

## BLACKWELL READERS IN SOCIOLOGY

Each volume in this authoritative series aims to provide students and scholars with comprehensive collections of classic and contemporary readings for all the major sub-fields of sociology. They are designed to complement single-authored works, or to be used as stand-alone textbooks for courses. The selected readings sample the most important works that students should read and are framed by informed editorial introductions. The series aims to reflect the state of the discipline by providing collections not only on standard topics but also on cutting-edge subjects in sociology to provide future directions in teaching and research.

- 1 *From Modernization to Globalization: Perspectives on Development and Social Change* edited by J. Timmons Roberts and Amy Hite
- 2 *Aging and Everyday Life* edited by Jaber F. Gubrium and James A. Holstein
- 3 *Popular Culture: Production and Consumption* edited by C. Lee Harrington and Denise D. Bielby
- 4 *Self and Society* edited by Ann Branaman
- 5 *Qualitative Research Methods* edited by Darin Weinberg
- 6 *Cultural Sociology* edited by Lyn Spillman
- 7 *Sexuality and Gender* edited by Christine L. Williams and Arlene Stein
- 8 *Readings in Economic Sociology* edited by Nicole Woolsey Biggart
- 9 *Classical Sociological Theory* edited by Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, Kathryn Schmidt and Indermohan Virk
- 10 *Contemporary Sociological Theory* edited by Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk

### Forthcoming:

*Social Movements* edited by Jeff Goodwin and James Jasper

# Contemporary Sociological Theory

*Edited by*

**Craig Calhoun, Joseph Gerteis,  
James Moody, Steven Pfaff,  
and Indermohan Virk**

**Blackwell**  
Publishers

© 2002 by Blackwell Publishers Ltd  
 a Blackwell Publishing company  
 except for editorial matter and organization © 2002 by Craig Calhoun, Joseph Gerteis, James Moody,  
 Steven Pfaff, and Indermohan Virk

Editorial Offices:  
 108 Cowley Road  
 Oxford OX4 1JF, UK  
 Tel: +44 (0) 1865 791100  
 350 Main Street  
 Malden, Massachusetts 02148-5018, USA  
 Tel: +1 781 388 8250

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

First published 2002 by Blackwell Publishers Ltd

Library of Congress Cataloging-in-Publication Data has been applied for.

ISBN 0-631-21349-X (hbk) 0-631-21350-3 (pbk)

A catalogue record for this book is available from the British Library.

Typeset in 10 on 12 pt Sabon Roman  
 by Kolam Information Services Pvt. Ltd, Pondicherry  
 Printed and bound in Great Britain by TJ International, Padstow, Cornwall

This book is printed on acid-free paper

For further information on  
 Blackwell Publishers, visit our website:  
[www.blackwellpublishers.co.uk](http://www.blackwellpublishers.co.uk)

# Contents

List of Contributors	viii
Acknowledgments	ix
Introduction	1
<b>Part I Micro-Sociological Analysis</b>	23
Introduction to Part I	25
1 The Phenomenology of the Social World <i>Alfred Schutz</i>	32
2 The Social Construction of Reality <i>Peter L. Berger and Thomas Luckmann</i>	42
3 The Presentation of Self in Everyday Life <i>Erving Goffman</i>	51
4 Symbolic Interactionism <i>Herbert Blumer</i>	66
<b>Part II Exchange and Rationality</b>	79
Introduction to Part II	81
5 Social Behavior as Exchange <i>George C. Homans</i>	88
6 Exchange and Power in Social Life <i>Peter M. Blau</i>	99
7 Social Capital in the Creation of Human Capital <i>James S. Coleman</i>	110
8 Foundations for a Theory of Collective Decisions <i>James S. Coleman</i>	117
9 The Logic of Collective Action <i>Mancur Olson</i>	126
<b>Part III Institutional Analysis</b>	131
Introduction to Part III	133
10 Limits of Steering <i>Niklas Luhmann</i>	139
11 Coercion, Capital, and European States <i>Charles Tilly</i>	153
12 The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields <i>Paul J. DiMaggio and Walter W. Powell</i>	167

