

Identity Sociological Perspectives

Over the past decade, a significant body of work on the topic of deaf identities has emerged. In this volume, Leigh and O'Brien bring together scholars from a wide range of disciplines -- anthropology, counseling, education, literary criticism, practical religion, philosophy, psychology, sociology, and deaf studies -- to examine deaf identity paradigms. In this book, contributing authors describe their perspectives on what deaf identities represent, how these identities develop, and the ways in which societal influences shape these identities. Intersectionality, examination of medical, educational, and family systems, linguistic deprivation, the role of oppressive influences, the deaf body, and positive deaf identity development, are among the topics examined in the quest to better understand deaf identities. In reflection, contributors have intertwined both scholarly and personal perspectives to animate these academic debates. The result is a book that reinforces the multiple ways in which deaf identities manifest, empowering those whose identity formation is influenced by being deaf or hard of hearing. A landmark publication in the social sciences, Linda Lindsey's *Gender* is the most comprehensive textbook to explore gender sociologically, as a critical and fundamental dimension of a person's identity, interactions, development, and

role and status in society. Ranging in scope from the everyday lived experiences of individuals to the complex patterns and structures of gender that are produced by institutions in our global society, the book reveals how understandings of gender vary across time and place and shift along the intersecting lines of race, ethnicity, culture, sexuality, class and religion. Arriving at a time of enormous social change, the new, seventh edition extends its rigorous, theoretical approach to reflect on recent events and issues with insights that challenge conventional thought about the gender binary and the stereotypes that result. Recent and emerging topics that are investigated include the #MeToo and LGBTQ-rights movements, political misogyny in the Trump era, norms of masculinity, marriage and family formation, resurgent feminist activism and praxis, the gendered workplace, and profound consequences of neoliberal globalization. Enriching its sociological approach with interdisciplinary insight from feminist, biological, psychological, historical, and anthropological perspectives, the new edition of *Gender* provides a balanced and broad approach with readable, dynamic content that furthers student understanding, both of the importance of gender and how it shapes individual trajectories and social processes in the U.S. and across the globe.

For well over a century, the United Fruit Company (UFCO) has been the most

vilified multinational corporation operating in Latin America. Criticism of the UFCO has been widespread, ranging from politicians to consumer activists, and from labor leaders to historians, all portraying it as an overwhelmingly powerful corporation that shaped and often exploited its host countries. In this first history of the UFCO in Colombia, Marcelo Bucheli argues that the UFCO's image as an all-powerful force in determining national politics needs to be reconsidered. Using a previously unexplored source—the internal archives of Colombia's UFCO operation—Bucheli reveals that before 1930, the UFCO worked alongside a business-friendly government that granted it generous concessions and repressed labor unionism. After 1930, however, the country experienced dramatic transformations including growing nationalism, a stronger labor movement, and increasing demands by local elites for higher stakes in the banana export business. In response to these circumstances, the company abandoned production, selling its plantations (and labor conflicts) to local growers, while transforming itself into a marketing company. The shift was endorsed by the company's shareholders and financial analysts, who preferred lower profits with lower risks, and came at a time in which the demand for bananas was decreasing in America. Importantly, Bucheli shows that the effect of foreign direct investment was not unidirectional. Instead, the agency of local

actors affected corporate strategy, just as the UFCO also transformed local politics and society.

Personality and Roles: Sources of Regularities in Social Behavior For behavioral scientists, whether they identify primarily with the science of psychology or with that of sociology, there may be no challenge greater than that of discovering regularities and consistencies in social behavior. After all, it is such regularities and consistencies that lend predictability to the behavior of individuals in social contexts-in particular, to those events that constitute dyadic interactions and group processes. In the search for behavioral consistencies, two theoretical constructs have emerged as guiding principles: personality and roles. The theoretical construct of personality seeks to understand regularities and consistencies in social behavior in terms of relatively stable traits, enduring dispositions, and other propensities (for example, needs, motives, and attitudes) that are thought to reside within individuals. Because it focuses primarily on the features of individuals, the construct of personality is fundamentally psychological in nature. By contrast, the theoretical construct of roles seeks to understand regularities and consistencies in social behavior in terms of the directive influence of coherent sets of rules and prescriptions that are provided by the interpersonal, occupational, and societal categories of which individuals are continuing

members. Because it focuses primarily on features of social structures, the construct of roles is fundamentally sociological in nature.

