

**SOCY 3110 - 40**  
**Self & Society**  
**Fall 2018**

**Instructor(s): Sherri Sasnett-Martichuski**  
**E-mail(s): [sherri.sasnett@colorado.edu](mailto:sherri.sasnett@colorado.edu)**

\* Please send your email correspondence from your personal email and not from within the course on Canvas.

**Prerequisites:**

SOC 1000 or PSYC 1000

**Textbook:**

The Self in Society  
Edited by Leslie Irvine, published by Cognella  
(ISBN-13: 978-1609278670/ISBN-10: 1609278647)



**Supplemental Assignments and Lecture Material (online):**

Supplemental articles, videos, and lecture slides are posted on the class website. This material will be included on exams and weekly quizzes. The focus will be on how this material relates to the topics addressed in the book and lecture slides. The class is divided into “Modules” and all related articles/videos can be found in the corresponding modules.

**Course Description:**

This course considers social behavior at the micro level, emphasizing the influence of society on the individual's thoughts, emotions and behaviors. Topics such as the development of the self over the life course, the self in social interaction, and the role of attitudes and emotions in social interaction are discussed. At some point in your life, you have probably asked, “Who am I?” or “What do I want out of life?” These questions constitute some of the most important questions human beings can consider. In this course, we will examine these questions in the context of sociological research on the self. Over the course of the semester, we will explore the social origins and consequences of the idea or notion of the self. We will follow the rise of the individual identity in the early modern era and follow it through contemporary times. We will examine how sociologists study the self - how culture and individual experiences shape the self. Finally, we will also explore some of the insights from neuroscience and consider the question of selfhood among animals.

**Communication:**

Check your account regularly for announcements relevant to the class. I will read and respond to email Monday through Friday from 8-5. Please include “SOCY 3110” in the subject line of all email correspondence. This will ensure that your email gets top priority! I will respond to all email within 24 hours (excluding weekends and holidays).

## **Class Environment - Netiquette**

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment. Due to the nature of the online environment, these are some things to remember:

- Always think before you write. In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
- Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
- Never use all caps. This is the equivalent of yelling in the online world. Only use capital letters when appropriate.
- Make sure that you are using appropriate grammar and structure.
- Treat people the same as you would in face-to-face interactions. It is easy to hide behind the computer and in some cases it empowers people to treat others in ways they would not in person.

## **Technology Requirements**

You need a consistent, high-speed connection to view the videos and the other content in this course. When you take quizzes, I recommend you use either a desktop computer or a laptop in a quiet location with a secure connection. I do NOT recommend using an iPad or other mobile device to take a quiz or an exam. I also recommend that you have the latest versions of Adobe Flash, Adobe Reader, and QuickTime installed on your computer.

### ***Microsoft Windows***

- Windows XP (Service Pack 2), Vista, or Windows 7 and above
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Sun Java Runtime Environment (JRE)

### ***Macintosh***

- Mac OS X (Lion 10.7 and above)
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Sun Java Runtime Environment (JRE) - I use Safari and it works fine for me, most of the time.

## **Course Objectives**

This course has measurable course objectives. Weekly quizzes are focused on concepts and becoming familiar with the subject material (reading material), see attached Bloom Taxonomy, level 1 (Knowledge) and level 2 (Comprehension). As you progress through the course and increase your knowledge of the topic, objectives will become more challenging and be written from a level 3 (Application), and level 4 (Analysis) position. As you continue to increase your knowledge of the topic, the objectives are focused more on levels 5 (Synthesis) and level 6 (Evaluation). The papers assigned are designed to meet level 3-6 objectives. This means, as you move through the course, the quizzes and exams will become more challenging. The assigned papers are designed to measure your ability to analyze, synthesize, and evaluate the course material.

Below is an example of measurable objectives using Bloom's Taxonomy Verbs (attached).

- Define the basic elements of the assigned readings. Level 1
- Explain the importance of each component the assigned readings. Level 2
- Apply concepts. Level 3
- Examine/Analyze and apply course material. Level 4 and 5
- Evaluate, apply and assess course material. Level 6

### Lecture Slides

Since we do not meet face-to-face, I post weekly lecture slides to help guide you through the readings. The slides are not meant to be comprehensive – you still need to read the material to do well on the exams. I include questions on the slides that will help you do well on the quizzes and exams. If you have questions about the material included on the slides, post the questions in the discussion forum or send me an email and I will post the answers to your questions in the discussion forum (anonymously, of course). Online classes can be difficult and this is one way I hope to encourage a discourse. Some of the readings can be dense and having a “discussion” about the material is often helpful.

### Grading:

There will be 2 papers, 8 quizzes, and 3 exams during the semester. There are no “make-up” assignments or extra credit opportunities in this class. Grades will be determined on a “points” basis.

