



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9/30/09

1. ACADEMIC UNIT: Interdisciplinary and Liberal Studies/School of Letters and Sciences
2. COURSE PROPOSED: BIS 470 Liberal Studies Seminar 3
3. CONTACT PERSON: Name: Duane Roen Phone: 7-6513
Mail Code: 1901 E-Mail: duane.roen@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses: _____

Is this amultisection course?: [] No [X] Yes; Is it governed by a common syllabus? Yes _____

Duane Roen
Chair/Director (Print or Type)
Date: 9/30/09

Duane Roen
Chair/Director (Signature)

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus with Major Writing Assignments and points highlighted (pages 2-3 of syllabus)
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0; text-align: center;"> <p style="background-color: #ffff00; display: inline-block;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus with descriptions of Major Writing Assignments described highlighted (pages 2-3 of syllabus)
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0; text-align: center;"> <p style="background-color: #ffff00; display: inline-block;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus with Major Writing Assignments described highlighted (pages 2-3 of syllabus)
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			

ASU - [L] CRITERIA	
2. Also:	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: center;">C-3</p>

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus with Major Assignments in order (pages 2-3 of syllabus)
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #ffff00;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
BIS	470	Bachelor of Liberal Studies Capstone Seminar	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. At least 50% of the grade in the course should depend on writing.	Students have 4 major writing assignments in the course. These assignments account for 60% of the final grade.	Paper 1 = 10 points Paper 2 = 15 points Memoir = 10 points Final Paper = 25 points (see pages 2-3 in the syllabus)
2. The writing tasks involve the gathering, interpretation, and evaluation of evidence.	Papers 1 and 2, and the Final paper all require the gathering, interpretation, and evaluation of evidence. These 3 papers combined account for 50% of the final grade.	Please see the assignment descriptions on pages 2-3 in the syllabus.
4. The writing assignments are arranged so students will receive feedback aimed at helping the student on the next writing assignment.	The series of papers in the class are sequenced so that students will build on previous knowledge. In the final essay students will draw on analyses from previous essays and synthesize perspectives.	The instructor will provide timely feedback on Papers 1 and 2. In addition to general writing concerns, this feedback will focus on prompting further consideration of concepts, encouraging promising analyses, and questioning possible weaknesses in arguments. Students will be expected to incorporate this feedback into subsequent papers, and especially the final essay. Paper 1 is due in Week 6 Paper 2 is due in Week 11 Final paper is due Week 16

Catalog Description: BIS 470 Liberal Studies Seminar. (3) Advanced analysis and application of theories and methods of human and social inquiry.

Arizona State University, Polytechnic Campus

BIS 470 – Bachelor of Liberal Studies Capstone Seminar

Catalog Description:

Advanced analysis and application of theories and methods of human and social inquiry.

Seeking Self and Identity

Fall 2009 – Online (8/24 – 12/8)

Instructor: Dr. Melanie Pitts

Office: Polytechnic Campus

E-mail: Melanie.Pitts@asu.edu

Office Hours: by appointment

Welcome to your Capstone Seminar!

*"All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts..."*

–Shakespeare, *As You Like It* (II, vii, 138-143)

Why Study Identity???

As Liberal Studies students you have taken take classes across various disciplines, which has enabled you to see the world from multiple perspectives and increased your capacity to understand today's complex issues. For your capstone seminar, we will examine a topic from a variety of disciplinary perspectives, emphasizing the humanities and social sciences.

In this section of BIS 494, we will be using a transdisciplinary approach to question and study the pursuit of identity. Issues relating to identity and the formation of the self are certainly complex. If asked the question "who are you?" there might be several answers: an ASU student, a woman, an American, an Asian-American, a man, a husband, a mother, a business major, etc. As the above quote from the Bard suggests, we play many roles during the course of each day and during the course of our lives. Selves are multiple, fluid, constantly on the move, and even virtual these days. Nevertheless, individuals typically possess a stable sense of self; that is, we feel there is something coherent and unified that defines us. But, where does that sense of coherence come from? What is the role of social and cultural identity in our overall sense of self? How do external forces and circumstances shape the individual? And, how do we best seek and express our identities?

