



**ARIZONA STATE UNIVERSITY**  
**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit School of Social Transformation Department Justice and Social Inquiry

Subject JUS Number 427 Title Justice and Pop Culture Units: 3

Is this a cross-listed course? No  
 If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
 Course description: \_\_\_\_\_

**Requested designation:** Literacy and Critical Inquiry-L

*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**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.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

**Contact information:**

Name Frank A. Pina Phone 480-965-9800

Mail code 6403 E-mail: Frank.Pina@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Mary Fornow Date: 1/2/14

Chair/Director (Signature): \_\_\_\_\_



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**course catalog & class search**

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Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1 Collapse -

Course	Title	Units	GeneralStudies
JUS 427	<b>Identity and Justice</b> Theory of symbolic interaction which provides a vocabulary, observational methodology (i.e., dramaturgy) and a set of grounding concepts that allow students to explore identity in its everyday practices. Explores the transformation and emergence of identities in public discursive spaces and the political impact of identity as it is deployed (invoked) and interpreted (imputed) among interactants in the social world. Establishes the position that identity operates as a central constitutive function in the construction of meaning and, subsequently, our ideas and attitudes about justice. <b>Allow multiple enrollments:</b> No <b>Primary course component:</b> Lecture <b>Repeatable for credit:</b> No <b>Grading method:</b> Student Option <b>Offered by:</b> College of Liberal Arts and Sciences -- School of Social Transformation Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 36 hours; Credit is allowed for only JUS 427 or JUS 494 (Identity & Justice)	3	



# JUS 427: Identity and Justice [SB] [L]

Instructor: D. Henderson

## Course Description:

This course begins with a basic overview of the theory of symbolic interaction which will provide students with a vocabulary, observational methodology (i.e., dramaturgy) and a set of grounding concepts that will allow them to explore identity in its everyday practices. Students will explore the transformation and emergence of identities in public discursive spaces and the political impact of identity as it is deployed (invoked) and interpreted (imputed) among interactants in the social world.

## Literacy Designation:

**Criterion 1: At least 50% of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.**

**Evidence:** Of the 575 points possible in this course, approximately 96% depends on writing. There are four 3-4 page critical reflection papers worth 26% of the total course points; one 8 page coauthored research paper and a single-authored reflection paper worth 17% of the course total; there are two essay exams worth 35%; and up to 10 essay quizzes worth a maximum of 17%.

**Criterion 2: The composition task involves the gathering, interpretation, and evaluation of evidence.**

**Evidence: The Coauthoring Research Paper.** Working in teams of two, students will research the relationship between identity and social movements. They will choose any social movement of the last 50-100 years (e.g., civil rights movement, women's movement, Gay and Lesbian movement, American Indian Movement, Labor movement, Immigrant workers rights movement, Disability rights movement, etc.) and do the following: 1) Summarize the history of the movement and the socio-political context that spawned it; 2) Analyze its organizational Identity: (This is the most important part of the paper -- Who were the people involved and for whom did the movement attempt to speak?); and 3) Summarize the Contemporary condition of the movement (What is the organization doing now?). Research must rely on at least 5 sources (peer reviewed academic journals or books), and all sources must be cited properly in ASA format (website link provided in Blackboard) both in the body of the paper and on the Works Cited page. In addition to the basic research on their chosen social movement, students are asked to take what they are learning about identity and its importance in the lives of individuals, groups and societies, and use that insight to develop a deeper understanding of the people who organized themselves to fight for their rights – namely, the right to exist and be recognized as full-fledged human beings in an economic and political context in which the powerful used the legal system to exclude, deny and oppress them. This project functions also as an opportunity for students to experience the coauthoring process and to examine how their identities collide when they attempt to merge their ideas and academic styles with that of their coauthor. Their goal is to produce a well-informed paper that speaks with one voice but that still represents both authors. The paper should be no less than 8 pages long, typed, double-spaced and proof read. The coauthors must share the work load in the research and writing processes and

**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.**

**Evidence:** In Assignment 3, students are asked to consider what it means to be “white” in the United States; how would we they identify “white culture”? In approximately 3 -4 pages, students will try to construct a rough idea of white culture. When we talk about “assimilation” or “integration” into the mainstream, we must ask the question: to what do “others” assimilate? In the vocabulary we use to talk about culture with respect to other “ethnic” groups, what is dominant culture, that is, what is “white” culture? In Assignment 4 students are asked to take a look at privilege. They are asked to examine their own identities and determine the ways that their own identities privileges or disadvantages them. Students are asked to explore the ways the multiple aspects of their identities (gender, race/ethnicity, social class, age, abilities, sexual orientation, physical appearances, etc.) intersect as they interact with others. A good grade depends on insight and reflection. This paper should be approximately 3-4 pages long, typed, double-spaced and proof-read.

