

# SOC/WGS 3777-01: Self & Society

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**Office Hours:**  
MTWF noon—1  
Or by appointment  
\*see google calendar

**Required Texts:**  
O'Brien (Ed.), 2017 *The Production of Reality*  
(6th ed.). Thousand Oaks, CA: Sage/Pine Forge Press. ISBN: 978-1452217833

DeBecker, Gavin. 1998. *The Gift of Fear*. Dell.  
ISBN: 0440226198.

The social psychology of this century reveals a major lesson: often it is not so much the kind of person a man is as the kind of situation in which he finds himself that determines how he will act.  
– Stanley Milgram

This course design draws on the syllabi of Prof. Chris Hunter (Grinnell College) and Prof. Jodi O'Brien (Seattle University).

So what's this class about?

## CATALOG COURSE DESCRIPTION:

How does society get inside our heads? This class explores human socialization and social interaction. We study how people interact with each other, how stereotypes shape our thinking and behavior, why cross-cultural interaction can be tricky, how people develop a sense of identity, change their beliefs, and construct their social worlds – all with an eye to how we might change those social worlds for the better. Students will read primary sources and write five short essays that connect the material to their own experiences.

After all, what is reality anyway? Nothin' but a collective hunch.  
—Trudy the Bag Lady

## CLASSMATES:

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Spring 2018  
4 credits

Tues/Thurs  
10-11:40am  
Science 1106



(Found online without attribution)

## Learning Objectives

Students who successfully complete this course will:

- Learn how we become social creatures
- Master sociological social psychology vocabulary and concepts
- Be able to apply those concepts in analyzing their own daily life and contexts
- Understand to what degree we construct our own realities, and thus
- Be able to begin producing a social world they desire

# Veritas and College Learning Outcomes

This course fulfills the Social Sciences requirement at the Conceptions level, and the following College Learning Outcomes:

## Intellectual and Practical Skills:

- Critical thinking
- Creative thinking
- Written communication
- Reading and interpreting

## Assessment

- Analytical reading memos & quizzes
- Field experience & Becoming Essays
- Essays & Analytical memos
- Required reading, essays & memos, class discussion

## Personal & Social Responsibility Value: Diversity: Intercultural knowledge and competence

This course uses sociological theory to help students understand how patterns of inequality are reproduced inside our own heads, and then through our behavior in society. Students learn how their behaviors are shaped by larger structural patterns, and gain skills for comprehending and then potentially changing their own beliefs, thinking patterns, and behaviors. We focus on positionality and the reproduction of structural inequalities. In particular, this is useful for students who engage with people who are different from them along any dimension.

Students will gain skills and knowledge in these indicators:

- \* **Identity & Self-Awareness:** Awareness that one has multiple, overlapping identities, and of the positionality of those identity groups.
- \* **Perspective-taking and Openness:** The ability to hear and hold multiple perspectives while withholding judgment; to move beyond one's own worldview and consider the positions and positionality of others.
- \* **Structural systems of power, privilege, and oppression:** Knowledge of explicit and implicit social systems that create and maintain inequitable positionality among different identity groups.
- \* **Reducing oppression:** Application of knowledge and skills toward equity; equity-mindedness.

The imaginations which people have of one another are the solid facts of society.  
– Charles Horton Cooley

## I expect you to ....

- Come to class prepared, every time on time
- Keep up with the material covered every week
- Complete and submit your assignments on time
- Produce assignments reflecting your own work
- Effectively collaborate with your groups
- Participate in a lively and respectful manner
- Abide by the standards of academic honesty
- Seek help liberally
- Communicate your needs to me

## You can expect me to ....

- Come to class prepared, every time on time
- Facilitate classroom hours in inclusive and intellectually stimulating ways
- Hold regular office hours
- Check email at least once every business day
- Create assessments that reflect the learning goals for the course and the material we cover
- Assess your work fairly and efficiently
- Be enthusiastic about what I'm asking you to learn
- Communicate my expectations clearly

[People] live in a world  
of meaning.  
—George H. Mead

Assignments	Points	Due Date
• In-class quizzes (drop lowest of 6)	200	Periodic
• “Becoming” essay (1200-1500 words)	225	FRIDAY March 9, 4pm
• Field exercise analysis essay (1200-1500 words)	225	MONDAY April 23, 4pm
• Analytical reading memos (500-800 words *3)	75*3	On quiz days
• Attendance & participation	100	Continuous
• Syllabus quiz	25	Challenge: find out what & when by reading this
Total	1000	

# Assignments & Grading

## Writing

You will write two short (1200-1500 word) papers in this class:

1. An essay using social psychological principles and concepts to describe how you might have become something other than what you are today
2. An analysis of a field exercise (which may include a breaching demonstration) you conduct during the semester.

