

SELF & SOCIETY

SOC 3110

Fall 2022

Instructor:	Kenneth R. Hanson, PhD	Time:	T & Th 8:10 – 9:25 am
Email:	khanso17@uwyo.edu	Place:	1030 Agriculture Bldg.

Office: 304 A&S Bldg.

Office Hours: Wednesday 3:00 – 5:00 pm, Thursday 10:00 – 11:00 am, or by appointment

Course Materials: The majority of readings are in the course textbook. Any readings not in the textbook will be made accessible online.

- Jodi O'Brien, *The Production of Reality: Essays and Readings on Social Interaction*, SAGE Publications, 2022. 7th ed. (previous editions will have many, but not all, of the required readings)

Objectives: This course introduces undergraduate students to the sociological study of social interaction and socialization, more commonly known as social-psychology. Although this course approaches social-psychology from a sociological perspective, it will be useful to students from a range of disciplinary interests and backgrounds. Understanding how people make sense of themselves, the situations they find themselves in, and the people they interact with is a useful skill for academics, in the professional world, and in your everyday life. By taking this class, students will be able to critically analyze social interactions, not from the perspective of individual psychology, but from the vantage point of understanding the individual's relationship to social structures. This class covers a range of social-psychology literature, with particular emphasis placed on the tradition known as symbolic interactionism. Throughout the course, we will also interrogate the role of power: the power people have to define themselves, their own realities, and the power people have to impose their reality on others. This perspective will help students understand how social identities and inequalities are created and maintained. The course also examines how we unwittingly uphold unequal power structures, and most importantly, how we might change them.

Prerequisites: SOC or PSYC 1000

Course Assignments:

- 3 Essays (15% each)
- 2 In Class Activities (15% each)
- Final Paper 25%

Late Assignment Policy: All assignments, except for the final paper, can have their deadlines extended *in advance* with instructor permission. Assignments submitted after the deadline without prior instructor approval will lose 5% each business day until they are submitted.

Important Dates:

Last day to drop	August 31
Essay #1	September 15
In Class Activity #1	October 6
Midterm Grades Posted	October 20
Essay #2	October 27
Last day to withdraw	November 4
In Class Activity #2	November 17
Essay #3	December 1
Final Paper	December 15
Final Grades Posted	December 22

Assignment Overview:

- Detailed assignment instructions will be posted online and discussed in class.
- **Essay #1** In this essay you will be prompted to reflect on your primary socialization. Issues you might discuss include significant others during your upbringing, the balance of biological and social influences in your makeup, key moments during your childhood where you learned about norms and their consequences, and more. This essay is expected to be between 1,500 and 2,000 words and cite course material. No outside academic sources are required.
- **In Class Activity #1 - Annotated Bibliography.** *Before* you come to class, you must brainstorm three final paper topics and find a combination of course and outside scholarly material that you might use to write a paper around those topics. Bring those ideas and materials with you to class and be prepared to talk about them with your classmates. *In* class you will evaluate your peers' ideas, provide feedback, and receive feedback on your own ideas.
- **Essay #2** In this essay you will be prompted to reflect on one of your social identities. The goal is to interrogate an aspect of your identity that is *not* marginalized. Meaning something like: whiteness, heterosexuality, citizenship status, neuro-typicality, etc. This essay is expected to be between 1,250 and 1,750 words and cite course material. No outside academic sources are required.
- **In Class Activity #2 - Peer Review** *Before* you come to class, you must write a rough draft of your final paper and send it to the students in your peer review group. You must also read and come to class with comments for your peers' papers. *In* class you will answer questions about your paper and engage in a discussion with your peers about their work.
- **Essay #3** In this essay you will be prompted to reflect on the importance of social interactions in today's world. Drawing from your own experience and observations, you will use concepts from the course to analyze a domain of interactions that you believe play a critical role in current issues. Topics might include: social media discussions, political debates, text messages, online learning modalities, etc. This essay is expected to be between 1,250 and 1,750 words and cite course material. No outside academic sources are required.
- **Final Paper** Your final course paper should take an argumentative form where you discuss an issue or set of related issues within the field of social-psychology or symbolic interactionism. The majority of your cited material can be from class, but at least 25% of your citations must be outside scholarly sources. A minimum of 8 citations total is expected (meaning 2 outside sources, minimum). This paper must include in-text citations, a complete reference page, and is expected to be between 3,000 and 4,000 words (including references).

Course Policy: Grading Distribution

- 90–100% = A
- 80–89% = B
- 70–79% = C
- 60–69% = D
- 0–59% = F
- Grades will be rounded up if the student has a score of 0.5 or higher (e.g., 89.5 = 90).

Course Policy: Writing Guidelines

- Correct grammar and spelling are expected.
- Upload all assignments on WyoCourses (Canvas) in addition to submitting hard copies in class (except for the final paper).
- Use 12. pt. Times New Roman or a similarly standard font (Arial, Courier, Garamond, Helvetica).
- Double-space papers.
- Use a standard citation style (APA, ASA, Chicago, MLA).
- Failure to adhere to these course policies will result in a loss of points.

Course Policy: Attendance and Participation

- Attendance and participation are encouraged but not required on a daily basis. However, certain graded activities do require attendance and participation. Plan accordingly.
- Makeups for missed in-person activities will be determined case-by-case after students provide proof of an excused absence (doctor's note or from the Office of Student Life).

