**III. Weekly Social Class Blogs (*Analysis of Social Class in Everyday Life*) - 20 points total:** The goal of this exercise is to develop your awareness of how social class affects your own and/or others’ psychological processes (behaviors, thoughts, feelings) while simultaneously applying the course content to these observations. The observations can be drawn from your own everyday life (including from the class activities) or an instance you encountered in the media (broadly defined). The more you learn about social class his term, the more you will begin to see the psychological context and develop the complexity of your observations. Moreover, this exercise will allow you to apply the course content to real-world situations. Therefore, these observations should draw on the readings & lecture material—Ideally from that week’s or the preceding week’s lecture and assigned readings. Please cite at least two course sources in your analysis (Only one should be from the lecture and the specific study or slide should be cited, ex: *Kitayama et al dissonance study*, *Kimel Lecture, September 4, 2013*). In text citations are fine (e.g. *Stephens et al, 2011*). There is no need to put the full reference at the end. Blogs should be posted on the course site under the “blog” tab. You may have a fancy title but please make sure to include the blog number (e.g. Blog #3) in the title as well. Please note that you you have the option of hiding your name when you post (In which case, your name will only be viewable to Sasha).

Each week (Starting the 3rd Week of class) you will be asked to submit one observation every week **before the start of class**.

**Blogs will be graded on the following scale:**

Please note that specific comments will only be given if there is a concern about your interpretation/analysis of the event.

✔ = 2 points (completed all sections, cited at least two course sources and the analysis is consistent with the event)

✔- = 1 point (The blog is complete yet only cited one course source; cited two course sources yet did not complete all sections; all sections complete and two sources cited yet the analysis is not consistent with the event)

0 = 0 points (not turned in; less than 50% of the sections are complete; no sources cited)

**Example Blog Entry:**

**Individuals involved:** Older man (in his 70’s) who was upper-middle class and myself (lower SES, male).

**Context:** On the airplane to Boston from Austin, I was upgraded to First Cass. The older man sitting next to me began talking to me and it become clear that he was from a upper-middle class background.

**Event:** The older man was looking at a magazine and said: “*I have this car! …I loved it but then my best friend bought the same car”* and went on: “*Yeah, it’s just not the same when what you have no longer stands out*”. The conversation continued about how he felt about his friend buying the same car.

**Analysis:**

Stephens, Markus, and Phillips do an excellent job explaining how social class culture shapes selves. Upper and Middle-class families cultivate their children’s behavior toward independence by encouraging them “to prioritize their individual needs, to express themselves, and to influence the world” (Stephens, Markus, Phillips 617). Relatedly, these individual tended to be highly concerned with other people copying them (see Stephens, Markus, and Townsend, 2007). This is consistent with the words of the older man in that…

**Note:** This is just an example of a blog and does not necessarily represent ✔ work.

*Participation In Blogs* - Participation grades will also be based on online comments to the “Weekly Social Class Blogs”. You should aim to make at least 10 comments to other students’ blogs over the course of the term. These comments should be made within one week of the posting. Please remember that you have the option of hiding your name when you post (In which case, your name will only be viewable to Sasha).