## 2 The Social Construction of Reality

*Peter L. Berger and Thomas Luckmann*

### Origins of Institutionalization

All human activity is subject to habitualization. Any action that is repeated frequently becomes cast into a pattern, which can then be reproduced with an economy of effort and which, *ipso facto*, is apprehended by its performer as that pattern. Habitualization further implies that the action in question may be performed again in the future in the same manner and with the same economical effort. This is true of non-social as well as of social activity. Even the solitary individual on the proverbial desert island habitualizes his activity. When he wakes up in the morning and resumes his attempts to construct a canoe out of matchsticks, he may mumble to himself, "There I go again," as he starts on step one of an operating procedure consisting of, say, ten steps. In other words, even solitary man has at least the company of his operating procedures.

Habitualized actions, of course, retain their meaningful character for the individual although the meanings involved become embedded as routines in his general stock of knowledge, taken for granted by him and at hand for his projects into the future. . . .

Institutionalization occurs whenever there is a reciprocal typification of habitualized actions by types of actors. Put differently, any such typification is an institution. What must be stressed is the reciprocity of institutional typifications and the typicality of not only the actions but also the actors in institutions. The typifications of habitualized actions that constitute institutions are always shared ones. They are *available* to all the members of the particular social group in question, and the institution itself typifies individual actors as well as individual actions. The institution posits that actions of type X will be performed by actors of type X. For example, the institution of the law posits that heads shall be chopped off in specific ways under specific circumstances, and that specific types of individuals shall do the chopping (executioners, say, or members of an impure caste, or virgins under a certain age, or those who have been designated by an oracle).

Institutions further imply historicity and control. Reciprocal typifications of actions are built up in the course of a shared history. They cannot be created instantaneously. Institutions always have a history, of which they are the products. It is impossible to understand an institution adequately without an understanding of the historical process in which it was produced. Institutions also, by the very fact of their existence, control human conduct by setting up predefined patterns of conduct, which channel it in one direction as against the many other directions that would theoretically be possible. It is important to stress that this controlling character is inherent in

institutionalization as such, prior to or apart from any mechanisms of sanctions specifically set up to support an institution. These mechanisms (the sum of which constitute what is generally called a system of social control) do, of course, exist in many institutions and in all the agglomerations of institutions that we call societies. Their controlling efficacy, however, is of a secondary or supplementary kind. As we shall see again later, the primary social control is given in the existence of an institution as such. To say that a segment of human activity has been institutionalized is already to say that this segment of human activity has been subsumed under social control. Additional control mechanisms are required only insofar as the processes of institutionalization are less than completely successful. Thus, for instance, the law may provide that anyone who breaks the incest taboo will have his head chopped off. This provision may be necessary because there have been cases when individuals offended against the taboo. It is unlikely that this sanction will have to be invoked continually (unless the institution delineated by the incest taboo is itself in the course of disintegration, a special case that we need not elaborate here). It makes little sense, therefore, to say that human sexuality is socially controlled by beheading certain individuals. Rather, human sexuality is socially controlled by its institutionalization in the course of the particular history in question. One may add, of course, that the incest taboo itself is nothing but the negative side of an assemblage of typifications, which define in the first place which sexual conduct is incestuous and which is not.