In recent years there has been a growing interest in cognition within sociology and other social sciences. Within sociology this interest cuts across various topical subfields, including culture, social psychology, religion, race, and identity. Scholars within the new subfield of cognitive sociology, also referred to as the sociology of culture and cognition, are contributing to a rapidly developing body of work on how mental and social phenomena are interrelated and often interdependent. In *The Oxford Handbook of Cognitive Sociology*, Wayne H. Brekhus and Gabe Igantow have gathered some of the most influential scholars working in cognitive sociology to present an accessible introduction to key research areas in a diverse field. While classical sociological and newer interdisciplinary approaches have been covered separately by scholars in the past, this volume alternatively presents a broad range of cognitive sociological perspectives. The contributors discuss a range of approaches for theorizing and analyzing the "social mind," including macro-cultural approaches, interactionist approaches, and research that draws on Pierre Bourdieu's major concepts. Each chapter further investigates a variety of cognitive processes within these three approaches, such as attention and inattention, perception, automatic and

deliberate cognition, cognition and social action, stereotypes, categorization, classification, judgment, symbolic boundaries, meaning-making, metaphor, embodied cognition, morality and religion, identity construction, time sequencing, and memory. A comprehensive look at cognitive sociology's main contributions and the central debates within the field, the Handbook will serve as a primary resource for social researchers, faculty, and students interested in how cognitive sociology can contribute to research within their substantive areas of focus. From the author of *The Presentation of Self in Everyday Life*, Stigma analyzes a person's feelings about himself and his relationship to people whom society calls "normal." Stigma is an illuminating excursion into the situation of persons who are unable to conform to standards that society calls normal. Disqualified from full social acceptance, they are stigmatized individuals. Physically deformed people, ex-mental patients, drug addicts, prostitutes, or those ostracized for other reasons must constantly strive to adjust to their precarious social identities. Their image of themselves must daily confront and be affronted by the image which others reflect back to them. Drawing extensively on autobiographies and case studies, sociologist Erving Goffman analyzes the stigmatized person's feelings about himself and his relationship to "normals" He explores the variety of strategies stigmatized individuals employ to deal with the rejection of others, and

the complex sorts of information about themselves they project. In *Stigma* the interplay of alternatives the stigmatized individual must face every day is brilliantly examined by one of America's leading social analysts.

What makes some communes work, while others fail? Why is it so difficult to put utopian ideals into practice? Rosabeth Kanter offers a unique analysis of the nature and process of enduring commitment, basing her theory of commitment mechanisms on exhaustive research of nineteenth-century utopias, sharpened by first-hand knowledge of a variety of contemporary groups. The book moves in a lively fashion from Oneida, Brook Farm, and the Shakers to present-day phenomena such as rural communes and Synanon.

Offers a sociological perspective of gender that can be applied to our lives. Focusing on the most recent research and theory—both in the U.S. and globally—*Gender Roles, 6e* provides an in-depth, survey and analysis of modern gender roles and issues from a sociological perspective. The text integrates insights and research from other disciplines such as biology, psychology, anthropology, and history to help build more robust theories of gender roles.

Following on the heels of *The Womanist Reader*, *The Womanist Idea* offers a comprehensive, systematic analysis of womanism, including a detailed discussion of the womanist worldview (cosmology, ontology, epistemology, logic, axiology, and methodology) and its implications for activism. From a womanist perspective, social and ecological change is necessarily undergirded by spirituality – as distinct from religion per se – which invokes a metaphysically

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informed approach to activism.

In the sixth edition of *Contested Knowledge*, social theorist Steven Seidman presents the latest topics in social theory and addresses the current shift of 'universalist theorists' to networks of clustered debates. Responds to current issues, debates, and new social movements Reviews sociological theory from a contemporary perspective Reveals how the universal theorist and the era of rival schools has been replaced by networks of clustered debates that are relatively 'autonomous' and interdisciplinary Features updates and in-depth discussions of the newest clustered debates in social theory—intimacy, postcolonial nationalism, and the concept of 'the other' Challenges social scientists to renew their commitment to the important moral and political role social knowledge plays in public life

Widely regarded as the authoritative reference in the field, this volume comprehensively reviews theory and research on the self. Leading investigators address this essential construct at multiple levels of analysis, from neural pathways to complex social and cultural dynamics. Coverage includes how individuals gain self-awareness, agency, and a sense of identity; self-related motivation and emotion; the role of the self in interpersonal behavior; and self-development across evolutionary time and the lifespan. Connections between self-processes and psychological problems are also addressed. New to This Edition *Incorporates significant theoretical and empirical advances. *Nine entirely new chapters. *Coverage of the social and cognitive neuroscience of self-processes; self-regulation and health; self and emotion; and hypoegeic states, such as mindfulness.

