**Self and Society**

This course is the analysis of the self in modern society.  It is an overview of approaches to social interaction, social perception, language and learning, the sociology of emotions and the social construction of identity.

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| **Meeting Days** | Tuesday/Thursday | **Instructor:** | Zach Rubin |
| **Meeting Times** | 3:30-4:45 PM | **Office:** | 303C Middlebush Hall |
| **Location** | Strickland Hall 105 | **Office Hours** | Tuesday 1-3 or by appointment |
| **Final** | Monday, Dec 12,  12:30-2:30 p.m. | **Email** | zcr34b@mail.missouri.edu |

**Course Objectives**

This is a sophomore-level class, and not by any means an introduction to the discipline of sociology.  As such, your overall expectations for the course are the present the following skills:

* Read and comprehend primary source writing.
* Competently describe the content of those sources.
* Critically reflect on the meaning and context of information presented in the course.
* Compare and contrast perspectives across readings.

**Methods of Evaluation**

***“Just in time” Questions***

The week after your panel discussion (except group 10), you will be expected to post 2 questions by 5PM on Tuesday.  These can be constructed before class or immediately after, but have a firm due date and time.  Questions should be thoughtful and complex.  Ask a question you would want to answer, since you’re writing them for some classmates.

***Panel Discussions/Response Paper***

One week during the semester, you will be put in front of the classroom with a group of your peers and asked to respond to your classmates’ questions about the topic of the week.  Since the class is 75 minutes long, the 4-6 people on the panel will be expected to have enough to say about the topic for about 50 minutes of that time, with the rest reserved for whole class discussion and other general business.

With this discussion, you will also choose 2 of the JIT questions posed by your classmates on Tuesday and write 250-500 word responses (for each question, 500-1000 words total) to turn in on the day of your discussion.  Your response to *each* question *must* include reference to at least one specific point raised by the author(s) of the week.

***Test Questions***

The week prior to your panel discussion you will be asked to write three multiple choice test questions, at least one of which must reflect the week's discussion, due Friday by midnight of that week.  So, you must be present that Thursday in order to be eligible for that question's points.  Of course you can write some, but not all, of your questions before before Thursday.

**Here’s how the questions and responses work:**

Group 10 writes JIT questions --> Group 1 writes responses and discusses --> Group 2 writes test questions

Group 1 writes JIT questions --> Group 2 writes responses and discusses --> Group 3 writes test questions

and so on...

***Exams***

There will be two exams in this class.  Both of them will be a combination of multiple choice and short answer.  They will be designed to test your recall of the readings covered, the class discussions and your ability to think critically about the topics presented in the class. Yes, they are comprehensive, in as much as topics learned in each part of the class build upon each other and carry forward.

**Late Policy**

Project organization, time management, and contingency planning are essential to success in this and all college courses.  Thus, it is expected that assignments will be submitted by their respective due date.  To encourage personal commitment to learning and to maintain focus on the achievement of the student learning outcomes, late work on “just in time” questions, response papers, and test questions will not be accepted in my course.  There is no make up work or extra credit in my course.

*That being said, stuff happens.  If there are one or more personal emergencies that happen you find yourself in a crunch, email me* ***before*** *something is due and we might be able to work out a plan, depending on the circumstances.*

**Classroom Safe Space Policy**

There is likely to be a good deal of discussion and participation, despite this being a larger class size in a big room.  Take care to treat your classmates with respect.  Any words or actions inside or outside the classroom that create a hostile learning environment for someone on the basis of race, gender, sexuality, class, geographic origin, immigrant status, or any other characteristic with the potential for discrimination could be grounds for dismissal from the classroom or even removal from the course.  No space can be made entirely safe to all views and vulnerabilities, and the best outcome in an offending situation is a response that engages and changes minds rather that retreats and accuses.

Normally, I would give a trigger warning whenever a lesson comes up with content that could be potentially troubling to people with related past trauma. This class, however, deals almost every single day with controversial and sensitive topics.  Should a topic have the potential for triggering effects for you, you are encouraged to exercise independent decision making about whether you want to attend.  You will still be held accountable to the material covered in that lecture, but may obtain the notes either by coming to office hours or borrowing them from someone else in the class.  If you are presenting that week, email me far in advance so we can work something out.

Also, in this class there will be many opportunities to share personal experiences or histories.  You should never feel compelled to share something you are uncomfortable talking, writing, or otherwise presenting about.  Feel free to answer questions with fiction, but also note when you do that so I don’t come to know an incongruous version of you.