Our exploration of identity will employ the critical lenses of psychology, social psychology, literature, art history, and philosophy. The course will be divided into three main units. For Unit 1, we will work under the umbrella of social sciences to examine various definitions, theories, and models of identity. We also will discuss categories of social identity (including gender, race, and ethnicity) and how "difference"

impacts the development of stereotypes, power struggles, and group relations. In Unit 2, we will “seek identity” from a humanities perspective by examining various works of literature and art. Students will be asked to discuss what types of knowledge may be gained about identity from a humanities perspective compared to the social sciences. Finally, in Unit 3 students will be introduced to narrative theory and the process of life-writing as means of establishing “self.” Students will be given the opportunity to test this theory by writing a memoir and will evaluate the effectiveness of the process.

Learning Objectives

Your primary learning objective for this class is to analyze an issue or topic from multiple disciplinary perspectives. To achieve this objective, students will learn to:

- Understand that different disciplines have different approaches to the issue or topic
- Examine and analyze concepts or theories from each discipline
- Differentiate between the types of knowledge offered by various disciplines
- Draw connections between multiple disciplines
- Synthesize knowledge from various disciplines into a substantial final project

Required Books:

Rodriguez, Richard. The Hunger for Memory: the education of Richard Rodriguez. 1982, Bantam Books (ISBN: 0-553-38251-9)

Shakespeare, William. *Hamlet*.

Other Readings and “Texts” will be provided online:

You should have a manual for either MLA or APA citation styles. I will accept both citation styles; however, you should choose based on the requirements of your disciplines. If you are unfamiliar with citation styles, you are required to familiarize yourself with them this semester. The two links to online Writing Centers below also provide useful guidelines for citation and other steps in the writing process:

UNC: <http://www.unc.edu/depts/wcweb/handouts/>

Purdue: <http://owl.english.purdue.edu/handouts/index2.html>

You should already be registered with Career Services. If not, you must do so as soon as possible. Check the website for more information and available services. Registration enables you to utilize all services and enter your resume into a database that is regularly searched by prospective employers.

Required Assignments (more detail is provided at the Blackboard site):

(40 points total) Homework, Responses and Discussion Participation: In addition to homework assignments, you will be asked to participate in online discussions based on various texts throughout the term. Prompts for each of these discussions are posted on the Discussion Board forums. For these assignments, I am looking for 2 things, 1) that you participate in the discussion by giving feedback or

"replying" to previous postings, and 2) that you post a 300-400 word response as a new thread to the question/prompt that shows you have completed and evaluated the reading. There are a total of 10 homework/discussion posts to complete over the term worth from 3-5 points each.

(10 points) Paper 1: Seeking Identity in the Social Sciences (4-5 pages): For this paper, students will interpret and evaluate what they have learned about identity from readings in the social sciences. The overarching question framing the essay is: "How do the social sciences inform a search for self and identity?" In response, students will start by considering the various readings and class discussions in the first section of the course. For the paper, students will be asked to gather, interpret, and evaluate evidence from various social science texts and, 1) provide an overview and evaluation of at least 2 of the various theories of self and identity discussed with examples as evidence, 2) discuss the type(s) of knowledge gained from the social sciences, and 3) evaluate that knowledge, including the limitations of social science in an investigation of self and identity. The instructor will provide feedback focused on prompting further consideration of concepts, encouraging promising analyses, and questioning possible weaknesses in arguments. Students will be expected to incorporate this feedback into Paper 2 and the Final paper.

(15 points) Paper 2: Seeking Identity in the Humanities (5-6 pages): For this paper, students will interpret and evaluate what they have learned about self and identity from literary and visual texts in the humanities. The overarching question framing this essay is: "How do works of literature and art inform a search for self and identity?" In response, students will start by considering the various readings and class discussions in the second section of the course. For the paper, students will be asked to gather, interpret, and evaluate evidence from literary and visual texts and, 1) take a position on what types of knowledge these texts provide about a search for self and identity, using examples as evidence, 2) discuss the type(s) of knowledge gained from the humanities, and 3) evaluate that knowledge, including the limitations of the humanities in an investigation of self and identity. The instructor will provide feedback focused on prompting further consideration of concepts, encouraging promising analyses, and questioning possible weaknesses in arguments. Students will be expected to incorporate this feedback into the Final paper.

