Description:
Social forces – particularly identity and personal narratives around those identities – are central in shaping what we choose to do. Thus, a person's identity–one's conception of who I am, of who I choose to be, the limits placed by society on who I get to be – may be the most important factor affecting behavior and certainly determining well-being.

In this course, we will trace the arc of thinking on this topic and identify open questions (future research) in this area. Prof. Krupka will begin with Initial readings that stem from Psychology and Economics. However, students will have a hand in curating additional readings from other disciplines and cultivating a *personalized* reading sub-list (5-6 papers) for a discipline or community of their choosing.

But there's more! Throughout, we will also work on the skill of "how to ask a research question". Prof. Krupka will talk about skills and techniques for generating research questions and we will practice this skill using these readings as our "practice arena". We will also focus on skills and techniques for how to write compelling introductions!

Our main objective will be to trace out the evolution of theories of identity as well as the methods associated with measuring theoretical constructs associated with identity and personal narrative. Our second objective will be to learn the skills and techniques of characterizing what types of insights can be gained from such theories, the emerging techniques (experimental, non-experimental), emerging themes (such as narrative construction) as well as open questions ripe for future work. The latter are associated with formulating research questions and with writing powerful introductions for papers that get published and cited!

Weekly work will consist of:
- Reading 2-3 papers deeply
- Short (1 page) writing assignment practicing skills and techniques for generating a research question or writing (2 pages) practicing the skills of synthesis and summary that are necessary for writing powerful introductions.

Other work for this course:
- During the semester students will share from their personally curated reading list
- 800 - 850 introduction using the OCAR method
- Final paper of length 7-10 pages.

Who would benefit most from this class?
If you are a student at the very beginning of your research process, you can use this course to investigate whether or not these ideas may be a framework you wish to adopt. If you are a student who is constructing a reading list that will contain research on identity or narrative for a

field prelim milestone then this is for you. If you are a student well along in identifying your research area for your dissertation then this is for you. If you are a student crafting a research project you wish to submit a grant for then this is for you. Finally, if you are someone who wants to practice generating research questions and writing powerful introductions and you want to learn actionable techniques and skills for how to do this, then this class is for you.

The course will culminate in a written paper of length 7-10 pages in which you write a review piece using readings provided by Prof. Krupka and the individually curated (unique to you) reading list on this topic. The paper will identify common themes, where there is disagreement, and what progression there has been in the thinking on this topic. Your paper will contain a summary of dominant research methodology for identifying the constructs that are critical to this theory. It will conclude with identifying key open questions.

An ideal outcome from this class is that you will have a curated reading list, a summary paper that could be expanded to a field prelim or contracted to become an introduction to a paper, and an introduction to a new paper. You will also gain an overview of the key ideas, theories and thought evolution regarding identity. A second set of outcomes will be to develop your skills in writing synthesis types of documents such as are commonly required for introductions and identifying open questions (where you could, if you wanted) to do future research.

Does this course also count toward a requirement of the UMSI curriculum?
Yes. This course would count as a theory course.

SI 710 - Social Identity and Narratives W 2020

The document below lists our readings. Unless otherwise specified, all PDFs are provided. Optional readings are recommended for deeper engagement with particular topics Some assignments are related to creating your individually curated bibliography (ICB). These assignments and activities are marked with📕. Some assignments are related to generating a research question and writing an introduction. These assignments are marked with 📄 .

Schimel exercise 2.2: "Write a short article" (p. 14) Due March 18th beginning of class.
Be prepared to talk:

Experimental Methods: Field Experiments
Day 19 (March 23)
Day 20 (March 25)
Schimel exercise 7.1: "Analyze published paper" Due March 23rd beginning of class.
Revision / final version of Schimel exercise 2.2: "Write a short article" (p. 14) Due March 25th at the beginning of class.

