

Identity in Society and Community

Instructors: Dr. Kenneth R. Fleischmann, School of Information, kfleisch@ischool.utexas.edu
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Virtual Office Hours: Please email us with any questions, we will be happy to set up remote chats if needed

Course Meeting Times: September 6 & 7; October 4, 5, 25, & 26; November 15 & 16; December 6 & 7: 1-5 pm

Course Meeting Location: UTA 1.504 (<https://www.ischool.utexas.edu/about/location>)

I. Reading List

See Course Schedule below.

II. Course Aims and Objectives

Aims:

In this class, we will examine how identity is socially and culturally variable and fluid, changing throughout history and differing from place to place. Our goal is to understand how differences over time and across contexts inform individual, organizational, and social understandings and practices of identity. To accomplish this, we will examine the ideas, assumptions, beliefs and attitudes that constitute identity in 21st century America in depth, in particular focusing on ideas and issues of privacy and surveillance and its relation to “the public” and various stakeholder groups. We will consider socialization into psychological and sociocultural dimensions of identity across the lifespan, including how and why potentially “flawed” identities develop. We will consider various ideal types of identities and will explore how people with certain identities may be included or excluded in “normal” guarantees of privacy.

Specific Learning Objectives:

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

- Define identity as a socio-cultural construct
- Understand the role of identity at various levels of scale
- Understand the culturally-specific dimensions of identity, including ethnic and gender identities
- Recognize ways in which values and concepts related to identity are changing
- Understand connections between practical and philosophical dimensions of identity
- Take values into consideration when designing technologies and services to protect identity

III. Course Schedule:

Class Meeting	Instructor, Main Topic, and Subtopics	Readings	Assignments
#1 September 6	Instructor: Dr. Ken Fleischmann Topic: Identity as a Socio-Cultural Construct <ul style="list-style-type: none"> • Course Introduction and Syllabus • Definitions of Identity • Identity Indicators, & Impressions • Objective, Subjective, & Intersubjective Constructions of Identity 	N/A	Pre: Review Syllabus Post: None
#2 September 7	Instructor: Dr. Brenda Berkelaar Topic: Making Sense of Identity and Reputation <ul style="list-style-type: none"> • Self Reflection: Self-Assessment, Self-Enhancement, Essential, Crystallized, Possible, and Provisional Selves • Performance: Communication, Privacy Management, Signaling & Impression Management • Reputation and Reputation Management 	Fearon, J. D. (1999). What is identity (as we now use the word)? Retrieved from: http://www.web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-pdf [1] Origi, G. (2012). A social epistemology of reputation. <i>Social epistemology</i> , 26, 399-418. [3] Tracy, S. J. & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward “crystallized” organizational discourses and identities. <i>Communication Theory</i> , 15, 168-195. [2]	Pre: Readings Post: Reflection Essay #2 (due September 14)
#3 October 4	Instructor: Dr. Ken Fleischmann Topic: Identity and Culture <ul style="list-style-type: none"> • Identity as a Cultural Construct • Identity and Ethnicity • Identity and Gender • Implications of Identity for Culture 	boyd, d. (2014). Identity: Why do teens seem strange online? In d. boyd, <i>It's complicated</i> (pp. 29-53). New Haven, CT: Yale University Press. Castells, M. (2010). Communal heavens: Identity and meaning in the network society. In M. Castells, <i>The power of identity (2nd Ed.)</i> (pp. 5-70). Malden, MA: Wiley-Blackwell. Magnet, S. A. (2011). Biometric failure. In S. A. Magnet, <i>When Biometrics fail: Gender, race, and the technology of identity</i> (pp. 12-50). Durham, NC: Duke University Press. Turkle, S. (1995). Identity crisis. In S. Turkle, <i>Life on the screen: Identity in the age of the internet</i> (pp. 255-269). New York: Simon & Schuster.	Pre: Readings, Discussion Questions #3 (due September 30) Post: None

