

At some point in your life, you have probably asked, "Who am I?" or "What do I want out of life?" These constitute some of the most important questions human beings can consider.

In this course, you will have the opportunity to examine 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 religion. You will also explore some of the insights from neuroscience and consider the question of selfhood among animals. You may not find out who you are, but you will gain the tools to ponder the question more thoroughly.

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Learning Assistant: Wisam Alshaibi

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SOCY 3151
T/R 2:00 PM
HLMS 250

Before getting into the details, here are five things you need to know about the course:

1. **We want you to succeed.** Please feel free to talk with Sherri, Wisam, or me at any time about the course and your work in it. One of us is available each day of the week.
2. **Preparation for class is essential for success.** If you don't prepare, you won't be able to participate in the in-class work and you'll lack the foundation for other work in the class.
3. **This course uses a points-free, competency-based grading system.** In our system, you choose the grade you want to earn and then work through a variety of assignments to demonstrate the level of competency that grade requires. You will have the chance to revise many of the items you submit for assessment. In return, you are expected to *master* the concepts in those items and not just get things half-right.
4. **Work in this class is graded on a pass/no pass basis, so you must pay careful attention to the specifications for acceptable work.** Work is marked on whether it passes a set of quality specifications. It's possible to earn Pass grades on every assessment the first time, but this requires giving a strong effort to your work. You'll have opportunities to revise some assignments if you don't Pass the first time. The idea is to learn from your mistakes and have a safe place in which to make them (in moderation).
5. **You may ask a question about anything, at any time, especially in office hours.** The material in this course is challenging, and at some point, you might get confused or frustrated. This is part of the learning process. Don't panic; seek our help. We won't do your work for you, but we will try to help you get unstuck.

Course Information and Policies

Office hours and whom to see for what

Sherri, Wisam, and I will gladly meet with you to help you develop a deep understanding of the material.

- See me (Professor Irvine) about anything at all. I will hold office hours on Tues/Thurs 11-12, in the UMC, by Celestial Seasonings.
- See Sherri about anything, too, on Mon/Wed, 12-1:30, in Muenzinger D251E.
- See Wisam on Fridays, 2:30-3:30, in the UMC, by Celestial Seasonings to clarify material, improve performance on CPAs or Concept Checks, review for tests, or discuss Learning Module work.

If you become concerned about your grade in this course, see one of us as soon as possible to discuss strategies for improvement. Do not wait until the end of the semester!

Contact information

Email is the best way to reach us, using the addresses listed on page 1 of this syllabus. **Always use your CU email account**, and include "SOCY3151" in the subject line. We will make every effort to respond within 24 hours, but **please note**: to respect our family time, we will not answer (or send) class-related email between 6pm and 6am or on weekends.

Textbook and other required reading

Irvine, Leslie. 2013. *The Self in Society*. San Diego: Cognella. (Note: I donate all royalties from the use of this book in my classes to educational charities. I receive no royalties on used books.)

You can get this in the CU Bookstore, but purchasing it online [here](#) will get you immediate access to the first 20% of the content so that you can keep up with the reading until your book arrives.

You will find the additional required readings on D2L. Complete all reading assignments by the dates listed on the syllabus. We will not "go over" each reading in class, but I will hold you accountable for all content assigned. In some cases, we will discuss the material in detail, but more often, the reading will provide a platform for considering related issues.

Attendance/Makeup policy:

You must keep current with the course. If you miss a class, first contact a classmate to find out what you missed and get notes, then arrange to see Sherri, Wisam, or me for clarification of the material if needed.

If an event scheduled *prior to* the start of the semester (such as travel for a wedding, family reunion, or conference) will cause you to miss a class or a deadline, you must notify me by **January 27** to discuss making up missed work. I will not consider free makeups for anyone who notifies me after this date.

Other absences: If you miss a class during which a Concept Check is given, you may not receive a free makeup unless you can document within 24 hours that your absence was due to a severe illness (one requiring medical attention) or emergency. If you miss a Concept Check for any other reason, you must spend one token to receive a makeup (tokens explained on supplemental document), and this makeup must be done on a schedule of my choosing. The same policy holds for absences from classes that are deadlines for Learning Modules. Finally, I reserve the right to allow or disallow any makeup request based on the circumstances.

