

## Self, Culture, and Society

<b>Tutor:</b> Dr. Jacy L. Young	<b>Class time:</b> 1:00-4:00
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<b>Office hours:</b> Mon-Thurs 10am-11am, Book a 15-minute appointment via <a href="https://calendly.com/jacyyoung/">https://calendly.com/jacyyoung/</a>	

*Note: This syllabus is a general plan for both course content and administrative procedures. I reserve the right to modify both of these things as necessary as the course unfolds.*

### Course Information

Welcome to Self, Culture, and Society! As a Foundation course in the Social Sciences each section of Self, Culture, and Society (SCS) has a somewhat different focus. This section of SCS looks at the role of emotion and affect in selfhood, culture, and society by exploring a range of different approaches within the social sciences.

### Course Description

Self, Culture, and Society will explore how our sense of self is affected by social and cultural forces. In this course, we will learn theoretical and experimental approaches to understanding the question of who we are. We will draw from the fields of psychology, sociology, anthropology, and geography to investigate how we shape and are shaped by culture and society. Through examination of the interrelations between the individual, group, systems, and institutions, we can better understand the behaviours and actions of our everyday lives.

Course Code: SOC 2400

### Course Objectives

- To understand and assess:
  - o how emotion and affect influence, are influenced by, and help construct the **self**
  - o how **culture** helps constitute the self, as well as the influence of emotion and affect on ethnocentrism and cultural relativism
  - o the role of emotion and affect in **society**, including in discourse, ideology, and politics
- To analyze and evaluate how self, culture, and society interact in cultural contexts beyond North America and develop a broad appreciation for cultural differences
- To evaluate the various ways the social sciences (e.g., psychology, sociology, anthropology, human geography) conceptualize emotion and affect in relation to self, culture, and society
- To explore personal beliefs and values as they relate to course material, while learning to articulate, analyze, and justify ethical principles and practices
- To effectively communicate information about self, culture, and society in a variety of formats

## Quest Learning Outcomes

*Higher-Order Thinking (HT)* – Students will assess the strengths and weaknesses of arguments from different social sciences, synthesize evidence from different sources, and deploy evidence to support a particular perspective or argument.

*Integrated Learning (IL)* – Students will make connections across scholarship from multiple social science disciplines and relate course ideas to those from other contexts.

*Communication (C)* – Students will describe, synthesize, and convincingly present information from a range of different perspectives, for various audiences, in multiple styles, including visually, orally, and in written work.

*Multiple Perspectives (MP)* – Students will explore the lived experiences of others from multiple cultures, while examining influences on knowledge production.

*Self and World (SW)* – Students will reflect on course content and relate it to their own beliefs, values, and experiences, while considering the consequences of such in the world. They will also practice effective collaboration.

## Course Materials

All course materials, including readings and detailed descriptions of assignments, are available on the course Moodle page. You are expected to come to each class with, and having done, the assigned reading(s) for the day. Start reading early!

## Course Field Trip

There is a \$13 cost associated with our class visit to the Museum of Anthropology (MOA) at the University of British Columbia. You are invited to come speak with me as soon as possible if you have any concerns about the field trip and/or its associated costs.

## Mark Breakdown

Assessment	Learning Outcome	Type	Weight
Citizenship and Engagement	HT, IL, C, MP, SW	Individual	10%
Discussion Leadership	HT, IL, C, MP	Pairs	10%
Reading Notes	HT, IL, C, MP, SW	Individual	6%
Weekly Reflections (3)	HT, IL, C, MP, SW	Individual	9%
Visualizing Emotion Project	C, SW	Group	15%
MOA Assignment	C, MP, SW	Pairs	15%
Final Project	HT, IL, C, MP	Individual	
Proposal			5%
Presentation			10%
Paper			20%

*Full assessment details can be found on Moodle. To pass the course all course components must be completed. This means submitting all assessments, whatever their quality, and submitting any late assignments, even those that will receive an automatic zero.*

## Grades

Letter Grade	Percentage	Description
A	94-100	<b>Exceptional and outstanding performance.</b> Demonstrates an insightful grasp of the subject matter, takes initiative, and exceeds expectations.
A-	90-93	
B+	87-89	<b>Very good performance.</b> Demonstrates a solid grasp of the subject matter, or an excellent grasp in some areas balanced by a satisfactory grasp in other areas. Meets expectations. <i>Note: Normally achieved by the largest number of students.</i>
B	84-86	
B-	80-83	
C+	77-79	<b>Satisfactory or minimally satisfactory performance.</b> Demonstrates some grasp of the subject matter, or a solid grasp in some areas and a superficial grasp in other areas. Meets some, but not all, expectations.
C	74-76	
C-	70-73	
D	60-69	<b>Marginal performance.</b> Demonstrates a superficial grasp of the subject matter and/or fails to meet many expectations.
F	0-59	<b>Unsatisfactory performance.</b> Little grasp of the subject matter, fails to meet expectations, and/or fails to complete course components.