In actual experience institutions generally manifest themselves in collectivities containing considerable numbers of people. It is theoretically important, however, to emphasize that the institutionalizing process of reciprocal typification would occur even if two individuals began to interact *de novo*. Institutionalization is incipient in every social situation continuing in time. Let us assume that two persons from entirely different social worlds begin to interact. By saying "persons" we presuppose that the two individuals have formed selves, something that could, of course, have occurred only in a social process. We are thus for the moment excluding the cases of Adam and Eve, or of two "feral" children meeting in a clearing of a primeval jungle. But we are assuming that the two individuals arrive at their meeting place from social worlds that have been historically produced in segregation from each other, and that the interaction therefore takes place in a situation that has not been institutionally defined for either of the participants. It may be possible to imagine a Man Friday joining our matchstick-canoe builder on his desert island, and to imagine the former as a Papuan and the latter as an American. In that case, however, it is likely that the American will have read or at least have heard about the story of Robinson Crusoe, which will introduce a measure of predefinition of the situation at least for him. Let us, then, simply call our two persons *A* and *B*.

As *A* and *B* interact, in whatever manner, typifications will be produced quite quickly. *A* watches *B* perform. He attributes motives to *B*'s actions and, seeing the actions recur, typifies the motives as recurrent. As *B* goes on performing, *A* is soon able to say to himself, "Aha, there he goes again." At the same time, *A* may assume that *B* is doing the same thing with regard to him. From the beginning, both *A* and *B* assume this reciprocity of typification. In the course of their interaction these typifications will be expressed in specific patterns of conduct. That is, *A* and *B* will begin to play roles *vis-à-vis* each other. This will occur even if each continues to perform actions different from those of the other. The possibility of taking the role of

the other will appear with regard to the same actions performed by both. That is, A will inwardly appropriate B's reiterated roles and make them the models for his own role-playing. For example, B's role in the activity of preparing food is not only typified as such by A, but enters as a constitutive element into A's own food-preparation role. Thus a collection of reciprocally typified actions will emerge, habitualized for each in roles, some of which will be performed separately and some in common. While this reciprocal typification is not yet institutionalization (since, there only being two individuals, there is no possibility of a typology of actors), it is clear that institutionalization is already present *in nucleo*.

At this stage one may ask what gains accrue to the two individuals from this development. The most important gain is that each will be able to predict the other's actions. Concomitantly, the interaction of both becomes predictable. The "There he goes again" becomes a "There *we* go again." This relieves both individuals of a considerable amount of tension. They save time and effort, not only in whatever external tasks they might be engaged in separately or jointly, but in terms of their respective psychological economies. Their life together is now defined by a widening sphere of taken-for-granted routines. Many actions are possible on a low level of attention. Each action of one is no longer a source of astonishment and potential danger to the other. Instead, much of what goes on takes on the triviality of what, to both, will be everyday life. This means that the two individuals are constructing a background, in the sense discussed before, which will serve to stabilize both their separate actions and their interaction. The construction of this background of routine in turn makes possible a division of labor between them, opening the way for innovations, which demand a higher level of attention. The division of labor and the innovations will lead to new habitualizations, further widening the background common to both individuals. In other words, a social world will be in process of construction, containing within it the roots of an expanding institutional order.

Generally, all actions repeated once or more tend to be habitualized to some degree, just as all actions observed by another necessarily involve some typification on his part. However, for the kind of reciprocal typification just described to occur there must be a continuing social situation in which the habitualized actions of two or more individuals interlock. Which actions are likely to be reciprocally typified in this manner?

The general answer is, those actions that are relevant to both A and B within their common situation. The areas likely to be relevant in this way will, of course, vary in different situations. Some will be those facing A and B in terms of their previous biographies, others may be the result of the natural, presocial circumstances of the situation. What will in all cases have to be habitualized is the communication process between A and B. Labor, sexuality and territoriality are other likely foci of typification and habitualization. In these various areas the situation of A and B is paradigmatic of the institutionalization occurring in larger societies.