(10 points) Memoir (3-5 pages): A memoir is a piece of autobiographical writing that is often used to contemplate meaningful moments in one's past. Because of its self-reflective nature, this type of writing has recently gained the attention of psychologists as a method of creating coherence and constructing selfhood. After reading examples of life writing as well as articles from narrative psychology, students will be asked to put the method into practice by writing memoirs of their own. For this assignment, students will choose a memory from their past and write 3-5 pages describing, contemplating, and interpreting the meaning behind this particular memory as it relates to their current lives.

(25 points) Final Paper (8-10 pages): For this paper, students will interpret, evaluate, and integrate knowledge gained about self and identity from the entire course. The overarching question for this paper is: "How does Liberal Studies inform the search for self and identity?" In response, students will start by revisiting and reconsidering Papers 1 & 2, focusing especially on what was learned from each discipline as well as the limitations presented. For the final paper, students will be asked to gather, interpret, and evaluate evidence from texts, discussions, and assignments throughout the course and, 1) provide an overview of at least 2 of the various social science theories of self and identity discussed with examples as evidence, 2) provide an overview of at least 3 points about identity illustrated in literary and/or visual texts, using examples as evidence, 3) compare and contrast the type of knowledge gained in the social sciences with the type of knowledge offered by the humanities (e.g. think about whether

limitations in one discipline are overcome in the other), 4) discuss the "psychology of life writing" from the perspective of someone who has participated in the process (that is, discuss how life writing informs the search for self and identity) and, 5) conclude with an assessment of the value of a multi-disciplinary (or Liberal Studies) perspective in an investigation of self and identity.

Grading Scale: *Please note there is no weighing of grades in this class. The assignments above total 100 points.*

99 – 100	A+	80 – 82	B-
93 – 98	A	77 – 79	C+
90 – 92	A-	70 – 76	C
88 – 89	B+	60 – 69	D
83 – 87	B	59 – 0	E

****Late Work:****

Responses / Online Postings: Take careful note of the due dates listed on the syllabus. Late responses/ postings will not receive credit without a valid excuse e-mailed to me in advance.

Assignments: The syllabus indicates deadlines for major Writing Assignments to be submitted. Late assignments will lose one letter grade for each day past the due date.

COURSE POLICIES AND PROCEDURES:

Attendance:

YES – There is attendance in online classes!!!

- o Definition of missed attendance in online classes: A student who fails to post an acceptable assignment (participate in discussion) to the class website during the assigned "window" of time will be counted absent for that class day. More than 3 "absences" will impact your final grade by resulting in a "0" for participation.
- o Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.

****NOTE:** Students enrolled in hybrid/online courses must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

Contacting Me & Staying on Track:

My office is located at the Polytechnic Campus (Santa Catalina Hall, 233Z). The best way to contact me is via e-mail – I check it several times a day. I will be e-mailing you at least 1-2 times per week with notes and reminders about the class. And, I hope to hear from you this term with questions or just notes to check in or say “hello.” I’m never bothered by e-mails from students.

Although you should feel free to e-mail me anytime, there are certain circumstances where you should absolutely e-mail me, including when and if:

- you have a question about an assignment
- you are concerned about a grade
- you are unclear about any instructions connected to the class
- you face life circumstances that are interfering with your course work
- you have questions about your degree program
- you are considering taking time off from school

Along with teaching this class my main priority is to help you stay on track to complete your educational goals. Don’t hesitate to give a “shout out” if you find yourself in any of these situations!

Replying to Your Peers on the Discussion Board

Online discussions can be one of the richest elements of your online experience. Electronic discussions offer a unique opportunity to be “heard.” You don’t need to raise your hand and wait to be called on. You can think carefully about what you want to say and look it over before you post it. You can consider the contributions of your peers more thoughtfully and go back to comments again when a second reading offers clarification and a deeper understanding.

