Syllabus – Communication 691: Communication and Identity
Spring, 2014, Wednesday, 3:00 – 5:45 p.m.

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Office Hours: MTW, 10:30 – 11:30 a.m., or by appointment

Overview

This seminar will explore the connections between communication and the concepts of identity and self. In the first section of the course, we will consider theoretical approaches to these concepts, moving from early considerations of an "essential self" through social approaches to identity including Goffman and social identity theory, narrative conceptions of identity and identification, and postmodern and post-structuralist approaches to self and community. In the second half of the course, we will explore the ways in which these ideas regarding the connections between communication and identity are implicated in areas that might include gender identity, generational identity, citizenship, sexuality, online communities, disability, organizational and professional identity, family roles, identity politics, and more.

Readings

Specific readings for each week are indicated on the course schedule. The Elliott book is available from a variety of sources and all required journal articles are available on Blackboard. The Miller book (*War Makes Men of Boys)* will be used for one of the workshops after the break, and the exact schedule for these workshops will be determined early in the semester.

Elliot, Anthony (2004). *Concepts of the Self (2nd Edition).* Cambridge: Polity Press.

Miller, Katherine I. (2013). *War Makes Men of Boys: A Soldier's World War II.* College Station, TX: Texas A&M University Press.

Evaluation

You will be evaluated in three areas: participation and involvement (20% of grade), workshop collaboration (40% of grade), and an individual project (40% of grade).

Participation and Involvement: You will be asked to invest in the course in a variety of ways. *First*, because the content of the course is identity, you should to be purposely self-reflective throughout the semester. This self-reflection could involve journaling, blogging, or just a whole lot of thinking. ☺ But I anticipate that this self-reflection will be manifest in seminar comments and participation. In addition, you will be asked to submit a brief essay (3-5 pages) at the end of the class exploring one or more issues that have emerged from this exercise. *Second*, discussion questions (three per week) should be submitted each week before spring break (i.e., before workshops begin). These discussion questions are due by Tuesday morning at 8:00 a.m. *Third*, you should participate actively in a Facebook group that I'll set up for the class. This group will provide a forum for sharing issues regarding communication and identity on an ongoing basis.

Workshop collaboration. The second half of the course will be devoted to "workshops" on a wide variety of issues relevant to communication and identity. In essence, these workshops will be an opportunity to put the theoretical ideas we've considered in the first part of the class into "action" in whatever areas are of interest to you. For example, workshops might consider topics including gender identity, identity

politics, generational identity, disability, citizenship, online/offline identity, organizational and occupational identity, family roles, cultural identity, work/family conflict, sexuality, and more. I will present two of these workshops and the rest will be directed by a student with assistance from two other students. In other words, you will be in charge of one workshop and assisting on two others. My vision for these workshops is that they will look like a "special topic" short course at a conference and will include aspects of both presentation and group participation. I anticipate that these workshops might include a few "assigned readings" but will emphasize current debates in politics, social media, popular culture, etc. I'd like to these workshops to be informative and engaging! We'll decide early in the term on workshop topics, schedule, collaboration teams, etc., so start thinking now about what you'd like to do. Each workshop team will have an opportunity for a planning meeting with me ahead of the planned workshop date.

Individual Project. You will have a lot of latitude in terms of the specific nature of the individual project. Possibilities include a literature review, a research proposal, a report on ongoing research, a case study that could be used for pedagogical purposes, a performance piece that embodies organizational communication issues, a relevant narrative or autoethnography … you get the idea – there are lots of options. The only requirements are that: (1) it is relevant to communication and identity; (2) it is of a scope that we both agree is appropriate for a cumulative project in a semester course; (3) it is something that you believe will be helpful to you in the vision you have of your developing career, and (4) that it is not duplicative of work you're doing for another class (though I appreciate that there can be some overlap in projects). I encourage you to talk to me early about your thoughts on your project and we'll have multiple opportunities to "check in" on progress. The projects are due on Monday, May 5.

Class Policies and Procedures (with liberal borrowing from Sarah Tracy)

Norms of Civility

Let's create an oasis of civility in this class by: arriving on time and staying for the entire class period, keeping an alert and enthusiastic presence, paying attention to course material rather than other distractions, listening supportively and attentively—speaking one at a time and helping others stay focused. When we speak about sensitive, personal or painful issues, I hope we can ensure a safe classroom environment by respecting each others' confidences.

To help create this environment, students should not: arrive late, leave early, sleep, use a phone or lap-top for non-course activities, eat odiferous or noisy food, or carry on side conversations. Many of us are irresistibly drawn to our hand-held devices. If this is the case for you, make it invisible—put it away and turn off the buzzer, beeper and vibrator.

