

## Communication 595: Identity, Control and Resistance in Organizations

Spring 2011

Office: LA 357

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Office Hours: Monday 9 a.m. – 12 p.m.

\*\*\*\*Or by appointment\*\*\*\*

### Texts:

Barker, J.R. (1999). *The discipline of teamwork*. Thousand Oaks, CA: Sage

Kondo, D. (1990), *Crafting selves: Power, gender and discourses of identity in a Japanese workplace*. Chicago: University of Chicago Press.

Other [readings](#) will be available online through Mansfield Library electronic reserve.

<http://eres.lib.umt.edu/eres/courseindex.aspx?error=&page=search>

### Nature of the Course

Identity remains one of the most compelling research areas in the social sciences and in organizational communication in particular. The enduring popularity of identity research likely results from asking foundational questions relevant to all humans: “Who am I?” and “How should I act?” (Alvesson, Ashcraft & Thomas, 2008). The primary purposes of this class are to introduce students to contemporary theories/concepts related to identity and to show how identity intersects with control and resistance in organizational contexts. Several broad assumptions frame this course. First, language, talk, narratives and/or Foucauldian notions of discourse (Ainsworth & Hardy, 2004) are central for understanding the construction of the self. Identities are thus produced by as well as reflected through language use at various levels from micro-conversations to broad ideological discourses. Second, identities are regulated and controlled. In many contemporary organizations, workers are controlled not through coercive means, but rather through identity regulation. Finally, control and resistance go hand in hand, when you have control, you have resistance. The relationship between control and resistance will be shown to be complicated, complementary and conflicted. Overall, the course will engage these themes in a variety of interrelated ways to explore past, present and future directions for research on organizations and identity.

### Attendance/Punctuality/Participation

The course, like most graduate courses, will be discussion intensive. It is therefore important that you come to class prepared to discuss the assigned readings for the day. As much of the work in

this class is reading, your attendance each class period to discuss and debate the readings is essential to the success of the course. You will receive a grade for your participation in daily class discussions. Please--no cell phone calls or text messaging during class.

### **Special Assistance**

If some extenuating circumstances beyond your control prevent you from meeting your expectations for your attendance and performance, I expect you to contact me immediately. It is important that you contact me sooner rather than later.

### **Notice to Students with Documented Disabilities**

I encourage students with disabilities, including but not limited to, chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, to discuss with me, after class or during my office hours, appropriate accommodations that might be helpful to you.

### **Due Dates**

A late written assignment will be penalized one full grade for each day it is late unless arrangements are made with me ahead of time. Presentations must be delivered on the day that they are due.

### **Original Work**

Unless collaboration is part of the assignment, each assignment you turn in should be your own original work and should be done completely by you. You are expected to follow university policies and, as always, you are responsible for knowing what they are.

### **Backup Copies**

You are responsible for keeping back-up copies of all work that you do for the class.

### **Academic Honesty**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>

### **Outside Research**

Outside research, beyond the assigned readings, is required for this course (no surprises there).

### Requirements of the Course/Grading

Assignment	Points Available
Participation	50
Reaction papers (8 at 10 points each)	80
Annotated Bibliography	70
Term Paper	200
<b>Total Points</b>	<b>400</b>

Letter grades are figured as follows:

**A = Outstanding - goes beyond expectations**

**B = Good - above average**

**C = Satisfactory - meets minimum requirements**

**D = Unsatisfactory - does not meet some requirements**

**F = Failing -- Does not meet requirements**

Grade	Percent
A	100-93%
A-	92-90%
B+	89-88%
B	87-83%
B-	82-80%
C+	79-78%
C	77-73%
C-	72-70%
D+	69-68%
D	67-63%
F	Below 63%

## Communication 595: Identity, Control and Resistance

## Spring 2011 Schedule

Week	Subject	Readings	Assignments Due
Week #1 Jan 24	Introduction	Giddens (1991) Alvesson, Ashcraft & Thomas (2008)	
Week #2 Jan 31	Discursive Approach To Identity	Carbaugh (1996) Ainsworth & Hardy (2004) Ashforth & Mael (1989)	Reaction Papers Due (8 total)
Week #3 Feb 7	Forming and Managing Identities	Cheney (1983) Burke (1950) Scott, Corman & Cheney (1998)	
Week #4 Feb 14	Forming and Managing Identities	Cohen & Musson, (2000) duGay, Salaman & Rees (1996) Holstein & Gubrium (2000)	
Week #5 Sept 21	President's Day Holiday		
Week #6 Feb 28	Forming and Managing Identities	Kondo (1990)	
Week #7 March 7	Fragmenting and Intersecting Identities	Larson & Pepper (2003) Cheney & Ashcraft (2007)	
Week #8 March 14	Fragmenting and Intersecting Identities	Tracy & Trethewey (2005) Sveningsson & Alvesson (2003)	
Week #9 March 21	Regulating and Resisting Identities	Tompkins & Cheney (1985) Barker (1999)	
Week # 10 March 28	Regulating and Resisting Identities	Barker (1999)	
Week # 11 April 4	Spring Break		
Week #12 April 11	Regulating and Resisting Identities	Alvesson & Wilmott (2002) Deetz (1998)	
Week #13 April 18	Regulating and Resisting Identities	Mumby (2005) Ashcraft (2005) Collinson (1994)	Annotated Bibliographies Due
Week #14 April 25	Regulating and Resisting Identities	Spradlin (1998) Holmer-Nadesan (1996) Tretheway (1997)	
Week #15 May 2	Practicing Identity Research	Tracy (2003) Kuhn (2009)	
Presentation of Final Papers: Monday, May 9 <sup>th</sup> from 7:40-9:40			

