Role, Self, and Identity (SOCG 230)   *Dr. Richard N. Pitt*
Classroom: Social Sciences Building 414   497 Social Sciences Bldg

> *"Our sense of being a person can come from being drawn into a wide social unit; our self of selfhood can arise through the little ways in which we resist the pull. Our status is backed by the solid buildings of the world, while our sense of personal identity often resides in the cracks."*
> **Erving Goffman**

> *So, I guess we are who we are for a lot of reasons. And maybe we'll never know most of them. But even if we don't have the power to choose where we come from, we can still choose where we go from there. We can still do things. And we can try to feel okay about them."*
> **Steven Chbosky**

COURSE DESCRIPTION. The overall goal of this graduate seminar is to provide students with a working knowledge of theories and empirical research in the sociological study of the self and social identity and the relationship between identity, behavior, and social interactions. The course, which consists of lectures, readings, class discussions, writing assignments, and a final collaborative paper is designed to focus on the major theoretical arguments in this narrow band of the social psychology literature and the ways those theories have been applied to questions sociologists are interested in.

READING FOR THIS COURSE: Other than one text—Goffman's *Presentation of Self In Everyday Life* (ISBN 9780385094023)—all assigned readings in this course will be articles or book chapters. You can access them in Canvas (under "Course Reserves"), but will need a VPN (AnyConnect "allthruucsd" group) for library access if you're off-campus.

Research on reading speeds shows that college-educated adults average about 250-300 words per minute for recognition of the material content.[1] That's the average . . for undergrads. Graduate students are expected to read at a faster rate (500-600 WPM), particularly when reading and skimming the kinds of materials we will be reading in this course; you have even more exposure to reading than undergrads and exposure matters. Five to six readings (~130 pages) will be assigned most weeks. The average 20-page article assigned in this course is about 12500 words and should take you about an hour to read carefully and 30 minutes to skim. As you'll see below, you will be required to outline three of those articles; that will add an additional 30-45 minutes to the article you read carefully. Graduate students are conventionally expected to complete 3-4 hours of out-of-class coursework for *every contact hour*. Therefore, I fully expect that you should be able to read/outline three articles and be familiar (again, think "recognition") with the content of the others. If you find it difficult to manage this level of work, please let me know and we can discuss some techniques for increasing your reading/skimming speed.

REQUIREMENTS AND GRADING. The grade in this class is based on your completion of the following assignments. Each of you starts with an "A" (400 points) and you move down from there. The buffer for each letter grade is 40 points (10%). Pluses and minuses are earned in the 15 point margins at the top/bottom of the letter grade range. **You will receive an A- at 379 points**. Once you go below the threshold for any given grade, there is NO way to go up. Your continued enrollment

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[1] This is actually more than the average adult (~250 WPM) because college students are exposed to more reading (hopefully). The range is also different for fiction and non-fiction reading. See Keith Rayner and colleagues' article in *Psychological Science in the Public Interest* (2016 17:4-34) for way too much detail about reading. Check out Marc Brysbaert's article in *Journal of Memory and Language* (2019 109: 104047) for something slightly less dense but equally fascinating.

means that you understand and accept this grading policy. Unless otherwise noted, all assignments should be single-spaced, 1" margins, and in Times or Times New Roman font.

A) Attendance: The single largest predictor of a final grade in any course is attendance (Credé, Roche, Kiezcynka 2010), with doing the reading following a close second. As much of the learning taking place in this class will happen during the four hours we have together each week, you hurt yourself by not attending. Not only do I believe your presence enables you to learn from the contributions of others, but your own contributions to our learning are also critical for our comprehensive engagement with these ideas. Each of you is allowed one absence this semester. No other absences—whatever the explanation, excuse, or emergency—will be accepted. If you miss class beyond this absence, your grade in the class will drop 60 points automatically for each additional absence.

B) Article Memos (20 at 10 points each = 200 points): Outside of the Goffman chapters in Week 6, there are 46 articles and book chapters assigned in this class. You will be required to outline 20 of the readings not marked "NO MEMO", with a minimum of three outlines each week. Article memos are due in Canvas an hour before class on the day they are listed on the syllabus. Each memo for each reading MUST be no more than one page in length. They must follow the model supplied at the end of this syllabus, including each of the sections included in that model. Each of you will be assigned to outline a specific reading each week. I will need your copy of the memo by NOON on the day we're discussing it and will distribute that day's memos as a packet. When we draw on these readings, students who outlined them should be prepared to summarize them for the rest of the class.