Course Policy: Classroom Expectations

- Mobile phones and other handheld electronic devices are distracting and should not be used. Laptops and tablets are permitted for note-taking purposes. Other electronic aides will be accommodated for students working with Disability Support Services.
- No unauthorized video or audio recording during class is allowed. For students working with Disability Support Services who require recording, please contact me before recording class sessions.
- Students are expected to engage one another and the instructor in a professional manner. Disagreements are at the center of the educational process, but hate speech, put-downs, belittling, mocking, and other unprofessional behavior will not be tolerated. This is especially true of racist, sexist, homophobic, transphobic, or otherwise discriminatory language and practices.
- As the instructor I reserve the right to dismiss students from the classroom and related digital spaces who are being disruptive or who otherwise fail to behave professionally and respectfully.

Course Policy: Academic Dishonesty

- Academic dishonesty will not be tolerated in this class. If I suspect you of academic dishonesty, I will first ask you to meet with me during office hours or another agreed upon time to discuss the issue. Failure to respond or come to the meeting will result in a 0 for the assignment, and may result in failing the entire course. Academic dishonesty encompasses a range of issues including: plagiarism, cheating, submitting the same assignment from another class as though it were unique for this class, the fabrication of scientific results, breaching ethical research practices, and more. It also includes knowingly facilitating another student's academic dishonesty.

University Policy: Diversity, Equity and Inclusion

- 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, cultural background, disability, economic class, ethnicity, gender identity, immigration status, linguistic variations, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

University Policy: 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

University Policy: Mandatory Reporter

- UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>
- You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

Campus Resources

- Disability Support: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
Counseling: ucstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, www.uwyo.edu/ucc
Academic Affairs: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
Dean of Students: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos
UW Police: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
Student Code of Conduct: www.uwyo.edu/dos/conduct

Schedule note

- The schedule provided in this syllabus is subject to change as necessary. Changes will be announced in class and on our online course page.

Week 1: Welcome to Self & Society

- Tuesday August 23
Introductions
- Thursday August 25
What is Real? pp. 2–11

Week 2: Defining Ourselves

- Tuesday August 30
The Nature of Humanness, pp. 12–18
Our Permanently Plastic Brains pp. 21–25
- Wednesday August 31
Last day to drop
- Thursday September 1
What Do Memes Tell Us About Self and Time During the Pandemic? pp. 27–32

Week 3: Primary Socialization

- Tuesday September 6
Language and Human Development pp. 34–45
The Social Psychology of George Herbert Mead pp. 48–53
- Thursday September 8
Final Note on a Case of Extreme Isolation pp. 54–59 (optional)
Un-graded class activity

Week 4: Culture

- Tuesday September 13
Language is a Cultural Institution pp. 61–77
- Thursday September 15
Metaphors We Live By pp. 79–90
Essay #1 due in class

Week 5: Secondary Socialization

- Tuesday September 20
Learning the Script pp. 96–113
Reference Groups as Perspectives pp. 116–121
- Thursday September 22
Becoming a Marijuana User pp. 133–141
The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females pp. 143–160

Week 6: The Self

- Tuesday September 27
Who Am I? Developing Character pp. 164–178
Looking-Glass Self pp. 181–183
- Thursday September 29
Why Do Teens Seem Strange Online? pp. 184–191

Week 7: Annotated Bibliography Assignment

- Tuesday October 4
No Class (do not forget to send your annotated bibliography to your group *before* class on Thursday)
- Thursday October 6
In Class Activity #1 - Annotated Bibliography

Week 8: Contradictions of the Self & Social Interaction

- Tuesday October 11
Self as a Process of Contradiction and Conflict pp. 202–217
Double Consciousness and the Veil pp. 220–224
A Reflection on Studying White Identity as a Native Person pp. 225–233
- Thursday October 13
Meaning is Negotiated Through Interaction pp. 246–256
The Presentation of Self in Everyday Life pp. 260–269
Excerpts from *Stigma* (Goffman file) (optional extra reading)
Un-graded activity

Week 9: The Sociology of Emotions

- Tuesday October 18
The Managed Heart: Commercialization of Human Feeling pp. 281–286
- Thursday October 20
Emotional Labor, Burnout, and Inauthenticity: Does Gender Matter? (Erickson file)
Midterm Grades Posted

Week 10: Sociology of Science

- Tuesday October 25
Excerpts from *The Structure of Scientific Revolutions* (Kuhn file)
- Thursday October 27
Excerpts from *Birth of a Clinic* (Foucault file)
Neuroscience Debunked? (Link on Canvas)
Essay #2 due in class

Week 11: The Fragility of Reality

- Tuesday November 1
Building and Breaching Reality pp. 312–336
Five Features of Reality pp. 340–355

- Thursday November 3
A Conception of and Experiments with "Trust" as a Condition of Concerted Stable Actions pp. 358–371
- Friday November 4
Last Day to Withdraw

Week 12: Changing The Status Quo

- Tuesday November 8
Self-Fulfilling Prophecies pp. 372–383
The Persistence of Gender Inequality in Employment Settings pp. 387–395
- Thursday November 10
Bathroom Battlegrounds pp. 397–402
Challenging Racist Nativist Framing pp. 403–411

Week 13: Identity Theory

- Tuesday November 15
Commitment, Identity Salience, and Role Behavior: Theory and Research Example (Stryker and Serpe file)
- Thursday November 17
In Class Activity #2 - Peer Review
Bring 3 copies of your final paper rough draft.

FALL BREAK

Week 14: Neuro-Sociology

- Tuesday November 29
Developments in Neurosociology (Kalkhoff et al. file)
- Thursday December 1
Persistent Identity Threats: Emotional and Neurological Responses (Miller et al. file)
Essay # 3 due in class

Week 15: Final Remarks and Final Paper Consults

- Tuesday December 6
Epilogue pp. 413–422
- Thursday December 8
Final Paper Consults

FINALS WEEK

- Thursday December 15
Final paper due on Canvas