syllabus. Class cancellations, office hour changes and other important announcements are made in email and class whenever possible, please make sure you are checking email regularly for such announcements.
- Please do not arrive late or leave early or begin to pack up prior to the end of lecture or discussion. This inhibits other students' ability to hear and understand the material.
- Please turn off cell phone ringers, and avoid engaging in side talking, reading, sleeping, texting, or surfing while in class. This is disrespectful of other students and instructors and disruptive to the learning community. If I notice you doing any of these things the possible reactions range from polite requests to cease to light public ridicule to being asked to leave the room.
- If you have any schedule conflicts with the final exam, please let your instructor know by Thursday, October 26. If you have time conflicts with other tests, due dates, or known absences let me know by e-mail as soon as possible.
- Late papers and assignments are not accepted. Exceptions to this policy may be granted for unforeseen and emergency circumstances and carry a point penalty.
- Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester. If your calculation of your grade does not match our records, it is your responsibility to provide proof of graded work.
- Please do not email me with questions about your grade. University policy prohibits the discussion of student grades via email. This policy is intended to protect you; your grade is a private matter, and email is a public forum. If you wish to discuss your grade, please make an appointment with me.
- **Religious Holidays**--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, I do not distinguish between excused and unexcused absences, but attendance is a small portion of the grade. If you think your attendance is jeopardizing your grade, please see me. Missed exams will be offered an essay makeup due a week after the exam is given or after religious observations have ended. Paper due date conflicts will be given up to one week extension. See the [campus policy regarding religious observances](#) for full details.
- **Classroom Behavior**--Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and [the student code](#).

- **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**--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 sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on 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 subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.
- **Statement regarding expectations of confidentiality and disclosure**--In my role as instructor I am considered a "mandatory reporter." For more on what this means and resources available to you if you feel you may have experienced harassment, discrimination, or other threatening behaviors or situations please see <http://cuvictimassistance.com/issues/mandatory-reporting-policy-at-cu-boulder> However, I am also a legally ordained member of the clergy. If you bring up anything in conversation with me not related to course material, I will assume you are discussing this with me in my role as ordained clergy rather than as course instructor.
- **Honor Code**--All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [honorcode.colorado.edu](http://honorcode.colorado.edu).
- **Learning Support and 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 or by e-mail [atdsinfo@colorado.edu](mailto:atdsinfo@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.

#### Course Objectives:

- Utilize and nurture our sociological imaginations as we investigate the ideas, issues, and implications of these phenomena we call self and consciousness.
- Explore from an interdisciplinary perspective what we "know" about self, consciousness as experience, property (in various forms), and social construct, social structure, human and social development and transformation.
- Further develop our ability to see and understand different perspectives on various inquiries and issues.
- Practice making the leap from being intelligent consumers of knowledge to producers of knowledge. This means you will be asked to come up with your own definitions, concepts, and models based upon the work that others have done, your understanding and evaluation of that synthesized with your original ideas on the topics.
- Demonstrate mastery of the course material and the accomplishment of the above on tests, papers, and in class discussions according to academic style and standards.
  - This gives me the opportunity to evaluate your integration of material on several levels, and you learn, among other things, how to play the game you are in the midst of called University degree seeker.

### **Evaluation Components-**

Class participation	30 points
Misc.	30 points
Midterm	120 points
Semester project journal	40 points
SemProject Paper or final exam	80 points
<b>Total</b>	<b>300 points</b>

**Class participation:** Participation requires a number of different skills, and will be graded accordingly. Effective participation requires preparation, thoughtful contributions, careful listening skills, and continual reflection on the course material. Your participation grade will come from attendance, in class activities and exercises, submission of questions about the readings and material, one on one appointment(s) that are "scored" as participation, and my assessment of your involvement in the course. There may also be coordinated activities such as giving updates on your group project and offering discussion questions based upon readings that will be evaluated as part of this component. 30 points