Academic Integrity

Assignments with integrity are written at the graduate level, with clear and appropriate organization, full sentence structure, grammar and spelling. When referring to material from the text, class notes, or any other source (including Internet webpages), using quotation marks and appropriate citation is ethically and stylistically required.

Students are warned against cheating or plagiarizing on any assignment or exam, large or small. Plagiarizing includes copying from other students, past coursework, the Internet, the text, or other published sources without proper citation. It also includes excessive "help" or "editing" on assignments from others (if in doubt, ask me). Students found to be in violation of academic integrity guidelines will face disciplinary action which may include being suspended or expelled from the College or University, given an XE on the transcript, referred to Student Judicial Affairs and/or having his/her name kept on file.

Student assignments are routinely checked against plagiarism-detection websites and files of past student papers, so do your own work and cite all sources.

While it is appropriate that several graduate school papers overlap in conceptual focus, your course assignments should be original work devised for this class. If you plan on using material prepared for a different course, please consult with me regarding appropriateness.

Unique Academic Needs

Students with unique academic needs who desire special accommodations should document their needs with ASU's disability resource center (http://www.asu.edu/studentaffairs/ed/drc/lab/) and contact me in the first couple sessions to discuss options.

Absences, Due Dates, Late or Incomplete Work

Assignments will be marked down up to 20% each day late. All coursework must be completed in order to pass the class. Incompletes are available to students who: 1) have finished more than half the coursework and 2) experience serious illness or personal emergency.

Schedule

January 15

Introduction to Course and Each Other

January 22

Conceptual introduction and TED Exploration

      Elliott, Introduction

      NPR Ted Talk podcast: Identities
http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=3&islist=true&id=57&d=10-11-2013

January 29

Basics of Self and Identity – Part 1

      Elliott, Chapters 1-3

February 5

Basics of Self and Identity – Part 2

      Elliott, Chapters 4-5, Conclusion

February 12

Beyond the Basics – Identity Theory and Social Identity Theory

Hitlin, S. (2003). Values as the core of personal identity: Drawing links between two theories of self. *Social Psychology Quarterly, 66,* 118-137.

Hogg, M. A., & Reid, S. A. (2006). Social identity, self-categorization, and communication of group norms. *Communication Theory, 16,* 7-30.

Hogg, M. A., Terry, D. J., & White, K. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly, 58,* 255-269.

Howard, J. A. (2000). Social psychology of identities. *Annual Review of Sociology, 26,* 367-393.

Spencer-Oatey, H. (2007). Theories of identity and the analysis of face. *Journal of Pragmatics, 39,* 639-656.

February 19

Beyond the Basics – Considering Mead and Post-Structuralism

Callero, P. L. (2003). The sociology of the self. *American Review of Sociology, 29,* 115-133.

Dunn, R. G. (1997). Self, identity, and difference: Mead and the poststructuralists. *The Sociological Quarterly, 38,* 687-705.

More readings may be added

February 26

Beyond the Basics – Narrative Approaches to Identity

Crossley, M. L. (2000). Narrative psychology, trauma and the study of self/identity. *Theory & Psychology, 10,* 527-546.

Kraus, W. (2006). The narrative negotiation of identity and belonging. *Narrative Inquiry, 16,* 103-111.

McLean, K. C., & Pasupathi, M. (2012). Processes of identity development: Where I am and how I got there. *Identity: An International Journal of Theory and Research, 12,* 8-28.

Somers, M. R. (1994). The narrative constitution of identity: A relational and network approach. *Theory and Society, 23,* 605-649.

March 5

Beyond the Basics – So what's communication's take on all this?

Branaman, A. (1994). Reconsidering Kenneth Burke: His contributions to the identity controversy. *The Sociological Quartery, 35,* 443-455.

Jung, E., & Hecht, M. L. (2004). Elaborating the communication theory of identity: Identity gaps and communication outcomes. *Communication Quarterly, 52,* 265-283.

Scott, C. R., Corman, S. R., & Cheney, G. (1998). Development of a structurational model of identification in the organization. *Communication Theory, 8,* 298-336.

Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self – fake-self dichotomy: Moving toward "crystallized" organizational discourses and identities.

After spring break, there will be seven remaining class periods. We'll use these class periods for the workshops that take the theoretical issues of identity into more specific contexts. The exact schedule of these workshops will be determined depending on number of students in the class, collaboration groups, and your scheduling desires and needs.

Possible Additional Resources – Books

Allen, Brenda (2010). *Difference Matters: Communication Social Identity (2nd edition).* Long Grove, IL: Waveland.

Beasley, Vanessa (2003). *You, the People: American National Identity in Presidential Rhetoric.* College Station, TX: Texas A&M University Press.

Bridwell-Bowles, Lillian (1997). *Identity Matters: Rhetorics of Difference.* London: Longman.