## Assessments

Assignments are to be submitted as Microsoft Word documents (Times New Roman, 12-point font, double-spaced, left-aligned) on Moodle, except where otherwise noted. Work submitted even 1-minute past deadline will be considered late. Late work will be penalized by 20% if submitted within 24 hours of the deadline and 40% if it is submitted within 48 hours. Late work submitted more than 48 hours after the deadline will receive a zero but must still be submitted to complete the course.

Each student has the option of using **one 'no questions asked' 48-hour extension** of an assignment deadline. This extension can be used only once per course and cannot be used to re-schedule presentations. To apply this extension when working in pairs or groups all members must use their extension. To claim this extension, you (and any other students you are collaborating with on an assignment) must email me **before the assignment deadline**. Please use your extension wisely!

### *Citizenship*

There is an expectation for you to be a good class citizen. This includes, but is not limited to:

1. **Attending every class, arriving on time** each day, and **returning from break on time**.
2. **Not bringing food to class.** There is no food allowed in the classrooms. No exceptions. (Beverages are okay.)
3. **Responding to my emails.** Your emails to me need to be professional. (In other words, please have a greeting and sign your name!)
4. **Visiting the course Moodle site regularly.** This is where the syllabus, course readings, assignments, and rubrics are posted. It is also where any course changes will appear.

5. **Treating everyone in the class with respect.** This goes without saying, but I'm going to say it none-the-less. Everyone is in this class to learn (you included), which means that everyone is welcome to ask questions.
6. **Turning off your cellphone.** Better yet, leave your cellphone at home during class time.
7. **Using your computer for class related activities only.** This means that you are not to check your email, Facebook, Twitter, Instagram, or whatever else the kids are using these days.
8. **Handing stuff in on time.** Due dates are clearly marked in the syllabus and assignment descriptions. Write them down now so you are not surprised by them during the course. Failure to adhere to any of the above will impact your Class Citizenship and Engagement mark.

### *Engagement*

Your participation in class discussions and activities is essential to the success of this course. In order to contribute meaningfully you need to have done all the readings **before class**. Come prepared and we can expect a great discussion and productive activities. Don't and class will be a flop.

As part of engagement you are required to **post a discussion question** about at least one of the days' reading(s) to Moodle by **10am each class day** starting on day 2 of the course. This question must engage with the content of the days' reading(s), not merely repeat or ask about factual information. Good questions involve analysis, synthesis, or evaluation. Making connections with previous readings and discussions is encouraged. When posting your questions on Moodle read over questions already posed by your classmates, make sure you are not duplicating questions that have already been asked, ensure that questions are being asked about all the readings assigned that the day, and build on previous questions with your question. (Note that these questions can come directly from your reading notes). More details about how other aspects of engagement will be assessed can be found on Moodle.

### *Discussion Leadership*

On the first day of class you will sign-up in pairs to lead class discussion(s) on one of the readings assigned on a given day. In total, you will be in charge of leading 45-60 minutes of class time. As part of your discussion leadership you and your partner must briefly summarize the reading (max. 5 minutes), lead a discussion on the reading with your classmates, and design an interactive activity that extends, applies, or otherwise enriches the material presented in the reading. You will be evaluated on your ability to effectively summarize, foster discussion, and critique a reading, as well as the effectiveness of your activity in furthering class learning. By **10pm the day before** your Discussion Leadership you must email me and let me know your planned activity and any (reasonable) supplies that you require (e.g., markers, poster paper, tape). A **Discussion Leadership Rubric**, as well as resources to assist you in designing a class activity, can be found on the course Moodle site.

## Communication

When in doubt contact me sooner rather than later!

**Office hours and appointments:** I have set office hours for this course. Please schedule a 15 minute appointment during my office hours on Calendly (see the top of the syllabus for the Calendly url) or just drop by and to see if I am free. If you have missed office hours and want to come by my office, you are welcome to drop by, however I reserve the right to schedule an appointment at our earliest mutual convenience.

**Email:** I check my email regularly during the workday and will make my best effort to respond to you ASAP. If it is an emergency/urgent, please put this in the subject line of the email. I check my email infrequently on weekends, so you will have to wait longer for a response.