**Misc:** This may include, short responses, reflection papers, drafts of longer assignments, or spontaneously assigned outside of class work. They will be 1-2 pages reflecting on connections between readings, between readings and class discussions, and/or between readings and students' observations outside of class. 30 points

**Exams:** There will be a midterm and an optional final exam (you may choose to complete either the final exam **OR** the semester project paper) that are really like 2 separate papers. Dates are tentatively set on course schedule. These will be out of class essay format. 120 pts for midterm and 80 pts for final exam

**Semester Project Journal:** This will involve taking on various activities outside of class throughout the semester. You will be practicing consciousness in various forms and keeping a journal. The Journal should include regular entries (at least 3 per week), observations from the practices taken on for the semester project, personal reflections and insights about consciousness gained through those practices, and connections to class readings and discussions. From these experiences and observations, recorded in your journal, if you choose the semester project paper option, you will write a semester paper due the final week of class. Journal 40 points

**Optional Semester Project Paper:** If you would rather write a paper based upon your semester project experiences and insights instead of the final exam you may do so. 80 points

**Grades follow a pretty standard cut-off for + and -. The writing guidelines document contains general standards for letter/percent evaluations of work. See me if you have specific questions about grading, standards, percents, etc.**

### **Tentative Schedule subject to changes announced in class**

**Readings and assignment descriptions are posted on D2L. Specific readings for the week will be posted in that week's folder. Readings should be completed before the first class meeting of that week.**

**Week One 8/29:** Introduction, preliminary investigations: Construct, Current, and/or Qualia (that's as close to alliteration as I could get)

**Readings:** Week One Readings on D2L

**Week Two 9/5:** Laying the groundwork-Consciousness: Person, Place or Thing...or Something/Nothing Else?

**Readings:** Week Two Readings on D2L

**Week Three 9/12:** Related Concepts: unconscious, mind, self, culture, and society

**Readings:** Week Three Readings on D2L

**Week Four 9/19:** More perspectives and possible models

**Readings:** Week Four Readings on D2L

**Week Five 9/26:** Consciousness->self->personhood??? Implications

**Readings:** Week Five Readings on D2L

**Week Six 10/3:** wrap, midterm, and Koko discussions

**Readings: Midterm exam (optional) drafts and finalizing**

**Week Seven 10/10:** Distinguishing states of consciousness

**Readings:** Week Seven Readings on D2L

**Midterm exam due in class Thursday 10/12**

**Tentative Schedule subject to changes announced in class**

**Week Eight 10/17:** Diminished, deviant, or different Consciousness

**Readings:** Week Eight Readings on D2L

**Week Nine 10/24:** Altered Consciousness: higher (pun intended), lower, or just distorted?

**Readings:** Week Nine Readings on D2L and (optional) *Doors of Perception*

**Week Ten 10/31:** Expanded consciousness: state or stage change?

**Readings:** Week Ten Readings on D2L

**Week Eleven 11/7:** States, Stages, Levels, Types, or what? What is it that can be cultivated and in whom? The Potential and Pitfalls of Developmental Models and Cognitive Models (Piaget)

**Readings:** Week Eleven on D2L

**Week Twelve 11/14** Psychological, Social, and Moral Development: Freud, Erickson, Kohlberg, Gilligan, et al

**Readings:** Week Twelve Readings on D2L

**Fall Break**

**Week Thirteen 11/28:** Putting together an integrated model of development-personal and cultural

**Readings:** Week Thirteen Readings on D2L

**Week Fourteen 12/5:** Consciousness Raising and Social Transformation

**Readings:** Week Fourteen Readings on D2L

**Week Fifteen 12/12:** wrap and final exam/paper support

Why the feminists were/are right: The personal IS political

**Semester Journal due in class or office Thursday, 12/14**

**Readings:** review and Week 15 on D2L

**Semester Paper or Final exam due in Ketchum 165 by date and time of start of final exam**