Teams and Group Behavior
Day 21 (March 30)
Day 22 (Ap 1): Team SID created in lab
Day 23 (Ap 6): Competition
Day 24 (Ap 8)
Day 25 (Ap 13)
Schimel exercise 9.1 due April 13th beginning of class.
Be prepared to talk (8.1)

Finalizing our writing units
Day 26 (Ap 15)
Day 27 (Ap 20)
Schimel exercise 10.1: "Analyze published papers" Due April 15th beginning of class.
Schimel exercise 12.4 and 13.3 Due April 20th beginning of class.
Final paper due between Wed. the 29th of April and Friday May 1st (5pm).

Graded elements	Points	Letter grades
Schimel exercises (n=8)	5 points each	A+ (97-100); A (93-96); A- (90-92)
Schimel exercise 2.2 (intro)	10 points	B+ (87-89); B (83-86); B- (80-82)
Be prepared to talk (n=4)	1 points each	C+ (77-79); C (73-76); C- (70-72)
Discussion	6 points at discretion	D+ and below (67 and below)
Final Paper	40 points	

What is Social Identity?

Learning Objectives
- *Know how this course works, expectations, assignments, grades*

Required Readings
- Day 1 (Jan 8)
  - Course syllabus and the reading schedule
  - Assignments

Theory: Social Identity Theory and Self Categorization Theory

Learning Objectives
- *SIT: Characterize interpersonal and intergroup continuum*
- *SIT: Characterize the forces that operate to push an individual to one edge or the other of that continuum*
  - *Social mobility beliefs*
  - *Social change beliefs*
- *SIT: Characterize the main motivational drivers for behavior and group conflict*
- *SIT: Distinguish Social groups (from groups), define social categorization and be able to give several examples*
- *SCT: Summarize the cognitive framework that SCT offers*
- *Define "Social Identity" according to Tafjel and Turner*
- *Distinguish between SI and personal identity*
- *Draw connections between SIT and SCT using Hornsey*
- *Writing: Begin to identify story and structure*
- *Bibliography: start your individually curated bibliography*

Required Readings
- Day 2 (Jan 13)
  - Tajfel, Henri, et al. "An integrative theory of intergroup conflict." Organizational identity: A reader (1979): 56-65.
- Day 3 (Jan 15)
  - Finish day 2
  - [WRITING] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - Chapter 1 and 2

- Day 4 (Jan 22)
  - DUE: Schimel Exercise 2.1
  - Hornsey, Matthew J. "Social identity theory and self-categorization theory: A historical review." Social and personality psychology compass 2.1 (2008): 204-222.
  - Discussion of Schimel exercise

Optional Readings for this section
- Sumner, William Graham. Folkways: A study of the sociological importance of usages, manners, customs, mores, and morals. Good Press, 2019. [PDF in Canvas, the book is in there but only Chapter 1 for this class]

Assignment Deadlines
- ==Schimmel Exercise 2.1: Due January 22 by start of class==
  - 📕Pick 4 papers that address / have as a main focus social identity in your area of interest and meet the criteria of 2.1.
    - We will use these to start creating your individually curated bibliography (ICB) on social identity.
    - Create a google folder, upload your articles, and share with me - this is where you will work and where you will upload work for HW.
    - You will also upload hw in canvas, but that is where I will record grades, not give comments.
    - Note: this is hard and takes time. You want to think about a big and broad topic that you are interested in like "poverty" or "fake news" or "HIV" etc….then start to poke around and explore how social identity might/could/does intersect with this big topic. Then start to narrow until you have 4 papers on a topic that is narrower than you started, connects with social identity, and is interesting to you! This takes time, curiosity, and a willingness to go down rabbit holes.
    - THEN, once you have the narrower topic space, for this assignment only, find 1 of each type of paper listed in 2.1
  - Once you have your 4, for each of the 4 papers, complete the prompt: "Identify what you think the key story points were…."
  - ==Be prepared to talk:==
    - about the 4 papers from your ICB in class. No formal presentation, just open conversation summarizing what papers you found and key story points in each.
  - What to hand in:
    - Prepare a word or pdf of your responses to the prompt and hand it in, in class, hard copy.

