



# QUANTIFYING THE DEFINITION OF THE SITUATION

# Objectives for 2/25 & 2/27

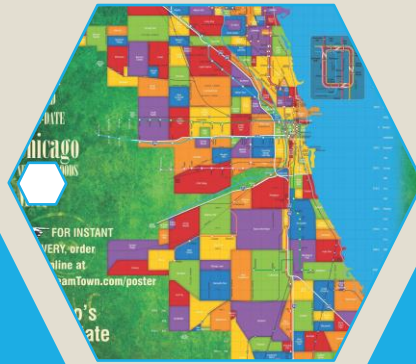
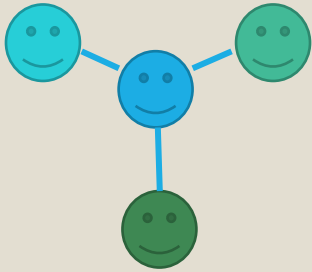
- Revisit specific facets of Identity Theory
- Introduce Affect Control Theory (ACT) & ACT-Self
- Conceptually link IT & ACT
- Discuss what insights ACT and ACT-Self



# REVISIT IDENTITY THEORY

# Identity Theory

- How should we understand self? - start with *structure* (Stryker)
  - Identity salience and identity prominence dependent on commitment



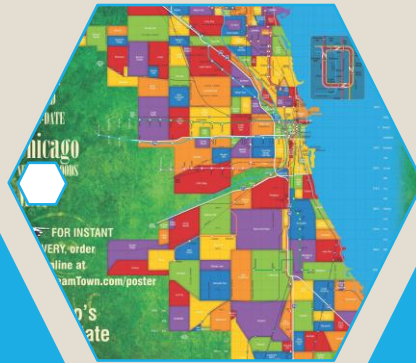
Working Class Neighborhood

Top 1% Neighborhood

Upper-Middle Class Neighborhood

Middle Class Neighborhood





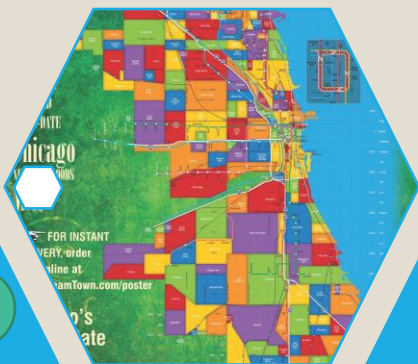
Working Class  
Neighborhood

Top 1%  
Neighborhood

Upper-Middle  
Class  
Neighborhood

Mid-Class  
Neighborhood





Work Class Neighborhood

Top % Neighborhood

Upper Middle Class Neighborhood

Mid Class Neighborhood

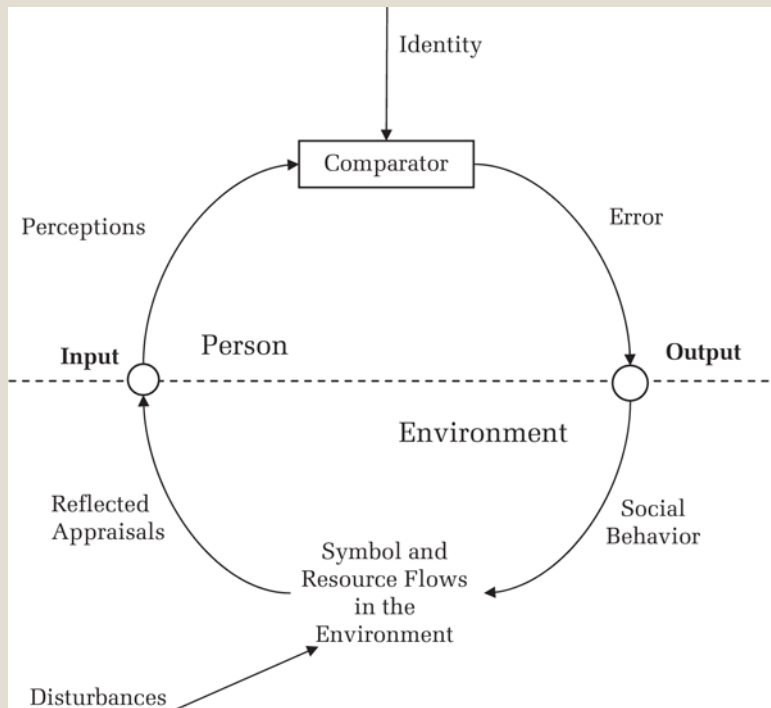