<p>#4 October 5</p>	<p>Instructor: Dr. Brenda Berkelaar Topic: Reputation Management & Contemporary Identity Dilemmas</p> <ul style="list-style-type: none"> • Reputation Management • Identity in the Digital Age: How IT Affordances & Uses Affect Identity • Multiples Selves & Collapsed Contexts • Case 1: The Digital Social Contract. Visibility & Transparency and personal-professional tradeoffs. • Case 2: Competing Demands for Intimacy and Security. The disclosure-privacy tradeoff 	<p>Berkelaar, B. L. (2014). Cybervetting, online information, and personnel selection: New transparency expectations and the emergence of a digital social contract. <i>Management Communication Quarterly</i>, 28, 479-506.</p> <p>boyd, d. (2010). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi (Ed.), <i>A networked self: Identity, community, and culture on social network sites</i> (pp. 39–58). New York, NY: Routledge.</p> <p>Doorley, J. & Garcia, H. F. (2015). Reputation management. In: <i>Reputation management: The key to successful public relations and corporate communication</i> (pp. 1 - 42). New York, NY: Routledge. [4]</p> <p>Grant Halverson, H. (2015). Correcting bad impressions and overcoming misunderstandings. In: <i>No one understands you and what to do about it.</i> (pp. 165-186). Boston, MA: Harvard Business School Press. [5]</p> <p>Petronio, S. (2015). Communication Privacy Management Theory. In <i>The International Encyclopedia of Interpersonal Communication</i> (eds C. R. Berger, M. E. Roloff, S. R. Wilson, J. P. Dillard, J. Caughlin and D. Solomon). doi:10.1002/9781118540190.wbeic132</p>	<p>Pre: Readings, Discussion Questions #4 (due September 30)</p> <p>Post: Reflection Essay #4 (due October 12)</p>
<p>#5 October 25</p>	<p>Instructor: Dr. Steve Slota Topic: Value-Sensitive Design for Identity</p> <ul style="list-style-type: none"> • Defining and Measuring Human Values • Values, National Culture, and Socio-Economic Status • Value-Sensitive Design • Human Values with Ethical Import 	<p>Friedman, B., Lin, P., & Miller, J. K. (2005). Informed consent by design. In L. Cranor & S. Garfinkel (Eds.), <i>Designing secure systems that people can use</i> (pp. 495-521). Cambridge, MA: O'Reilly and Associates.</p> <p>Hitlin, S. (2003). Values as the core of personal identity: Drawing links between two theories of self. <i>Social Psychology Quarterly</i>, 66, 118-137.</p> <p>Nissenbaum, H. F. (2010). Locating the value in privacy. In H. F. Nissenbaum, <i>Privacy in context: Technology, policy, and the integrity of social life</i> (pp. 67-88).</p> <p>Oudshoorn, N., Rommes, E., & Stienstra, M. (2004). Configuring the user as everybody: Gender and design cultures in information and communication technologies. <i>Science, Technology, & Human Values</i>, 29, 30-63.</p> <p>Shilton, K. (2013). Values levers: Building ethics into design. <i>Science, Technology, & Human Values</i>, 38, 374-397.</p>	<p>Pre: Readings, Discussion Questions #5 (due October 21)</p> <p>Post: Reflection Essay #5 (due November 2)</p>