Let us push our paradigm one step further and imagine that A and B have children. At this point the situation changes qualitatively. The appearance of a third party changes the character of the ongoing social interaction between A and B, and it will change even further as additional individuals continue to be added. The institutional world, which existed *in statu nascendi* in the original situation of A and B, is now passed on to others. In this process institutionalization perfects itself. The habituali-

zations and typifications undertaken in the common life of A and B, formations that until this point still had the quality of *ad hoc* conceptions of two individuals, now become historical institutions. With the acquisition of historicity, these formations also acquire another crucial quality, or, more accurately, perfect a quality that was incipient as soon as A and B began the reciprocal typification of their conduct: this quality is objectivity. This means that the institutions that have now been crystallized (for instance, the institution of paternity as it is encountered by the children) are experienced as existing over and beyond the individuals who "happen to" embody them at the moment. In other words, the institutions are now experienced as possessing a reality of their own, a reality that confronts the individual as an external and coercive fact.

As long as the nascent institutions are constructed and maintained only in the interaction of A and B, their objectivity remains tenuous, easily changeable, almost playful, even while they attain a measure of objectivity by the mere fact of their formation. To put this a little differently, the routinized background of A's and B's activity remains fairly accessible to deliberate intervention by A and B. Although the routines, once established, carry within them a tendency to persist, the possibility of changing them or even abolishing them remains at hand in consciousness. A and B alone are responsible for having constructed this world. A and B remain capable of changing or abolishing it. What is more, since they themselves have shaped this world in the course of a shared biography which they can remember, the world thus shaped appears fully transparent to them. They understand the world that they themselves have made. All this changes in the process of transmission to the new generation. The objectivity of the institutional world "thickens" and "hardens," not only for the children, but (by a mirror effect) for the parents as well. The "There we go again" now becomes "This is how these things are done." A world so regarded attains a firmness in consciousness; it becomes real in an ever more massive way and it can no longer be changed so readily. For the children, especially in the early phase of their socialization into it, it becomes *the* world. For the parents, it loses its playful quality and becomes "serious." For the children, the parentally transmitted world is not fully transparent. Since they had no part in shaping it, it confronts them as a given reality that, like nature, is opaque in places at least.

Only at this point does it become possible to speak of a social world at all, in the sense of a comprehensive and given reality confronting the individual in a manner analogous to the reality of the natural world. Only in this way, as an objective world, can the social formations be transmitted to a new generation. In the early phases of socialization the child is quite incapable of distinguishing between the objectivity of natural phenomena and the objectivity of the social formations. To take the most important item of socialization, language appears to the child as inherent in the nature of things, and he cannot grasp the notion of its conventionality. A thing is what it is called, and it could not be called anything else. All institutions appear in the same way, as given, unalterable and self-evident. Even in our empirically unlikely example of parents having constructed an institutional world *de novo*, the objectivity of this world would be increased for them by the socialization of their children, because the objectivity experienced by the children would reflect back upon their own experience of this world. Empirically, of course, the institutional world transmitted by most parents already has the character of historical and objective reality.

The process of transmission simply strengthens the parents' sense of reality, if only because, to put it crudely, if one says, "This is how these things are done," often enough one believes it oneself.

An institutional world, then, is experienced as an objective reality. It has a history that antedates the individual's birth and is not accessible to his biographical recollection. It was there before he was born, and it will be there after his death. This history itself, as the tradition of the existing institutions, has the character of objectivity. The individual's biography is apprehended as an episode located within the objective history of the society. The institutions, as historical and objective facticities, confront the individual as undeniable facts. The institutions are *there*, external to him, persistent in their reality, whether he likes it or not. He cannot wish them away. They resist his attempts to change or evade them. They have coercive power over him, both in themselves, by the sheer force of their facticity, and through the control mechanisms that are usually attached to the most important of them. The objective reality of institutions is not diminished if the individual does not understand their purpose or their mode of operation. He may experience large sectors of the social world as incomprehensible, perhaps oppressive in their opaqueness, but real nonetheless. Since institutions exist as external reality, the individual cannot understand them by introspection. He must "go out" and learn about them, just as he must to learn about nature. This remains true even though the social world, as a humanly produced reality, is potentially understandable in a way not possible in the case of the natural world.