I value your contributions to our discussions. You have a great deal to offer and to learn from one another. In addition to your main response to the assignment questions, you will need to respond to your peers to receive full points. When you reply to the posts of others try to do so in a way that advances the conversation. You might, for instance:

- Post an opinion based on reading/research you do on the topic.
- Respond thoughtfully to a topic from your own experience.
- Provide links and resources related to the topic that would be of interest to other participants.
- Pose a thought-provoking question related to the topic.
- Collect multiple perspectives on a topic or provide an alternate perspective to the one currently dominating the discussion.
- Thoughtfully (and respectfully) rebut another participant’s comments.
- Synthesize the current class discussion by summing up arguments or discussion points.

University Resources

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. www.asu.edu/lib/

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>

Technology Help

Help Wiki – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>

E-mail Issues be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites <http://help.asu.edu/> and <http://help.asu.edu/node/99>

ASUonline -- many resources for online students
<http://asuonline.asu.edu> and <http://asuonline.asu.edu/student-support/index.cfm>

Online Tutorials for Students

They cover a number of things here...be sure to check if you are wondering how to do something. Their general site is <http://asuonline.asu.edu/student-resources>. Or click here for a more direct link to the tutorials <http://asuonline.asu.edu/student-resources/online-tutorials>

Plug-ins for Software for Students – if you need a Word viewer, Adobe, etc.
<http://asuonline.asu.edu/student-resources/student-plug-ins>

Information Technology
Help Desk 480-965-6500
myasu-q@asu.edu

Student Support Services

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT), ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Accommodations for Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

The Public Nature of the Class (Writing and Discussion): Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. You are free to express your perspectives in writing and discussion, but you also need to write responsibly, contemplating the possible effects on others and on yourself.

Academic Integrity

See the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> as well as the School of Letters and Sciences web page <http://sls.asu.edu/sis/forms.html> for policies to which we adhere. Read them.

The Purdue University Writing Lab is a great resource for all types of writing issues. Look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. <http://owl.english.purdue.edu/>

Schedule and due dates (subject to change): ***NOTE*** The reading and posting of assignments should be COMPLETED by midnight on the date indicated on the left, so be sure you are looking ahead to the next few due dates. I will periodically post additional instructions as Announcements on the course webpage and/or in mass e-mails.

DUE

DATES: TOPICS, READINGS, and ASSIGNMENTS:

Week 1 - Introduction to the class

- M 8/24 -Go to the Course Website via MyASU. Review the syllabus carefully under Course Information.
-Go to the Discussion Board and the "Virtual Lounge" forum. Introduce yourself to the class and socialize a bit.
-Read the lecture notes for today. Under "Announcements" I will post lecture notes on:
 -The class structure, requirements, and objectives
- *Look ahead and begin work on Thursday's assignment - Learning Unit 1: Intro to Identity in the Social Sciences. To find the materials, click the Learning Units tab and then click the appropriate unit. Use the arrows in the upper right to move through the unit.
Unit 1 includes:
 1) *Lecture notes on Seeking ID in the Social Sciences (Overview of Psychology, Social Psychology, Sociology, Anthropology, Women's Studies, Cultural Studies)*
 2) *Article: "The Self as an Organizing Construct in the Behavioral and Social Sciences" (Leary & Tangney, Handbook of Self & Identity)*
 3) *A Discussion post assignment due Thursday*

R 8/27 -Have completed Learning Unit 1: Readings and post (5 points)

Week 2 – Section 1: Social Approaches to Identity

- M 8/31 - Check for Announcements
*Begin working on Learning Unit 2: Social Identity. To find the materials, click the Learning Units tab and then click the appropriate unit. Use the arrows in the upper right to move through the unit.
Unit 2 includes:
 1) *Lecture Notes on Social Identity & Difference*
 2) *Brief video at PBS called "Breaking out of Society's Boxes"*
 <http://vvi.onstreammedia.com/cqibin/visearch?user=pbs-newshour&template=template.html&query=essayist+ponders+breaking+out+of+&keywords=essayist+ponders+breaking+out+of+&category=blank> *(then click on the "Play Video" icon under the photo)*
 3) *Chapter: "Difference and Other Important Matters" Brenda Allen*
 4) *Article: "The Social Self: On Being the Same and Different at the Same Time"*
 5) *A Discussion Post assignment due Thursday*

- R 9/3 -Have completed Learning Unit 2: Readings and Post (5 points)
-Project Implicit: Check Lecture Notes for details on this mini-assignment

