

**Sociology 3041-Self and Consciousness  
Fall 2014**

**Instructor:** Glenda Walden

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**Office:** TBA

**Office Hours:** Thurs 12:30-1:45pm, Friday 1-2:45pm, and by appointment

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**Course Description:**

We'll start with questions about what consciousness is from philosophical, neurological, 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 reading material can be found on D2L. Supplemental readings, optional readings, and readings for group projects can be found in the bookstore or on reserve in Norlin Library.

**Course Policies and Environment:**

- **You are responsible for material and announcements presented during class, including schedule changes. Therefore, you are responsible to get missed notes and updates from fellow students. Please do not contact your instructor with questions regarding missed notes until you have gotten another student's notes and update. If a due date change is announced, that will supersede the "tentative schedule" found in this syllabus.**
- 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 the other students and instructor and disrupts the learning community environment. 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 contact me via email, **you MUST put "3041" in the subject line so that I can identify your emails and respond to them in a timely manner.** If you do not use this subject line, I cannot guarantee a response to your email. I get lots of spam and non-critical emails, and your email may be inadvertently deleted if I cannot identify it by the subject line. Note that I do not check email in the evenings or on weekends, so an email sent on Friday may not receive a response until Monday. If you need an urgent response, you should talk to me after class and/or check the course website (D2L) to see if what you need is available there.
- **My official policy is that I do not accept late assignments.** All assignments must be submitted on time and **in person**. You may not turn in assignments via email, my mailbox or under my office door without **PRIOR** permission. If you need additional time to complete an assignment, you must discuss this with me prior to the due date. I have been known to grant short extensions (usually with a grade penalty), but only if it is discussed prior to the due date.
- If you have any schedule conflicts with the final exam, please let me know by Friday, November 21. If you have time conflicts with other tests, due dates, or known absences let me know as soon as possible.
- If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: [303-492-8671](tel:303-492-8671), Center for Community N200, and <http://www.colorado.edu/disabilityservices>.
- If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>
- 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, you will be offered a take-home essay due after religious observances are over or given extension of due date for religious observances. The take-home essay is designed to be completed in the amount of time I feel is necessary to study for and complete the in class exam. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

- 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. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)
- The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at [303-492-2127](tel:303-492-2127) or the Office of Student Conduct (OSC) at [303-492-5550](tel:303-492-5550). Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>
- 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](mailto:honor@colorado.edu); [303-735-2273](tel: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). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>
- Please keep all returned exams (and other returned graded 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.

### 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 (in various forms), social structure, human and social development and transformation.
- Further develop our ability to see and understand different perspectives on various inquiries and issues.
- 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	40 points
Exams	260 points
Group Project Paper	100 points

**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, and my assessment of your involvement in the course. There will 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.

**Exams:** There will be 2 essay exams and a final exam that are really like 3 separate papers. Dates are tentatively set on course schedule or final exam schedule. These will be out of class essay format.

**Final Paper:** This will involve taking on a project with no less than one other student (and no more than that for the writing of the final paper) for the entire semester and then writing an analytical paper based upon that experience connecting your observations and insights specifically with class material. There are several semester projects to choose from and these are described in detail with resources available on D2L. They include: learning something new, taking on artistic endeavors, learning to meditate or engage in mindfulness practices, becoming conscious of what you ingest and digest (or don't), learning to lucid dream, exploring different "personality profile systems," shaking up routines, and more. You will select at least one other "buddy" who is engaging in the same activity for the semester to check in with, bounce ideas off of, etc....you may write up a collective paper at the end of it with one of the other students with whom you participated in the project for the semester.

Tests and final (75,85,100)	260 pts
Attendance/participation	40 pts
Final Paper	100 pts
<b>Total</b>	<b>400 pts</b>

**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.**

**Week One 8/26:** Introduction, preliminary investigations

**Readings:** Week One Readings on D2L

**Week Two 9/2:** Laying the groundwork-self, consciousness, society connections

**Readings:** Week Two Readings on D2L

**Week Three 9/9:** Important Questions, terms, and ideas

**Readings:** Week Three Readings on D2L

**Week Four 9/16:** Different ideas and perspectives

**Readings:** Week Four Readings on D2L

**Week Five 9/23:** States on the continuum

**Readings:** Week Five Readings on D2L

**Week Six 9/30: wrap and talk about exam one Due in class Thursday 10/2**

**Readings:** Week Six Readings on D2L

**Week Seven 10/7: 9** Diminished, underdeveloped, or different consciousness?

**Readings:** Week Seven Readings on D2L

**Week Eight 10/14:** States, Stages, Types, Levels, or what?

**Readings:** Week Eight Readings on D2L

**Week Nine 10/21:** Consciousness, Self, and "personhood"

**Readings:** Week Nine Readings on D2L

**Week Ten 10/28:** Deviance and Different Consciousness

**Readings:** Week Ten Readings on D2L

**Week Eleven 11/4:** Altered Consciousness: higher (pun intended)?

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

**Week Twelve 11/11: Test Two due in class Thursday 11/13**

Development Models: Freud, Erickson, Piaget, Mead, et al

**Readings:** Week Twelve Readings on D2L

**Week Thirteen 11/18:** Social and Moral Development: Kohlberg, Gilligan, Maslow, et al

**Readings:** Week Thirteen Readings on D2L

**Fall Break**

**Week Fourteen 12/2:** Putting together an integrated model of development-personal and cultural-Spiral Dynamics

**Readings:** Week Fourteen Readings on D2L

**Week Fifteen 12/09:** Consciousness Raising and Social Transformation from an Integral Perspective

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

**Final Papers due Monday in class**

**Final exam TBA**