It is important to keep in mind that the objectivity of the institutional world, however massive it may appear to the individual, is a humanly produced, constructed objectivity. The process by which the externalized products of human activity attain the character of objectivity is objectivation. The institutional world is objectivated human activity, and so is every single institution. In other words, despite the objectivity that marks the social world in human experience, it does not thereby acquire an ontological status apart from the human activity that produced it. The paradox that man is capable of producing a world that he then experiences as something other than a human product will concern us later on. At the moment, it is important to emphasize that the relationship between man, the producer, and the social world, his product, is and remains a dialectical one. That is, man (not, of course, in isolation but in his collectivities) and his social world interact with each other. The product acts back upon the producer. Externalization and objectivation are moments in a continuing dialectical process. The third moment in this process, which is internalization (by which the objectivated social world is retrojected into consciousness in the course of socialization), will occupy us in considerable detail later on. It is already possible, however, to see the fundamental relationship of these three dialectical moments in social reality. Each of them corresponds to an essential characterization of the social world. *Society is a human product. Society is an objective reality. Man is a social product.* It may also already be evident that an analysis of the social world that leaves out any one of these three moments will be distortive. One may further add that only with the transmission of the social world to a new generation (that is, internalization as effectuated in socialization) does the fundamental social dialectic appear in its totality. To repeat, only with the appearance of a new generation can one properly speak of a social world.

At the same point, the institutional world requires legitimation, that is, ways by which it can be "explained" and justified. This is not because it appears less real. As we have seen, the reality of the social world gains in massivity in the course of its transmission. This reality, however, is a historical one, which comes to the new generation as a tradition rather than as a biographical memory. In our paradigmatic example, *A* and *B*, the original creators of the social world, can always reconstruct the circumstances under which their world and any part of it was established. That is, they can arrive at the meaning of an institution by exercising their powers of recollection. *A's* and *B's* children are in an altogether different situation. Their knowledge of the institutional history is by way of "hearsay." The original meaning of the institutions is inaccessible to them in terms of memory. It, therefore, becomes necessary to interpret this meaning to them in various legitimating formulas. These will have to be consistent and comprehensive in terms of the institutional order, if they are to carry conviction to the new generation. The same story, so to speak, must be told to all the children. It follows that the expanding institutional order develops a corresponding canopy of legitimations, stretching over it a protective cover of both cognitive and normative interpretation. These legitimations are learned by the new generation during the same process that socializes them into the institutional order. This, again, will occupy us in greater detail further on.

The development of specific mechanisms of social controls also becomes necessary with the historicization and objectivation of institutions. Deviance from the institutionally "programmed" courses of action becomes likely once the institutions have become realities divorced from their original relevance in the concrete social processes from which they arose. To put this more simply, it is more likely that one will deviate from programs set up for one by others than from programs that one has helped establish oneself. The new generation posits a problem of compliance, and its socialization into the institutional order requires the establishment of sanctions. The institutions must and do claim authority over the individual, independently of the subjective meanings he may attach to any particular situation. The priority of the institutional definitions of situations must be consistently maintained over individual temptations at redefinition. The children must be "taught to behave" and, once taught, must be "kept in line." So, of course, must the adults. The more conduct is institutionalized, the more predictable and thus the more controlled it becomes. If socialization into the institutions has been effective, outright coercive measures can be applied economically and selectively. Most of the time, conduct will occur "spontaneously" within the institutionally set channels. The more, on the level of meaning, conduct is taken for granted, the more possible alternatives to the institutional "programs" will recede, and the more predictable and controlled conduct will be.

