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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

COURSE CODE	2143LHS
COURSE TITLE	Sociology of Identity
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
MODE	In Person
LEVEL	Undergraduate
CREDIT POINT VALUE	10

## Course Description:

The course explores sociological thinking on the origins, construction and political implications of identity. It will review classical conceptualizations and then examine the shift toward contemporary understandings that view identity as dynamic, fluid and fragmentary. The main focus will be on the questions how people learn to produce and reproduce themselves through engagement in social interaction and how interactional dynamics shape their sense of who they are. Incompatible: 2043ART Sociology of Identity Incompatible: 2043HUM Sociology of Identity Incompatible: 2043AMC Sociology of Identity OUA Course Code: SGY230

## 1.2 Course Introduction

In this unit you will be introduced to topics, themes and debates which explore the question of identity in the modern world. You will be reading material which examines the personal, social, psychological and political aspects of identity. This includes readings in symbolic interactionism, postmodern, and critical theories of identity. A defining feature of modern life is geographical mobility and specifically mass migration. This human movement has created complex, pluralist societies in many parts of the world. Pluralistic societies are characterized by a range of diversities of gender, sexuality and lifestyle, diversity of beliefs and morality, intercultural/cross cultural families and communities. Individuals growing up in pluralistic societies live in and amongst identities and ways of life that can reconfigure family, cultural and religious backgrounds. Hybrid forms of identity and discontinuities of identity and lifestyle across generations is a feature of modern life. At the same time, socio-economic inequalities, prejudices and other limitations inevitably confront individuals and groups in terms of how they can imagine themselves into a different or better way of life. Pluralistic, liberal democratic societies are also fraught with differences and disagreements about what is right and wrong, whose rights, moral beliefs or identities should be protected in law or take precedence over other group rights, beliefs and identities. This unit will examine issues of moral and identity conflict. The unit also looks at the significant place of categories in constructing how we understand and perceive who we and others are. Indeed, categories are the building block of social order. Without categories we cannot name, identify and position people (including ourselves) in relation to others. However, categories are also potentially oppressive - creating social exclusion, reducing quality of life, and producing negative forms of identity such as stigma.

## Previous Student Feedback

Margaret was very engaging and knowledgeable, always encouraged class conversation and presented the information in a very interesting way. One of my best experiences" (Student feedback in course evaluation: 2017).

"Enjoyed the content and interesting readings contained in a printed dossier. Assessment was well set out, fair and relative to the course content. Margaret Gibson creates a safe and inviting space to engage in useful conversation and debate on identity".(Student feedback in course evaluation: 2014)

"The content is fascinating and the order of the lectures is great". (Student feedback in course evaluation: 2014).

## 1.3 Course Staff

Primary Convenor **Dr Margaret Gibson**

EMAIL	<a href="mailto:margaret.gibson@griffith.edu.au">margaret.gibson@griffith.edu.au</a>
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	2.58
CONSULTATION	To be advised.

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

This course examines the relationship between theories and debates about identity and includes consideration of the lived experience of identity as a social, symbolic, psychological and material process. Sociology of Identity's main aim is to explore sociological thinking on the origins, construction and implications of identity as both a concept and lived experience. This course will review theoretical perspectives and debates in the conceptualisation of identity politics and categories. The course aims to explore the political and experiential intersections between the identity categories of race, ethnicity, gender, sex, and sexuality. The unit has a particular focus on the body as locus and site for the material and symbolic mapping of identity as intelligible, visible, ordered, coherent, natural, constructed and so on.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Analyse assumptions around identity in a changing and contested world of politics, values and norms.
- 2 Identify and criticise normative categories of identity that operate in knowledge systems and everyday encounters and practices.
- 3 Interpret, discuss and evaluate debates around identity through a sociological lens.
- 4 Be a critical and culturally sensitive thinker in relation to the contestation of identity differences and value system in diverse identity, cultural, religious, non-religious/secular nation-state contexts.