## Reading List

- Ainsworth, S. & Hardy, C. (2004). Discourse and identities. In D. Grant, C. Hardy, C. Oswald & L. Putnam (Eds.), *The Sage Handbook of Organizational Discourse*. London: Sage. pp. 153-173.
- Alvesson, M., Ashcraft, K. L., & Thomas, R. (2008). Identity matters: Reflections on the construction of identity scholarship in organization studies. *Organization, 15*, 5-28.
- Alvesson, M., & Willmott, H. (2002). Identity regulation as organizational control: Producing the appropriate individual. *Journal of Management Studies, 39*, 619-644.
- Ashcraft, K. L. (2005). Resistance through consent?: Occupational identity, organizational form, and the maintenance of masculinity among commercial airline pilots. *Management Communication Quarterly, 19*, 67 – 90.
- Ashforth, B. and Mael, F. (1989) Social Identity Theory and the Organization, *Academy of Management Review 14*: 20–39.
- Barker, J.R. (1999). *The discipline of teamwork*. Thousand Oaks, CA : Sage.
- Burke, K. (1950). *A Rhetoric of Motives*. Berkeley, CA: University of California Press.
- Carbaugh, D. (1996). *Situating selves: The communication of social identities in American scenes*. Albany, NY: State University of New York Press.
- Cheney, G. (1983). The rhetoric of identification and the study of organizational communication, *Quarterly Journal of Speech, 69*, 143-158.
- Cheney, G. & Ashcraft, K.L. (2007). Considering “The Professional” in communication studies: Implications for theory and research within and beyond the boundaries of organizational communication. *Communication Theory, 17*, 146-175.
- Cohen, L. & Musson, G. (2000) Entrepreneurial identities: Reflections from two case studies, *Organization 7*, 31–48.
- Collinson, D. (2003). Identities and insecurities: Selves at work. *Organization, 10* (3): 527-547.
- Deetz, S. A. (1998). Discursive formations, strategized subordination, and self-surveillance. In
- du Gay, S., Salaman, G. & Rees, B. (1996). The conduct of management and the management of conduct: Contemporary managerial discourse and the constitution of the ‘competent’ manager. *Journal of Management Studies, 33*, 263-282.

- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Stanford, CA: Stanford University Press.
- Holmer-Nadesan, M. (1996). "Organizational identity and space of action." *Organization Studies* 17(1): 49-81.
- Holstein, J.A. & Gubrium, J. F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York: Oxford University Press.
- Kondo, D. (1990), *Crafting selves: Power, gender and discourses of identity in a Japanese workplace*. Chicago: University of Chicago Press.
- Kuhn, T. R. (2009). Positioning lawyers: Discursive resources, professional ethics and identification. *Organization*, 16, 681-704.
- Larson, G. S., & Pepper, G. L. (2003). Strategies for managing multiple organizational identifications: A case of competing identities. *Management Communication Quarterly*, 16, 528-557.
- Mumby, D.K. (2005). Theorizing resistance in organization studies: A dialectical approach. *Management Communication Quarterly*, 19, 19-44
- Scott, C. R., Corman, S. R., & Cheney, G. (1998). Development of a structural model of identification in the organization. *Communication Theory*, 8, 298-336.
- Spradlin, A. (1998). The price of "passing": A lesbian perspective on authenticity in organizations. *Management Communication Quarterly*, 11, 598-605.
- Sveningsson, S. & Alvesson, M. (2003) Managing managerial identities, *Human Relations* 56, 1163-93.
- Tompkins, P. K., & Cheney, G. (1985). Communication and unobtrusive control in contemporary organizations. In R. McPhee & P. K. Tompkins (Eds.), *Organizational communication: Traditional themes and new directions* (pp. 179-210). Newbury Park, CA : Sage.
- Tracy, S. J. (2000). Becoming a character for commerce: Emotion labor, self-subordination, and discursive construction of identity in a total institution. *Management Communication Quarterly*, 14, 90-128.
- Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self/fake-self dichotomy: Moving toward "crystallized" organizational discourses and identities. *Communication Theory*, 15, 168 - 195.
- Trethewey, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. *Communication Monographs* . 64: 281-301.