<p>#6 October 26</p>	<p>Instructor: Dr. Steve Slota Topic: Identity under Shifting Realities</p> <ul style="list-style-type: none"> ● Altered Organization-Employee Social Contract ● Rise of Outsourcing, Offshoring, and Downsizing ● Remote Work, Global Work, and Identity ● Changes in Governments, Economies, and Discourses 	<p>Ailon-Souday, G., & Kunda, G. (2003). The local selves of global workers: The social construction of national identity in the face of organizational globalization. <i>Organization Studies</i>, 24(7), 1073-1096.</p> <p>Leitz, L. (2011). Oppositional identities: The military peace movement's challenge to pro-Iraq War frames. <i>Social Problems</i>, 58(2), 235-256.</p> <p>Haimson, O.L., Brubaker, J.R., Dombrowski, L., & Hayes, G.R. (2016) Digital footprints and changing networks during online identity transitions. In <i>Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems</i>, pp. 2895-2907. ACM.</p> <p>Murshed, S. M., & Pavan, S. (2011). Identity and Islamic radicalization in Western Europe. <i>Civil Wars</i>, 13(3), 259-279.</p>	<p>Pre: Readings, Discussion Questions #6 (due October 21)</p> <p>Post: Reflection Essay #6 (due November 2)</p>
<p>#7 November 15</p>	<p>Instructor: Dr. Paul Adams Topic: Place, Mobility, and Identity</p> <ul style="list-style-type: none"> ● Public Spaces/Private Places ● Mobile Bodies and Social Stigma ● Mobility and Digital Identity 	<p>Cresswell, T. (2001). Making up the tramp: Towards a critical geosophy. In P. Adams, S. Hoelscher and K. Till, eds. <i>Textures of Place: Exploring Humanist Geographies</i> pp.167-185. Minneapolis: University of Minnesota Press.</p> <p>Royer, D., Deuker, A, and Rannenber, K. (2009). Mobility and Identity. In <i>The Future of Identity in the Information Society</i>, pp.195-242. Dordrecht: Springer.</p> <p>Warner, M. (2005). Chapter One: Public and Private. In <i>Publics and Counterpublics</i>, pp.21-64. Zone Books</p>	<p>Pre: Readings, Discussion Questions #7 (due November 11)</p> <p>Post: Reflection Essay #7 (due November 23)</p>
<p>#8 November 16</p>	<p>Instructor: Dr. Paul Adams Topic: Surveillance and Tracking</p> <ul style="list-style-type: none"> ● Social Surveillance ● Beyond Privacy ● Panopticons Old and New ● Digital Tracking 	<p>Andrejevic, M. (2007). Introduction, In <i>iSpy: Surveillance and Power in the Interactive Era</i>, pp 1-21. Lawrence: University Press of Kansas.</p> <p>de Montjoye, Y.-A., Hidalgo, C. A., Verleysen, M., and Blondel, V. D. (2013). Unique in the Crowd: The privacy bounds of human mobility. <i>Scientific reports</i> 3.</p> <p>Dobson, J. E., & Fisher, P. F. (2007). The panopticon's changing geography. <i>Geographical Review</i>, 97(3), 307-323.</p> <p>Marwick, A. (2012). The public domain: Surveillance in everyday life. <i>Surveillance & Society</i>, 9(4), 378-393.</p>	<p>Pre: Readings, Discussion Questions #8 (due November 11)</p> <p>Post: Reflection Essay #8 (due November 23)</p>

<p>#9 December 6</p>	<p>Instructor: Dr. Steve Slota Topic: Identity at Various Levels of Scale</p> <ul style="list-style-type: none"> ● Identity and Individuals ● Identity and Groups ● Identity and Society ● Identity and ICTs 	<p>Donath, J. (2014). Constructing identity. In J. Donath, <i>The social machine: Designs for living online</i> (pp. 223-244). MIT Press.</p> <p>Howard, J. A. (2000). Social psychology of identities. <i>Annual review of sociology</i>, 367-393.</p> <p>Strauss, A. L. (2017). Language and identity. In A. L. Strauss, <i>Mirrors and masks: The search for identity</i>, pp. 17-32. New York: Routledge.</p>	<p>Pre: Readings, Discussion Questions #9 (due December 2)</p> <p>Post: None</p>
<p>#10 December 7</p>	<p>Instructor: Dr. Steve Slota Topic: Socialization into Identity</p> <ul style="list-style-type: none"> ● Identities, Roles, and Internalized Expectations ● Theories and Models of Socialization ● Socializing Institutions ● Normative Identity Behavior by Traits and Settings 	<p>Ochs, E., & Capps, L. (1996). Narrating the self. <i>Annual review of anthropology</i>, 25, 19-43.</p> <p>Schlesinger, A., Edwards, W.K., & Grinter, R.E. (2017). Intersectional HCI: Engaging identity through gender, race, and class. In <i>Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems</i>, pp. 5412-5427.</p> <p>Obodaru, O. (2012). The self not taken: How alternative selves develop and how they influence our professional lives. <i>Academy of Management Review</i>, 37, 34-57.</p>	<p>Pre: Readings, Discussion Questions #10 (due December 2)</p> <p>Post: Reflection Essay #10 (due December 14)</p>