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		•

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Information Services \(Study\)](#) provides academic, information and digital skills support resources. The study skills resources on this website include self-help tasks focusing on preparing for your assignment, writing your assignment, exam preparation, referencing and access to free online training to improve your digital skills.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
25 Feb 19	<b>Introduction to the course (Lecture):</b> Lecture and tutorial. This week, we introduce the course and consider the following questions: Who am I? What is real? Where do I belong?	1, 3
4 Mar 19	<b>Performed Identities (Lecture):</b> Lecture and tutorial. This week, we consider the idea that identities are performed. Drawing on Erving Goffman's dramaturgical analysis, we explore the way in which social actors take on roles in their everyday lives.	1, 2, 3, 4
11 Mar 19	<b>Stigma and Deviance (Lecture):</b> Lecture and tutorial. Identities are subject to evaluation according to ideas of normality and perceptions of social value or moral danger within social relations. This week we will think about how some identities are managed by application of stigma and other negative marks of social status and social positioning. We will also think about how people subject to stigma might use a range of strategies to manage their social and inter-personal identities.	1, 2, 3, 4
18 Mar 19	<b>Identity in late modernity (Lecture):</b> Lecture and tutorial. This week, we explore the ideas of three key theorists: Anthony Giddens, Frank Furedi, and Ian Hacking. We ask: how are identities formed in late modernity, and how is this different to the past?	1, 2, 3, 4
25 Mar 19	<b>Gender and identity (Lecture):</b> Lecture and tutorial. This week we look at one of the most defining and enduring structures of identity in social worlds - gender. It is a concept that has been a major of source of discussion and debate in sociology and is closely tied to social movements such as feminism. Men as much as women are confronted by attitudes, values and social restrictions on how to be and what to be in the worlds in which they live with others. The question of inequality is crucial in thinking about gender relations. We will think about gender in terms of relations of power and the kinds of ways in which gender as a power relation is recognised or elided in media, news and social issues where the question of gender is fundamental.	1, 2, 3, 4
1 Apr 19	<b>Race, ethnicity, and identity (Lecture):</b> Lecture and tutorial. The concept of race is a problematic one and so too is ethnicity. Who has a race or ethnicity? We must always consider this first question. The legacy of these categories in histories of institutional and everyday racism and forms of social injustice cannot be ignored. How can this problematic, fictional and yet historically lived concept of race be understood in the contemporary world? What have been and continue to be some of the important social movements around questions of racism?	1, 2, 3, 4
8 Apr 19	<b>Globalisation and identity (Lecture):</b> Lecture and tutorial. This week, we examine some of the broader issues and concepts of identity particularly in relation to the question of specific cultural identity groups and their recognition within and across nation-states. We think about issues of national identity, its uses and abuses in politics and society. We also think about competing values and forms of contestation between identity groups.	1, 3, 4
22 Apr 19	<b>Identity and consumption (Lecture):</b> Lecture and tutorial. This week, we examine the relationship between identity and consumption. This will also open up opportunities to engage with the idea/concept of class - a difficult, slippery concept, sometimes called a zombie category. Economic class helps sociologists to understand unequal opportunities and capacities for individuals, families and groups to exercise choice and agency in our own lives. In contemporary sociology class can be approached through the lens of lifestyle or style of life. In part an economic class issue, patterns of consumption tell us about differences, distributions and inequalities in economic power, social and even educational capital. This raises questions about how we might see ourselves as 'global citizen-consumers'. What choices do we make, or can we make, in relation to consumption? How does this impact on the environment, other humans and species?	1, 2, 3, 4
29 Apr 19	<b>Identity and aesthetics (Lecture):</b> Lecture and tutorial. This week, we examine outward appearances. Exploring historical and contemporary perceptions of beauty, we consider the relationship between identity and embodiment. We discuss what it means to modify the body through surgery, tattoos, piercings, and diet.	1, 2, 3, 4
6 May 19	<b>Digital lives and identity (Lecture):</b> Lecture and tutorial. Our lives are increasingly mediated by our relationship to digital technologies. This week, we explore the way in which we construct and maintain identity online. We explore social media and virtual worlds as two sites of identity construction.	1, 2, 3, 4
13 May 19	<b>Age and identity (Lecture):</b> Lecture and tutorial. This week, we explore the relationship between age and identity. We focus on childhood and old age in order to ask the question: how is our identity influenced by our life-stage and the historical moment in which we live?	1, 2, 3, 4
20 May 19	<b>Australian identity (Lecture):</b> Lecture and tutorial. In this final week, we explore what it means to have an 'Australian identity.' We explore media depictions of Australian life in order to ask the question: what does it mean to be Australian, anyway?	1, 2, 3, 4

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Guided discussion with peers</i> Tutorial discussion	25 Feb 19 - 24 May 19 In weekly tutorials	20%	100 marks	1, 2, 3, 4	
<i>Assignment - Written Assignment</i> Annotated Bibliography	22 Mar 19 13:59	30%	100 marks	3, 4	5 Apr 19
<i>Assignment - Written Assignment</i> Critical memoir	24 May 19 23:59	50%	100 marks	1, 2, 3, 4	7 Jun 19

### 5.2 Assessment Detail

**Title:** Tutorial discussion

**Type:** Guided discussion with peers

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

25 Feb 19 - 24 May 19 In weekly tutorials

**Weight:** 20%

**Marked out of:** 100

**Task Description:**

You will be assessed on your contributions to tutorial discussions throughout the trimester. Before each tutorial, you are expected to do the following:

1. Complete the assigned weekly readings
2. Attend the lecture
3. Select a media item relevant to the weekly content to share with your peers

You will be assessed based on the quality of your contributions, **not** on mere attendance.