**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 time to help them do better on subsequent assignments.**

**Evidence:** Students will be given at least 1 week to complete each short writing assignment and there is always at least one week between assignments during which time I will read, grade and provide extensive feedback on students’ writing and the paper’s content. My feedback addresses issues of overall organization, thoughtfulness and insight regarding content, and sentence structure, word choice, spelling, typing errors and basic grammar. For students who show definite weaknesses in their writing ability, I refer them to our Writing Mentorship program in the department of Justice and Social Inquiry for more assistance.

For the coauthored assignment, the following tasks in the following order must be completed:

1. Students will choose a writing partner and brainstorm about a topic of interest.
2. Students will turn in some possible thesis statements for me to review.
3. Once we agree on a topic and thesis statement, students will review the literature and then create a detailed, topic outline for the paper.
4. Students will turn in a bibliography in proper ASA format (the link to ASA Style Guide is provided in Blackboard).
5. When the bibliography is approved, students will turn in a finished coauthored paper (worth 75 points) and their individually written personal reflections on the coauthoring process (worth 25 points).

After each step, I provide guidance and feedback before they can proceed to the next phase of the assignment. Students have approximately 1 week between steps and no less than two weeks from the time the bibliography is approved until the final draft of the paper is due.

## JS 427: Identity and Justice

**Instructor:** Dr. Deborah Henderson  
**Office:** Wilson Hall 253  
**Class Time:** T & Th 10:30-11:45am  
**Classroom:** SS 234

**email:** [d.henderson@asu.edu](mailto:d.henderson@asu.edu)  
**Phone:** (480) 965-5104  
**Office Hrs:** TTh 12:00-1:00; 3:00-6:00  
*...and by appointment*

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### COURSE DESCRIPTION:

This course will begin with a basic overview of the theory of symbolic interaction which will provide students with a vocabulary, observational methodology (dramaturgy) and a set of grounding concepts that will allow them to explore identity in its everyday practices. We will spend some time discussing the transformation and emergence of identities in public discursive spaces and the political impact of identity as it is deployed (invoked) and interpreted (imputed) among interactants in the social world. We will start with the assumption that identity operates as a central constitutive function in the operation of meaning and reality in our everyday lives. Through in-class discussions and a series of 2-4 page self-reflective papers, students will explore identity in terms of the material body, how we speak and write, how we inhabit geographical space, how we think about the world (ideologically), how we behave, what we do as we fill up our days and nights with activity, and with whom we do these things. We will take a close look at how the operation of identity makes the world go round.

### COURSE OVERVIEW:

***Who am I? What does it mean to be “me”? Who are you? How are we to act toward each other?  
...Who is “we”?***

How we answer these questions becomes the central determining factor in our social relations. Are we American; female; young; dark-skinned; overweight; on welfare; bi-sexual; an amputee; a coffee drinker; an ex-felon; a college student; a father; a pedestrian; a doctor; a bricklayer; a drunk; A Christian; a patriot; a republican? What roles do we enact; to what groups do we belong; with whom do we affiliate; what activities fill our days? Who are our friends? Who are our enemies? How do we know the difference? In this course we will explore the machineries of identity – how it functions, how it changes, and the consequences it has for our lived experiences and our constructions of social reality.

“Justice” is a phenomenon of our interactions with each other – it is a guiding principle of our behavior in a social world. How we treat each other and the decisions we make about our own lives depends on our interpretations of identity – of our own and others: Given the person I am, what are my options for action and how can I expect to be treated by others, given who they are? Given the person I think you are, what can I expect from you and how shall I treat you?

Thus, ***fairness***, ***equality*** and ***justice*** depend on our definitions of self and other and, in part, on our ability to control, or manage, those definitions in our everyday lives.

### STUDENT LEARNING OUTCOMES:

Upon successful completion of this course:

- Students will grasp major concepts of symbolic interaction theory and be able to use them in their understanding of how identity is shaped and enacted in everyday life – both in face to face interaction and in virtual space.

- Students will develop an in-depth understanding of how identity functions in social interaction and how it determines the ways justice is conceptualized and enacted in their encounters.
- Students will come to understand “power” as a relationship between interactants.
- Students will be able to explore their own identity and observe the ways they are privileged and/or disadvantaged across various social settings and situations.
- Students will cultivate and improve upon critical-thinking and writing skills and come to understand how their collaborations with colleagues are influenced by the identities they invoke about themselves and those they impute to others.