You will also write three short analytical reading memos (500-800 words) in which you respond to questions in our text. You may write these on any of the topics that have an asterisk in the reading schedule (e.g. **reality as a collective hunch\***), which refer to a set of questions in the text; your paper will be due at the quiz FOLLOWING the date the reading is assigned. You may only turn in ONE memo per quiz, so don't procrastinate.

Each of these 5 essays will REQUIRE working on drafts with the instructor and/or peers at some point, details to be distributed in class.

I am always happy to read drafts in office hours!

If people define situations as real, they are real in their consequences.  
—W. I. Thomas



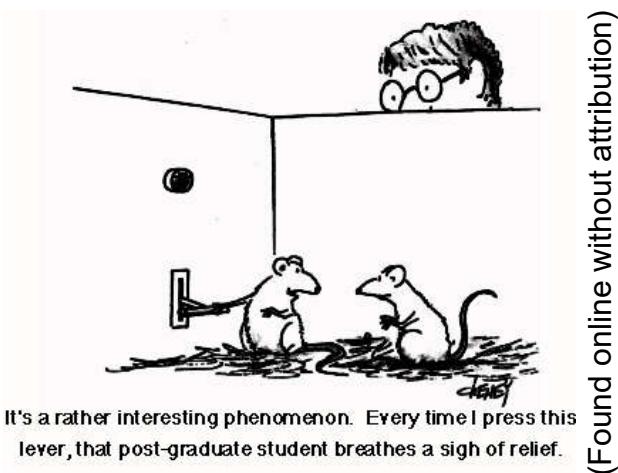
## Quizzes

We will have six short, in-class quizzes that consist of multiple choice, matching, and short answer questions. I will drop the lowest quiz grade. There will be no make-ups.

There is substantial evidence that the process of preparing for tests, and then having to recall on the test, is beneficial for long-term retention. These quizzes are intended to cement your learning of the concepts and terminology of our course, so that you can use them in higher-order thinking for your papers. They also give me a good sense of how effectively I am teaching the class.

Want to know more? Recommended reading: Brown, Roediger & McDaniel. 2014. *Make It Stick*. Cambridge, MA: The Belknap Press. Ch8 (with study suggestions!) is on Blackboard.

# Assignments & Grading, continued



## Attendance & Participation

Attendance is required. Learning is about the interaction of minds and ideas in the classroom. In a small class such as this, every person makes a difference! College-sponsored conflicts are excused. You also have the option to use, without penalty or question, **two “personal days”**. You might choose to save these for when you’re sick; you might just want to go sledding or sleep in. You don’t even have to tell me which. I suggest choosing carefully. You don’t, of course, have to use all of them.

**After two absences, each additional unexcused absence will cost you 3% of your final grade. If you miss more than 5 days, you will not pass the class.** Students who have need of special accommodations or encounter emergency situations during the semester should talk to me ASAP.

**Lively and respectful participation** is expected; if you have concerns about this, please come talk to me for ideas about how to contribute.

## Readings

The core of our regular discussions will be our readings, all of which are “primary texts” - excerpts important to the field of sociological social psychology, in an edited reader. Please come to each session having read the assigned material in advance, and ready to discuss—with your notes and questions in hand.

## Formatting

References should be formatted in APA style (see your APA manual, local librarian, or online sources such as <https://owl.english.purdue.edu/owl/resource/560/01/> ), including citations and bibliographic lists.

**Papers missing page numbers or word counts will not be graded.** Your word processor will count the words for you; just put the count in brackets at the end of the paper, like I’ve done with this item. [38]

Grading Distribution (%)

94 and up	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

# Classroom Policies

## General Policies

**Late Work.** I DO NOT ACCEPT LATE WORK. For regular **writing** assignments, *I suggest that you begin your papers early enough to accommodate any last-minute emergencies.* As the saying goes, a failure to plan ahead on your part does not constitute an emergency on my part.