D) Research Paper (200 points): You will be responsible for collaborating on a theoretically informed, ***empirical research paper*** on a question using one of the theories discussed in the course. Each member of the class will be responsible to propose a research project based on one of three datasets: *The Science Study*, *Exploring Multiple Identities*, and *Religion and Identity*. I will provide each of you with the codebook for the three datasets on the first day of class. I strongly encourage you to review each codebook well in advance of the date your proposals are due. In fact, it would be wise to review them weekly for possible connections to each week's class discussion. Writing an independent paper is *not* an option in this class.

You must provide a 1-page prospectus describing your proposal that should follow the model attached to this syllabus. That prospectus—due on **Monday, November 06**—will account for 50 of the 200 points. On November 08, we will evaluate each of the proposals—in part based on a simple statistical analysis of the claims—and (hopefully) select three of them to pursue as a publishable manuscript. Students will opt into one of the three papers and proceed to collaborate on the introduction (~600 words), literature review (~2100 words), "current study" (~1200 words), and background/conclusion (~1800 words) sections of the paper; I will write the methods and analysis sections. I will be first author on both papers and the author of the proposal will be second author. The remaining coauthors will be organized randomly. Each of you will contribute no fewer than 1800 words to the 9000 word manuscripts.

The first draft of your sections is due on **November 29**. The "final" drafts of the two papers will be due on **December 15**. All of the collaborators will receive the same grade for the final draft. As the completion of these three manuscripts is not intended to simply be a class exercise, please recognize that your contributions to these papers will not end on the 15th. As the ultimate goal is to submit these papers for review at ASA and then a journal, you should expect to continue to work on revisions as the paper moves through the various pipelines. If the papers are accepted at ASA, I will provide some financial resources to defray some of the cost of your attendance at the conference in Montreal to present these papers.

OCTOBER 04: Introduction and Symbolic Interaction Theory (130 pages)

Campbell, Mary, and Christabel Rogalin. 2006. "Categorical Imperatives: The Interaction of Latino and Racial Identification." *Social Science Quarterly* 87:1030-1052.

Johnson, Monica, Justin Berg, and Toni Sirotzki. 2007. "Differentiation in Self-Perceived Adulthood: Extending the Confluence Model of Subjective Age Identity." *Social Psychology Quarterly* 70:243-261.

Khanna, Nikki. 2004. "The Role of Reflected Appraisals in Racial Identity: The Case of Multiracial Asians." *Social Psychology Quarterly* 67:115-131.

[SKIM. NO MEMO] Owens, Timothy, Dawn Robinson, and Lynn Smith-Lovin. 2010. "Three Faces of Identity." *Annual Review of Sociology* 36:477-499.

[SKIM, NO MEMO] Stryker, Sheldon. 2008. "From Mead to a Structural Symbolic Interactionism and Beyond." *Annual Review of Sociology* 34:15-31.

Yeung, King-To and John Levi Martin. 2003. "The Looking Glass Self: An Empirical Test and Elaboration." *Social Forces* 81:843-879.

OCTOBER 11: Self and Identity I (117 pages)

Brenner, Philip, Richard Serpe, and Sheldon Stryker. 2014. "The Causal Ordering of Prominence and Salience in Identity Theory: An Empirical Examination." *Social Psychology Quarterly* 77:231-252.

[SKIM. NO MEMO] Gecas, Viktor. 1982. "The Self-Concept." *Annual Review of Sociology* 8:1-33.

Merolla, David, Richard Serpe, Sheldon Stryker, and P. Wesley Schultz. 2012. "Structural Precursors to Identity Processes: The Role of Proximate Social Structures." *Social Psychology Quarterly* 75:149-172.

Pitt, Richard, Lacee Satcher, and Amber Drew. 2020. "Optimism, Innovativeness, and Competitiveness: The Relationship between Entrepreneurial Orientations and the Development of Science Identity in Scientists." *Social Currents* 7:155-172.

Thoits, Peggy. 2012. "Role-Identity Salience, Purpose and Meaning in Life, and Well-Being among Volunteers." *Social Psychology Quarterly* 75:360-384.