**REQUIRED READINGS:** Please see attached reading list.

1. Course Reader – available at:

**The Alternative Copy Shop**  
 1004 S. Mill Ave  
Alternative Print and Copy  
 (480) 829-7992

**COURSE REQUIREMENTS:**

In addition to this text, you should have an email account and be able to access the course Blackboard web page and related resources on the internet. I will use Blackboard as a place to post grades, announcements, assignments, handouts, PowerPoint slides, videos and any other materials we use in class that might be helpful for you. Please contact the instructor if you are unable to obtain access to these resources.

***Please turn off cell phones and close your laptops when you enter the classroom!***

**Readings:**

***There will be a significant amount of reading and writing required of each student.*** The reading materials are intended to inform and spark class discussion. Sometimes I will rely rather heavily on the required reading assignments for each class; sometimes I will let the readings provide background for our class lectures and discussions. Students will be held accountable for all readings through in-class discussions, quizzes, papers and exams whether I have lectured on the material or not. They will also be held accountable for material developed in my lectures, regardless of whether or not there were readings for accompaniment. Reading and coming to class regularly are, at the very least, a significant part of the “college student” identity.

**Attendance/Participation:**

Classroom attendance is **required**. Perfect attendance is worth 20 points (each missed class will be a 1.34 point deduction. Missing 15 or more classes = 0 attendance points). *Good* participation in class discussions will count for another 5 points.

We will cover a lot of ground each week. If you have to miss class please call one of your fellow students to get notes, syllabus changes, assignments, etc., and make sure you *understand* the material we covered. Missing classes will have major consequences to your grasp of the material. Classes will begin promptly at 10:30am. Please **be on time**.

***I recommend that you attend class, be prepared for class, and participate in class. In-class discussions, exercises and some media examples cannot be made up.***

## Assignments:

**Weekly Quizzes:** We may have weekly quizzes and/or weekly “free writes” on the assigned readings. Please be sure that you come to class prepared to discuss the articles that are assigned for each period.

**Papers:** There will be 5 short papers that will require you to explore various aspects of identity and a research paper. All papers must be typed, double spaced and PROOF-READ. Depending on the scope of the assignment, each will range between 25 and 100 points.

- Assignment 1: Who Are You? (2-3 pages @ 25 points)
- Assignment 2: Virtual Identity (2-3 pages @ 25 points)
- Assignment 3: Gender Trouble
- Assignment 4: Interrogating Whiteness (3 pages @ 50 points)
- Assignment 5: Multiple Jeopardy (3-4 pages @ 50 points)

## Coauthoring Project:

- Identity Politics – 2-person teams.
    - Research paper: 8 pages, proper citations @ 75 points
    - Coauthoring Reflections: 2 pages @ 25 points
    - To help you be successful, I will divide the final paper into several assignments. First, you will choose a writing partner and brainstorm about a topic of interest. Once you do this, you will turn in some possible thesis statements for me to review. Once we agree on a topic and thesis statement, you will review the literature, and then create a detailed, topic outline for your paper. Then you will turn in a bibliography in proper ASA format (the link to ASA Style Guide is provided in Blackboard). When you are approved to proceed, you will collaborate with your partner and turn in a finished paper (75 points) and your personal reflections on the coauthoring process (25 points).
- Late papers will lose 10% of the total points available each day they are late.
- I do not accept papers submitted by e-mail unless you have cleared it with me first and have a legitimate excuse.
- Assignments will be evaluated on content, thoroughness of analysis, and clarity of writing.

If you cannot turn your paper in for some dire reason, ***please talk to me about it.***

\* You should keep copies **on disk** of all materials you submit in this class.

**NOTE:** Plagiarism is a serious offense. In order to avoid plagiarism your papers must provide full citations for all references: direct quotes, paraphrased, summaries, or borrowed ideas. **DO NOT STEAL SENTENCES AND IDEAS FROM YOUR SOURCES. GIVE THE AUTHORS CREDIT FOR THEIR THINKING SO YOU SHALL GET CREDIT FOR YOURS!** I expect each of you to do your own work. Two extremely similar papers will receive no credit. But I encourage you to help each other with your ideas, the reading assignments and your writing. **Plagiarism and other "cheating" are grounds for failure and other disciplinary action, so BEWARE of the line between "helping" and "cheating"!** The distinction between the two will be up to me.

***BEWARE: Cutting and pasting passages from the internet is plagiarism! If you get caught doing this, you will automatically fail this class.***

Please review the Student Code of Conduct for complete guidelines on academic honesty at <http://www.asu.edu/studentlife/judicial/integrity.html>.

