

University of Wyoming
Sociology 3110
Self & Society, 3 credit hours
Spring 2020 Semester

Instructor: Karlee Provenza

Office: Biological Sciences 209F

Office Hours: Monday's 1 – 2pm, Thursday's 1 – 3pm, and by appointment

Course Location: Agriculture Building 2018

Course Time: Tuesday & Thursday 11:00 am – 12:15 pm

Email: kprovenz@uwyo.edu

I am usually able to respond to emails within 36 hours during the week and 48 hours during the weekend or university breaks. If you do not get a response within that time, please send me another email, as they sometimes get lost in a shuffle despite my best efforts.

Required Text: Social Psychology (9th edition), by John D. DeLamater and Jessica L. Collett. In addition to the textbook, you will also be assigned several readings throughout the course. Information on these readings will be posted on WyoCourses and in class.

Prerequisites: SOC 1000 or PSYC 1000

Course Description & Goals

Welcome to Self & Society! I hope you find the course to be as interesting and enjoyable as I do. This course is designed to expose you to sociological and psychological principles that help inform how we become who we are, how culture and institutions of a society shape us, how we communicate, why much of our lives are centered on group memberships, and how these groups come into conflict with one another. In contrast to the many sociology courses that focus on large-scale social institutions and structures, this course emphasizes humans as individuals and patterns of social interaction among humans.

This course intends to:

1. Introduce students to the principles of social psychology,
2. introduce students to major theories and concepts in the sociological perspective of psychology,
3. increase students' awareness of the social pressures that shape human behavior and experience,
4. develop a sensitivity to and an appreciation for the beauty and complexity of human behavior,
5. further develop your ability to digest peer-reviewed sociological literature
6. improve students' writing abilities
7. and promote critical thinking and dialectic. Students are encouraged to think and discuss freely and critically about sociological and psychological theories, ethics, decisions, experiments, and conclusions.

You can likely tell by now that it is important to me that you are able to learn the material from this class for more than a course grade or to pass exams. My personal goal is that assignments and readings will translate outside of this classroom and even this university. I am not naïve to

the idea that some of you are here only because this course filled a vacant timeslot in your schedule; I hope to at least pique your interest along the way.

In addition to my personal goals and the established goals of the course, it may be beneficial to establish goals of your own. You may wish to learn more about a specific topic in this course or about a particular individual. Establishing goals of your own to work towards will increase the likelihood of your success in this class.

Class Format

The majority of this class is lecture-based, however there will be days in which some or all of class is discussion-based. In order to keep discussion flowing, it is important that you come to class having read the assigned reading material for that day so you can develop well informed opinions and questions regarding the readings. It may be beneficial for some students to write down their opinions and questions prior to coming to class to reduce stress about openly sharing ideas, however this is entirely up to you and is not required.

I expect that most students will be required to put more effort into this class than they anticipated. This is not because I am The Wicked Witch of the West, this is because Real (capital R) learning requires effort. Lecturing is not the most effective way to ensure one learns at a meaningful level. Without your attention, I cannot expect you to learn, and if you do not learn, I have failed myself and my students. Additionally, repetitive testing tends to have a strong positive effect on learning, thus it may feel burdensome at the time, but frequent quizzes will result in more meaningful learning that you will find useful inside and outside of your academic work. I hope that the quizzes provide you with new ways in which to study for other courses so that you can excel in your professional careers.

Evaluation

1. **Attendance:** Attendance is not a part of your grade but is *absolutely* necessary for you to do well in this class (although I hope you enjoy attending). Approximately half of quiz material will be things I teach in class that you will not find in the reading. Additionally, many quizzes will be in class and announcements for quizzes will be made in class. Although I provide lecture notes on WyoCourses, you will see that lecture outlines are barebones and often do not have information on them that you will need to study. There will be discussion days that you are required to attend for class participation points, as much of this class is designed to encourage meaningful discussion.
2. **Quizzes:** There will be one quiz at the end of every major topic covered in this course for a total of 12 quizzes each worth 25 points. Questions will come from the lectures, textbook, videos, reading assignments, and discussions. Quizzes will be multiple choice, true or false, fill in the blank, and short answer. The **two** lowest of your scores will be dropped, which means you have the option to not take two of the quizzes. This should compensate for you having an off day or for any unexpected life events. Because two quiz scores will be dropped, there will be **NO MAKE-UP QUIZZES** given unless your absence is sanctioned by the Office of Student Life or because of participation in a University-sponsored activity (in which case, you must talk to me before hand).