**Tips for Success**

* Turn your cellphone off during class, and refrain from getting lost shopping or Facebooking on your laptop if that’s what you use to take notes.  Do not be that person that I have to stop the class for or who distracts the people behind them with a YouTube video.
* I will not be posting the powerpoints on Canvas.  Be here and take notes.  If you have to miss class, get the notes you missed from someone in the class, or come see my during office hours.
* I reserve the right to change or update this syllabus as I see fit, with forewarning to you of course.
* There will be no late make up exams.  If you know you have to miss a class, contact me beforehand so we can work something out.
* I may send out email from time to time over Canvas, so be in the habit of checking your email, it is a good habit to have.

**Academic Honesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/); the [MU Equity Office](http://equity.missouri.edu/), or [equity@missouri.edu](mailto:equity@missouri.edu).

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [section 200.015](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.015_academic_inquiry_course_discussion_and_privacy) of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch240/240.040_policy_related_to_students_with_disabilities) of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of [section 200.020](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.020_rules_of_procedures_in_student_conduct_matters) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.020_rules_of_procedures_in_student_conduct_matters) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**Students with Disabilities:**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.  If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center ([http://disabilitycenter.missouri.edu](http://disabilitycenter.missouri.edu/)), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

**Point Distributions**

|  |  |
| --- | --- |
| Category | Points |
| JIT Questions | 25 |
| Discussion and Response Paper | 75 |
| Test Questions | 25 |
| Exams | 200 |
| Attendance | 25 |
| *Total* | *350* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Points | Min % | Grade | Points | Min % | Grade |
| 325.5 | 93 | A | 255.5 | 73 | C |
| 315 | 90 | A- | 245 | 70 | C- |
| 304.5 | 87 | B+ | 199.5 | 67 | D+ |
| 290.5 | 83 | B | 234.5 | 63 | D |
| 280 | 80 | B- | 210 | 60 | D- |
| 269.5 | 77 | C+ |  |  | F |

**Readings**

The following books are required for the course:

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| --- | --- | --- |
| Title | Author | Publisher |
| The Presentation of Self in Everyday Life | Erving Goffman | Anchor |
| Peacocks, Chameleons and Centaurs | Wayne Brekhus | University of Chicago Press |

There will also be several readings available on ERES: <http://libraryguides.missouri.edu/er.php>

Course Name: SOCIOL 2300

Password: whoami

**Course Schedule**

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| --- | --- | --- |
| Date | Theme/Readings | Group |
| Aug 23 | Syllabus Day/Introduction to Sociology |  |
| Aug 25 | Mead’s Play and Game |  |
| Aug 30 | Cooley’s Looking Glass Self |  |
| Sept 1 | Berger and Luckman's Social Construction of Reality |  |
| Sept 6 | Simmel’s The Stranger, LeBon’s The Crowd |  |
| Sept 8 |  | Group 1 |
| Sept 13 | Goffman’s Presentation of Self (Part 1, p. 1-105) |  |
| Sept 15 |  | Group 2 |
| Sept 20 | Goffman’s Presentation of Self (Part 2, p. 106-166) |  |
| Sept 22 |  | Group 3 |
| Sept 27 | Zimbardo on Good and Evil |  |
| Sept 29 |  | Group 4 |
| Oct 4 | **Midterm Exam** |  |
| Oct 6 | (NO CLASS)  Zach gone to Communal Studies Assoc Conference Oct 6-8 | \*No Group\* |
| Oct 11 | Gurbrim and Holstein’s Institutional Selves  Chase on Sexual Self-Identity |  |
| Oct 13 |  | Group 5 |
| Oct 18 | Maslow’s Hierarchy of Needs |  |
| Oct 20 |  | Group 6 |
| Oct 25 | Hochschild on Emotions |  |
| Oct 27 |  | Group 7 |
| Nov 1 | Perry on Whiteness  Page on Blackness |  |
| Nov 3 |  | Group 8 |
| Nov 8 | Brekhus’ Peacocks, Chameleons, and Centaurs  (part 1, p. 1-94) |  |
| Nov 10 |  | Group 9 |
| Nov 15 | Brekhus’ Peacocks, Chameleons, and Centaurs  (part 2, p. 95-156) |  |
| Nov 17 |  | Group 10 |
|  | **\*\*\*Thanksgiving Break\*\*\*** |  |
| Nov 22 |  |  |
| Nov 24 | England on the Social and the Personal |  |
| Nov 29 | Pittenger on Personality Typing |  |
| Dec 1 | Movie: The Mask You Live In |  |
| Dec 6 | Green on Collective Behavior in Social Movements |  |
| Dec 8 | Wildcard |  |
|  | **Final Exam (in the same room)** | Monday, December 12,  12:30-2:30 p.m. |