**Exams:** There will be 2 exams – one midterm and a final. Both exams will consist of short answer and essay questions. All questions will be developed from readings, lectures, films, assignments, discussions, exercises, and other class work. I will provide a study guide at least one class period before the exam. ***I will allow for a make-up exam only with a documented medical excuse or other documented family emergency.***

**GRADES:**

Final grades will be determined based on student performance throughout the course as follows. Final grades will be on a standard scale from A+ to E.

*10 Quizzes @ 10 pts. ea.	100 points	A+ = 100% - 98%
Midterm exam	100 points	A = <98% - 93%
Final exam	100 points	A- = <93% - 90%
5 Assignments @ 25-50 pts ea	200 points	B+ = <90% - 88%
Coauthoring Project w/ Reflection	100 points	B = <88% - 83%
Attendance	20 points	B- = <83% - 80%
Participation	5 points	C+ = <80% - 78%
		C = <78% - 70%
		D = <70% - 60%
		E = <60%
<b>*Total.....</b>	<b>625 + points</b>	

(Total points will depend on points possible for each assignment – they will not all be the same.)

**Extra Credit:** There may be opportunities for a maximum of 10 points of extra credit available throughout the semester. ***(Remember: Extra credit is “extra,” not in lieu of your required work!)***

***\*\* I reserve the right to change the syllabus depending on the needs of the class.***

**Written and oral communication will be evaluated in the following way:**

- A – *Outstanding. Superior.* **Written work is presented at the college level, using standard English and an acceptable style guide.** “A” students meet all course expectations promptly, show clear grasp of concepts, demonstrate ability to synthesize materials from both inside and outside the classroom and participate regularly and enthusiastically in class.
- B – *Very Good. Clearly above average.* **Written work is presented at the college level using standard English and an acceptable style guide with only a few minor flaws.** “B” students meet course expectations promptly, show adequate grasp of concepts, demonstrate ability to relate materials from both inside and outside the classroom and participate regularly and enthusiastically in class.
- C – *Good. Average.* Directions followed meeting minimal expectations for the assignment. **Written work is presented at the college level using standard English and an acceptable style guide with many minor flaws.** “C” students show a reasonable grasp of concepts, demonstrate ability to collect and process materials from both inside and outside the classroom and participate in class.
- D – *Below Expectations;* below what one would normally expect from a student at this level. **Writing is marred by major mechanical problems.** “D” students fail to participate appropriately in class.
- E – *Far below expectations.* **Written work consistently falls below college level, even when revised. Fails to seek appropriate help.** “E” students are consistently late in meeting course



expectations, show little or no grasp of concepts, are unable to relate material from inside and outside the classroom and fail to participate appropriately in class.

***If you need help with your writing, please visit the Writing Mentorship Program in the Justice Studies Department – it's free!*** Office hours are posted in Wilson Hall, second floor or contact them at [writing@asu.edu](mailto:writing@asu.edu).

Additional help available at: <http://uc.asu.edu/writing/handouts.html> and <http://owl.english.purdue.edu/>

**NOTE:**

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Students who will miss class due to athletic competition or other official University events are **required** to follow official ASU policies if they wish to make up assignments, tests, etc. Those who fail to do so will not be accommodated.

***Accommodations will not be made for work schedules.*** If your work schedule will prevent you from meeting the requirements of this course in any way, do not take this class.

**Email Accounts:**

Justice Studies Communicates through emails via an ASU accounts (asu.edu). You can set up your accounts to be forwarded to your personal email account or go to the computing commons to obtain an account. An ASU email account is the only account the Justice Studies office uses to initiate contact with students. These emails include information about scholarships, registration, due dates for the declaration of graduation prior to pre-registration, commencement, potential internships, potential jobs, speakers on campus, cancellation of a classes or an event, student activities and other opportunities. This is the only venue the Justice Studies office uses to notify students.

Your ASU account also is part of the Blackboard communication system and may be the best way for me to get in touch with you if I need to. Be sure you have your account set up!