OCTOBER 18: Self and Identity II (130 pages)

[SKIM. NO MEMO] Stets, Jan, and Peter Burke. 2014. "The Development of Identity Theory." *Advances in Group Processes* 31:57-97.

Carter, Michael. 2013. "Advancing Identity Theory: Examining the Relationship between Activated Identities and Behavior in Different Social Contexts." *Social Psychology Quarterly* 76:203-223.

Killian, Caitlin, and Cathryn Johnson. 2006. "I'm Not an Immigrant!: Resistance, Redefinition, and the Role of Resources in Identity Work." *Social Psychology Quarterly* 69:60-80.

Stets, Jan, and Peter Burke. 2014. "Self-Esteem and Identities." *Sociological Perspectives* 57:409-433.

Stets, Jan, and Alicia Cast. 2007. "Resources and Identity Verification from an Identity Theory Perspective." *Sociological Perspectives* 50:517-543.

OCTOBER 25: Affect and Cognition (117 pages)

Boyle, Kaitlin and Ashleigh McKinzie. 2015. "Resolving Negative Affect and Restoring Meaning: Responses to Deflection Produced by Unwanted Sexual Experiences." *Social Psychology Quarterly* 78:151-72.

Cohen, Bernard. 2003. "Creating, Testing, and Applying Social Psychological Theories." *Social Psychology Quarterly* 66:5-16. 11

[SKIM. NO MEMO] Howard, Judith. 2000. "Social Psychology of Identities." *Annual Review of Sociology* 26:367-393.

Kalkhoff, Will, Kristen Marcussen, and Richard Serpe. 2016. "To Thine Own Self Be True? Clarifying the Effects of Identity Discrepancies on Psychology Distress and Emotions." *Social Science Research* 58:14-33.

Pitt, Richard. 2010. "Killing the Messenger: Gay Black Men's Neutralization of Anti-Gay Religious Messages." *Journal for the Scientific Study of Religion* 49:56-72.

Robinson, Dawn and Lynn Smith-Lovin. 1992. "Selective Interaction as a Strategy for Identity Maintenance: An Affect Control Model." *Social Psychology Quarterly* 52:12-28.

Youngreen, Reef, Bridget Conlon, Dawn Robinson, and Michael Lovaglia. 2009. "Identity Maintenance and Cognitive Test Performance." *Social Science Research* 38:438–446.

NOVEMBER 01: Stigma and Identity Management (146 pages)

[SKIM. NO MEMO] Brenner, Philip, and John DeLamater. 2016. "Lies, Damned Lies, and Survey Self Reports? Identity as a Cause of Measurement Bias." *Social Psychology Quarterly* 79:333-354. 21

Granberg, Ellen. 2011. ""Now My Old Self Is Thin": Stigma Exits after Weight Loss." *Social Psychology Quarterly* 74:29-52.

[SKIM. NO MEMO] Link, Bruce, and Jo Phelan. 2001. "Conceptualizing Stigma." *Annual Review of Sociology* 27:363-385.

Mauldin, Laura, and Tara Fannon. 2020. "They Told Me My Name: Developing a Deaf Identity." *Symbolic Interaction* 44:339-366.

O'Brien, John. 2011. "Spoiled Group Identities and Backstage Work: A Theory of Stigma Management Rehearsals." *Social Psychology Quarterly* 74:291-309.

Snow, David and Leon Anderson. 1987. "Identity Work among the Homeless: The Construction and Avowal of Personal Identities." *American Journal of Sociology* 92:1336-1371.

NOVEMBER 08: Goffman In His Own Words (137 words) • Discuss Paper Proposals

[SKIM. NO MEMO] Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York, NY: Anchor Books.
"Introduction" pages 1-16
"Performances" pages 17-76
"Regions and Region Behavior" pages 106-140
"The Arts Of Impression Management" pages 208-237

NOVEMBER 15: Goffman In Other People's Words (117 pages)

[SKIM. NO MEMO] Orbuch, Terri. 1997. "People's Accounts Count: The Sociology of Accounts." *Annual Review of Sociology* 23:455-478.

Bar-Lev, Shirly, and Michal Morag. 2022. "Birthing a Secret Creative Self in Suppressive Organizations." *Symbolic Interaction* 45:356-377.