- Also upload it to your google folder and canvas
- Print out the one ICB paper that you will share / talk about with the class and hand that in with your hard copy of the assignment as well.

Theory: SI is innate; SI is chosen; SI is about narrative construction

Class Meeting: January 27, 29, and February 3, 5, 10, 12
(Day 5, Day 6, Day 7, Day 8, Day 9, Day 10)

Learning objectives
- *Characterize three categories of SIT that followed from T&T:*
  - *Innate, formed with intentionality, making narratives*
- *Define Norms and state how they operate in SI model*
  - *Connect norms to Tajfel and Turner variant*
- *Explain Akerlof and Kranton's model*
- *Summarize one example of empirical support*
- *Writing: Apply SUCCES rubric to exemplar papers*
- *Bibliography: Add and cull your ICB*

Required Readings
- Day 5 (Jan 27): innate - exogenous
  - Akerlof, George A., and Rachel E. Kranton. "Economics and identity." The Quarterly Journal of Economics 115.3 (2000): 715-753.
  - Jiang, Jiang, and Sherry Xin Li. "Group identity and partnership." Journal of Economic Behavior & Organization 160 (2019): 202-213.

- Day 6 (Jan 29)
  - Finish Day 5
  - [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - Chapter 3 for discussion

- Day 7 (Feb 3): Innate - endo be/c grp structure added
  - Chen, Yan, and Sherry Xin Li. "Group identity and social preferences." American Economic Review 99.1 (2009): 431-57.

- Day 8 (Feb 5): formed w intent - endo
  - Carvalho, Jean-Paul. "Veiling." The Quarterly Journal of Economics 128.1 (2012): 337-370.

- Day 9 (Feb 10)
  - DUE: Schimel exercise 3.1
  - Finish Day 7
  - [Writing] Discussion of Schimel exercise

- Day 10 (Feb 12): Narratives
  - Bénabou, Roland, and Jean Tirole. "Identity, morals, and taboos: Beliefs as assets." The Quarterly Journal of Economics 126.2 (2011): 805-855.
    - To page 820 only

Assignment Deadlines
- <mark>Schimel Exercise 3.1: Due Feb. 10 by start of class</mark>
  - 📕Keep growing your ICB: Add, decide what to keep, replace ones you are not keeping for your ICB.
    - You can move away from the survey pieces etc and replace with "normal" papers for your ICB
    - Your ICB can grow beyond 4 and should do so.
  - To do the Schimel exercise 3.1 use your ICB and pick 3 papers, complete the prompt: "Identify how the authors used each SUCCES element. Did the authors do a good job? Could they have done better, if so how? What schemas did the authors use in building the story?"
  - For 1 of those 3 papers also complete this prompt: "Try rewriting key passages to enhance their SUCCES power."
    - However, I want you to select 3 key passages from one paper (can be contiguous or not).
    - In the document you hand in, identify the section you will be rewriting so that I can find it in the original and compare it with what you wrote.
  - What to hand in:
    - Prepare a word or pdf of your homework and hand it in, in class, hard copy.
    - Upload a copy to your folder and to canvas.
    - Print out the ONE selected paper that you rewrote sections of. Hand that in with your HW to Erin in class.
  - <mark>Be prepared to talk:</mark>
    - how you rewrote one key passage in class. No formal presentation, just open conversation summarizing what you found.