**YOU MIGHT WANT TO CHECK OUT THE FOLLOWING WEBSITES:**

**Student Conduct:**

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

**Computer, Internet and Electronic Communications Policy:**

<http://www.asu.edu/aad/manuals/acd/acd125.html>

**Course Schedule: JS 427 “Identity and Justice”**

<i>Week</i>	<i>Topic</i>	<i>Reading</i>	<i>Assignments</i>
Week 1: <b>Aug</b> 22	Intro – Who are you?		
Week 2: 27 29	The double edge of Identity  <b>Theory: Symbolic Interactionism</b>	Johnson – The Trouble We’re In Davis – Extreme Isolation  Blumer – Sociological...Mead Brisett & Edgely - Introduction	<b>Assign #1: Who are you?</b>
Week 3: <b>Sept</b> 3 5	...cont’d  <b>Appearance and the Self:</b>	Goffman – Pres of Self	<b>Assign #1 Due</b>  <b>Assign #2: Virtual Interaction</b>
Week 4: 10 12	<ul style="list-style-type: none"> <li>• Presentation of Self</li> <li>• Appearance</li> </ul>	Goffman – Deference and Demeanor Haas & Shaffir – Cloak of Competence  Turner – Process v. Conformity	<b>Assign #2 Due</b>
Week 5: 17 19	<ul style="list-style-type: none"> <li>• Power</li> </ul>	Scott – Prestige  Oberweiss & Musheno – Cop Identity	
Week 6: 24 26	<b>Deviance and Stigma</b>  <i>Study Guide</i>	Goffman – Stigma Neel – Obese Person Whistling Vivaldi	
Week 7: <b>Oct</b> 1 3	<b>Midterm Exam</b>		
Week 8: 8 10	<b>Identity Politics</b>  <ul style="list-style-type: none"> <li>• <b>Gender:</b></li> </ul>	Rasmussen – Beyond Gender? Harvey – Class and Difference Gopaldas – Intersectionality 101  Weil – What if it’s (sort of) a boy...? New Gender Readings (Bock, Fae, Reeves)	<b>Co-authoring Project Handout</b>
Week 9: 15 17	<b>No Class – Fall Break</b>  Gender ...cont’d		<b>Trans and Topics</b> <b>Assign #3: Gender Trouble</b>
Week 10: 22 24	<i>Film</i>  <i>Film</i>	“North Country”	
Week 11: 29 31	<ul style="list-style-type: none"> <li>• <b>Sexuality</b></li> </ul>	Bowers V. Hardwick Littleton V. Prange Hack - Gay Marriage Controversy	<b>Outline due</b> <b>Assign#3 Due</b>  • <b>References due</b>
Week 12: <b>Nov</b> 5 7	...cont’d  <ul style="list-style-type: none"> <li>• <b>Race/Ethnicity</b></li> </ul>	Miscegenation Anderson – Black Male in Public Bell – Space Traders Mucheral – How Deep is Skin Deep?	<b>Co-authoring Assignment due</b>
Week 13: 12 14	<i>Film</i>	Rivera – The Dream Act Anzaldúa – The New Mestiza Lorde – The Master’s Tools	<b>Assign #4: Whiteness</b>
Week 14: 19 21	<b>Social Class</b>	New Reading: Poverty 3 Eitzen –Discrim./Parenting in Poverty  Domhoff – Bohemian Grove Gans – The Uses of Poverty	<b>Assign #4 Due</b>
Week 15: 26 28	<b>Social Class ...cont’d</b>  <b>No Class -- Thanksgiving</b>	Payne – Hidden Rules Among Classes Bettie – Hard-Living Habitus	<b>Assignment #: Multiple Jeopardy</b>
Week 16: <b>Dec</b> 3 5	<ul style="list-style-type: none"> <li>• Speech &amp; Language</li> </ul> <i>Study Guide</i>	Snow & Anderson – Homeless Careers  Baugh - Linguistic Discrimination Baugh – Impediments to Employability	<b>Assignment #5 due</b>

**FINAL EXAM – Tuesday, Dec 10 @ 9:50 - 11:40am**

## **Contents of the Reader JS427: Identity and Justice**

Entries in red can only be found online linked on the course page

### **Week 2: Introduction and Theory**

1. Johnson, Allan G. 2001. "The Trouble We're In." Pp. 15-41 in *Privilege, Power and Difference*. Mountain View, CA: Mayfield Publishing Company.
2. Davis, Kingsley. 1988. "Final Note on a Case of Extreme Isolation." Pp. 73-80 in *Down to Earth Sociology: Introductory Readings*, 5th ed. James M. Henslin. New York: The Free Press.
3. Blumer, Herbert. 1969. "Chapter 2: Sociological Implications of the Thought of George Herbert Mead." Pp. 61-77 in *Symbolic Interactionism: Perspective and Method*. Berkeley, CA: University of California Press.
4. Brissett, Dennis and Charles Edgley, eds. 1975. "Introduction." Pp. 1-7 in *Life as Theater: A Dramaturgical Sourcebook*. Chicago, IL: Aldine Publishing Company.