In principle, institutionalization may take place in any area of collectively relevant conduct. In actual fact, sets of institutionalization processes take place concurrently. There is no *a priori* reason for assuming that these processes will necessarily "hang together" functionally, let alone as a logically consistent system. To return once more to our paradigmatic example, slightly changing the fictitious situation, let us assume this time, not a budding family of parents and children, but a piquant triangle of a male *A*, a bisexual female *B*, and a Lesbian *C*. We need not belabor the point that the sexual relevances of these three individuals will not coincide. Relevance *A-B* is not

shared by C. The habitualizations engendered as a result of relevance A-B need bear no relationship to those engendered by relevances B-C and C-A. There is, after all, no reason why two processes of erotic habitualization, one heterosexual and one Lesbian, cannot take place side by side without functionally integrating with each other or with a third habitualization based on a shared interest in, say, the growing of flowers (or whatever other enterprise might be jointly relevant to an active heterosexual male and an active Lesbian). In other words, three processes of habitualization or incipient institutionalization may occur without their being functionally or logically integrated as social phenomena. The same reasoning holds if A, B and C are posited as collectivities rather than individuals, regardless of what content their relevances might have. Also, functional or logical integration cannot be assumed *a priori* when habitualization or institutionalization processes are limited to the same individuals or collectivities, rather than to the discrete ones assumed in our example.

Nevertheless, the empirical fact remains that institutions do tend to "hang together." If this phenomenon is not to be taken for granted, it must be explained. How can this be done? First, one may argue that *some* relevances will be common to all members of a collectivity. On the other hand, many areas of conduct will be relevant only to certain types. The latter involves an incipient differentiation, at least in the way in which these types are assigned some relatively stable meaning. This assignment may be based on presocial differences, such as sex, or on differences brought about in the course of social interaction, such as those engendered by the division of labor. For example, only women may be concerned with fertility magic and only hunters may engage in cave painting. Or, only the old men may perform the rain ceremonial and only weapon makers may sleep with their maternal cousins. In terms of their external social functionality, these several areas of conduct need not be integrated into *one* cohesive system. They can continue to coexist on the basis of segregated performances. But while performances can be segregated, meanings tend toward at least minimal consistency. As the individual reflects about the successive moments of his experience, he tries to fit their meanings into a consistent biographical framework. This tendency increases as the individual shares with others his meanings and their biographical integration. It is possible that this tendency to integrate meanings is based on a psychological need, which may in turn be physiologically grounded (that is, that there may be a built-in "need" for cohesion in the psycho-physiological constitution of man). Our argument, however, does not rest on such anthropological assumptions, but rather on the analysis of meaningful reciprocity in processes of institutionalization.

It follows that great care is required in any statements one makes about the "logic" of institutions. The logic does not reside in the institutions and their external functionalities, but in the way these are treated in reflection about them. Put differently, reflective consciousness superimposes the quality of logic on the institutional order.

Language provides the fundamental superimposition of logic on the objectivated social world. The edifice of legitimations is built upon language and uses language as its principal instrumentality. The "logic" thus attributed to the institutional order is part of the socially available stock of knowledge and taken for granted as such. Since the well-socialized individual "knows" that his social world is a consistent whole, he

will be constrained to explain both its functioning and malfunctioning in terms of this "knowledge." It is very easy, as a result, for the observer of any society to assume that its institutions do indeed function and integrate as they are "supposed to."

*De facto*, then, institutions *are* integrated. But their integration is not a functional imperative for the social processes that produce them; it is rather brought about in a derivative fashion. Individuals perform discrete institutionalized actions within the context of their biography. This biography is a reflected-upon whole in which the discrete actions are thought of not as isolated events, but as related parts in a subjectively meaningful universe whose meanings are not specific to the individual, but socially articulated and shared. Only by way of this detour of socially shared universes of meaning do we arrive at the need for institutional integration.

