

Self and Society SOCY 3110-40



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Semester: Fall 2020
Office Hours: (by appt.)
Office Location: Online

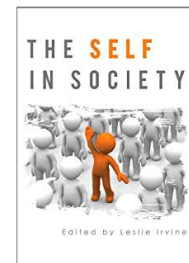
COURSE INFORMATION

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.

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

COMMUNICATION

Course announcements: In an online course, communication is crucial! Announcements will be posted weekly to Canvas. You are responsible for the information included in these announcements.

Correspondence: I am here to help you! Email me if you're confused about a concept or assignment. Please allow **24 hours** for a response during the week and **48 hours** over the weekend. Also, remember to be professional and courteous (e.g., "Dear Dr. Sherri" and "Sincerely, Student Z"). **I will not respond to emails, messages, or comments sent through Canvas.**

Office Hours: My office hours are flexible. If you need to meet with me, simply send me an email and we can set up a time that is convenient for both of us (we can meet via Skype/FaceTime/Zoom).

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 a few 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.

GRADES

Grading: There are 2 papers, 8 quizzes, 9 discussion questions (9 posts and 9 replies for a total of 18 posts/replies), and 3 exams assigned during the semester. There are no “make-up” assignments or extra credit opportunities in this class. Grades are determined on a “points” basis.

Graded Activities:

8 Quizzes (10 pts each)	80 pts
3 Exams (100 pts each)	300 pts
2 Papers (100 pts each)	200 pts
9 Discussion Questions (10 pts each) (9 posts and 9 replies)	90 pts
TOTAL POINTS	670 pts

Letter Grade Descriptions:

A: (90 – 100%)

Work at this level consistently exceeds the course learning outcomes. Your written/verbal performance demonstrates an understanding of course concepts beyond memorization and basic application. Your work routinely conveys complexity, nuance, and analytical thought.

B: (80 – 89%)

Work at this level often exceeds the course learning outcomes. Your written/verbal performance demonstrates an understanding of course concepts beyond memorization and basic application with some missteps. Your work conveys complexity, nuance, and analytical thought.

C: (70 – 79%)

Work at this level meets the course learning outcomes. That is, your written/verbal performance demonstrates an understanding of course concepts at a basic level. Your work conveys basic reading comprehension and understanding.

D: (60 – 69%)

Work at this level occasionally meets the course learning outcomes. Your written/verbal performance demonstrates an understanding of course concepts below a basic level. Your work conveys below-average reading comprehension and understanding.

F: (<60%)

Work at this level consistently falls short of the course learning outcomes. That is, your written/verbal performance insufficiently demonstrates a basic understanding of course concepts.

ASSIGNMENTS

Lecture Slides and Class Videos: Since we do not meet face-to-face, I post weekly lecture slides and short lectures/videos to help guide you through the readings. The slides and videos 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 and videos, send me an email.

Reading Quizzes and Exams: There are 8 multiple choice reading quizzes (approx. weekly), each worth 10 points. The quizzes are available from Thursday (10:00 am) of the week listed until Sunday (11:59 pm). There are 10 randomized, multiple-choice questions on each quiz. No two quizzes have the same questions. You have 15 minutes to take the quizzes and a 48-hour window of availability. 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). Exams are available from Thursday (10:00 am) of the week listed in the syllabus until Sunday (11:59 pm). Each exam consists of 25 randomized, multiple-choice questions. No two exams (two students) have the same questions. You have 50 minutes to take the exam and a 48-hour window of availability to take 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.

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.

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) 20 pts

Papers should have a clear and concise introduction outlining the argument and concepts used in the paper.

Correct introduction and use of concepts 40 pts

**Failure to use 4 concepts will result in a “0.”*

Comprehensive analysis of topic (using concepts)

40 pts

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.

Discussions: Since we are not meeting face-to-face, the discussions in this class are designed to make you think about the material and serve as "class participation" - much like a weekly face-to-face would encourage you to do.

- Each week, you must post two entries: an answer to the weekly question posted in Canvas and a reply to someone else's post. Your reply **MUST** add context/analysis - simply agreeing with someone will not earn you the points for this assignment.
- Each post/response is worth 10 points - 5 points for the post and 5 points for the response.

STUDENT SUCCESS

Success in this class is OUR responsibility.

Assessment: I assign meaningful letter grades based on the ability to meet and exceed course learning outcomes, effort, and improvement.

- Grades for quizzes will be immediately available.
- Longer papers will typically be graded within ten working days. Feedback and rubrics will be provided. Please read them!
- If you notice an erroneous or missing score, you must contact me within one week after that assignment grade has been posted.