### **Weeks 3 – 5: Appearance and the Self**

5. Goffman, Erving. 1983. "The Presentation of Self in Everyday Life." Pp. 129-38 in *Social Interaction: Readings in Sociology*. 2nd ed., edited by Howard Robboy and Candace Clark. New York: St. Martin's Press.
6. Goffman, Erving. 1967. "The Nature of Deference and Demeanor." Pp. 47-95 in *Interaction Ritual: Essays on Face-to-Face Behavior*, Erving Goffman. New York: Pantheon Books.
7. Haas, Jack and William Shaffir. 1988. "Learning the Cloak of Competence." Pp. 361-70 in *Down to Earth Sociology: Introductory Readings*, 5th ed. James M. Henslin. New York: The Free Press.
8. Turner, Ralph H. 1975. "Role-Taking: Process Versus Conformity." Pp. 109-22 in *Life As Theater: A Dramaturgical Sourcebook*, edited by Dennis Brissett and Charles Edgley. Chicago: Aldine Publishing Company.
9. Scott, James. 1994. "Prestige as the Public Discourse of Domination." Pp. 473-86 in *The Production of Reality: Essays and Readings in Social Psychology*, edited by Peter Kollock and Jodi O'Brien. Thousand Oaks, CA: Pine Forge Press.
10. Oberweiss, Trish and Michael Musheno. 2001. "Cop Identity and the Communicative Aspects of Policing." Pp. 206-23 in *Between Law and Culture: Relocating Legal Studies*, edited by David T. Goldberg, Michael Musheno, and Lisa C. Bower. Minneapolis, MN: University of Minnesota Press.

### **Week 6-7: Deviance and Stigma: The Eye of the Beholder**

11. Goffman, Erving. 1963. "Stigma and Social Identity." Pp. 1-40 in *Stigma: Notes on the Management of a Spoiled Identity*, Erving Goffman. New York: Simon and Schuster, Inc.

12. [Online article](#) -- Neel, Rebecca, Samantha L. Neufeld and Steven L. Neuberg. "Would and Obese Person Whistle Vivaldi? Targets of Prejudice Self-Present to Minimize Appearance of Specific Threats." *Psychological Science*. May 2013 24: 678-87.

### **Week 8 - 10: Identity Politics -- Gender**

1. [Online article](#) -- Rasmussen, Mary Lou. "Beyond Gender Identity?" *Gender and Education*. Vol. 21, No. 4, July 2009, 431-447.
2. Harvey, David. 1993. "Class Relations, Social Justice and the Politics of Difference." Pp. 41-66 in *Place and the Politics of Identity*, edited by Michael Keith and Steven Pile. New York: Routledge.
3. [Online article](#) - Gopaldas, Ahir. "Intersectionality 101." *Journal of Public Policy & Marketing*. Vol 32 (Special issue) 2013: 90-94.
4. Weil, Elizabeth. 24 Sep 2006. "What If It's (Sort of) a Boy and (Sort of) a Girl?" *The New York Times* (New York), 6 Magazine (1), p. 48.
5. [Online article](#) -- Bock, Andrew. "It Takes More than Two." *The Age* (Melbourne, Australia). June 20, 2013. Focus: pg. 18.
6. [Online article](#) -- Fae, Jane. "The Cruel Reality of Feeling Nature Trapped You in the Wrong Sex." *Daily Mail*, London, England. 05/09/2013. Page 28.
7. [Online article](#) -- Reaves, Tony. "Transgender People Say They're Ready for the Spotlight." *Bangor Daily News* (Maine). June 26, 2013.

### **Week 11 - 12: Sex and Sexuality**

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### **Week 12 - 14: Race**

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#### **Week 14-16: Social Class**

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#### **Week 16: Speech and Language**

24. Baugh, John. 1993. "Impediments to Employability." Pp. 118-26 in *Black Street Speech: Its History, Structure and Survival*, Austin, TX: University of Texas Press.
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## Assignment #1 – Who are You?

For your first assignment, you will write a 2-3 page paper that introduces yourself.

*This paper must be typed, double-spaced and proof-read.*

### Part I:

Describe yourself physically, so I can begin to put a name with a face.

### Part II:

How do you think of yourself?

Try to convey to me who you are. Think of all the ways you identify yourself – in terms of your appearance, your biography, your groups, roles, activities, interests, and quirks. What are you like?

### Part III:

What do your clothes say about you?

What's in your closet? Think of the clothes you buy (or the things your mom gives you that just "isn't you"). What kinds of clothes do you wear? What clothes would you not want to be caught dead wearing? What "kind" of person wears the kind of clothes you wear?

### Part IV:

The "impression" your appearance makes:

Try to imagine the way others "see" you. When people meet you for the first time, what *do you think* they think of you? Do you think they respond to you the way you see yourself? Or do they respond to your physical characteristics and fail to actually "see" you? Look carefully that this.