Tech Etiquette

Simple: No laptops (except to accommodate disabilities). No tablets. No phones. I have a “Zero Tolerance” policy for texting in class. Just don’t do it. Turn the ringer on your phone off—not to “vibrate”—and **put your phone away**, not in your lap. If you text or engage in other distracting, disrespectful behaviors during class, I will ask you to leave.



Grading

This course uses a points-free, competency-based grading system (detailed in the supplementary document). As mentioned, in this system, you choose the grade you want to earn in the course and then work through assignments to demonstrate the level of competency that grade requires. Your final grade is based on demonstrated competency, not on the accumulation of points. It reflects your actual mastery of course concepts.

Make back-up copies of **all** your written work. Keep copies of all graded work until you receive your final grade. In the case of an incorrect or missing grade, it is your responsibility to provide graded work to request a change.

Course schedule

Subject to change. I will post any revisions on D2L. Please note the following:

- *The Self in Society* is indicated on the reading schedule as *Self*.
- In *Self*, please **read the introductory material to each section of the text, in addition to the articles themselves.**
- When the schedule lists “online content,” you will find the relevant links on D2L.

DATE	TOPIC	READ/WATCH	DUE
T 1/13	<i>Introduction to the course</i>		
R 1/15	<i>Getting Started: Thinking about the Self</i>	*Zussman(1); online content	Ungraded CPA
T 1/20	<i>1. Classic Perspectives on the Self</i>	<i>Self</i> , 1-16	
R 1/22		<i>Self</i> , 17-27	CPA
T 1/27		<i>Self</i> , 29-49 & *online content	CPA
R 1/29		*Hewitt, 61-91	CPA
T 2/3		<i>Self</i> , 51-67; *Vinitzky-Seroussi & Zussman	
R 2/5	LM1: TEST		
T 2/10	<i>2. Who Am I? Self and Identity as a Problem</i>	<i>Self</i> , 73-93 & *online content	CPA
R 2/12		*Baumeister	
T 2/17		*Hewitt & Stokes; *Scott & Lyman	CPA
R 2/19		<i>Self</i> , 115-141; *Irvine et al.	
T 2/24		*Leisenring	

R 2/26	3. <i>Self as Narrative/Narratives of the Self</i>	<i>Self</i> , 95-114	LM2
T 3/3		*Irvine(1); *McAdams	CPA
R 3/5		*Frank;	
T 3/10		*Zussman(2)	CPA
R 3/12	LM3: TEST		
T 3/17	4. <i>Emotions and the Self</i>	*Hochschild: Preface, Appendix A	
R 3/19		*Hochschild: Chaps 1-3	CPA
T 3/24	Spring break		
R 3/26	Spring break		
T 3/31		*Hochschild: Chaps 4-6	CPA
R 4/2		*Hochschild: Chaps 7-9	
T 4/7		*Cahill; *Ellis and Irvine	LM4
R 4/9	5. <i>New Directions in the Study of the Self</i>	<i>Self</i> , 147-174	CPA
T 4/14		*Devor	
R 4/16		<i>Self</i> , 175-199; *Treuer	
T 4/21		<i>Self</i> , 201-218	CPA
R 4/23		<i>Self</i> , 219-239	
T 4/28		<i>Self</i> , 241-250	
R 4/30		*Turtle	CPA
W 5/6		Submit LM5, 1:30-4:00	LM5

Relevant CU Policies

Disabilities

If you qualify for accommodations because of a disability, please submit a letter from Disability Services within the first two weeks of class so that I can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with students' legal names. 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 adjust my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Academic Integrity

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; 303-725-2273). Students found 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). For other information on the Honor Code, see <http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me early in the semester if religious observance will cause you to miss a class, test, or assignment. See http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

Any student who believes s/he has been the subject of discrimination or harassment based on race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available regarding discrimination or harassment, see <http://www.colorado.edu/odh>