# Identity Theory

- How should we understand self? - start with *structure* (Stryker)
  - Identity salience and identity prominence
  - Identity verification



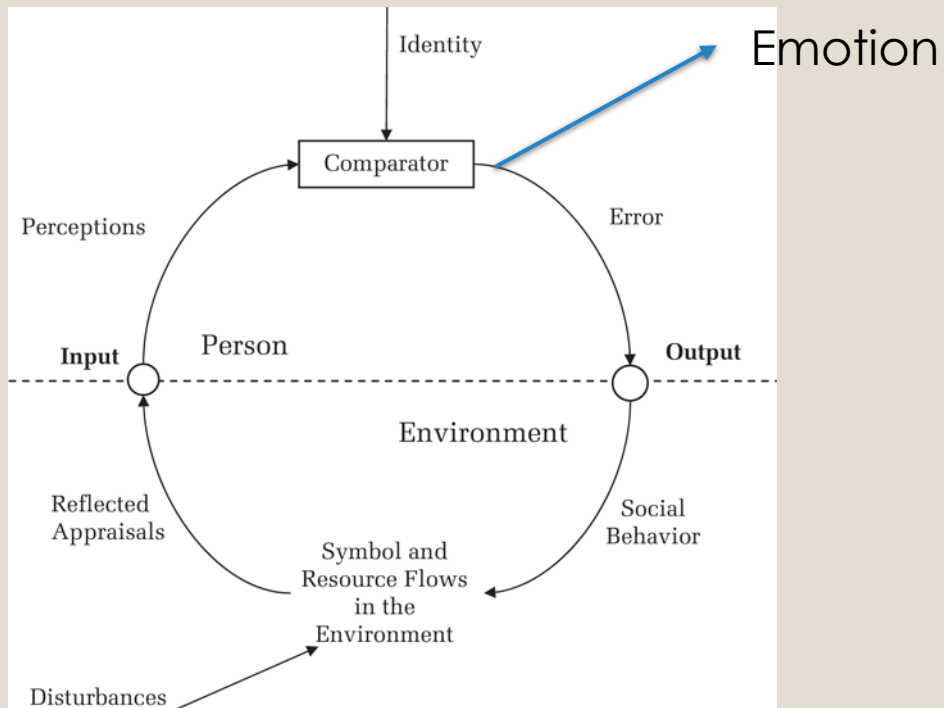
# Figure 4.1 Identity Model (Stets & Burke 2009)



# Identity Theory

- How should we understand self? - start with *structure* (Stryker)
  - Identity salience and identity prominence
  - Identity verification
  - More recent focus on emotion as signal of disturbance

# Figure 4.1 Identity Model (Stets & Burke 2009)



# How do we see “self” in the IT model?

Mom

Wife

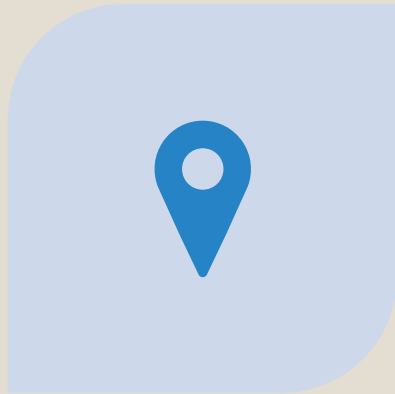
Professor

Brockman  
Parent

Daughter

Pianist

# What does IT focus on?



IMPORTANCE OF  
STRUCTURAL  
LOCATION  
*(STRUCTURE!)*



CONTROL OF IDENTITY  
MEANINGS



# AFFECT CONTROL THEORY

# Affect Control Theory (David Heise)

- Influence from Mead:
  - Focus on language and meaning
  - Thought emotion was important in addition to cognition (unlike Mead)