This has far-reaching implications for any analysis of social phenomena. If the integration of an institutional order can be understood only in terms of the "knowledge" that its members have of it, it follows that the analysis of such "knowledge" will be essential for an analysis of the institutional order in question. It is important to stress that this does not exclusively or even primarily involve a pre-occupation with complex theoretical systems serving as legitimations for the institutional order. Theories also have to be taken into account, of course. But theoretical knowledge is only a small and by no means the most important part of what passes for knowledge in a society. Theoretically sophisticated legitimations appear at particular moments of an institutional history. The primary knowledge about the institutional order is knowledge on the pretheoretical level. It is the sum total of "what everybody knows" about a social world, an assemblage of maxims, morals, proverbial nuggets of wisdom, values and beliefs, myths, and so forth, the theoretical integration of which requires considerable intellectual fortitude in itself, as the long line of heroic integrators from Homer to the latest sociological system-builders testifies. On the pretheoretical level, however, every institution has a body of transmitted recipe knowledge, that is, knowledge that supplies the institutionally appropriate rules of conduct.

Such knowledge constitutes the motivating dynamics of institutionalized conduct. It defines the institutionalized areas of conduct and designates all situations falling within them. It defines and constructs the roles to be played in the context of the institutions in question. *Ipsa facto*, it controls and predicts all such conduct. Since this knowledge is socially objectivated *as* knowledge, that is, as a body of generally valid truths about reality, any radical deviance from the institutional order appears as a departure from reality. Such deviance may be designated as moral depravity, mental disease, or just plain ignorance. While these fine distinctions will have obvious consequences for the treatment of the deviant, they all share an inferior cognitive status within the particular social world. In this way, the particular social world becomes the world *tout court*. What is taken for granted as knowledge in the society comes to be coextensive with the knowable, or at any rate provides the framework within which anything not yet known will come to be known in the future. This is the knowledge that is learned in the course of socialization and that mediates the internalization within individual consciousness of the objectivated structures of the social world. Knowledge, in this sense, is at the heart of the fundamental dialectic of society. It "programs" the channels in which externalization produces an objective world. It objectifies this world through language and the

cognitive apparatus based on language, that is, it orders it into objects to be apprehended as reality. It is internalized again as objectively valid truth in the course of socialization. Knowledge about society is thus a *realization* in the double sense of the word, in the sense of apprehending the objectivated social reality, and in the sense of ongoingly producing this reality.

### 3 The Presentation of Self in Everyday Life

*Erving Goffman*

Masks are arrested expressions and admirable echoes of feeling, at once faithful, discreet, and superlative. Living things in contact with the air must acquire a cuticle, and it is not urged against cuticles that they are not hearts; yet some philosophers seem to be angry with images for not being things, and with words for not being feelings. Words and images are like shells, no less integral parts of nature than are the substances they cover, but better addressed to the eye and more open to observation. I would not say that substance exists for the sake of appearance, or faces for the sake of masks, or the passions for the sake of poetry and virtue. Nothing arises in nature for the sake of anything else; all these phases and products are involved equally in the round of existence....

George Santayana, *Soliloquies in England and Later Soliloquies* (New York: Scribner's, 1922), pp. 131-2.

#### **Belief in the Part One is Playing**

When an individual plays a part he implicitly requests his observers to take seriously the impression that is fostered before them. They are asked to believe that the character they see actually possesses the attributes he appears to possess, that the task he performs will have the consequences that are implicitly claimed for it, and that, in general, matters are what they appear to be. In line with this, there is the popular view that the individual offers his performance and puts on his show "for the benefit of other people." It will be convenient to begin a consideration of performances by turning the question around and looking at the individual's own belief in the impression of reality that he attempts to engender in those among whom he finds himself.

At one extreme, one finds that the performer can be fully taken in by his own act; he can be sincerely convinced that the impression of reality which he stages is the real reality. When his audience is also convinced in this way about the show he puts on – and this seems to be the typical case – then for the moment at least, only the sociologist or the socially disgruntled will have any doubts about the "realness" of what is presented.

At the other extreme, we find that the performer may not be taken in at all by his own routine. This possibility is understandable, since no one is in quite as good an observational position to see through the act as the person who puts it on. Coupled with this, the performer may be moved to guide the conviction of his audience only as a means to other ends, having no ultimate concern in the conception that they have of him or of the situation. When the individual has no belief in his own act and