Frank, Arthur (1995). *The Wounded Storyteller: Body, Illness, and Ethics.* Chicago: University of Chicago Press.

Joseph, John (2004). *Language and Identity: National, Ethnic, Religious.* New York: Palgrave McMillan.

Kleinman, Arthur (1988). *The Illness Narratives: Suffering, Healing, and the Human Condition.* New York: Basic Books.

Leeds-Hurwitz, Wendy (2002). *Wedding as Text: Communicating Cultural Identities through Ritual.* Mahwah, NJ: Earlbaum.

Mokros, Hartmut (2003). *Identity Matters: Communication-Based Explorations and Explanations.* New York: Hampton Press.

Nakayama, Tom, & Martin, Judith (1999). *Whiteness: The Communication of Social Identity.* Thousand Oaks, CA: Sage.

O'Byrne, Darren J. (2003). *The Dimensions of Global Citizenship: Political Identity Beyond the Nation-State.* London: Frank Cass & Company.

Papacharissi, Zizi (Ed.) (2010). *A Networked self: Identity, Community, and Culture on Social Network Sites.* London: Taylor & Francis.

Rodriguez, Jeanette, & Fortier, Ted (2007). *Cultural Memory: Resistance, Faith, and Identity*. Austin, TX: Univerity of Texas Press.

Shepherd, Greg, & Rothenbuhler, Eric (Eds.) (2000). *Communication and Community.* New York: Routledge.

Tracy, Karen, & Robles, Jessica (2013). *Everyday Talk: Building and Reflecting Identities (2nd edition).* New York: Guilford.

Woodward, Kathryn (Ed.) (1997). *Identity and Difference.* London: Sage.

Possible Additional Resources – Articles

Alvesson, M. (1998). Gender relations and identity at work: A case study of masculinities and femininities in an advertising agency. *Human Relations, 51,* 969-

Annese, S. (2004). Mediated identity in the parasocial interaction of TV. *Identiy: An International Journal of Theory and Research, 4,* 371-388.

Barker-Plummer, B. (1995). News as political resource: Media strategies and political identity in the U.S. women's movement, 1966-1975. *Critical Studies in Mass Communication, 12,* 306-324.

Beard, R. L. (2004). In their voices: Identity preservation and experiences of Alzheimer's disease. *Journal of Aging Studies, 18,* 415-428.

Bleakley, A. (2006). You are who I say you are: The rhetorical construction of identity in the operating theatre. *Journal of Workplace Learning, 17,* 414-425.

Bosch, L. A., Segrin, C., & Curran, M. A. (2012). Identity style during the transition to adulthood: The role of family communication patterns, perceived support, and affect. *Identity: An International Journal of Theory and Research,12,* 275-295.

Bucholtz, M. (1999). "Why be normal?": Language and identity practices in a community of nerd girls. *Language in Society, 28,* 203-223.

Burke, K., Burroughs-Denhart, N., & McClish, G. (1994). Androgyny and identity in gender communication. *Quarterly Journal of Speech, 80,* 482-517.

Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech, 69,* 143-158.

Collinson, D. (2006). Rethinking followership: A post-structuralist analysis of follower identities. *The Leadership Quarterly, 17,* 179-189.

Courtenay, W. H. (2000). Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science & Medicine, 50*, 1385-1401.

Dahl, A., & Galliher, R. V. (2012). The interplay of social and religious identity development in LBGTQ adolescents and young adults: A qualitative inquiry. *Identity: An International Journal of Theory and Research, 12,* 217-246.

Diamond, M. (2002). Sex and gender are different: Sexual identity and gender identity are different. *Clinical Child Psychology and Psychiatry, 7,* 320-334.

Everingham, C. R., Heading, G., & Connor, L. (2006). Couples' experiences of postnatal depression: A framing analysis of cultural identity, gender and communication. *Social Science & Medicine, 62,* 1745-1756.

Gonzales, A. L., & Hancock, J. T. (2008). Identity shifts in computer-mediated environments. *Media Psychology, 11,* 167-185.

Hall, J., & LaFrance, B. (2012). "That's gay": Sexual prejudice, gender identity, norms, and homophobic communication. *Communication Quarterly, 60,* 35-58.

Harwood, J., & Sparks, L. (2003). Social identity and health: An intergroup communication approach to cancer. *Health Communication, 15,* 145-159.

Heisler, J. M., & Ellis, J. B. (2008). Motherhood and the construction of "mommy identity": Messages about motherhood and face negotiation. *Communication Quarterly, 56,* 445-467.

Jameson, D. A. (2007). Reconceptualizing cultural identity and its role in intercultural business communication. *Journal of Business Communication, 44,* 199-235.