For **exams**, make-ups are only offered at my discretion in instances of unavoidable, reasonable absences, clearly and promptly communicated to me. Make-ups must be taken within one business day of the exam date unless otherwise approved; if no such arrangement is made, you forfeit your right to a make-up exam. If a make-up is approved, it is your responsibility to coordinate the proctoring, whether in my office or the library.

An **incomplete "I"** may be assigned under rare and extreme circumstances. You must complete the course by the 10th week of the subsequent term, excluding summer terms. The temporary grade will convert to F if the coursework is not completed within that time frame.

### Unusual circumstances.

You might face unusual circumstances that affect your attendance or your work this semester; these might include religious or athletic commitments, health or personal problems, or other things. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. In the case of major emergencies, please talk to me as soon as you're able. I work hard to make all my courses accessible; normal situations should be handled through the Access Center.



## Classroom Atmosphere

**Be respectful** of me, of your classmates, of the College personnel and facilities. This means, at a minimum, silencing your cell phones and minimizing disruptive behavior in class, generally paying attention in class, arriving on time, and staying for the full class period.

### Please choose your words carefully.

The classroom must be a place in which everyone can participate. This means that every person must feel safe enough to express their opinions without fear of ridicule or intolerance. Remember that in good discussions, people critique ideas and not other people. The more heated the social issue we discuss, the more important it is to keep this in mind. It is normal to be or become emotionally connected to the concepts we discuss, and it is normal to have personal experiences related to those concepts. It is also normal for those experiences to be in conflict with the experiences of others in the room. For example, just as there will likely be someone in class who would prefer abortion not be legal, there will also likely be someone in class who has *had* an abortion. It's important to remember this diversity in our discussion so that we maximize, to the extent possible, the vibrancy and respectfulness of our intellectual inquiries.

## Classroom Policies, continued

### Academic Honesty

Academic honesty and integrity are highly valued at The College of St. Scholastica. Academic dishonesty seriously violates the integrity of the academic enterprise and will result in academic penalties up to and including dismissal from the College. The full text of the CSS Academic Honesty Policy is found in the Student Handbook or at <http://www.css.edu/Academics/Office-of-Academic-Affairs/Academic-Honesty-Policy.html>.

For additional information on plagiarism, including definitions, examples and ways to avoid it, visit <http://libguides.css.edu/GettingStarted/AvoidingPlagiarism>.

I will do my best to provide clear guidelines, but if you have ANY question about what degree of co-operation or help is authorized, please ask!

If I determined that a student has been academically dishonest, I am required to report it. Please don't make me do that! In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the Vice President for Academic Affairs or Vice President for Student Affairs may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty. An aggrieved student may appeal any adverse decision regarding academic dishonesty by following the procedure outlined in the academic appeal procedure in the student handbook. Please ask me if you have any questions.



[http://www.nataliedee.com/  
index.php?date=022311](http://www.nataliedee.com/index.php?date=022311)

### Equal Access Statement

Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section

504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact The Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at [access@css.edu](mailto:access@css.edu).

SAVE  
YOUR  
WORK  
REDUNDANTLY.

## Contacting me.

The best way to contact me is via email: [adevineeller@css.edu](mailto:adevineeller@css.edu). Please read the syllabus thoroughly before emailing me with questions about the course. Don't email me an hour before class starts to ask me questions about the reading or exams; not only will I not have time to respond to you before class, but I will also know you put off the assignment until the last minute. You can expect me to respond to email every afternoon while I'm in my office. (i.e., I might not check email between 5 pm and the start of class the next morning ... plan ahead!)

When you email, please include enough details about the assignment or question that I know what you're asking. I don't like to respond to email when I don't know who it's from. I welcome anonymous emails with suggestions, critiques, or comments about the course.

**Syllabus "quiz."** Please send me an email, before the 2nd day of class, & tell me something you'd like me to know about you (fun, serious, whatever!).