Week 3 – Section 1: Gender Identity

M 9/7 – Labor Day

- T 9/8 -Check for Announcements
-Begin working on Learning Unit 3: Gender Identity. To find the materials, click the Learning Units tab and then click the appropriate unit. Use the arrows in the upper right to move through the unit.
Unit 3 includes:
1) *Lecture notes on Women's Studies/Gender & Identity*
2) *Article: "Night to his Day: The Social Construction of Gender" Judith Lorber*
3) *Article: "The Fall of Man"*
<http://www.nytimes.com/books/99/10/03/reviews/991003.03shulevt.html>
4) *Audio: NPR story "Two Families Grapple with Sons' Gender Preferences" 23 minutes*
5) *Discussion post assignment due Thursday*

- R 9/10 -Have completed Learning Unit 3: Readings and Post (5 points)

Week 4 – Section 1: Cultural Identity (Article Critiques)

- M 9/14 -Check Announcements:
-Notes on Article Critique requirements

-Begin working on Learning Unit 4: Cultural Identity. To find the materials, click the Learning Units tab and then click the appropriate unit. Use the arrows in the upper right to move through the unit.
Unit 4 includes:
1) *Lecture notes on Cultural Identity issues and theories*
2) *Audio: NPR panel: "Racial Identity in Multi-ethnic America"*
3) *Article: "The Latino Imaginary: Meaning of Community and Identity" Juan Flores*
4) *Audio: NPR "Between Two Worlds"*
5) *Article: "Globalization and Cultural Identity" Tomlinson*
6) *Discussion post assignment due Thursday*

- R 9/17 -Check Announcements:
-Notes outlining the requirements for Paper 1

-Have completed Learning Unit 4: Readings and Post (5 points)

*Work on article critiques for Monday

Week 5 - Section 1: Article Critiques & Paper 1

- M 9/21 -Post your article critique to the Discussion Board (5 points).
-Work on Paper 1
- R 9/24 -Work on paper 1

Week 6 – Unit 2: Seeking Identity in the Humanities

- M 9/28 - Paper 1 Due – please post to the Discussion Board (15 points)
- Check Announcements for Lecture Notes on:
-*Humanities as a precursor to Social Science*
-*Lessons in Identity from Shakespeare, others*
-*The development of subjectivity – self-definition and representation*
-*Introduction to Hamlet – background and reading questions*

-Begin reading Hamlet
- R 10/1 -Have read Acts 1-2 (minimum)
- Post Due: Go to the Discussion Board and find the forum for today. Post a response to the question on the forum as a new thread (200 – 300 words). Then read through the other new threads and reply to at least 3 of your peers for discussion.

-Finish reading the play

Week 7 – Unit 2: Literature - Hamlet

- M 10/5 -Check Announcements for notes and points on Hamlet
- R 10/8 -Post due – (Final analysis) 2 pages due: Go to the Discussion Board and find the forum for today. Post a 2 page (500 word) analysis of Hamlet and Identity. Then read through the other new threads and reply to at least 3 of your peers for discussion.

Week 8 – Unit 2: Literature – Lyric Poetry

- M 10/12 -Check Announcements for
-Lecture notes on Lyric Poetry
-Links to poems, readings for Thursday

R 10/15 -Post due Go to the Discussion Board and find the forum for today. Post a response to the question on the forum as a new thread (200 – 300 words). Then read through the other new threads and reply to at least 3 of your peers for discussion.

Week 9- Unit 2: Self-Portraits – Paintings, Photos, Internet

M 10/19 -Check Announcements for
-Overview of Paper 2
*Begin working on Learning Unit 5: Self-Portraits. To find the materials, click the Learning Units tab and then click the appropriate unit. Use the arrows in the upper right to move through the unit.