V. Grading Procedures: Grades will be based on:

- (a) Class Attendance and Participation: #1-10 (20%)
- (b) Discussion Questions: #3-10 (30%)
- (c) Reflection Essays: #2 (10%)
 - #4 (10%)
 - #5 (5%)
 - #6 (5%)
 - #7 (5%)
 - #8 (5%)
 - #10 (10%)

VI. Course Policies

1. Class attendance and participation policy:

Students are expected to attend class regularly and participate in each class session. Participation will be measured through in-class discussions and activities. Students may participate in-person or via teleconferencing technology, and in either case regular participation will be necessary, although some activities may be different depending on the mode of participation. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). If you have an unexcused absence, tardiness, or early departure and miss an in-class activity, you will receive a 0 for all parts missed.

2. Discussion Questions:

For class meetings #3-10, students are required to write 2 discussion questions per class meeting. Each discussion question should demonstrate your familiarity with the readings and should be thoughtful and creative. Discussion questions must be at least 250 words each (500 words total per day, 1000 words total per weekend).

3. Reflection Essays:

Specific instructions for each specific reflection essay are listed below.

Reflection Essay #2, Introductory Essay

Write a reflection essay that describes your academic and professional background and interests, and how your identity has shifted over time. In your reflection be sure to: (a) explicitly connect to ideas already addressed in the course (e.g., lectures, readings); (b) apply course content to your current work and your future career aspirations; and (c) identify what you hope to learn in the remainder of the course. Length: 750-1,250 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

Reflection Essay #4, Making Sense of Identity & Reputation Using a Real-World Dilemma

The objective of this essay is to evaluate a real-world reputation or identity dilemma and suggest a recommended course of action. Write a reflection essay that expands upon a current identity or reputation dilemma or situation that you identified in class. First, describe an identity or reputation dilemma. Second, evaluate your dilemma or case using multiple perspectives on identity discussed in class so far (e.g., How does Communication Privacy Management provide insight into the dilemma? What does CPM highlight? Pay attention to? What course(s) of action would CPM recommend?). How would each perspective make sense of the situation? What actions would that perspective suggest as the next step? Finally, recommend a course of action with specific, measurable steps. In brief, this essay will include three primary parts: (1) A description of an identity or reputation dilemma; (2) The root cause(s) of the dilemma; (3) Evaluation of the dilemma from at least two perspectives; (4) A recommended course of action. Length: 750-1,250 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

Reflection Essay #5, Value-Sensitive Design for Identity

Consider a particular information technology. Reflect upon the values that have been embedded within the technology. Then, consider if there are any values that are not reflected within the technology, and propose ways to address those values within the technology. In writing your reflection essay, please make sure to explicitly connect to what you learned about value-sensitive design for identity through the readings, lectures, discussions, and activities. Length: 750-1,250 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

Reflection Essay #6, Identity Under Shifting Realities

Consider one of the following shifting US realities and write a short essay detailing the types of changes in existing identities it is likely to cause. I'm looking for careful, reflective exploration of the ideas and ways of thinking that we discussed in class and their application to this new domain. Length: 750-1,250 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