**Office hours.** I have office hours every week, as listed on the first page of this syllabus. Please see my google calendar to sign up for an appointment. If my scheduled office hours conflict with your schedule, please email me to set up an alternate time. **You may drop in if my door is open.**

## Resources

**If you are having trouble in class,** here are some steps you can take:

- Come to my office hours and talk about it!
- Seek out a tutor that will help with reading, writing, or time management

The **Add/Drop Period** for Spring 2018 Courses ends Monday, Jan 29. Last day to withdraw from a course is Monday, April 2.

**Connectivity problems** will not be accepted as an excuse for delayed work. Please plan ahead.

## Use of Your Work

Sometimes it helps me to use anonymized student work as part of my teaching portfolio, where I demonstrate my teaching methods and success. I also like to use student work as examples in class, for the benefit of other students. If you prefer not to have your work used, please let me know.

As a person's level of wealth increases, their feelings of compassion and empathy go down, and their feelings of entitlement, of deservingness, and their ideology of self-interest increases.  
—Paul Piff,  
social psychologist  
at  
UC-Berkeley

Self & Society Reading Schedule		Start page	total pgs	Date	Day
<b>First day: read the syllabus</b>		Bb		16-Jan	T
Caplow, Theodore. 1984. "Rule Enforcement Without Visible Means: Christmas Gift Giving in Middletown." <i>American Journal of Sociology</i> 89(6):1306-1323.		Bb	14	18-Jan	R
<b>Part I: Introduction</b>		1	1	23-Jan	T
Essay: What Is Real?		2	9		
1. Zerubavel		36	18		
<b>reality as a collective hunch*</b>		34	1	25-Jan	R
Essay: The Nature of Humanness		11	7		
2. Wagner		53	6		
4. Blackmore		64	9		
Essay: Perspectives on Social Behavior		18	15	30-Jan	T
3. Babbie		5	5		
QUIZ 1				1-Feb	R
DeBecker, Chs tba (a lot but fast reading)		Book		6-Feb	T
<b>Part II: Language and self-awareness</b>		73	1	8-Feb	R
Essay: Shared meaning is the basis of humanness		74	20		
<b>symbol use, language, and development*</b>		96	1		
5. Hughes		98	1		
6. Cassirer		98	2		
7. Sacks		100	2		
8. Davis		102	7		
<b>categorization and culture*</b>		109	1	13-Feb	T
9. Langer		110	5		
10. Lakoff & Johnson		115	12		
11. Hofstadter		127	6		
QUIZ 2				15-Feb	R
<b>Part III: Producing social identities and social scripts</b>		133	1	20-Feb	T
Essay: Learning the Script: Socialization		134	16		
<b>socialization and reference groups*</b>		150	1		
12. Mead		152	5		
13. Berger & Luckmann		157	4		
14. Shibusaki		161	6		
15. Perry		167	20	22-Feb	R
16. Le Espiritu		187	10		
<b>naming feeling and experience*</b>		197	1	27-Feb	T
17. Becker		199	10		
18. Simon, Eder & Evans		208	20		
QUIZ 3				1-Mar	R
<b>Part IV: Producing social selves</b>		227	1	6-Mar	T
Essay: Who Am I? Developing Character		228	18		
<b>significant others and self development*</b>		259	1		
19. Cooley		261	2		
21. Whitley		276	10		
Chambliss, Daniel F. 1989. "The Mundanity of Excellence: An Ethnographic Report on Stratification and Olympic Swimmers." <i>Sociological Theory</i> 7(1):70-86.		Bb	15	8-Mar	R
20. Scheff		263	15		
Alternative Realities and Becoming Essay - 4 pm electronically				9-Mar	F
Spring Break 3/10 - 3/18					