Delivers the collective wisdom of foremost scholars and practitioners in the death and dying movement from its inception to the present. Written by luminaries who have shaped the field,

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this capstone book distills the collective wisdom of foremost scholars and practitioners who together have nearly a millennium of experience in the death and dying movement. The book bears witness to the evolution of the movement and presents the insights of its pioneers, eyewitnesses, and major contributors past and present. Its chapters address contemporary intellectual, institutional, and practice developments in thanatology: hospice and palliative care; funeral practice; death education; and caring of the dying, suicidal, bereaved, and traumatized. With a breadth and depth found in no other text on death, dying, and bereavement, the book disseminates the thinking of prominent authors William Worden, David Clark, Tony Walter, Robert Neimeyer, Charles Corr, Phyllis Silverman, Betty Davies, Therese A. Rando, Colin Murray Parkes, Kenneth Doka, Allan Kellehear, Sandra Bertman, Stephen Connor, Linda Goldman, Mary Vachon, and others. Their chapters discuss the most significant facets of early development, review important current work, and assess major challenges and hopes for the future in the areas of their expertise. A substantial chronology of important milestones in the contemporary movement introduces the book, frames the chapters to follow, and provides guidance for further, in-depth reading. The book first focuses on the interdisciplinary intellectual achievements that have formed the foundation of the field of thanatology. The section on institutional innovations encompasses contributions in hospice and palliative care of the dying and their families; funeral service; and death education. The section on practices addresses approaches to counseling and providing support for individuals, families, and communities on issues related to dying, bereavement, suicide, trauma, disaster, and caregiving. An Afterword identifies challenges and looks toward future developments that promise to sustain, further enrich, and strengthen the movement. **KEY FEATURES:** Distills the wisdom of pioneers in and

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major contributors to the contemporary death, dying, and bereavement movement Includes living witness accounts of the movement's evolution and important milestones Presents the best contemporary thinking in thanatology Describes contemporary institutional developments in hospice and palliative care, funeral practice, and death education Illuminates best practices in care of the dying, suicidal, bereaved, and traumatized

"A valuable compendium: broad In scope, rich In detail: It should be a most useful reference for students and teachers." This is how Alex Inkeles of Stanford University described this text. It is made more so in this paperback edition aimed to reach a broad student population in sociology and psychology. The new Introduction written by Rosenberg and Turner brings the story of social psychology up to date by a rich and detailed examination of trends and tendencies of the 1980s. Although social psychology is a major area of specialization in sociology and psychology, this text is the first comprehensive and authoritative work that looks at the subject from a sociological perspective. Edited by two of the foremost social psychologists in the United States, this book presents a synthesis of the major theoretical and empirical contributions of social psychology. They treat both traditional topics such as symbolic interaction, social exchange theory, small groups, social roles, and intergroup relations, and newer approaches such as socialization processes over the life cycle, sociology of the self, talk and social control, and the sociology of sentiments and emotions. The result is an absolutely indispensable text for students and teachers who need a complete and ready reference to this burgeoning field.

This volume provides a compendium of the history of and discourse about antisemitism - both as a unique cultural and religious category. Antisemitic stereotypes function as religious

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symbols that express and transmit a belief system of Jew-hatred, which are stored in the cultural and religious memories of the Western and Muslim worlds, migrating freely between Christian, Muslim and other religious symbolic systems.

This is a collection of articles dealing with the point of view of symbolic interactionism and with the topic of methodology in the discipline of sociology. It is written by the leading figure in the school of symbolic interactionism, and presents what might be regarded as the most authoritative statement of its point of view, outlining its fundamental premises and sketching their implications for sociological study. Blumer states that symbolic interactionism rests on three premises: that human beings act toward things on the basis of the meanings of things have for them; that the meaning of such things derives from the social interaction one has with one's fellows; and that these meanings are handled in, and modified through, an interpretive process.

