

University of Colorado
Department of Sociology

The Self in Modern Society

Fall 2013
SOCY 3151-001
T/R 11-12:15 HLMS 141

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What is this course about?

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 religion. You will also explore the idea of selfhood among animals and consider what neuroscience says about the self. You may not find out who you are, but you will gain the tools to ponder the question more thoroughly.

What are the goals of the course?

This course will enable you to:

- Understand the sociological perspective on the self;
- Apply that perspective to everyday interaction beyond the classroom, including your future workplaces;
- Improve your skills in reading, writing, listening, critical thinking, and problem solving.

What will you be doing in this course?

The course will combine lecture and discussion of the readings with assignments intended to make theories and concepts meaningful for you. It will not be a “memorize the lecture notes” course, and your success in it depends on your taking an active role in learning. As part of this, you must first be willing to read the material I have carefully chosen material for you to read. This includes readings posted on D2L and the following books:

Hochschild, Arlie Russell. 2003. *The Managed Heart: The Commercialization of Human Feeling*. Berkeley: University of California Press. (Note: you may also use the original 1983 edition.)

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 charity.)

If you purchase this online at <https://students.universityreaders.com/store/> you will receive access to a pdf of the first 20% of the content so that you can keep up with the reading until the book arrives.

How will you fulfill the goals of this course?

You will demonstrate mastery of the material through various assessments. I will base your final grade on a total of 175 points, drawn from the following:

- Responsive writing: 18 points (after dropping lowest two grades)
- Assignments: 57 points
- Test (50) & final exam (50): 100 points

Plus, the first-day note card, which is ungraded, but failure to submit will result in a five point deduction from your final grade. If you miss the first day of class, see instructions on D2L.

Responsive Writing

Throughout the semester, you will have numerous, short, in-class writing exercises. Sometimes these will involve composing two or three questions about the day's lesson, which we will then use to review the material. Other times, I will ask you to respond to a question about the material. Most, but not all of these will be collected for credit. This assignment is designed to help you to take responsibility for your own learning and participate as an active learner, even when you are not being graded. We will use these to review material, and I will use them to work with individual students who show lack of mastery and to go back to material if most of the class shows evidence of confusion and misconception. When collected, I will grade these on a scale of 0 to 3:

- 0: You did not submit a response or your response indicates no understanding of the material
- 1: Your response indicates little understanding of the material
- 2: Your response demonstrates a partial understanding of the material
- 3: Your response demonstrates a solid understanding of the material

I will drop your two lowest grades. We will have one ungraded, practice exercise early in the semester. If you have a documented medical or legal excuse for missing an exercise, contact me for an alternate assignment (and provide documentation). If you miss an exercise because you arrived late or left early, you cannot make up what you missed.

Assignments

Submit these in class on the date due, listed by corresponding numbers on the course schedule. Note that Assignments 3 and 4 involve two parts, which have separate due dates. See late assignment policy under "Course Policies." You will find additional information and grading rubrics posted on D2L.

- #1 3-2-1 (6 points)
- #2 Everyday life observation and analysis: self and identity as a problem (10 points)
- #3 Personal narrative analysis (15 points)
- #4 Emotion work analysis (20 points)
- #5 3-2-1 (6 points)

Assignments #1 and 5: These are both low-stakes assignments, for different reasons. The first goes easy on you early in the semester; the second does so at the end because of the workload everyone faces. Full instructions for these assignments, called "3-2-1," appear on D2L.

Assignment #2: This everyday life observation involves noting an interaction in which self or identity becomes a problem, either for you or for someone else, either a real person or someone from a book or movie. Within this interaction, you will use the conceptual and theoretical tools of this section of the course to analyze the source or cause of the problem, the way the person responds to the situation, the way others respond, and whether the response seems to "solve" the problem of the self.