Late work: All assignment deadlines must be respected so I can provide feedback in a timely manner. Again, I do not accept late work. I know life gets in the way from time to time, so here are the ways I can work with you:

- You have four days each week to submit assignments and take the quizzes/exams. I recommend getting the work done earlier rather than later in case you have issues.
- Technological failure is not an acceptable excuse for late work, although you should email me immediately if something happens, and we will work something out on a case-by-case basis.
- Any documents you submit will be considered FINAL, but you can always email me if you notice a problem with something you have turned in (e.g., submitted the wrong document).
- If you cannot turn in an assignment on Canvas, you can email it directly to me **BEFORE** the deadline passes and we can work out an alternative deadline.

Plagiarism: Plagiarism, shortly described, is conspiring to pass, or actually passing off, another person's ideas as one's own. It is unacceptable in this course.

- The first violation of academic integrity will result in a "0" for that assignment. Full stop.
- Any subsequent violation will result in a letter grade of "F" in the course.
- Please familiarize yourself with the university policies regarding academic integrity linked below in the last section.

Topics and Schedule:

Date	Topic/Reading/Article (online)	Read (textbook)	Online Material
08/24	Class Introduction/Syllabus Review		Intro Slides*/Syllabus
	Getting Started: Thinking about the Self		TED Talk - link posted
	The Self		Zussman 2005
	Reading Quiz 1		Reading Quiz 1
	Discussion Question 1		DQ1
08/31	Classic Perspectives on the Self	Pgs. 1-3	
	Formulating a Social Self	Pgs. 5-27	
	The Social Self	Pgs. 29-49	Genie Video – link posted
	Reading Quiz 2		Reading Quiz 2
	Discussion Question 2		DQ2
09/07	Identity, Social Settings and the Self		Hewitt (61-91)
	Introduction and Conclusion	Pgs. 51-67	
	High School Reunions		Vinitzky-Seroussi & Zussman
	Exam 1		Exam 1
09/14	Self and Identity as a Problem	Pgs. 73-74	
	History of Identity	Pgs. 75-93	History of BR – link posted
	Discussion Question 3		DQ3
09/21	Identity in Modern History		Baumeister (chapter 4)
	Disclaimers		Hewitt and Stokes
	Accounts		Scott and Lyman
	Reading Quiz 3		Reading Quiz 3
	Discussion Question 4		DQ4
09/28	Identity Work	Pgs. 115-141	Snow and Anderson
	Confrontations and Donations		Irvine et al.
	Confronting Victim Discourses		Leisenring

Date	Topic/Reading/Article (online)	Read (textbook)	Online Material
	PAPER #1 IS DUE		PAPER #1 IS DUE
10/05	Self as Narrative		
	Uncoupling and Narratives of the Self	Pgs. 95-114	Irvine
	Animals as Lifesavers		Irvine
	The Redemptive Self		McAdams
	Reading Quiz 4		Reading Quiz 4
	Discussion Question 5		DQ5
10/12	The Rhetoric of Self-Change		Frank
	Picturing the Self		Zussman
	Construction of the “True Self”		Mason-Schrock
	EXAM 2		EXAM 2
10/19	Emotions and the Self		
	Preface; Appendix A		Hochschild
	Chapters 1-3		Hochschild
	Reading Quiz 5		Reading Quiz 5
	Discussion Question 6		DQ6
10/26	Chapters 4-6		Hochschild
	Chapters 7-9		Hochschild
	Reading Quiz 6		Reading Quiz 6
	Discussion Question 7		DQ7
11/02	Emotional Capital and Professional Soc.		Cahill
	Reproducing Dominion		Ellis and Irvine
	PAPER #2 IS DUE		
11/09	New Directions in the Study of the Self	Pgs. 147-149	
	Wrestling the Angel	Pgs. 151-174	
	Reading Quiz 7		Reading Quiz 7
	Discussion Question 8		DQ8

Date	Topic/Reading/Article (online)	Read (textbook)	Online Material
11/16	American Indian Ethnic Renewal	Pgs.175-199	
	Understanding Dogs	Pgs. 201-218	
	Reading Quiz 8		Reading Quiz 8
	Discussion Question 9		DQ9
11/23	Fall Break		
11/30	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
12/07	Final Exam		Exam 3

- * **Class slides are included for each week, but only noted for the first week on the syllabus.**
- * **All assignments and due dates are subject to change.**

Disability Statement:

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss?

Classroom Statement on Diversity: “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

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.

COVID-19 Policies:

During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming. Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status in COVID app daily. For the health of our UW community, you should limit unnecessary personal travel.

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom, online, and physical), or other class activities if you fail to abide by this policy.

HyFlex, Zoom, and WyoCourses expectations:

I will do my best to make this course useful to you, and will respond to questions, concerns, and feedback as quickly as I am able.

My commitments:

- Respond to questions within 24 hours
- Provide timely and detailed feedback
- Respect you as a learner and an individual

Your commitments:

- Abide by all COVID related policies and rules to promote the health and well-being of fellow students and my personal self-care.
- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Limit your use of person-to-person Zoom chats, and always chat in all forums using professional language.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it.

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	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.
Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value