Since the 1940s, there has been an explosion of writings, both scientific and nonscientific, about the question of 'identity' and what it means to be an individual in today's world. This book examines sociological perspectives on identity in order to illuminate the perennial problem of defining the human person, and to pose an alternative definition of identity based on it being socially constructed. Beginning with a review of previous studies of identity, the authors present a set

of propositions for organizing the wide range of uses of the term, and for arriving at an adequate definition of it. Identity is then analysed in two contexts: gender identity, linked to present bodies; and prenatal and postmortem identities, linked to future and past bodies. Whereas gender identity reveals the powerful but breakable link between body type and identity, prenatal and postmortem identities illustrate the symbolic reality and partial independence of identity from any corporeal existence. This is an innovative and insightful study which will appeal to all those concerned with understanding the nature of human identity. Who should be educated, when, by whom and how? What purposes should education serve? Why does education matter? These fundamental questions of value are not always seen as central to the sociology of education. However, this book argues that they are pivotal and provides a sophisticated and engaging introduction to the field that is designed to open up these important debates. It draws attention to the many points of disagreement that exist between major thinkers in the sociology of education, and the values on which their ideas are based. By involving readers in crucial questions about the potential contribution of sociology to education policies and practices, it aims to bridge the divide between education as it is talked about by academics, and the concerns of policymakers and educators who have to make practical decisions about what is

to be done. Chapter by chapter the book introduces competing approaches in the sociology of education - structural functionalism, symbolic interactionism, Marxism, feminism, critical race theory and poststructuralism. It shows how these can be applied to major themes such as social reproduction, the politics of knowledge, multicultural education, identity and teachers' work. Throughout, the authors emphasise the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both academics and educators.

Social Mobility for the 21st Century addresses experiences of social mobility, and the detailed processes through which entrenched, intergenerationally transmitted privilege is reproduced. Contributions include (but are not limited to) family relationships, students' encounters with higher education, narratives of work careers, and 'mobility identities'. The book intends to challenge both the framework of the more traditional approach, and the politicisation of mobility which casts 'mobility' as a possession, a commodity or a character trait, and threatens to castigate the 'non-mobile' as carrying a personal responsibility for their situation. This book presents critical analyses of routes into social mobility, the experience of social mobility, and the political and social implications of social mobility's 'panacea' status. Drawing on the work of established scholars and

more recent entrants, the chapters offer a fresh look at social mobility, opening up the topic to a wider readership among the profession and beyond, and stimulating further debate. This book will appeal to higher level students and scholars of sociology alike, as well as having a broad cross-disciplinary appeal. Winner, 2019 PROSE Award for Anthropology, Criminology and Anthropology, presented by the Association of American Publishers A groundbreaking look at the lives of transgender children and their families Some “boys” will only wear dresses; some “girls” refuse to wear dresses; in both cases, as Ann Travers shows in this fascinating account of the lives of transgender kids, these are often more than just wardrobe choices. Travers shows that from very early ages, some at two and three years old, these kids find themselves to be different from the sex category that was assigned to them at birth. How they make their voices heard—to their parents and friends, in schools, in public spaces, and through the courts—is the focus of this remarkable and groundbreaking book. Based on interviews with transgender kids, ranging in age from 4 to 20, and their parents, and over five years of research in the US and Canada, *The Trans Generation* offers a rare look into what it is like to grow up as a trans child. From daycare to birthday parties and from the playground to the school bathroom, Travers takes the reader inside the day-to-day realities of trans kids who regularly experience crisis as a result of

the restrictive ways in which sex categories regulate their lives and put pressure on them to deny their internal sense of who they are in gendered terms. As a transgender activist and as an advocate for trans kids, Travers is able to document from first-hand experience the difficulties of growing up trans and the challenges that parents can face. The book shows the incredible time, energy, and love that these parents give to their children, even in the face of, at times, unsupportive communities, schools, courts, health systems, and government laws. Keeping in mind that all trans kids are among the most vulnerable to bullying, violent attacks, self-harm, and suicide, and that those who struggle with poverty, racism, lack of parental support, learning differences, etc, are extremely at risk, Travers offers ways to support all trans kids through policy recommendations and activist interventions. Ultimately, the book is meant to open up options for kids' own gender self-determination, to question the need for the sex binary, and to highlight ways that cultural and material resources can be redistributed more equitably. The Trans Generation offers an essential and important new understanding of childhood.