## Course Policies

### *Attendance*

Attendance at all class sessions is mandatory. If you need to miss a class for a medical or personal emergency, please be in touch with me ASAP. It is your responsibility to ensure that you obtain notes, handouts, etc. from any missed classes. Outside of documented emergencies, **two or more absences may result in an F in the course.**

### *What happens if I have a non-academic emergency?*

1. **You are sick:** get in touch with me ASAP. If you are going to miss more than two days of class, please bring a doctor's note.
  - a. Quest Health Services page: <https://questu.checkappointments.com/>
  - b. Howe Sound Clinic
2. **You have a personal emergency:** get in touch with me ASAP to let me know you are missing class. There are a number of resources on campus to help students:
  - a. Your floor representative and your village advisor
  - b. Email [counsellor@questu.ca](mailto:counsellor@questu.ca) for appointments with Campus Counsellors (M-F from 9-5)
  - c. Howe Sound Mental Health Service (1-800-785-7370)
  - d. Vancouver Coastal Health (1-604-892-6365)
  - e. Crisis Counselling and Suicide Prevention 24-hour crisis line (1-800-784-2433)

### *What happens if I'm having an Academic Emergency?*

I understand that course material can be very overwhelming. We have resources for you should you need help academically.

1. **Me!** Book an appointment or drop by to meet with me during my scheduled office hours. You can also reach out to me via email.
2. **Peer tutors at the Learning Commons:** Peer tutors at the Learning Commons are there to assist you with your Quantitative Reasoning and Rhetorical needs.

*Academic Accommodation*

Students experiencing learning challenges are encouraged to meet with me to discuss their Academic Accommodation Plans. Please come talk to me about any accommodations by the end of day 2.

*Academic Integrity*

In accordance with the University policies on academic honesty (see Calendar for more details), plagiarism and cheating will not be tolerated in the course. Any offenses will be immediately reported to the Chief Academic Officer. The work you submit must represent your own intellectual efforts and use your own words.

*Important Dates/Other Questions*

In case you have any questions about important dates (drop-dates, etc), you can find this information on the portal under the registrar FAQ. Please feel free to come talk to me at any time and I will do my very best to help you!

## Schedule

*Note: Schedule is tentative and subject to change*

Date	Day	Topic	Readings and Due Dates
<b>Visualizing Emotion</b>			
Feb 3	1	The Science of Emotion	Leys (2000)
Feb 4	2	How Many Emotions are There Anyway?	Cowen & Keltner (2017), Jack et al (2016)
Feb 5	3	Indigenizing Emotion	Gendron, et al (2014), Crivelli et al (2016)
Feb 6	4	Emotional Places	Power, et al (2014), Holton (2017)
Feb 7	5	Emoji Work	Stark & Crawford (2015), Riordan (2017)
Feb 8			<b>Due: Weekly Reflection (11:59pm)</b>
Feb 9			
<b>Others and Objects</b>			
Feb 10	6	Collective Feelings	Ahmed (2004)
Feb 11	7	Emotions in Relation(s)	Throop (2015)
Feb 12	8	<b>No Class – Individual Meetings</b>	<b>Due: Final Project Proposal</b> <b>Evening Lecture:</b> Michael Nicoll Yahgulanaas, Haida author, artist and activist, 6-7:30pm MPR
Feb 13	9	Gender and Emotion	Jones (2004), Holmes (2015)
Feb 14	10	Unruly Affect	Cooper (2018)*
Feb 15			<b>Due: Weekly Reflection (11:59pm)</b>
Feb 16			
Feb 17	11	<b>No Class – Statutory Holiday</b>	
Feb 18	12	Affective Objects	Navaro-Yashin (2007)
Feb 19	13	Affective Politics <b>MOA Field Trip (8:30am-4pm)</b>	Tolia-Kelly (2016) <b>Due: MOA Assignment</b>
<b>Emotion(al) Technology</b>			
Feb 20	14	Media(ted) Emotion	Kramer, et al (2014), Longhurst (2016)
Feb 21	15	Social Media	Bucher (2017), Brownlie & Shaw (2019)* <b>Due: Final Paper Draft (1pm, hardcopy, in class)</b>
Feb 22			<b>Due: Weekly Reflection (11:59pm)</b>
Feb 23			<b>Due: Final Paper (full written feedback) (11:59pm)</b>
Feb 24	16	Beyond (Human) Emotion	Frumer (2018)
Feb 25	17	Presentations	
Feb 26	18	Presentations	<b>Due: Final Paper (no written feedback) (5pm)</b>

*\*Content warning: suicide/violence/mental illness*

A full list of course readings, including further suggested readings, is available on Moodle.