Assignment #3: This assignment has two parts. The first part (3a) involves describing a compelling experience you have had. What constitutes “compelling” is up to you. See the web resources on D2L for ideas. Keep it to four single-spaced pages. Note that part 3a is due September 12. I will return your papers to you in time to do the second part (3b), which will involve analyzing your experience using concepts and theories from our study of narrative. You will receive P/F, not a grade, on part 4a, but you will have 5 points deducted from your final grade on 4b if you did not submit part 4a on time.

Assignment #4: This assignment also has two parts. For the first part (4a), write a response of no more than four single-spaced pages to one of the following prompts:

- Describe a real situation that was important to you in which you experienced a deep emotion.
- Describe as fully and concretely as possible a real situation that was important to you in which you either changed the situation to fit your feelings or changed your feelings to fit the situation.

As with Assignment 3, I will return your papers to you in time to do the second part (4b), which will involve analyzing your description using concepts and theories from our study of the emotions. The same P/F, point deduction policy applies.

Test and Final Exam

You will have an in-class test on **Tuesday, September 24** to assess your understanding of concepts and perspectives from the initial weeks of the course. This test will be worth 50 points toward your final grade. Because of the type of material the test covers, it will include a mix of multiple choice and fill-in-the-blank questions. I will provide a study guide and practice questions on D2L.

You will have a final exam on **Tuesday, December 17**. The exam will consist of two short essay responses (approximately two sides of a page, handwritten) to questions that assess your grasp of broad issues examined in the course. Each question will be worth 25 points. The final exam is cumulative in the sense that the latter part of the course builds on material from the first part, but it will not test you on specific readings covered in the test. As a study guide, I will provide 8-10 questions from which I will select the two you will answer in your essays.

Final Grade Scale

A: 94-100%	B: 84-86%	C: 73-76%	D: 64-66%
A-: 90-93%	B-: 80-83%	C-: 70-72%	D-: 60-63%
B+: 87-89%	C+: 77-79%	D+: 67-69%	F: 59% or less

Course policies

I expect professional behavior from students in upper division courses. Please familiarize yourself with the policies outlined below so that you will understand the expectations for this class. Unprofessional behavior such as absenteeism, tardiness, careless work, and poor communication skills will affect your grade negatively.

You must keep current with the course. If you miss a class, please do not ask me if you missed anything important. First, contact a classmate for notes, then arrange to see me for additional clarification of the material if needed.

If an event scheduled prior to the start of the semester (such as travel to a wedding, family reunion, or conference) will cause you to miss a class or a deadline, you must notify me by **September 12** to discuss alternate grading options. I will not consider options for anyone who waits longer than this to contact me.

Keep up with the reading. I understand that you have other classes and other demands on your time, but you must plan to 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 considerable detail, but more often, the reading will provide a platform for considering related issues.

Please be courteous in class and respect everyone in the learning environment. Arrive on time. Do not text; turn the ringer on your phone off—not to “vibrate”—and **put your phone away**. Refrain from sleeping, holding conversations, reading newspapers, or doing work for other classes. If you text or engage in other distracting, disrespectful behaviors during class, I will ask you to leave.

You may use laptops, tablets, or other mobile devices to take notes, but please have paper and pen/pencil available in every class, too. I will designate a laptop-free zone in the classroom during the first week of the semester (usually the last few rows, depending on seating capacity). If you notice another student doing off-task work during class, please notify me and I will address the situation without identifying you.

Please inform me immediately if you have a health problem or a disability that necessitates leaving the room during class.

Check D2L and your CU email account regularly for announcements relevant to the class. I will read and respond to email sent from this class Monday through Thursday, 9-5, and Friday 9-12.

You must submit all assignments in class. Assignments turned in after the class period in which they are due but *before* the end of the same day will have their final overall grades **lowered by 5 points**. Assignments turned in after the due date will have their final overall grades **lowered by 10 points** for each day they are late. Assignments turned in **two or more days** after the due date (including non-class days and weekends) will receive **no points**. If you are absent the day an assignment is due because of documented medical or legal circumstances, you must e-mail me a copy before the beginning of class that day so I know you finished the assignment on time. You must then turn in a paper copy of the assignment, along with a copy of your documentation, at the next class period.