The concept of identity has become widespread within the social and behavioral sciences in recent years, cutting across disciplines from psychiatry and psychology to political science and sociology. All individuals claim particular

identities given their roles in society, groups they belong to, and characteristics that describe themselves. Introduced almost 30 years ago, identity theory is a social psychological theory that attempts to understand identities, their sources in interaction and society, their processes of operation, and their consequences for interaction and society from a sociological perspective. This book describes identity theory, its origins, the research that supports it, and its future direction. It covers the relation between identity theory and other related theories, as well as the nature and operation of identities. In addition, the book discusses the multiple identities individuals hold from their multiple positions in society and organizations as well as the multiple identities activated by many people interacting in groups and organizations. And, it covers the manner in which identities offer both stability and change to individuals. Written in an accessible style, Identity Theory makes, step by step, the full range of this powerful new theory understandable to readers at all levels.

Introduction to Sociology 2e adheres to the scope and sequence of a typical, one-semester introductory sociology course. It offers comprehensive coverage of core concepts, foundational scholars, and emerging theories, which are supported by a wealth of engaging learning materials. The textbook presents detailed section reviews with rich questions, discussions that help students apply their knowledge,

and features that draw learners into the discipline in meaningful ways. The second edition retains the book's conceptual organization, aligning to most courses, and has been significantly updated to reflect the latest research and provide examples most relevant to today's students. In order to help instructors transition to the revised version, the 2e changes are described within the preface. The images in this textbook are grayscale. Authors include: Heather Griffiths, Nathan Keirns, Eric Strayer, Susan Cody-Rydzewski, Gail Scaramuzzo, Tommy Sadler, Sally Vyain, Jeff Bry, Faye Jones

'The book offers a thorough overview both of long-standing debates around gender and sexuality and of current issues. It nicely locates the debates within the sociological tradition, and this provides a distinctive and valuable feature. Not the least of the merits of this book is its international focus, and it will prove invaluable for students exploring the diverse pattern of sexuality and gender in an age of globalization. The authors are at the cutting edge of their subject, and so is the book.' Jeffrey Weeks, author of "Sexuality, Third Edition" and Emeritus Professor of Sociology, London South Bank University 'Finally, a book that bridges feminism and critical sex studies. Rahman and Jackson have written a smart, accessible overview of the dynamic relationship between gender and sexuality that will seriously engage an undergraduate audience. This book teaches students by raising questions and providing the intellectual resources to navigate the complex terrain of contemporary sexual and gender politics. One of the few "must-use" classroom texts I've read in a long time.' Steven Seidman,

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author of "The Social Construction of Sexuality," State University of New York This new introduction to the sociology of gender and sexuality offers a fresh take on the importance of these concepts in modern society. It provides an insight into our rapidly changing attitudes towards sex and our understanding of masculine and feminine identities, relating the study of gender and sexuality to wider social concerns throughout the world and presenting a comprehensive yet readable summary of recent research and theory. In an accessible and engaging style, the book demonstrates how thinking about gender and sexuality can illuminate and enliven other contemporary sociological debates about social structure, social change, and culture and identity politics. Emphasis is placed on the diversity of gendered and sexual lives in different parts of the world. The book offers detailed coverage of wide-ranging topics, from international sex tourism to celebrity culture, from gender in the work-place to new sexual lifestyles, drawing examples from everyday life. By demonstrating the links between gender and sexuality this book makes a clear case for thinking sociologically about these important and controversial aspects of human identity and behaviour. The book will be of great value to students in any discipline looking to understand the roles gender and sexuality play in our lives. The classic work that redefined the sociology of knowledge and has inspired a generation of philosophers and thinkers In this seminal book, Peter L. Berger and Thomas Luckmann examine how knowledge forms and how it is preserved and altered within a society. Unlike earlier theorists and philosophers, Berger and Luckmann go beyond intellectual history and focus on commonsense, everyday knowledge—the proverbs, morals, values, and beliefs shared among ordinary people. When first published in 1966, this systematic, theoretical treatise introduced the term social construction, effectively creating a new thought and transforming

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Western philosophy.