Pitt, Richard. 2012. ""All the World's a Stage": How Congregations Create the Called." Pp. 72-95 in *Divine Callings: Understanding the Call to Ministry In Black Pentecostalism*. New York: NYU Press.

Vassenden, Anders, and Ingrid Rusnes. 2022. ""I Say I Work at the University": Norwegian Professors and Passing as Interaction Ritual." *Symbolic Interaction* 45:327-355.

Wei, Junhow. 2016. ""I'm the Next American Idol": Cooling out, Accounts, and Perseverance at Reality Talent Show Auditions." *Symbolic Interaction* 39:3-25.

NOVEMBER 22: Identity Theory Applied To Race and Ethnicity (119 pages)

Campbell, Mary, and Lisa Troyer. 2007. "The Implication of Racial Misclassification by Observers." *American Sociological Review* 72:750-765.

Doyle, Jamie, and Grace Kao. 2007. "Are Racial Identities of Multiracials Stable? Changing Self-Identification among Single and Multiple Race Individuals." *Social Psychology Quarterly* 70:405-423.

[SKIM. NO MEMO] Ellemers, Naomi, Russell Spears, and Bertjan Doosje. 2002. "Self and Social Identity." *Annual Review of Psychology* 53:161-186.

Oyserman, Daphna, Deborah Bybee, and Kathy Terry. 2003. "Gendered Racial Identity and Involvement with School." *Self and Identity* 2:307-324.

Piatt, Elizabeth, David Merolla, Eboni Pringle, and Richard Serpe. 2019. "The Role of Science Identity Salience in Graduate School Enrollment for First-Generation, Low-Income, Underrepresented Students." *The Journal of Negro Education* 88:269-280.

Raudenbush, Danielle. 2012. "Race and Interactions on Public Transportation: Social Cohesion and the Production of Common Norms and a Collective Black Identity." *Symbolic Interaction* 35:456-473.

Steck, Laura, Druann Heckert, and Alex Heckert. 2003. "The Salience of Racial Identity among African-American and White Students." *Race and Society* 6:57-73.

NOVEMBER 29: NO Class Thanksgiving Week • First Draft Of Literature Review/Intros

DECEMBER 06: Identity Theory Applied To Gender and Sexuality (139 pages)

[SKIM. NO MEMO] Cerulo, Karen. 1997. "Identity Construction: New Issues, New Directions." *Annual Review of Sociology* 23:385-409.

Green, Adam. 2011. "Playing the (Sexual) Field: The Interactional Basis of Systems of Sexual Stratification." *Social Psychology Quarterly* 74:244-266.

McLemore, Kevin. 2015. "Experiences with Misgendering: Identity Misclassification of Transgender Spectrum Individuals." *Self and Identity* 14:51-74.

Pfeffer, Carla. 2014. ""I Don't Like Passing as a Straight Woman": Queer Negotiations of Identity and Social Group Membership." *American Journal of Sociology* 120:1-44.

Silva, Tony. 2018. "Straight Identity and Same-Sex Desire: Conservatism, Homophobia, and Straight Culture." *Social Forces* 97:1067-1094.

GENDER DIFFERENCES IN ALTRUISTIC/RESEARCH ORIENTATIONS

Despite Riegle-Crumb and King's (2010:660) assertion that entrance into postsecondary STEM fields is no longer dominated by White males, women continue to be underrepresented as faculty in academic science, technology, engineering, and mathematics (STEM) compared to the number of women who graduate with STEM doctorates. Research indicates that women frequently report difficulty seeing themselves as successful faculty members. Current research into impediments to women's persistence in STEM disciplines has shown that identity contingencies, belonging uncertainty, imposter phenomenon, stereotype threat, and fixed mindset are among the challenges faced by underrepresented groups such as women in STEM. According to Thebaud (2010, 2015), women are less likely to perceive themselves as able to be entrepreneurs and hold themselves to a stricter standard of competence when compared to similarly situated men. As a result, even when you control for relevant resources, women are less likely to become entrepreneurs. Some of this is a function of prescriptive stereotyping and gender status beliefs held by the women themselves (Cech et al 2011). Another reason women may believe they are less competent than men may be a sense that the culture of STEM fields— some more than others, incidentally—are misaligned with their own values. In Espinosa's (2011) study on women's attrition from STEM, she described two different dimensions of science identity: research scientists who pursue science in order to uncover scientific knowledge and altruistic scientists who do so as a way to serve humanity. These different motivations lead women with strong capabilities in STEM to pursue different trajectories in their training and, ultimately, in their careers. An altruistic orientation may, in fact, be one of the reasons women have surpassed men in earning degrees in biological sciences since the 1980s (Xie et al 2015) and why most of our female post-docs have degrees in biomedical fields.