1. Declining Church Attendance and Religious Affiliation. Today, only 20% of Americans attend church regularly, and between 4,000 and 7,000 churches close their doors annually. Between 2010 and 2012, more than half of all churches in America did not add any members. Between 2007 and 2014, the percentage of Americans identifying as Christian fell from 78.4% to 70.6% of the population, nearly an 8% drop. Each year, nearly 3 million previous churchgoers enter the ranks of the "religiously unaffiliated."
2. Racial Demographic Changes. Whites are the majority in the US today at 64%; in 1960, they were at 85% and by 2060 they are projected to be at 43%. In 30 to 40 years, one in every three people will be of Hispanic origin, up from 4% in 1960. The percentage of people identifying as Asian and Black are

also increasing. Non-whites account for 85% of the population increase in the past decade. Intermarriage is growing; children of intermarried couples are challenging racial categories.

3. Southern Rise. Over half of the nation's population growth between 2000 and 2010 occurred in the Southern states, not just from Hispanic immigration, but from Blacks, the elderly and the foreign-born.
4. Aging America. The first baby boomer turned 65 in 2011; 79 million baby boomers will exit the workforce through 2031. With better medical care and healthier, more active lifestyles, they will live longer than previous generations did.

Reflection Essay #7, Place, Mobility, and Identity

Write a reflection essay that does three things. First, explore how the person you are is a product of your peculiar trajectory through geographical space. This should include key places that left a lasting imprint on your identity. Next, reflect on the role of mobility in your life. Mobility is associated with getting to and from the "key places" listed above, so reflect for a moment on how you got there and how you left. Was there a particularly memorable arrival or departure? While living in any of these places, did you commute on a daily or weekly basis (or some other schedule) and if so did the commute say something about who you are? Finally, consider the ways that changes in technology have affected your mobility over your lifetime, including new transportation technologies but also new communication technologies that affect mobility (like posting pictures from your travels on Facebook or using GPS to navigate an unfamiliar city). Length: 750-1,250 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

Reflection Essay #8, Surveillance and Tracking

Write a reflection essay that summarizes what you learned about surveillance and tracking while including the following issues. How do digital technologies and their incorporation into daily life facilitate activities of surveillance and tracking? In particular, how do social practices, policies, business activities, and personal habits all come together in this equation? While the threat to PII from surveillance and tracking is obvious, what can you say about the relationship between surveillance, tracking, and *personal identity* (which you know by now is a richer construct than PII)? How have the readings, lectures, discussions, and activities informed your understanding of identity and finally what insights come from this that may be useful in your career? Length: 750-1,250 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

Reflection Essay #10, Synthesis

Write a reflection essay that reflects on what you learned in the class, including how your perspective on identity was changed (or not) by the readings and class activities throughout the semester. Describe the activities and readings that you found most useful. Length: 1500-2500 words. Format: .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

4. Assignment Deadlines:

All assignments are due at midnight on the day indicated. Late assignments will not receive any credit except in extraordinary circumstances such as severe and unavoidable technical difficulties (e.g., computer hard drive failure) or emergency situations (e.g., illness). Please note that, due to the proximity of the final assignment deadline to the deadline for final grades, excused tardiness for the final assignment may result in an incomplete final course grade.

5. Computation of Grades:

Final grade computation will use this scale:

- | | |
|----------------|----------------|
| ● 93-100%: A | ● 73-76.9%: C |
| ● 90-92.9%: A- | ● 70-72.9%: C- |
| ● 87-89.9%: B+ | ● 67-69.9%: D+ |
| ● 83-86.9%: B | ● 63-66.9%: D |
| ● 80-82.9%: B- | ● 60-62.9%: D- |
| ● 77-79.9%: C+ | ● 0-59.9%: F |

VII. Academic Integrity

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

IX. Other University Notices and Policies

Use of E-mail for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. Details of a student's disability are confidential. Faculty will not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.

- Please notify the lead instructor as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify the lead instructor as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: <http://ddce.utexas.edu/disability/about/>

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the lead instructor in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.