Praise is perhaps the most widely used technique to influence others. When used appropriately, praise can motivate people, make them feel better, and improve their social relationships. Often, however, praise fails to work as intended and may even cause harm. Psychological Perspectives on Praise reviews and integrates psychological theory and research to provide an overarching perspective on praise. With contributions from leading scholars in the field, this book amalgamates diverse theoretical and empirical perspectives on praise. The book starts with providing an overview of prominent theories that seek to explain the effects of praise, including self-enhancement theory, self-verification theory, attribution theory, and self-determination theory. It then discusses several lines of empirical research on how praise impacts competence and motivation, self-perceptions (e.g., self-esteem and narcissism), and social relationships. It does so in a range of contexts, including children's learning at school, employees' commitment at work, and people's behavior within romantic relationships. The book concludes by showing how praise can be understood in its developmental and cultural context. Revealing that praise is a message rich in information about ourselves and our social environments, this book will be of interest to social, organizational, personality, developmental, and educational psychologists; students in psychology and related disciplines; and practitioners including teachers, managers, and counselors who use praise in their daily practice.

This major study develops a new account of modernity and its relation to the self. Building upon the ideas set out in *The Consequences of Modernity*, Giddens argues that 'high' or 'late' modernity is a post traditional order characterised by a developed institutional reflexivity. In the

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current period, the globalising tendencies of modern institutions are accompanied by a transformation of day-to-day social life having profound implications for personal activities. The self becomes a 'reflexive project', sustained through a revisable narrative of self identity. The reflexive project of the self, the author seeks to show, is a form of control or mastery which parallels the overall orientation of modern institutions towards 'colonising the future'. Yet it also helps promote tendencies which place that orientation radically in question - and which provide the substance of a new political agenda for late modernity. In this book Giddens concerns himself with themes he has often been accused of unduly neglecting, including especially the psychology of self and self-identity. The volumes are a decisive step in the development of his thinking, and will be essential reading for students and professionals in the areas of social and political theory, sociology, human geography and social psychology.

Written by a team of sociologists, this text introduces readers to social psychology by focusing on the contributions of sociology to the field of social psychology. The authors believe sociology provides a unique and indispensable vision of the social-psychological world in the theoretical perspectives that sociologists employ when studying human interactions and in the methodological techniques they utilize. Within the pedagogically rich chapters, topics are examined from the perspectives of symbolic interactionism, social structure and personality, and group processes.

This book is specifically designed to be used in a variety of my sociology courses, including Introduction to Sociology and Social Problems. It is an example of a sociological monograph, a detailed written study on a specialized scholarly subject and will illustrate how original sociological research is conducted, analyzed, and written. Throughout this text, we will

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examine a wide variety of sociological concepts and theories while analyzing college life and a distinct period of the life-course known as emerging adulthood. This unique developmental stage occurs between the adolescent and adult years within the age range of 18 to 29. The result of widespread secondary education and a later age of marriage in late-modern societies, emerging adulthood involves a life stage of self-exploration, risk-taking, identity formation, changing affiliations (i.e., peers and romantic attachments), and shifts toward independence and adult sufficiency that frequently occurs in the college environment. For college students and emerging adults, self and identity exploration often entail a high degree of experimentation, including meeting different kinds of people, questioning their belief system, deciding on a college major or field of study, and engaging in risk-taking behaviors such as substance use. While reading this text, we will examine the social controls that operate among and upon emerging adults as they navigate college, substance use, and social life. The data are drawn from six years of participant-observation and 100 in-depth interviews with junior and senior level college students.

Sociological Perspectives on Sport: The Games Outside the Games seeks not only to inform students about the sports world but also to offer them analytical skills and the application of theoretical perspectives that deepen their awareness and understanding of social processes linking sports to the larger social world. With six original framing essays linking sport to a variety of topics, including race, class, gender, media, politics, deviance, and globalization, and 37 reprinted articles, this text/reader sets a new standard for excellence in teaching sports and society.