- 8 Quizzes = 10 pts each for a total of 80 pts
- 3 Exams = 100 pts each for a total of 300 pts
- 2 Papers = 100 pts each for a total of 200 pts
- Total Class Points = 580

Grades will be assigned as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

### Quizzes and Exams:

There are **8 multiple choice reading quizzes** (approx. weekly), each worth 10 points. The quizzes will be delivered online. This is an online class. You need a reliable Internet connection. Quizzes will become available on the Thursday (10:00 am) of the week listed in the syllabus and remain open until Saturday (6:00 pm). There will be 10 randomized, multiple-choice questions on each quiz. No two quizzes will have the same questions. You will have 15 minutes to take the quizzes. You will have a 48-hour window of availability to take the quiz, BUT you will only have 15 minutes to complete the quiz once you have started the quiz. You will see one question at a time, and you must answer the question before you move forward to the next page (you cannot move backwards).

There are **3 multiple-choice exams**, each worth 100 points (see above). Each exam will be delivered online. Once again, you need a reliable Internet connection. Exams will become available on the Thursday (10:00 am) of the week listed in the syllabus and remain open until Saturday (6:00 pm). Each exam will consist of 25 randomized, multiple-choice questions. No two exams (two students) will have

the same questions. You will have 40 minutes to take the exam. You will have a 48-hour window of availability to take the exam, BUT you only have 40 minutes to complete the exam once you have started the exam. You will see one question at a time, and you must answer the question before you move forward to the next page (i.e., you cannot go backwards).

While this may seem like “open note” testing, you will not have time to look up questions during the quizzes and exams. It is also up to you to keep up with the time. You will be locked out of the quizzes and exams when your time runs out.

**And, once again, YOU NEED TO BE SOMEWHERE WITH A RELIABLE INTERNET CONNECTION! You can only access the quizzes and exams once, and if your Internet drops you, you will be locked out of the test. If your home Internet is not reliable, you need to go somewhere else to take the exam (e.g., the library).**

### **Paper #1:**

Paper #1 is the exam for the second section of material we cover during this course (Self and Identity as a Problem). You must demonstrate mastery of all the material to do well on this paper – focusing on the material from one article will not result in a good grade. This assignment involves analyzing an everyday-life interaction in which self or identity becomes/became 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 tools from 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.

In your paper, you must first briefly describe the interaction and the person(s) involved. After describing the interaction, explain how the self became problematic and for whom, using at least **four concepts** from the course material in this unit. **Failure to use four concepts will result in a “0” on the assignment.** Here are a few examples to spark your thinking:

- You were late for an important appointment. What did you say when you arrived? Did you offer an excuse? A justification? How did you know you had to say something? How did the other person(s) respond?
- Someone (certainly not you!) “fudged” on a job application. What did they do? Did it “work,” and what does “work” mean in this case?
- You went home and your family asked you—once again—what you are going to do with your degree. Did you feel you were being typified? What did you say? Did you use a disclaimer of some sort? How did Uncle So-and-so respond? How did you feel?
- Leonardo DiCaprio passes as a doctor (among other things) in “Catch Me If You Can.” How does he convince others? What happens?

### **Length and Format**

800 to 1000 words, double-spaced.

Use 11-point font, Times New Roman with 1-inch margins.

Put your name at the top of the first page; no cover page is necessary.

Put page numbers on all pages.

### **Citations**

Refer only to sources we have used in class. You do not need to provide a separate reference list. Simply cite the material in the paper. For example:

"Baumeister said this and that about the self" (77).

"Personal identity differs from social identity in this and that way" (Snow and Anderson 134).

## **Paper #2:**

Paper #2 is the exam for the fourth section of material (Emotions and the Self) we cover during this course (Self and Identity as a Problem). This assignment involves analyzing an everyday-life observation of interaction in which your, or someone else, had to engage in "emotional labor." Within this interaction, you will use the conceptual tools of this section of the course to analyze how this process of emotion management played out – how you or the other person responded to the situation, etc.

First, briefly describe the interaction and the person(s) involved. After describing the interaction, explain how the situation involved emotional labor/work, using at least **four concepts** from the course material in this unit. **Failure to use four concepts will result in a "0" on the assignment.**

### **Length and Format**

800 to 1000 words, double-spaced.

Use 11-point font, Times New Roman with 1-inch margins.

Put your name at the top of the first page; no cover page is necessary.

Put page numbers on all pages.

### **Citations**

Refer only to sources we have used in class. You do not need to provide a separate reference list. Simply cite the material in the paper. For example:

"Baumeister said this and that about the self" (77).

"Personal identity differs from social identity in this and that way" (Snow and Anderson 134).