Little Break on Theory - Time to work on writing

Class Meeting: February 17 and 19 (Day 11, Day 12)

Learning Objectives

- *Writing: Apply analysis of OCAR structure to 1 exemplar paper*
- *Bibliography: Add and cull your ICB - should have a good group of 4-5 papers that you like by Feb. 19th.*

Required Readings
- Day 11 (Feb 17)

    - 🎤 Guest lecture: Tawanna Dillahunt on "Dream gigs" the narrative of employment
    - [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
        - Chapter 4 and 5 for discussion

- Day 12 (Feb 19)
    - DUE: Schimel Exercise 5.3
    - Discussion of re-writes on 5.3 assignment
    - In class work time to synthesize your ICB
        - What is known, what do they do, what questions are raised, what connections between papers do you see, what connections to papers in our class do you see?
        - What are open questions? What challenges remain? List as many as you can. What do they say are the open questions?
        - Open conversation in class after work time.

Assignment Deadlines
- <mark>Schimel Exercise 5.3: Due Feb. 19 by start of class</mark>
    - To do but not hand in:
        - 📕Keep growing your ICB: Keep, add, replace some of the papers in your ICB on social identity in your area of interest.
    - To do and hand in:
        - Follow the prompt 5.3 "Revise the following…."
        - Prepare a word or pdf of your homework and hand it in, in class, hard copy.
        - Upload a copy to your folder and canvas.

Experimental Methods: Laboratory

Class Meeting: February 24, 26, and March 9 (Day 13, Day 14, Day 15)

Learning Objectives
- *State the minimal group paradigm experimental design criteria*
- *Characterize an experimental design that is a hybrid*
- *Summarize key findings from the empirical work with regard to design practices for*

testing / creating social identity
- *Writing: Find the funnel in a paper*

Required Readings
- Day 13 (Feb 24): Minimal Group paradigm
  - Tajfel, Henri, et al. "Social categorization and intergroup behaviour." European journal of social psychology 1.2 (1971): 149-178.

  - Mullen, Brian, Rupert Brown, and Colleen Smith. "Ingroup bias as a function of salience, relevance, and status: An integration." European Journal of Social Psychology 22.2 (1992): 103-122.

- Day 14 (Feb 26)
  - Finish Day 13
  - [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - Chapter 6 for discussion with application to Day 13
    - Find the funnel (group work)
    - Talk about upcoming assignment

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Break: March 2 and 4
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- Day 15 (March 9): Combining near min grp w real-life grp SID
  - Kranton, Rachel, et al. "Groupy and Not Groupy Behavior: Deconstructing Bias in Social Preferences." (2018).

Experimental Methods: Priming

Class meeting: March 11, 16, 18 (Day 16, Day 17, Day 18)

Learning Goals
- *Define priming*
- *Characterize why/ how primes work (see optional reading too)*
- *Describe 1-2 experimental protocols for priming social identity*
- *Describe experimental protocol for identity dependent norms elicitation*
- *Writing:*

Required Readings

- Day 16 (March 11): Priming
  - Shih, Margaret, Todd L. Pittinsky, and Nalini Ambady. "Stereotype susceptibility: Identity salience and shifts in quantitative performance." Psychological science 10.1 (1999): 80-83.
  - Bargh, John A., and Tanya L. Chartrand. "The unbearable automaticity of being." American psychologist 54.7 (1999): 462.

- Day 17 (March 16): How primes might work, SID norms
  - Chang, Daphne, Roy Chen, and Erin Krupka. "Rhetoric matters: A social norms explanation for the anomaly of framing." Games and Economic Behavior 116 (2019): 158-178.

- Day 18 (March 18)
  - DUE: Schimel exercise 2.2
  - Finish Day 17
  - [Writing] Bring your assignment, we will do step 3 (p. 15) in class and we will do exercise 6.2 in class.

Optional Readings
- Bargh, John A. "What have we been priming all these years? On the development, mechanisms, and ecology of nonconscious social behavior." European journal of social psychology 36.2 (2006): 147-168.
- Cohn, Alain, Ernst Fehr, and Michel André Maréchal. "Business culture and dishonesty in the banking industry." Nature 516.7529 (2014): 86.
- Cohn, Alain, Michel André Maréchal, and Thomas Noll. "Bad boys: How criminal identity salience affects rule violation." The Review of Economic Studies 82.4 (2015): 1289-1308.