**Criteria & Marking:**

You will be marked based on the following criteria:

1. Evidence of preparation
2. Respectful engagement with peers
3. Thoughtful contributions to discussion

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

**Title:** Annotated Bibliography

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 3, 4

**Due Date:**

22 Mar 19 13:59

**Maximum period for an Extension:** 5 Apr 19

**Weight:** 30%

**Marked out of:** 100

**Task Description:**

This task is intended to assist you in preparing for your final written assessment. Think about the key themes and ideas you would like to cover in your memoir prior to beginning this task. You are encouraged to discuss your ideas with your tutor.

You are required to find six academic/scholarly sources. This can include books, book chapters (i.e. chapters in edited collections) or journal articles. You will not be penalized if you do not include a book. All sources will be judged on their academic merit and their relevance to your research assignment topic. Sources must be authoritative scholarly sources. **Your annotated bibliography must not include any of the assigned readings for this course.** However, you are encouraged to seek out additional work by the scholars we discuss in this course.

An annotated bibliography is a reference list, in one of the approved style guides such as Harvard or APA. It includes commentary on each source. Your annotations will explain the content of each source and how it is relevant to your final assignment.

**Criteria & Marking:**

You will be marked based on:

1. The quality of the six authoritative academic sources
2. Demonstrated understanding of the content, key points, argument, and debate of the academic sources
3. Ability to explain the relevance of each source to your planned memoir
4. Communication

**Submission:** Submit online at Learning@Griffith

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** Critical memoir**Type:** Assignment - Written Assignment**Learning Outcomes Assessed:** 1, 2, 3, 4**Due Date:**

24 May 19 23:59

**Maximum period for an Extension:** 7 Jun 19**Weight:** 50%**Marked out of:** 100**Task Description:**

This task is intended to allow you to apply the theories and concepts from the course to your own life. You are required to produce a 2,500-word memoir which critically engages with the course content, your own research, and your life experiences in order to examine your own identity. You may wish to write about a significant event or person, or you may prefer to take a wider lens. Whatever your chosen topic, you should develop the focus of your memoir in consultation with your tutor.

**Criteria & Marking:**

You will be marked on the following criteria:

1. Quality of engagement with the academic literature
2. Application of theory
3. Critical reflection
4. Communication

**Submission:** Submit online via Learning@Griffith**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

## 5.4 Other Assessment Information

**Griffith University Disclosure Statement**

*The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)*

**Supplementary Assessment** is not available for this course.

**Final Grades**

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

Feedback on assessments 2 and 3 will be provided within two weeks of the final due date. Feedback on assessment 1 will be provided at the end of the study period.

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

**University Policies & Guidelines**

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.



## Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

## Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

## Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

## Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

## Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

## Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

# LHS School of Humanities, Languages and Social Science

## Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

# 6.2 Other Policies and Guidelines

## University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

## Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

## Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

## Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)



# Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Analyse assumptions around identity in a changing and contested world of politics, values and norms.
- 2 Identify and criticise normative categories of identity that operate in knowledge systems and everyday encounters and practices.
- 3 Interpret, discuss and evaluate debates around identity through a sociological lens.
- 4 Be a critical and culturally sensitive thinker in relation to the contestation of identity differences and value system in diverse identity, cultural, religious, non-religious/secular nation-state contexts.

## Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Introduction to the course (Lecture)	●		●	
Performed Identities (Lecture)	●	●	●	●
Stigma and Deviance (Lecture)	●	●	●	●
Identity in late modernity (Lecture)	●	●	●	●
Gender and identity (Lecture)	●	●	●	●
Race, ethnicity, and identity (Lecture)	●	●	●	●
Globalisation and identity (Lecture)	●		●	●
Identity and consumption (Lecture)	●	●	●	●
Identity and aesthetics (Lecture)	●	●	●	●
Digital lives and identity (Lecture)	●	●	●	●
Age and identity (Lecture)	●	●	●	●
Australian identity (Lecture)	●	●	●	●
ASSESSMENT TASKS				
Tutorial discussion	●	●	●	●
Annotated Bibliography			●	●
Critical memoir	●	●	●	●

# Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial			
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		•