# Affect Control Theory (David Heise)

- Influence from Mead:
- Influence from Goffman:
  - Focus on definition of the situation
  - Focus on situated identities within that situation



# Affect Control Theory (David Heise)

- Influence from Mead:
- Influence from Goffman:
- Influence from Osgood et al. on universal dimensions of meanings:
  - Evaluation (good, bad)
  - Potency (powerful, powerless)
  - Activity (fast, slow)

# Affect Control Theory (David Heise)

- Influence from Mead:
- Influence from Goffman:
- Influence from Osgood et al. on universal dimensions of meanings:
- Influence from Powers: control model
  - Control of *affect/feeling*

- Propositions:
  - People **act** in ways that will generate **feelings** appropriate to the situation
  - If people can't maintain appropriate **feelings** through **actions**, they will change their **interpretation** of the situation
  - People's **emotions** signal the relationship between their current experiences and their **definitions** of the situation

## Affect Control Theory (David Heise)

# Affect Control Theory (David Heise)

Model can predict when:

- people will *feel* emotions
- when they will *act* (and how)
- and when they will change their *beliefs*

# A.C.T. Feedback Loop



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Mother hugs child.

**Identify/define a situation**

**Recognize events in the situation as consistent or inconsistent with previous beliefs**

**Experience transient feelings based on events**

**If discrepancy between situational feelings and fundamental sentiments, then take action**

**If actions don't "fix" the felt discrepancy, then the situation is cognitively re-defined**

# Which causes more of an emotional reaction?

- *Mother hits child* vs. *Mother hugs child*
- *Teacher reprimands student* vs. *Student reprimands teacher*
- *Husband caresses wife* vs. *Husband caresses nanny*
- *Bum saves the day* vs. *Bum drinks*

# A.C.T. Feedback Loop



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Mother hits child.

**Identify/define a situation**

**Recognize events in the situation as consistent or inconsistent with previous beliefs**

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**If discrepancy between situational feelings and fundamental sentiments, then take action**

**If actions don't "fix" the felt discrepancy, then the situation is cognitively re-defined**

# Why do we experience emotional reactions?

- Expectation of congruence – between actors (identities), their behaviors, and the objects of their attention
- “Deflection,” emotional incongruence, occurs when things don’t match what we expect
  - Transient sentiments = emotional response in situation
  - Fundamental sentiments = underlying expected meanings for identities & behaviors



# Emotion in A.C.T.

- Emotion is measured using Osgood's 3 dimensions of meaning with semantic differential scales (Osgood, Suci, and Tannenbaum 1957):
  - Evaluation (good/bad)
  - Potency (powerful/powerless)
  - Activity (fast/slow)
- Usually, *mothers* are \_\_\_\_\_.
  - Good ----- Bad
  - Powerful ----- Powerless
  - Fast ----- Slow

# Emotion in A.C.T.

- Result of multiple ratings? - ACT “dictionaries” of cultural meanings for a particular group or society
- We can put various **a**ctors, **b**ehaviors, and **o**bjects into an ABO sequence to predict behaviors.

# Example EPA Profile

- Mother = 3.05, 2.66, 0.76
- Child = 1.89, -1.14, 1.87
  
- What would we expect the mother to do to the child?
  - Hit = -2.66, 1.3, 2.12
  - Hug = 2.91, 2.16, -0.28

# What does ACT focus on?



IMPORTANCE OF  
MEANING  
(*CULTURE!*)



CONTROL OF AFFECT



# WHAT ABOUT THE SELF?

ACT-Self

# ACT-Self

- Self-sentiments on EPA dimensions
- Self-sentiments exist closer to some identities, farther from others
- ACT-Self prediction: we will enact identities closer to our fundamental self-sentiments than those farther away