3. Editorial: This class is designed to provide you with knowledge and skills that translate into real-world understanding of human behavior and sociology. To bring this class outside of the classroom, you are required to write one editorial that you must submit to either a Wyoming Legislator or newspaper. More information regarding the editorial will be discussed in class and posted on WyoCourses. The editorial should be 500-750 words and is worth 100 points or 25% of your grade. Editorials turned in after class on the due date will lose ten percentage points per class period.
4. Participation: Participation is self-motivated, thoughtful, regular, verbal contributions that display your understanding of the readings and topics at hand. It should be clear to me that you read the assigned readings and that you understood the conceptual meaning of the topics. Your participation is also required to be respectful of others' opinions and thoughts on issues. Participation will consist of 12.5% of your grade and will develop as the course evolves.
5. Exam: There will be one OPTIONAL final exam worth 50 points. This exam will be given during finals week and will cover aspects of all the material discussed during the semester. Questions may come from the lectures, textbook, guest speakers, discussions, handouts, and in-class activities. Because this exam is optional, you do not have to take it. If you choose to take this exam, it will replace your third and fourth worst quiz scores (your first and second worst score is already dropped) assuming you do better. If you do worse, it will NOT hurt your grade, as I will simply act as though you never took it. Keep in mind that this exam will be cumulative. I suggest aiming to do well on the quizzes and other work assigned during the semester to save yourself extra stress during finals week when you could be outside in the sun (or snow... who knows around here).
6. Extra Credit: Opportunities for extra credit will be announced in class *if* they arise.

Summary of Evaluation:

10 Quizzes worth 250 points (62.5%)	250 points possible
One editorial worth 100 points (25%)	100 points possible
Participation (12.5%)	50 points possible

Total 400 points possible

Grades will consist of the following:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Classroom Etiquette:

I encourage you to bring whatever you think is the best way for you to take notes, and we may use technology to our advantage throughout the course. However, if you use your technology to check social media, text, tweet, snap chat, Instagram, or do anything other than participate and be fully present in the class, please exit the room or sit in the back of the class where you will be less distracting to your classmates and myself. I hope to provide an environment which is highly conducive to learning for you and your peers. If that environment is disrupted, I may speak with you privately or disrupt your behavior as I see fit.

Due to the nature of some of the topics covered in Sociology and Psychology, some of the material presented in this course can be emotional, controversial, or political. I do not expect you all to have the same viewpoints on everything we discuss. In fact, I hope you are all comfortable openly disagreeing (or at least creating thoughtful opposing arguments even if you do not feel that way), as this will lead to more in-depth discussions. However, I do expect you to respect your classmates and respond in an appropriate manner. I strongly urge you to view the material we cover in an objective and scientific manner. **Please refrain from sharing over personal stories/anecdotes and your religious or political beliefs, as the discussions we will have in this course are meant to be scientific in nature.** This will help ensure that all students are comfortable discussing topics without being concerned of encountering personal information of other students.

Grade Disputes: Sometimes I reveal my humanness by making an occasional error on quiz questions or overlooking something while grading your paper. Of course, when this happens, I would like to hear from you. To make this process streamlined and as fair as possible, I have created a dispute form that is available in the course materials. When you believe an error has occurred in grading, you will need to fill out this form and send it to me electronically. You do not have to print and fill out the form by hand – I just need the relevant information to make a determination on whether your grade should be changed.

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. “

In addition to the University’s statement, please know that I strive to be as inclusive and welcoming as possible for students from all backgrounds. If at any point discussions appear disrespectful in any form, I may contact you privately and reserve the right to inform the University Dean.

Student Code of Conduct: I would like to remind students of the University’s Student Code of Conduct which upholds expectations that students meet community standards of respect, integrity, social consciousness, and responsibility. If your discussion comments do not meet the expectations and requirements of the student code of conduct I may speak with you privately and inform the Dean of students. Violations of the student code of conduct may also result in a zero for participation points.

The [University of Wyoming’s official Student Code of Conduct](#) statement is as follows:

“Through the Student Code of Conduct, the Dean of Students Office strives to reduce and prevent behavior that undermines academic success and that negatively detracts from the educational mission of the University; to ensure the health and safety of students and the community; to provide timely support and resources for students; and to prevent violence in and around the University community. The Student Code of Conduct is administered without regard to race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information, or sexual orientation.

If you need clarification of any of its clauses, please do not hesitate to inquire a staff member in the Dean of Students office, Knight Hall Room 128 or call 307-766-3296.”

Disability Support: 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”

Academic Dishonesty Policies: “Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.”

Duty to Report: While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.

The “Anything Can Happen” Clause:

In order to allow for changes in scheduling and of the syllabus, I reserve the right to modify the schedule and/or syllabus. Any changes made to the syllabus will be announced in class and substantial changes will be communicated via WyoCourses and University email. Thank you for your patience!

Course Webpage: The course webpage can be found at wyocourses.uwyo.edu.

Tentative Course Schedule

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Important Dates	Date
No Class	March 5 th
Spring Break	March 16 th – 20 th
Last day of class	May 7 th
Optional Final Exam	May 14 th 10:15 – 12:15