RESEARCH QUESTION: Do women and men differ in their evaluations of their competence and in their preferences for altruistic vs. research science careers?

HYPOTHESIS: Even at this advanced stage in their STEM careers, women differ from men in their evaluations of their competence as scientists and in their preferences for altruistic vs. research oriented careers. Actual success (e.g., publishing) is a mediator of these differences.

THEORY: Thebaud (2010) and Espinosa (2011) self-efficacy and altruistic science orientations

DATA SOURCE(S): Pitt's Beyond The PhD postdoctoral survey, specifically the values-matter panel (VM1 – VM20) and science career panel (SC12, SC15)

REFERENCES (One must be from *Social Psychology Quarterly*, one must be from an *Annual Review of Sociology*, and one must be from either *ASR*, *AJS*, *Social Problems*, or *Social Forces*):

Thebaud, Sarah. 2010. "Gender and Entrepreneurship as a Career Choice: Do Self-Assessments of Ability Matter?" *Social Psychology Quarterly* 73:288-304.

Espinosa, Lorrell. 2011. "Pipeline and Pathways: Women of Color in Undergraduate STEM Majors and the College Experiences that Contribute To Persistence." *Harvard Educational Review* 81: 209-240.

Cech, Erin, Brian Rubineau, Susan Silbey, and Caroll Seron. 2011. "Professional Role Confidence and Gendered Persistence in Engineering." *American Sociological Review* 76: 641-666.

Charles, Maria and Karen Bradley. 2009. "Indulging our Gendered Selves? Sex Segregation by Field of Study in 44 countries." *American Journal of Sociology* 114:924-76.

Xie, Yu, Michael Fang, and Kimberlee Shauman. 2015. "STEM Education" *Annual Review of Sociology* 41:331-357.

Pearlin, Leonard I., Carol S. Aneshensel, and Allen J. LeBlanc. 1997. "The Forms and Mechanisms of Stress Proliferation: The Case of AIDS Caregivers." *Journal of Health and Social Behavior* **38: 223-36.**

PRIMARY ARGUMENT: Stress proliferation or the process in which an initial stressor gives rise to additional stressors has an adverse impact on health outcomes.

IMPORTANT CONCEPTS DEFINED (At Least Two):
• *Stress Proliferation:* The development or expansion of stressors that are within and beyond a situation, whose stressors create additional stressors not initially present.

• *Stressors:* Hardships directly related to the role of caregiving (*primary*) or that are influenced by the primary stressors of the role of caregiving (*secondary*).

KEY PAPERS CITED: Aneshensel et al. 1995; LeBlanc et al. 1995; LeBlanc 1995; Pearlin and Aneshensel 1994; Pearlin et al. 1981; Shilts 1981; Weston 1991; Wheaton 1990.

DATA USED (IF ANY): Data come from 267 caretakers of people living with AIDS. Only individuals who were continuing to care for individuals living with AIDS at Time 2 (7-months later) were assessed.

PRIMARY FINDINGS (At Least Three):
• Increases in caregiving demands are significantly related to increases in both overload and captivity.

• The expansion of primary stressors (caregiving demands and role captivity) directly affects secondary stressors (work strain), which has an indirect effect on depression.

• As demands increase social and leisure activities become constricted, affecting depression.

• Work overload is the only primary stressor directly related to depression.

QUESTIONS (At Least Two):
• Do you think that individuals who are in better mental health before a primary stressor might experience differential health outcomes in comparison to individuals who have poorer mental health?

• How might individuals with more coping mechanism or social resources, such as having network ties (interpersonal ties) to other caretakers, experience the impact of a primary stressor? Would the adverse health consequences associated with caretaking demand be alleviated?

• How would demographic characteristics such as gender or stage in the life course, differently impact stress proliferation associated with caregiving demands, especially considering the way we understand the role of caregiving in the United States?