### **Grading Rubric for Papers:**

Grammar, formatting, and structure (intro, supporting paragraphs, conclusion) <i>Papers should have a clear and concise introduction outlining the argument and concepts used in the paper.</i>	20 pts
Correct introduction and use of concepts <i>*Failure to use 4 concepts will result in a "0."</i>	40 pts
Comprehensive analysis of topic (using concepts) <i>A comprehensive analysis clearly defines the issue using the sources/concepts from class and offers a discussion of how to better understand the issue from a sociological perspective.</i>	40 pts

## **Discussion:**

Discussion posts are not a requirement of this class - however, I will post discussion topics throughout the semester to address questions and concerns with the topics we are covering. I also post answers to questions that are sent to me via email so that everyone can benefit from the dialogue - much like questions asked in the "in-person" classroom environment. I do not post names or email addresses - everything that I post will be from my perspective. I encourage everyone to engage in this process. Ask questions, offer answers, throw out ideas. Online classes can feel isolating, and this does not have to be the case. Engage with your classmates (and with me) if you do not understand a topic or if you would just like to hash something out regarding the material. It is easy for me to address questions before a quiz or exam - not *after* a quiz or an exam is opened.

## **Topics and Schedule:**

<b>Date</b>	<b>Topic/Reading/Article (online)</b>	<b>Read (textbook)</b>	<b>Online Material</b>
08/29	<b>Class Introduction/Syllabus Review</b>		Intro Slides*/Syllabus
	<b>Getting Started: Thinking about the Self</b>		TED Talk - link posted
	The Self		Zussman 2005
	<b>Reading Quiz 1</b>		<b>Reading Quiz 1</b>
09/02	<b>Classic Perspectives on the Self</b>	Pgs. 1-3	
	Formulating a Social Self	Pgs. 5-27	
	The Social Self	Pgs. 29-49	Genie Video – link posted
	<b>Reading Quiz 2</b>		<b>Reading Quiz 2</b>
09/09	Identity, Social Settings and the Self		Hewitt (61-91)
	Introduction and Conclusion	Pgs. 51-67	
	High School Reunions		Vinitzky-Seroussi & Zussman
	<b>Exam 1</b>		<b>Exam 1</b>
09/16	<b>Self and Identity as a Problem</b>	Pgs. 73-74	
	History of Identity	Pgs. 75-93	History of BR – link posted
09/23	Identity in Modern History		Baumeister (chapter 4)
	Disclaimers		Hewitt and Stokes
	Accounts		Scott and Lyman
	<b>Reading Quiz 3</b>		<b>Reading Quiz 3</b>
09/30	Identity Work	Pgs. 115-141	Snow and Anderson
	Confrontations and Donations		Irvine et al.
	Confronting Victim Discourses		Leisenring
	<b>PAPER #1 IS DUE</b>		<b>PAPER #1 IS DUE</b>
10/07	<b>Self as Narrative</b>		
	Uncoupling and Narratives of the Self	Pgs. 95-114	Irvine
	Animals as Lifesavers		Irvine
	The Redemptive Self		McAdams
	<b>Reading Quiz 4</b>		<b>Reading Quiz 4</b>
10/14	The Rhetoric of Self-Change		Frank

<b>Date</b>	<b>Topic/Reading/Article (online)</b>	<b>Read (textbook)</b>	<b>Online Material</b>
	Picturing the Self		Zussman
	Construction of the “True Self”		Mason-Schrock
	<b>EXAM 2</b>		<b>EXAM 2</b>
10/21	<b>Emotions and the Self</b>		
	Preface; Appendix A		Hochschild
	Chapters 1-3		Hochschild
	<b>Reading Quiz 5</b>		<b>Reading Quiz 5</b>
10/28	Chapters 4-6		Hochschild
	Chapters 7-9		Hochschild
	<b>Reading Quiz 6</b>		<b>Reading Quiz 6</b>
11/04	Emotional Capital and Professional Soc.		Cahill
	Reproducing Dominion		Ellis and Irvine
	<b>PAPER #2 IS DUE</b>		
11/11	<b>New Directions in the Study of the Self</b>	Pgs. 147-149	
	Wrestling the Angel	Pgs. 151-174	
	The Ethics of Changing Sex		McQueen 2015
	<b>Reading Quiz 7</b>		<b>Reading Quiz 7</b>
11/18	<b>Fall Break</b>		
11/25	American Indian Ethnic Renewal	Pgs.175-199	
	Understanding Dogs	Pgs. 201-218	
	Awakenings		DeGloma 2010
	<b>Reading Quiz 8</b>		<b>Reading Quiz 8</b>
12/02	A Model of Animal Selfhood	Pgs.219-239	
	The Self: Clues from the Brain	Pgs.241-250	
	Sherry Turkle: Connected but Alone?		TED Talk – link posted
	<b>Final Exam</b>		<b>Exam 3</b>

\* Class slides are included for each week, but only noted for the first week on the syllabus.

**Disability Statement:**

If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

**Academic Honesty:**

UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the University Catalog]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html>)

**The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be announced to the class. Substantive changes made to the syllabus shall be communicated in writing to the students.**

## Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example(s)</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorize</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorize</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganize</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Set up</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Attach</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul>