



FLORIDA
ATLANTIC
UNIVERSITY

COURSE CHANGE REQUEST Undergraduate Programs

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
 UFS Approval _____
 SCNS Submittal _____
 Confirmed _____
 Banner Posted _____
 Catalog _____

Current Course Prefix and Number SYP 3110

Current Course Title
Self & Society

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ To: _____

Change course number

From: _____ To: _____

Change credits*

From: _____ To: _____

Change grading

From: _____ To: _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course provides an overview of sociological social psychology with a focus on the social construction of emotions, the self, and social interaction. In this course, we will examine the social dimensions of the self and emotions including how they are socially learned, regulated, and distributed in the population.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Laura Backstrom/lbackstrom@fau.edu/561-297-3270

Approved by

Department Chair Ann Branaman
 College Curriculum Chair Eid Hame
 College Dean _____
 UUPC Chair Korey Sorge
 Undergraduate Studies Dean Dan Macroff
 UFS President _____
 Provost _____

Date

11/6/23
11/13/23
11/14/23
12/4/23
12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



Self and Society (3 credits)

Department of Sociology

SYP 3110-001 CRN 11857

Summer 2024

Fully Online

Prerequisites: None

This course can be counted towards the sociology major or minor.

Instructor: Dr. Laura Backstrom
Office: Culture and Society Building (CU) 259
Office Hours: Wednesdays 11am-1pm and by appointment
Phone: (561) 297-3270
E-Mail: lbackstrom@fau.edu

Teaching Assistant: Jordanne Kessel jkessel2018@fau.edu

Course Description

This course provides an overview of sociological social psychology with a focus on the social construction of emotions, the self, and social interaction. In this course, we will examine the social dimensions of the self and emotions including how they are socially learned, regulated, and distributed in the population.

Course Objectives

This course provides an overview of sociological social psychology with a focus on the social construction of emotions, the self, and social interaction. Although the self and complex emotions are commonly studied by psychologists, neuroscientists, and philosophers, sociologists argue that self/identity and emotions are deeply affected by *social* influences. In this course, we will examine the social dimensions of the self and emotions including how they are socially learned, regulated, and distributed in the population.

Upon completing this course, students should be able to:

1. Analyze the self, emotions, and cognitive processes through a sociological perspective.
2. Explain how the self and emotions are constructed and affected by social processes.
3. Demonstrate understanding of the major theoretical perspectives in sociological social psychology and illustrate core concepts with appropriate examples.
4. Describe how social inequality impacts the self.

Course Requirements

Readings

All readings will be posted on Canvas. These readings will be posted well in advance so that you will have time to read them. While I hope that you will enjoy most of the readings for this course, you should recognize that **this class requires a lot of reading** and a subsequent commitment on your part to dedicate the required time to these readings.

Response Papers: There will be two assigned response papers in which you will make connections between readings, course concepts, and real life. The response papers should be between 4 and 6 pages, double-spaced, 12 point font with one-inch margins with your name and the date at the top. Failure to follow these formatting rules will result in point deductions. Each paper is worth 100 points, and the average of your scores on these papers will constitute 66% of your course grade. Response papers are due on **May 28 and June 20**.

Exam

There will be one exam on **Sunday, June 11**. The exam consists of multiple choice and open ended questions related to the readings and lecture material. The exam is worth 100 points and will constitute 33% of your final grade.

Grading

Below is the breakdown of the final grade:

Exam	33%	(100 points)
Response Papers	66%	(200 points)

Grading Scale (by percentage)

A	=	94-100 %	C	=	73-76%
A-	=	90-93%	C-	=	70-72%
B+	=	87-89%	D+	=	67-69%
B	=	83-86%	D	=	63-66%
B-	=	80-82%	D-	=	60-62%
C+	=	77-79%	F	=	59% and below

Additional Policies

Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved

reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Disability policy statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Religious Accommodations for Students and Faculty

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

Syllabus Changes I reserve the right to make changes in the syllabus as deemed necessary. I will post these announcements on Canvas.

Policy on Late Work/Make Up Assignments Late assignments will receive a 5% penalty **per day** late. Students will only be able to make up work if there are extraordinary circumstances, and students must provide documentation of illness, accident, or family emergency. Modules

open well in advance of the deadlines, so it is your responsibility to take exams and submit essays on time.

Course Schedule

Module 1 Symbolic Interaction [May 13- May 17]

Reading

Educated by Tara Westover, Chp. 1-9

Module 2 Theories of the Self [May 18-May 23]

Reading

Educated by Tara Westover, Chp. 14-19, 22-24

Module 3 Socialization [May 24-May 28]

Reading

Educated by Tara Westover, Chp. 28-29, 31, 34-40

***Response Paper due on May 28 at 11pm.**

Module 4 Presentation of Self [May 29-June 3]

Readings

The Girl Hunt by David Grazian

The Gloried Self by Patricia Adler and Peter Adler

Working 'The Code' in the Inner City by Nikki Jones

Module 5 Labeling and Stigma [June 6-June 11]

Readings

Managing Emotions in Public: The Case of Wheelchair Users by Spencer E. Cahill and Robin Eggleston

Being Middle Eastern in the Context of the War on Terror by Amir Marvasti.

*** Exam due Sunday, June 11 at 11pm.**

Module 6 – Identity [June 12-June 19]

Van Ausdale, Debra and Feagin, Joe. *Young children's racial and ethnic definitions of self.*

Women without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity by Julie Bettie.

Salvaging Decency by Margarethe Kusenbach

From Geek to Freak by Amy Wilkins

*Final Paper due Tuesday, June 20 at 11pm.