This paper is due on \_\_\_\_\_

## **Assignment 2: “Virtual” Interaction**

*“When an individual enters the presence of others, they commonly seek to acquire information about him or to bring into play information about him already possessed.”*

So much of social interaction seems to take place in “virtual” space – online sites where people meet, get to know each other and perhaps decide to hook up (sometimes for sex, so I’ve heard). In this exercise I want you to take what you’ve learned in class and apply it to online interactions.

Given what we’ve been talking about in class – the dynamics of interaction according to Mead and Blumer, and Goffman’s dramaturgical perspective:

1. How would you compare face-to-face interaction with online interaction?
2. How do you think online interaction is similar and how do you think it differs from face-to-face?
3. Is the “information game” the same?
4. Are there additional techniques you use to help you present yourself to others online or make sense of how others present themselves to you?
5. If you have ever met someone online and then met them in person, was there a disconnect between your perceptions of them online and how you perceived them face to face? How were they different, if at all?

Use some examples from your face-to-face and online interactions to support your analysis.

**Approximately 2-3 pages, typed, double spaced and proof-read.**

*This is due on \_\_\_\_\_.*

### Assignment #3 – Gender Trouble

In this assignment you will be taking a look at your own performance of gender and the gender expectations, limitations and obligations we allow each other in American culture. Your essay should address the following questions:

1. First, how did you learn to do your gender (masculinity/femininity)? Do you “perform” it properly? Does your performance live up to the expectation of those with whom you interact? Does your performance live up to some larger expectations that seem to be taken for granted throughout the culture? Is that performance dependant on race/ethnicity? If so, how?
2. Second, very simply, if you woke up tomorrow morning as the “opposite” sex (male/female), how would your life be different? Think about all the ways your everyday life is shaped by gender expectations that supposedly correspond to your biological “sex.” ***If everything about you was the same except your sex, how would your everyday life be different?*** How would your ***gender*** performance figure in?

Think about this carefully. This is not something you can jot down 20 minutes before you turn in your paper. In this exercise I want you to explore all the ways American culture (and the influences of any ethnic, religious, or other subcultures you may belong to) influence your ideas about and your actual performances of a gendered identity – a gendered identity that is intimately related to your biological sex and the cultural expectations of those with whom you interact.

Give your paper a snappy title and an introduction, designate Part 1 and Part 11, and then provide a conclusion in which you make some overall statements about your experience of gender.

This paper is due on \_\_\_\_\_ and should be approximately 3-4 pages long, typed, double-spaced and carefully ***proof-read***.



## Assignment #4 – Just What is “Whiteness”?

In the next few class periods we will be interrogating race/ethnic identity. In the interests of time and space, I have given you several articles to read that address African American identities and we will, in the coming weeks, read a few articles about Hispanic identities and Native American identities. But there is a lot left out. One thing I would like to impress upon you in this course is that people of color are not the only people with “culture.” Subordinate groups always get “marked” as such leaving the dominant groups and their particular characteristics unexamined. That’s not fair.

To the extent that race even has meaning, white people also can be said to be “raced.” We also can make the case that they have an “ethnic” or “cultural” identity as well.

So, your task in this assignment is to try to put your finger on what it means to be “white” in the United States. In the same way Americans talk about “African American culture” or “Latino culture,” how would we go about identifying “white culture”? Those of you who live in it may have a hard time perceiving it (*“I don’t know who discovered water but it certainly wasn’t a fish”* – Marshall McLuhan). Those of you who perceive it from the outside may have an advantage.

**Remember: “Culture” refers to a group’s beliefs, language, foods, religious practices and holidays, values, attitudes, interaction rules, etc.**

In about 3-4 pages, try to construct a rough idea of white culture. When we talk about “assimilation” or “integration” into the mainstream, we must ask the question: to what do “others” assimilate? In the vocabulary we use to talk about culture with respect to other “ethnic” groups, what is dominant culture, that is, what is “white” culture?

Good luck. You’ll have to think “outside” the box, as they say. For many of you, this will be uncharted territory. See what you can “see.”

**Due on \_\_\_\_\_**

## Assignment #5 – Multiple Jeopardy or Multiple Benefit?

Taking a look at privilege from this point in the semester, I want you to examine your own identity again. In what ways does your identity privilege or disadvantage you?

Remember, identity is a two way street: internalized identity (how *you* think of and feel about yourself) influences and is influenced by the way *others* perceive and act toward you (how others treat you).