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

If you receive a grade that you believe is incorrect or unfair and would like it reconsidered, please submit 1) your graded assignment, and 2) a typed memo, no more than one page in length, explaining why you believe the grade you received does not accurately reflect the quality of your work, given the requirements of the assignment. Submit this request to me within one week of receiving the grade. I will inform you of the decision within a week of receiving these items. Please note that if you ask to have your work reevaluated, your new grade may be lower than the original.

Make back-up copies of **all** your written work. Keep copies of all graded course 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*.
- *The Managed Heart* is indicated as *Heart*.
- 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/LISTEN TO	DUE
T 8/27	<i>Introduction to the course</i>		
R 8/29	<i>Getting Started: Thinking about the Self</i>	*Zussman(1)	
T 9/3	<i>Classic Perspectives on the Self</i>	<i>Self</i> , 1-16	
R 9/5		<i>Self</i> , 17-27	#1
T 9/10		*Hewitt	
R 9/12		<i>Self</i> , 29-49 & *online content	#3a
T 9/17		<i>Self</i> , 51-67; *Vinitzky-Seroussi & Zussman	
R 9/19		Wrap up & review for test	
T 9/24	<i>Test</i>		
R 9/26	<i>Who Am I? Self and Identity as a Problem</i>	<i>Self</i> , 73-93 & *online content	
T 10/1		*Baumeister	#4a
R 10/3		*Hewitt & Stokes; *Scott & Lyman	
T 10/8		<i>Self</i> , 115-141; *Irvine et al.	
R 10/10		*Gagnon	
T 10/15		*Leisenring	
R 10/17	<i>Self as Narrative/Narratives of the Self</i>	<i>Self</i> , 95-114	#2
T 10/22		*Irvine(1); *McAdams	
R 10/24		*Frank	
T 10/29		*Zussman(2)	
R 10/31	<i>Emotions and the Self</i>	*Irvine(2) <i>Heart</i> : Preface, Appendix A	#3a&b
T 11/5		<i>Heart</i> : Chaps 1-3	
R 11/7		<i>Heart</i> : Chaps 4-6	
T 11/12		<i>Heart</i> : Chaps 7-9	
R 11/14		*Cahill; *Ellis and Irvine	
T 11/19	<i>New Directions in the Study of</i>	<i>Self</i> , 147-174	#4a&b

For informational purposes only. Students enrolled in the course must use the version on D2L.

	<i>the Self</i>		
R 11/21		<i>Self</i> , 175-199; *Treuer	
T 11/26	No Class	Fall Break	
R 11/28	No Class	Thanksgiving holiday	
T 12/3		<i>Self</i> , 201-218	
R 12/5		<i>Self</i> , 219-239	
T 12/10		<i>Self</i> , 241-250	#5
R 12/12	Review for exam		
T 12/17	Final exam	4:30 p.m. – 7:00 p.m.	

Relevant CU policies

Academic Integrity and Honor Code

Plagiarism and cheating will be grounds for receiving a failing grade on the relevant exam or assignment and possibly failing the course. To ensure academic integrity, students in this course *must* observe the Honor Code in all work.

Disability Policy

If you qualify for accommodations because of a documented disability, please submit a letter from Disability Services in a timely manner (preferably within the first two weeks of the semester) so that I can address your needs. Please note that Disability Services determines accommodations based on *documented* disabilities. Temporary medical conditions such as injuries, surgeries, or acute illnesses do not qualify as disabilities and are not covered under federal disability laws. If you have a temporary illness or injury, please discuss your needs with me.

Classroom Behavior Policy

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 http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado at Boulder policies on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>) Sexual Harassment, and Amorous Relationships apply to all students, staff, and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon 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 to assist individuals regarding discrimination or harassment, see <http://www.colorado.edu/odh>

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 attendance. Please notify me early in the semester if you will need accommodations for religious observance. For more information, see http://www.colorado.edu/policies/fac_relig.html