Assignment Deadlines
- Schimel exercise 2.2: "Write a short article" (p. 14) Due March 18th beginning of class.
  - 📄 Take your ICB, add anything from the class reading that might apply so far, and also summarize, synthesize and review the questions / challenges that you identified on Day 12.
    - 📕 You can still grow your ICB too. You are not limited in how much you can grow your ICB.
  - Take one challenge that you believe is interesting and would like to pursue / develop.
  - Use that for completing steps 1 and step 2.
  - To do and hand in:
    - Follow the prompt through step 1 and 2

- Prepare a word or pdf of your homework and hand it in, in class, hard copy.
- Upload a copy to your folder and canvas.
○ <mark>Be prepared to talk:</mark>
- Which challenges did you see. Which one did you choose? Why?

Experimental Methods: Field Experiments

Class meeting: March 23 and 25 (Day 19, Day 20)

Learning Objectives
- *Characterize techniques for running experiments in the field rather than lab*
- *Pros and cons of Field vs lab settings*
- *Pros and Cons of using natural identities vs assigned identities*
- *Writing: putting OCAR together on one ICB paper of your choosing*

Required Readings
- Day 19 (March 23)
  ○ DUE: Schimel exercise 7.1
  ○ Hoff, Karla, and Priyanka Pandey. "Discrimination, social identity, and durable inequalities." American Economic Review 96.2 (2006): 206-211.
  ○ [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - Chapter 7 for discussion with assignment 7.1

- Day 20 (March 25)
  ○ DUE: Schimel exercise 2.2 Revision
  ○ Afridi, Farzana, Sherry Xin Li, and Yufei Ren. "Social identity and inequality: The impact of China's hukou system." Journal of Public Economics 123 (2015): 17-29.
  ○ Revision of introduction due

Optional Readings
- Tanaka, Tomomi, Colin F. Camerer, and Quang Nguyen. "Risk and time preferences: Linking experimental and household survey data from Vietnam." American Economic Review 100.1 (2010): 557-71.

<mark>**Assignments Due**</mark>
- <mark>Schimel exercise 7.1: "Analyze published paper" Due March 23rd beginning of class.</mark>
  ○ You should take ONE paper from your ICB for this activity.
  ○ To do and hand in:

- ■ Prepare a word or pdf of your homework and hand it in, in class, hard copy.
  - ■ Upload a copy to your folder and canvas

- ● 📄 Revision / final version of Schimel exercise 2.2: "Write a short article" (p. 14) Due March 25th at the beginning of class.
  - ○ To do and hand in:
    - ■ Follow the prompt through step 1 and 2
    - ■ Prepare a word or pdf of your homework and hand it in, in class, hard copy.
    - ■ Upload a copy to your folder and upload to canvas.
    - ■ Note: your grade on the first submission will be replaced with this one.

Teams and Group Behavior

Class Meeting: March 30 and April 1, 6, 8, 13
(Day 21, Day 22, Day 23, Day 24, Day 25)

Learning Goals
- ● *Characterize how is individual performance affected by social identity in a team setting*
- ● *Characterize the research on choosing vs being placed on a team*
- ● *Writing: putting OCAR together on your short article*

Required Readings
- ● Day 21 (March 30)

  - ○ 🎙 Guest lecture: Oliver Haimson on "Defining and Designing Trans Technologies"

- ● Day 22 (Ap 1): Team SID created in lab
  - ○ Charness, Gary, Ramón Cobo-Reyes, and Natalia Jiménez. "Identities, selection, and contributions in a public-goods game." Games and Economic Behavior 87 (2014): 322-338.
  - ○ [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - ■ Chapter 7 assignment 7.2 due

- ● Day 23 (Ap 6): Competition
  - ○ Bornstein, Gary, Uri Gneezy, and Rosmarie Nagel. "The effect of intergroup competition on group coordination: An experimental study." Games and Economic Behavior 41.1 (2002): 1-25.

