Who Am I? Identity and Our Social World
Sociology 191S

Professor: Kathy Kuipers
Office: Social Science, room 311
Hours: Tues. (2:15-4), Wed. (1-3), and by appointment
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Course Objectives: This course focuses on two key social psychological concepts—identity and identification—and their relationship to behavior. Identities are a part of how we see ourselves and influence both our immediate interactions and our perceptions of our social world. We ask: What do we mean by identities? Where do they come from? Are they biologically determined or are they socially constructed? Are they static or are they continuously changing? How are they social? Does a person have one identity or many identities? This interdisciplinary seminar focuses on the topic of personal and social identity and begins by asking some of these questions. Then we take a closer look at how our identities are linked to social groups—families, gender groups, cultural groups, and racial and ethnic groups. Through literature and other cultural artifacts such as visual art, film, and music, we explore the formation of identities within social contexts. At the same time, we look at our own, unique conceptions of identity and how we see ourselves. We pose and begin to answer the question for ourselves: Who Am I?

In the second part of the course, we look at the process of identification, how we manage our identities, and how they influence social behavior. We explore the presentation of our identities: how the presentation and perception of identities affect the negotiation of social relationships—particularly inequalities in interaction. We ask why we show different sides of ourselves in different situations; how our identities influence our ability to engage in social problem solving; and how we articulate and enact our identities, globally.

Learning Outcomes
By the end of this course, students will be able to:

- Describe the nature of identity, the process of its formation, and how it is related to larger social structures and social interaction.
- Understand the social meaning of identity as a cultural construct and how it is illustrated in the stories we tell.
- Use theories and perspectives from a variety of social science disciplines and perspectives (Sociology, Anthropology, Psychology, Women's and Gender Studies, and Native American Studies) to explain the concepts of identity and identification as theoretical constructs and show how these concepts are embedded in the social context.
- Identify and pursue questions for social science inquiry and conduct ethnographic interviews to gain social scientific information.
- Understand, assess, and evaluate research and empirical data on identities and identification by analyzing and presenting results from their own data collection projects; understand the use of generalization in theoretically based research.
- Explore and articulate their own identities as they emerge from and are linked to the social world.
- Develop analytical and writing abilities appropriate to freshmen.

Course Requirements: This is an active participation seminar. While some of the class sessions will be designated for student-led presentations of research topics and research
findings, you also are expected to participate in discussions every class session. The readings are designed to help your writing, to emphasize the social science point of view in conducting and writing about research, and to provide a contextual background for an understanding of these topics. You should complete the assigned readings before you come to class to ensure active participation in class discussions and activities. Your class participation will be worth 15% of your final grade. You are responsible for raising questions that you have about the readings or about problems in preparing and writing your assignments and in-class discussions is the best way of doing this. Since class participation, especially in small-group settings, is such an important part of this class, your attendance at all class meetings is mandatory.

Class participation, preparation, facilitation, in-class work, and the
Moodle discussion board 15%
Identity Defined and Illustrated paper 10%
Genogram and Summary (1-page paper) 15%
Narrating the Self paper 13%
Data Collection and Analysis 15%
‘Ignite Talk’ on data collection 15%
Identities in the Global World final paper 15%
Writing Center Visit 2%
TOTAL 100%

Written work is worth 40% of your final grade. You are responsible for three 3-6 page papers and one 1-page paper. You will receive clear guidelines for the structure of the papers several weeks before they are due. You also will create a genogram of your family and summarize what you have done. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A presentation summarizing the results of the data collection research will be worth 15% of your final grade.

Grades for this course will include +/- grading. Additionally, if this course is taken to fulfill a Gen Ed requirement, it must be taken for a traditional letter grade.

Readings: Four books are required as primary texts for the class and available from the bookstore.

Additional readings (book selections, articles, etc.) also are required and will be available on Moodle. Books also will be put on reserve when/if available.

WRITING CENTER
We strongly encourage all students to consult with the Writing Center as you work through your assignments. Note that the Writing Center does not edit or correct papers, but helps students plan and execute papers in one or more tutoring sessions. Appointments can be scheduled online at http://www.umt.edu/writingcenter/. Note that for your “Identity Defined and Illustrated” paper, you will be required to complete at least one consultation with writing center staff and have the writing center staff complete a certificate indicating that you have consulted with him or her.
A few words about plagiarism and academic dishonesty: “Plagiarism is the representing of another’s work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” (taken from the Student Conduct Code, available for review on-line at http://life.umt.edu/vpsa/student_conduct.php.) Plagiarism includes:

- Copying from another’s paper or allowing another to copy from one’s own paper
- Unpermitted collaboration
- Giving or receiving unpermitted aid on a take-home examination or paper.

Make sure that your work is your own. In this class, discussion of ideas among students is not only permitted, but encouraged among classmates. Giving and accepting comments on each other's writing is also allowed. Neither using another student’s paper as a template for your own nor copying from any written documents (without giving proper credit) are acceptable. Be careful.