Kuhn, T., & Nelson, N. (2002). Reengineering identity: A case study of multiplicity and duality in organizational identification. *Management Communication Quarterly, 16,* 5-38.

Larkey, L. K., & Hecht, M. L. (1995). A comparataive study of African American and European American ethnic identity. *International Journal of Intercultural Relationships, 19,* 483-504.

Lee, E. J. (2008). Living with risk in the age of 'intensive motherhood': Maternal identity and infant feeding. *Health, Risk & Society, 10,* 467-477.

Lingard, L., Reznick, R., DeVito, I., & Espin, S. (2002). Forming professional identities on the health care team: Discursive constructions of the 'other' in the operating room. *Medical Education, 36,* 728-734.

Linstead, A., & Thomas, R. (2002). "What do you want from me?" A poststructuralist feminist reading of middle managers' identities. *Culture and Organization,8,* 1-20.

May, V. (2004). Narrative identity and the re-conceptualization of lone motherhood. *Narrative Inquiry, 14,* 169-189.

McLean, K. C., & Morrison-Cohen, S. (2013). Moms telling tales: Maternal identity development in conversations with their adolescents about the personal past. *Identity: An International Journal of Theory and Research, 13,* 120-139.

McNamee, L. G. (2011). Faith-based organizational communication and its implications for member identity. *Journal of Applied Communication Research, 39,* 422-440.

Mendoza, S. L., Halualani, R. T., & Drzewicka, J. A. (2002). Moving the discourse on identities in intercultural communication: Structure, culture, and resignifications. *Communication Quarterly, 50,* 312-327.

Miller, K. (1998). The evolution of professional identity: The case of osteopathic medicine. *Social Science & Medicine, 47,* 1739-1748.

Miller, K. I., Shoemaker, M. M., Willyard, J., & Addison, P. (2008). Providing care for elderly parents: A structurational approach to family caregiver identity. *Journal of Family Communication, 8,* 19-43.

Nilsson, B. (2012). Politicians' blogs: Strategic self-presentations and identities. *Identity: An International Journal of Theory and Research, 12,* 247-265.

Nuttbrock, L., & Freudiger, P. (1991). Identity salience and motherhood: A test of Stryker's theory. *Social Psychology Quarterly, 54,* 146-157.

Palomares, N. A. (2004). Gender schematicity, gender identity salience, and gender-linked language use. *Human Communication Research, 30,* 556-588.

Palomares, N. A., & Lee, E.-J. (2010). Virtual gender identity: The linguistic assimilation to gendered avatars in computer-mediated communication. *Journal of Language and Social Psychology, 29,* 5-23.

Parks, C. A., Hughes, T. L., & Matthews, A. K. (2004). Race/ethnicity and sexual orientation: Intersecting identities. *Cultural Diversity and Ethnic Minority Psychology, 10,* 241-254.

Polletta, F. (1998). "It was life a fever…": Narrative and identity in social protest. *Social Problems, 45,* 137-

Riessman, C. K. (2003). Performing identities in illness narrative: Masculinity and multiple sclerosis. *Qualitative Research, 3,* 5-33.

Scheuer, A., & Schmitt, H. (2009). Dynamics in European political identity. *European Integration, 31,* 551-568.

Scholl, J. C., Wilson, J. B., & Hughes, P. C. (2011). Expression of patients' and providers' identities during the medical interview. *Qualitative Health Research, 21,* 1022-1032.

Sillince, J. A. A., & Brown, A. D. (2009). Multiple organizational identities and legitimacy: The rhetoric of police websites. *Human Relations, 62,* 1829-1856.

Subrahmanyam, K., Greenfield, P. M., & Tynes, B. (2004). Constructing sexuality and identity in an online teen chat room. *Applied Developmental Psychology, 25,* 651-666.

Tracy, S. J., Myers, K. K., & Scott, C. W. (2006). Cracking jokes and crafting selves: Sensemaking and identity management among human service workers. *Communication Monographs, 73,* 283-308.

Trethewey, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. *Communication Monographs, 64,*

Trethewey, A. (1999). Disciplined bodies: Women's embodied identities at work. *Organization Studies, 20,* 423-450.

Walker, K. L., & Dickson, F. C. (2004). An exploration of illness-related narratives in marriage: The identification of illness-identity scripts. *Journal of Social and Personal Relationships, 21,* 527-544.

Yamasaki, J., & Sharf, B. F. (2011). Opting out while fitting in: How residents make sense of assisted living and cope with community life. *Journal of Aging Studies, 25,* 13-21.

Yngvesson, B. (1997). Negotiating motherhood: Identity and difference in "open" adoptions. *Law and Society Review, 31,* 31-

Zoller, H. M. (2003). Health on the line: Identity and disciplinary control in employee occupational health and safety discourse. *Journal of Applied Communication Research, 31,* 118-139.