- Day 24 (Ap 8)

  - 🎤 Guest lecture: Yan Chen her paper and talking about designing these studies
  - Chen, Roy, et al. "Does team competition increase pro-social lending? Evidence from online microfinance." Games and Economic Behavior 101 (2017): 311-333.

- Day 25 (Ap 13)
  - DUE: Schimel exercise 9.1
  - [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - Chapter 8 discussion and in class work using your ICB and prompt 8.1 (nothing to hand in for 8.1, be prepared to talk only)
    - Chapter 9 discussion and in class work using your ICB and prompt 9.1

Optional Readings
- Eckel, Catherine C., and Philip J. Grossman. "Managing diversity by creating team identity." Journal of Economic Behavior & Organization 58.3 (2005): 371-392.
- Ai, Wei, et al. "Recommending teams promotes prosocial lending in online microfinance." Proceedings of the National Academy of Sciences 113.52 (2016): 14944-14948.

==**Assignments Due**==
- ==Schimel exercise 9.1 due April 13th beginning of class.==
  - You should take ONE paper from your ICB for this activity.
  - To do and hand in:
    - Prepare a word or pdf of your homework and hand it in, in class, hard copy.
    - Upload a copy to your folder and to canvas
  - ==Be prepared to talk (8.1)==

Finalizing our writing units

Class Meeting: April 15 and 20
(Day 25, Day 26)

Learning Goals
- *Techniques for analyzing flow, organization, structure*
- *Applying and practicing those techniques*

Required Readings
- Day 26 (Ap 15)
  - DUE: Schimel exercise 10.1:

- ○ [Writing] Schimel, Joshua. Writing science: how to write papers that get cited and proposals that get funded. OUP USA, 2012.
    - ■ Chapter 10-13 discussion
    - ■ Assignment 10.1
- ● Day 27 (Ap 20)
    - ○ DUE: Schimel exercise 12.4 and 13.3
    - ○ Close
    - ○ Watch - https://www.youtube.com/watch?v=8PRuxMprSDQ

<mark>Assignment Deadlines:</mark>
- ● <mark>Schimel exercise 10.1: "Analyze published papers" Due April 15th beginning of class.</mark>
    - ○ Take two papers from your ICB and complete the activity. You can color / mark directly on the articles the blocks. Using annotation identify the theme of each arch.
    - ○ Hand in:
        - ■ Print out both papers as well as your work and bring to class to hand in.
        - ■ Note you can color/ mark and annotate electronically, or handwritten on a printed copy. Either is fine.
        - ■ Upload is not needed if you marked up a print out.
- ● <mark>Schimel exercise 12.4 and 13.3 Due April 20th beginning of class.</mark>
    - ○ Print out a hard copy to bring to class and hand in.
    - ○ Upload to folder please and canvas
- ● <mark>Final paper due between Wed. the 29th of April and Friday May 1st (5pm).</mark>

Instructions for the final paper:
7-10 pages
1.5 spacing using a normal sized font of your preference
Reference section please.

The final paper evaluation criteria are:
You will be demonstrating your mastery of the following skills and will be assessed accordingly:
- ● Literature review of 10 or more papers on SID
- ● Synthesize the literature, using one or more of the following techniques, with the goal of motivating problem identification and study design:
    - ○ Cluster into meaningful groups
    - ○ Identify common themes cloaked in different language
    - ○ Identify points of disagreement
    - ○ Identify gaps in what's known that would be valuable to fill
    - ○ Specify a unifying framework in which concepts you have summarized from the readings are special case instantiations
    - ○ Create a concept or unifying diagram that makes sense of how things are related to each other
- ● Challenge identification

- Rooted in your synthesis, identify a challenge (open question) that would be worth answering
- Say why it is open (not yet answered) and what makes it important to answer.