Questions about who we are, who we can be, and who is like and unlike us underpin a

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vast range of contemporary social issues. What makes our families so important to us? What do the often stark differences between how we self-identify and the way others see and define us reveal about our social world? Why do we attach such significance to 'being ourselves'? In this new edition of her popular and inviting introduction, Steph Lawler examines a range of important debates about identity. Taking a sociological perspective, she shows how identity is produced and embedded in social relationships, and worked out in the practice of people's everyday lives. She challenges the perception of identity as belonging within the person, arguing instead that it is produced and negotiated between persons. Chapter-by-chapter her book explores topics such as the relationships between lives and life-stories, the continuing significance of kinship in the face of social change, and how taste works to define identity. In particular, the updated edition has a new chapter on identity politics, as well as carefully compiled guides for further reading that reflect the broad importance and impact of these ideas, and the fact that, without understanding identity, we can't adequately begin to understand the social world. This book is essential reading for upper-level courses across the social sciences that focus on the compelling issues surrounding identity. Winner, 2019 William J. Goode Book Award, given by the Family Section of the American Sociological Association Finalist, 2019 C. Wright Mills Award, given by the Society for the Study of Social Problems Riveting stories of how affluent, white children learn about race American kids are living in a world of ongoing public debates about

race, daily displays of racial injustice, and for some, an increased awareness surrounding diversity and inclusion. In this heated context, sociologist Margaret A. Hagerman zeroes in on affluent, white kids to observe how they make sense of privilege, unequal educational opportunities, and police violence. In fascinating detail, Hagerman considers the role that they and their families play in the reproduction of racism and racial inequality in America. *White Kids*, based on two years of research involving in-depth interviews with white kids and their families, is a clear-eyed and sometimes shocking account of how white kids learn about race. In doing so, this book explores questions such as, “How do white kids learn about race when they grow up in families that do not talk openly about race or acknowledge its impact?” and “What about children growing up in families with parents who consider themselves to be ‘anti-racist’?” Featuring the actual voices of young, affluent white kids and what they think about race, racism, inequality, and privilege, *White Kids* illuminates how white racial socialization is much more dynamic, complex, and varied than previously recognized. It is a process that stretches beyond white parents’ explicit conversations with their white children and includes not only the choices parents make about neighborhoods, schools, peer groups, extracurricular activities, and media, but also the choices made by the kids themselves. By interviewing kids who are growing up in different racial contexts—from racially segregated to meaningfully integrated and from politically progressive to conservative—this important book documents key differences in the outcomes of white

racial socialization across families. And by observing families in their everyday lives, this book explores the extent to which white families, even those with anti-racist intentions, reproduce and reinforce the forms of inequality they say they reject. A notable contribution to our understanding of ourselves. This book explores the realm of human behavior in social situations and the way that we appear to others. Dr. Goffman uses the metaphor of theatrical performance as a framework. Each person in everyday social intercourse presents himself and his activity to others, attempts to guide and control the impressions they form of him, and employs certain techniques in order to sustain his performance, just as an actor presents a character to an audience. The discussions of these social techniques offered here are based upon detailed research and observation of social customs in many regions.

FERRUCCI/POWER OF KINDNESS

Understanding the Life Course provides a uniquely comprehensive guide to the entire life course from an interdisciplinary perspective. Combining important insights from sociology and psychology, the book presents the concept's theoretical underpinnings in an accessible style, supported by real-life examples. From birth and becoming a parent, to death and grieving for the loss of others, Lorraine Green explores all stages of the life course through key research studies and theories, in conjunction with issues of social inequality and critical examination of lay viewpoints. She highlights the many ways the life course can be interpreted, including themes of linearity and

multidirectionality, continuity and discontinuity, and the interplay between nature and nurture. The second edition updates key data and includes additional material on topics such as new technologies, changing markers of transitions to adulthood, active ageing, resilience and neuropsychology. This comprehensive approach will continue to be essential reading for students on vocational programmes such as social work and nursing, and will provide thought-provoking insight into the wider contexts of the life course for students of psychology and sociology.

Questions about who we are, who we can be, and who is like and unlike us underpin a vast range of contemporary social issues. What makes our families so important to us? Why do we attach such significance to being ourselves? Why do so many television programmes promise to revolutionise our lives? Who are we really? In this highly readable new book, Steph Lawler examines a range of important debates about identity. Taking a sociological perspective, she shows how identity is produced and embedded in social relationships, and worked out in the practice of peoples everyday lives. She challenges the perception of identity as belonging within the person, arguing instead that it is produced and negotiated between persons. Chapter-by-chapter her book carefully explores topics such as the relationships between lives and life-stories, the continuing significance of kinship in the face of social change, and how taste works to define identity. For Lawler, without understanding identity, we can't adequately begin to understand the social world. This book will be essential reading on upper-level

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courses across the social sciences that focus on the compelling issues surrounding identity.

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