- Drawing on many of the insights of the scholars we've been reading, how does your "racial" identity affect you – is it different from or connected to your "ethnic" identity (culture)? For example, being culturally white is not necessarily connected to a white ethnicity – like Irish, German, English, Russian, etc. How about your gender identity and your socio-economic status?
- How is your life simplified or complicated by the *intersections* of your various identities (race, gender, social class, ability, sexual orientation, religion, national origin, color, health, age, intelligence, skill/talent, etc.)?
- How is your identity, and the way others act toward you, influenced by where you were born or raised (geographical region) and perhaps other aspects of your family of origin – their use of standard English, college degrees, working/middle class jobs/neighborhoods, presence or absence of inherited wealth, other forms of social support, etc.?
- Individually, do you have any special talents (music, art, math, writing, diplomacy, insight, management, language, etc.) or experiences (jobs, internships, travel, education) that privilege you, or discrediting/discreditable talents or experiences that disadvantage you (criminal record, physical stigma, disease, lack of experience, etc.)?

Like the co-authoring reflections you wrote, a good grade depends on insight and reflection. A superficial discussion of your identity will not be adequate. We are coming to the end of the semester and I want you to think seriously about the power of identity as it operates in our everyday lives, often making life a paradise or a hell-on-Earth for different people.

**This paper is due on \_\_\_\_\_.**

It should be about 3-4 pages long, typed, double-spaced and proof-read.

## Co-Authoring Assignment – Identity Politics

Working in teams of two, I want you to research some aspect of identity.

Choose any topic that interests you:

1. **Set your topic in a historical, social, economic or political context.**
2. **Summarize the main issues surrounding your topic.**
3. **Take a position on the topic and argue in its favor. Support your position with research.**
4. **After you've written the paper, go back and give it a "snappy" title! – and write a gripping introduction.**

You'll need *at least* 5 sources (*Wikipedia cannot* be one of them!). They must be academic periodicals (journals) that have been peer reviewed, or books (not websites or newspaper articles). You need to cite them properly (in ASA format – see website link in Blackboard) both in the body of your paper and on the Works Cited page. You'll also need a title and a title page.

I want you to find out about something! This is not just a mindless exercise. Take what you're learning about identity and its importance in the lives of individuals, groups and societies, and use that insight to develop a deeper understanding of your topic and perhaps the people who are involved in any controversy.

This is not an "opinion" paper, this is an opportunity for you to explore the realities of identity politics and the people involved. It is also an opportunity for you to explore the issues that complicate and threaten to destabilize issues that are centered around identity.

This is also an opportunity for you to experience the coauthoring process and how your identities collide when you attempt to merge them. ***Your goal is to produce a paper that speaks with one voice but that represents both authors!***

Your paper should be about 7-8 pages long (including title page and Works Cited), typed, double-spaced, proof read, informative and interesting. Share the work load but put your heads together for the conceptual stuff. Help each other. If you need help with the writing, make an appointment with the Writing Center.

## To be handed in separately:

### Reflections on Identity and Coauthoring

This should be private – just between you and me. Drawing on many of the concepts and insights we’ve encounter in class try to analyze your own coauthoring process and the ways your identity and the identity of your coauthor interacted.

- Briefly describe “process” of working together.
  - (I don’t mean: “*We went to the library;*”... I mean, “*My partner suggested this topic and I agreed... he took the lead on the introduction and told me to do all the grunt work at the library and then wouldn’t use anything I wrote. I’ve now lost all respect for my partner and hate having to see his face in class.*” You know, your “process” of working together – what was it like? Power? Deference? Etc.)
  - What was your co-authoring experience like? What worked? What didn’t work?
- ***Explore your identity and the identity of your coauthor*** – what aspects do you think were meaningful in the process? Was it gender differences? Cultural backgrounds? Writing abilities or style? Intellectual ability? Personality? Political opinions? What???
- Control:
  - How did you divide the labor? Why did you divide it that way?
  - Who made the decisions – why? How did that relate to identity?
- Was it an enjoyable experience? Why or why not?
- ***This is an opportunity to explore how you negotiate your own identity in collaboration with another writer.***

Your reflections should be about 2 pages or so, typed, double spaced and proof-read. Be honest and insightful about the ways your identity and the identity of your coauthor merged... or failed to merge.

- What did you learn about coauthoring from this experience?

The key to this portion of the assignment is to analyze how identity functioned in your own personal coauthoring interactions. This is almost more important in this class than the paper itself. You need to take a long look at your interactions and understand how your identity and the identity of your coauthor helped shape the process.

### Progress Reports:

- \_\_\_\_\_ – Teams and Topics must be selected
- \_\_\_\_\_ – Outline due
- \_\_\_\_\_ – References due (in ASA citation format)
- \_\_\_\_\_ – Paper and Reflections due