	Spring Break 3/10 - 3/18			
<b>self and social context*</b>		285	1	20-Mar T
22. Shiao & Tuan		286	7	
23. Rosenfeld		303	12	
Essay: Self as a Process of Contradictions and Conflict		244	15	
24. DuBois		317	5	22-Mar R
25. O'Brien		322	15	
26. Romero		337	10	
	<b>QUIZ 4</b>			
	27-Mar T			
	Easter Break 3/29 - 4/1			
<b>Part V: Producing Social Life Through Interaction</b>		347	1	3-Apr T
Essay: Meaning Is Negotiated Through Interaction		348	11	
<b>projecting the definition of the situation*</b>		359	1	
27. Goffman		361	10	
28. Cohan		371	9	5-Apr R
29. Turner & Edgley		380	8	
30. Lerum		388	11	
<b>self presentation and identity work*</b>		397	1	10-Apr T
31. Gurbuz & Gurbuz-Kucuksari		398	6	
32. Jenness & Fenstermaker		404	11	
<b>emotional labor, stigma and resistance*</b>		415	1	12-Apr R
33. Hochschild		417	5	
34. Lankenau		422	12	
35. Rios		434	7	
	<b>QUIZ 5</b>			
	17-Apr T			
<b>Part VI: The social production of reality</b>		441	1	19-Apr R
Essay: Building and Breaching Reality		442	24	
	Field Exercise Analysis - 4pm electronically			
	23-Apr M			
<b>a theory of reality*</b>		466	1	24-Apr T
36. Mehan & Wood		467	16	
37. Garfinkel		483	13	
<b>self-fulfilling prophecies*</b>		496	1	26-Apr R
38. Watzlawick		497	12	
39. Word, Zanna, and Cooper		509	9	
<b>the social production of the cultural status quo*</b>		518	1	1-May T
40. Ray		519	5	
41. Ridgeway		524	7	
<b>the social production of change*</b>		533	1	3-May R
42. DeGlooma		534	8	
43. Hondagneu-Sotelo		542	8	
44. hooks		550	5	
<b>Epilogue</b>		555	10	
	<b>QUIZ 6 (Exam period 8-10 am) Have a great summer!</b>			
	9-May W			

## Keeping up on the work: What happens when you have conflicts?

You already know that keeping up on the work is important in this class. But prioritizing and making hard decisions about your time is a learned skill, and you can practice that here too.

You have the option to use, without penalty or question, **two extensions**. Each extension buys you **24 hours of additional time**. You can use them all at once or spread them out. You might choose to save these for when you're sick; you might need to use them when you travel for athletics; you might wish to observe religious holidays other than the College's; you might just want to go sledding or sleep in; or you might use them when you need more time for the material. You don't even have to tell me why. I suggest choosing carefully—because this is the ONLY way to get credit for late work. You don't, of course, have to use all of them.

Of course, you can always turn your work in **\*early\*** to avoid using these extensions.

(Students who have need of special accommodations or encounter emergency situations during the class should talk to me ASAP.)

To redeem, cut out, write your name, and attach to your late paper.



Who's Herbert Blumer? An American sociologist (1900-1987) who developed the *Symbolic Interactionism* theoretical perspective, in a 1969 book of that name. He challenged reigning ideologies of *behaviorism* and of *positivistic* methodologies. Blumer played pro football for the Chicago Cardinals while completing his doctorate, and then originated the sociology department at Berkeley.

Source: [http://en.wikipedia.org/wiki/Herbert\\_Blumer](http://en.wikipedia.org/wiki/Herbert_Blumer)

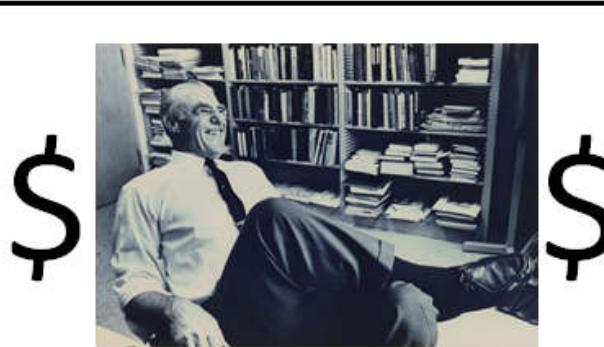


Image from [http://sunsite.berkeley.edu/uchistory/archives\\_exhibits/in\\_memoriam/catalog/r\\_herbert.html](http://sunsite.berkeley.edu/uchistory/archives_exhibits/in_memoriam/catalog/r_herbert.html)

All these people really seem to have it together,  
and I still have no idea what's going on.



Name: \_\_\_\_\_

Class: Self & Soc Spring 2018

Assignment: \_\_\_\_\_

Name: \_\_\_\_\_

Class: Self & Soc Spring 2018

Assignment: \_\_\_\_\_