Course Schedule: Each of the following sections is arranged according to specific topics to be covered in the course. Topics and required readings for each section are listed for each week. Our progress through the list may change as we spend more or less time on any particular topic. It is your responsibility to keep up with the readings as we move through the course.

**Tentative Class Outline (subject to change)**

<table>
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<tr>
<th>WEEK AND TOPIC</th>
<th>READINGS AND FILMS DUE</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td><strong>Week 1</strong></td>
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<td>Introduction and Orientation</td>
<td>Weekly assignments and groups</td>
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<td>Citation workshop; using the discussion board and Moodle</td>
<td>Citation Handout</td>
<td>Do: Personal Empowerment Through Self-Awareness: PETSA (<a href="http://www.umt.edu/petsa/">http://www.umt.edu/petsa/</a>)</td>
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<td><strong>Week 2</strong></td>
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<td><strong>Week 3</strong></td>
<td>Information literacy: A Visit with our librarian: Professor Karen Jaskar.</td>
<td>Read: WW, pp. 1-48.</td>
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<td>Self-Categorization: types of identities (race, gender, occupation, education, birthplace, roles, etc.) Academic Writing: A Visit from the Writing Center Staff</td>
<td>Read: Poetry Selections: Greene, Kuipers, Turner, Laux, Forche, Corso, Addonizio, Dungy (reflexive identity, military identity, Western identity, family identity, Native American identity)</td>
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<td><strong>Week 4</strong></td>
<td>Tour of MMAC with docent; attend speaker presentation</td>
<td>View MMAC fall exhibition, Four Collections: Collectors, what they collect, and why they collect, reveals much about identities. Think about how collections (including your own) are used to communicate identities.</td>
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<td>Where do Identities Come From? Identity and Place</td>
<td>Read: WW, pp. 49-142.</td>
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<td><strong>Week 5</strong></td>
<td>Socialization and learning of identities</td>
<td>Read: WW, pp. 145-207. Bring passage from the book that shows the learning of identity.</td>
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<td>Where do Identities Come From? Family and Peers</td>
<td>Read: WIB, Part 1</td>
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<td><strong>Week 6</strong></td>
<td>What are Your Identities? Constructing a Genogram Where do Identities Come From? Ancestors and Family</td>
<td>Read: WIB, Part 2 Genogram Handouts Brainstorm questions for speaker</td>
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<td>Skype with representative from the new film, <em>Winter in the Blood.</em></td>
<td>Read: WIB, Parts 3-4 and “Epilogue”</td>
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<td><strong>Week 7</strong></td>
<td>How do we decide which identities are most important? Identities within context</td>
<td>Read: Turkle, S. 1995, <em>Life on the screen: Identity in the Age of the Internet.</em> New York: Touchstone; 1999, “Cyberspace and Identity” <em>Contemporary Sociology</em> (selections on Moodle)</td>
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<td>Presentation of Identities</td>
<td>Read O’Brien, Tim. <em>The Things They Carried</em>, selections (on Moodle)</td>
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<td>Week 8</td>
<td>Read: APC, Chpts. 4-6.</td>
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<td>Read: APC, Chpts. 7, 8, and Conclusion.</td>
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| **Week 9** | **Assignment #3--**  
Ethnographic Interviews and locating an Informant  
Visit from Nikki Camp, SSRL  
Multiple and Conflicting Identities/ Identities that Come with and from a Historical Legacy/ Imposed Identities; Negotiating Identity and Identity Management: What do we reveal about ourselves?  
Read: Root, Maria. "Resolving 'Other' Status: Identity Development of Biracial Individuals (on Moodle)  
View at least one of the following films: Left by the Ship; Hell and Back Again; Up Heartbreak Hill, Daughter from Danang: |
| **Week 10** | **Assignment #4—Data Collection and Analysis**  
Begin data collection/ethnographic interviews |
| **Week 11** | **Discussion of IGNITE talk and paper**  
Do domain analysis in class  
View film, "A Family Gathering" (link on Moodle)  
Assignment #4—Data Collection and Analysis  
Begin data collection/ethnographic interviews |
| **Week 12** | **Assignment #4—Data Collection and Analysis**  
Read: BA, "Come, Japanese!" and "First Night" and "Whites,"  
White privilege discussion and exercise  
Read "Babies," and "The Children"  
Read McIntosh, "White Privilege: Unpacking the Invisible Knapsack" |
<p>| <strong>Week 13</strong> | Read: BA, &quot;Traitors,&quot; &quot;Last Day&quot; and &quot;A Disappearance&quot; |</p>
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<th>Assignment #5—IGNITE Presentations Due (Tuesday and Thursday, November 21, in class)</th>
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<td>NO CLASS THURSDAY: HAPPY THANKSGIVING!</td>
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| **Week 15** | **Who are We Americans?**  
How we see ourselves. | View film: *Citizen USA: a 50 state road trip*  
| **Final Paper** | **Who are We Americans?**  
How others see us. | Wrap-up and final discussion | **Assignment #6—Identities in the Global World Paper Due (December 12, by 10:10, am at the scheduled time of our final exam.)** |