SOCl 204
Self, Identity and Society

Course Description

This course serves as an introduction and exploration of the social construction of identity. We will examine how the self and our personal identities are bound up in social systems that influence our sense of self.

Over the course of the semester, we will examine how social institutions and social forces shape the self. We will examine gender, social class, education, race, history, and social inequality.

We will also closely examine specific case studies in the formation of identity throughout the semester.

You are encouraged to reflect on your own subject-position as we explore these concepts, to see how social structures outside of the self might have influenced your own social identity.

Course Materials

Textbooks:


Additional Articles

Required readings each week include journal articles that are listed in CourseSpaces.

It is important that you come to class each week prepared to discuss the assigned readings, as both lectures and classroom discussions will draw on them.

Teaching Assistants (TA)

TA Name: Contact:
Course Evaluation

Mid-term exam: 20% of total grade
Final Exam: 30% of total grade
Research project: 30% of total grade
Critical Response Pieces (x2): 20% of total grade (10% each)

Examinations: Course examinations are an opportunity for you to show me that you understand the course concepts. There will be two of them – a mid-term and a final exam. Both exams will take place in-class and will be worth a combined total of 50% of your grade. These exams will be a combination of long-form and short-form questions.

Research Project: This is a research paper to be written on a topic related to one or more subject discussed in this course. These papers will be between 10-12 pages in length (Times New Roman or Calibri, 12pt font, standard margins, double-spaced). Your research paper is your opportunity to explore a subject of your choice, from a perspective/theoretical stance of your choosing.

Critical Response Pieces: These short pieces are spaces for you to critically engage with popular media depicting an element of your own identity. This could be an op-ed about millennials, immigrants, people of colour or gender and sexual minorities – or some other social category you identify with. Your job is to interrogate these pieces to understand their messages – both stated and implied – and to then reflect on how those messages have impacted your own sense of self. Each of these will be no more than 4 pages in length and will constitute 10% of your grade. Due dates will be posted to CourseSpaces. Please make sure that you are familiar with them and have scheduled your time accordingly.

Important Dates

Mid-term Exam:
March 1st, 2019 (a study guide will be uploaded on CourseSpaces one week prior to the midterm exam)

Research Project:
Friday, March 29th via CourseSpaces by the beginning of class. Please be aware of the time.

Final Exam:
TBA by the registrar (a study guide will be uploaded on CourseSpaces one week prior to the final exam)

Course Experience Survey (CES)
Your feedback on this course is valued. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback regarding the course and the instructor’s teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. If you do not receive an e-mail invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet or mobile device. Please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.
# Course Schedule

| Week 1  | Introductions, course expectations. | Warren and Teagle, Introduction  
|         |                                 | Lawler, Introduction |
| Week 2  | What is Culture? What is Identity? | Warren and Teagle, Chapter 2  
| Week 3  | Classical Notions of Culture: Functionalist & Marxian | Warren and Teagle, Chapter 3  
| January 21 |                                 | Durkheim, Emile, The Division of Labor, pg. 39-46 (See CourseSpaces) |
| Week 4  | Simmel and the Interactionists | Warren and Teagle, Chapter 4  
| January 28 |                                 | Simmel, Georg, The Metropolis and Mental Life (1903) – See CourseSpaces |
| Week 5  | Socialization, self-identity, and the stories we tell ourselves | Warren and Teagle, Chapter 5  
| February 4 |                                 | Lawler, Chapter 2  

**Critical Reflection One due via CourseSpaces Friday, Feb 1st**

| Week 6  | Agency and discipline in culture | Warren and Teagle, Chapter 6  
| February 11 |                                 | Lawler, Chapter 4 |

| Week 7  | READING WEEK: DON’T SHOW UP | Nothing.  
| February 18 | Go watch Netflix or something. |
| Week 8 | Late Modernity, Post-Modernity, and Risk | Warren and Teagle, Chapter 7 |
|       | Warren and Teagle, Chapter 7 |

Mid-term Exam on Friday, March 1st

| Week 9 | Mass Culture and Pop Culture – Building self through social capital | Warren and Teagle, Chapter 8 |
| Week 10 | Youth Culture, Subculture, and Countercultures as Identity-building projects | Warren and Teagle, Chapter 9 |
|        | Bourdieu, Pierre. (1986). The forms of capital – See CourseSpace |

Critical Reflections Two due Friday, March 15th via CourseSpaces

| Week 11 | Class Identity, Class Culture: How social class shapes identities | Warren and Teagle, Chapter 11 |
|        | Lawler, Chapter 7 |

| Week 12 | Gender, Intersections and Identity | Warren and Teagle, Chapter 12 |

Research Paper due Friday, March 29th via CourseSpaces
<table>
<thead>
<tr>
<th>Ethnicity &amp; Identity</th>
<th>Warren and Teagle, Chapter 13</th>
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<tbody>
<tr>
<td>Final Exam: TBA</td>
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**Department of Sociology Evaluation and Writing Expectations**

*Effective September 2012*

### 100-level courses

**Minimum writing requirement**
In-class or take-home assignment spanning at least 5 **pages** in length.

**Evaluation**
Primarily multiple-choice exams, short assignment, possibly written component on exams.

**Format**
Lectures and tutorials. Primarily textbook readings. Students also read original sociological research.

### 200-level courses

**Minimum writing requirement**
At least one assignment involving library research that spans at least 8 **pages** in length.

**Evaluation**
A combination of multiple choice and written exams, including short-answer and essay questions.

**Format**
Lectures. Primarily textbook readings. Students also read original sociological research.

### 300-level courses

**Minimum writing requirement**
An essay involving literature reviews and applications of concepts. A minimum of 10 **pages** in length.
### Official Grading Standards
#### Undergraduate Records, University of Victoria, 2014

<table>
<thead>
<tr>
<th>Passing Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td>A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td>A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td>COM Excluded Grade Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
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<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>0</td>
<td>0-49</td>
<td>Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td></td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td></td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
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University Course Policies

Examination and Assignment Policy
As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an “F.” Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading
In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Attendance
As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity
The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Plagiarism and Cheating
Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Harassment
The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.
Accommodations
The University of Victoria accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Classroom Etiquette
Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

Commitment to Inclusiveness and Diversity
The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.