Unit 5 includes:

1) Lecture Notes on self-portraits (past & present)

2) Watch the You Tube video linked below:

<http://www.youtube.com/watch?v=Y8U6iD6IKRs>

3) Click below and view Wired magazine's Top 10 Self-Portraits (Photography)

http://www.wired.com/culture/art/multimedia/2008/03/gallery_top_10_self_portraits/

4) View Segment from Frontline – Trying on identities

<http://www.obs.org/wqbf/pages/frontline/video/flv/generic.html?sfrol02p4e&continuous=1>

5) Read the article "Virtual Friendship and the New Narcissism"

<http://www.thenewatlantis.com/publications/virtual-friendship-and-the-new-narcissism>

6) Discussion Post Assignment

R 10/22 -Have completed Learning Unit 5 – readings and post

Week 10 – Paper 2

M 10/26 -Check Announcements for notes on Paper 2
-Work on Paper 2

R 10/29 -Work on Paper 2

Week 11 – Unit 3: Life Writing (Rodriguez)

M 11/2 - Paper 2 due – please post to the Discussion Board by midnight
-Check Announcements for Lecture Notes on
-Rodriguez and reading questions
-Start reading Rodriguez's Hunger for Memory (p. 1-78, 121-149)

R 11/5 -Post due Go to the Discussion Board and find the forum for today. Post a response to the question on the forum as a new thread (200 – 300 words). Then

read through the other new threads and reply to at least 3 of your peers for discussion.

Week 12 – Unit 3: Life Writing

- M 11/9 -Check Announcements for Lecture Notes on the memoir assignment
- Begin working on Learning Unit 6: Life Writing. To find the materials, click the Learning Units tab and then click the appropriate unit. Use the arrows in the upper right to move through the unit.
Unit 6 includes:

- R 11/12 -Have completed Learning Unit 6 – readings and post
Review Memoir assignment
Start working on your memoirs

Week 13 – Memoirs

- M 11/16 -Check Announcements for Lecture notes on writing memoirs
-Fun with 6 work memoirs
- R 11/19 -Work on Memoir

Week 14 – Thanksgiving

- M 11/23 **Memoirs due – please post to discussion board by midnight**
Review of Final Paper assignment

Happy Thanksgiving!

Week 15 – Final papers

- M 11/30 Check Announcements
Work on Final Papers
- R 12/3 Work on Final Papers

Week 16 –Last Class

- M 12/7 (Last Class) – **FINAL PAPERS due by midnight** (please post to the Discussion Board)

BIS 470 Liberal Studies Seminar. (3)

Advanced analysis and application of theories and methods of human and social inquiry.

BIS 470 Reading List (Books and Articles)

Social Sciences:

Allen, Brenda. Difference Matters: Communicating Social Identity. 2003, Waveland Press.

Brewer, Marilyn B. "The Social self: On being the same and different at the same time." *Personality and Social Psychology Bulletin*. 1191 17:5.

Flores, Juan. "The Latina Imaginary: Meaning of Community and Identity." Identities: Race, Class, Gender, Nationality. Blackwell, 2006.

Leary, Mark R. & Tangney, June Price. "The Self as an Organizing Construct in the Behavioral and Social Sciences," Handbook of Self and Identity. Guilford Press, 2005.

Lorber, Judith "Night to His Day: On the Social Construction of Gender." Paradoxes of Gender. Yale University Press, 1994.

Osborne, Randall. Self: An Eclectic Approach. Allyn & Bacon, 1996.

Rosen, Christine. "Virtual Friendship and the New Narcissism," *The New Atlantis*
(<http://www.thenewatlantis.com/publications/virtual-friendship-and-the-new-narcissism>)

Tomlinson, J. "Globalization and Cultural Identity." The Global Transformations Reader, 2003.

Life Writing:

Eakin, John Paul. "What are we reading when we read autobiography?" Narrative. 2004 12:2.

McAdams, Dan. "The Psychology of Life Stories," Review of General Psychology. 2001 5:2.

Rodriguez, Richard. The Hunger for Memory: the education of Richard Rodriguez. 1982, Bantam Books (ISBN: 0-553-38251-9)

Literature:

Shakespeare, William. *Hamlet*. 2003, Simon & Schuster (ISBN: 074347712X)

Woolf, Virginia. *Mrs. Dalloway*. 2002, Harcourt. (ISBN: 0151009988)

Misc. Lyric Poems – Petrarch, Surrey, Shakespeare, Donne, Keats, Whitman, Dickinson

To my mother
Thelma L. Allen

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Allen, Brenda

"DIFFERENCE
MATTERS"

WAVELAND PRESS 2004



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OSBORNE, RANDALL "Self - An Eclectic Approach"

Allyn + Bacon (1996)

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