

Psychology 119M Identity Development in Social and Cultural Contexts Summer 2023
M/W 1:00 to 4:30pm
Room 250 Humanities and Social Sciences

Instructor: Professor Margarita Azmitia; pronouns she, hers
 Email (best way to reach me) azmitia@ucsc.edu
 Phone 459-3146

Office hours: M & W 4-4:30 in our classroom or by appt.

Readings: We will read and discuss original readings on key topics and issues in personal and collective identity development. The readings are posted on Canvas.

This seminar focuses on adolescents and young adults' personal and collective identities. Personal identity—our sense of “me-ness,” includes our personalities, beliefs, goals, and value systems. Collective (social) identities, our sense of “we-ness,” include the values, beliefs, and self-esteem we derive from our membership in the different groups we find meaningful in our lives, such as gender, ethnicity, social class, and/or sexuality, and the emotional significance that we attach to our group memberships. Within both the personal and collective arenas, some domains will be more salient and central to us than others, and the salience and centrality of these domains will vary across our lifespan. For example, for some of you gender, ethnicity, social class, or sexuality became more salient and central when you came to college, but for others these domains declined in importance and other domains, such as career, political, or religious identities, became more salient and central.

This senior seminar has three goals. To obtain an excellent or outstanding (A, A+) grade in the course you must do excellent work in the 3 goals of the course.

(1) Master the material and participate in discussion

Participating in a discussion involves:

- Respectfully evaluating ideas,
- Listening and being open to other points of view,
- Critically discussing material (and avoiding personal attacks), and
- Taking and ceding “the floor.”
- Being aware of your contributions to the seminar—participate but don't dominate the discussion, and allow for others to think and respond before you jump in. A silent seminar member is as challenging as one who is always talking. Everyone needs to feel safe in the seminar. Please do not tell others how they should think or feel...you can only discuss your own feelings and perspectives. You are all competent young adults; help each other learn and enjoy the class.

Achieving this goal includes attending regularly (I will take attendance) and being ‘present’ during class meetings. It is a small group; I notice when you are uninvolved (and so do your classmates).

(2) Improve your academic writing. The seminar is writing intensive (W, 1/2 DC). By the end of the summer session, you should be able to write a brief commentary in which you advance a position that is supported by evidence or raises and justifies a direction for future research, evaluate and critique a domain or reading, draw on the literature to write a short essay, review the literature to identify areas or questions for future research, and write a 5-7 page literature review of an issue in

identity development of your choice. The due dates for these assignments are embedded in the syllabus and I will also create a folder with due dates and important info on canvas, including instructions.

(3) Practice oral presentation and communication of ideas.

- 3(a): *Leading the discussion of a reading.* You will help lead the discussion on one of the readings. A week before you lead the discussion, you will develop a plan for the discussion and write 3 discussion questions you want us to consider. You will email this plan (with the questions) to me for approval, and I will post it on our Canvas site. On the day of the discussion, you will be in charge of leading the group discussion for 15-20 minutes. Your audience, in turn, is responsible for preparing for the discussion. I will keep notes on their engagement. As an audience, you will upload an answer to one of the discussion questions posed by your discussion leader (*typed, double spaced, no more than 1/2 of a page in 12 pt. font*); this task will help you prepare to contribute and help me keep track of your understanding of the material. An easy way to contribute is to read your answer to the discussion question when the discussion leader poses the question during the large group discussion. As a discussion leader, you can also break your peers into small groups or do another activity to promote participation and discussion.
- 3(b): *Brief presentation of your class project.* During the last week of the seminar, you will give a 15 minute presentation of your project..

If you are a DRC student who will need accommodations: Any student who thinks they may need an accommodation based on the impact of a disability should contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to coordinate those accommodations. The new system, Accommodate, sends me the accommodation letters, but I still want to meet with you to discuss how I can support your accommodations.

This has been a challenging time. Please let me know if you are experiencing difficulties; if I don't know, I can't help you. [Here are additional resources.](#)

Counseling Services (from the website <https://caps.ucsc.edu/about/index.html>): CAPS provides UCSC students with a wide range of mental health services, including group counseling, workshops, crisis assessment and intervention, referral services, and brief individual and couples counseling. Hours: 8:00 AM - 5:00 PM, MON.-FRI., Phone: (831) 459-2628, Fax: (831) 459-5116 Address: [Cowell Student Health Center](#), East Wing, 2nd floor After-Hours/Weekends/Holidays: For crisis services call (831) 459-2628 Emergencies: For life threatening emergencies, call 911.

Slug Support: Slug Support works to help students with financial challenges or other difficulties that are affecting their ability to do well in college. They can help students obtain financial help for food or emergency housing. They can also help students find other campus resources, such as counseling, financial aid, advising, etc. <https://deanofstudents.ucsc.edu/slug-support/program/index.html>

Cheating and Plagiarism: Academic dishonesty will not be tolerated. Cheating includes (1) copying from another person's exam or paper; (2) letting another person copy from your exam or paper, (3) fabricating information for your class project, and (4) plagiarism. Plagiarism is defined as any use of another author's words or ideas without providing credit or an appropriate citation. Cheating and plagiarism will result in a zero grade for the exam or paper AND a letter to the chair of your department and the provost of your college. A second time of such behavior will result in a no pass (F)

for the course AND a second letter to the chair and provost. If you are unsure as to what constitutes academic dishonesty, please meet with me or your TA. Information is also available here: <http://library.ucsc.edu/help/howto/citations-and-style-guides>. Principles and procedures concerning academic integrity are available at this link: http://www.ue.ucsc.edu/academic_integrity.

GRADING

Attendance and Participation in Discussion and Activities 20%

Discussion posts: 20%

Short Essay 20% (draft + final)

Leading the discussion: 10%

Seminar Project and Presentation: 30% (first draft + final draft + presentation)

90-100% = A, 95 and above A+

80-89% = B

70-79% = C. If you are taking the course P/NP you need at least a C

60-69 = D

59 and below = F

NOTES ON ATTENDANCE AND COMMUNITY

- (1) Before class, please turn off your cell phone or put it on vibrate.
- (2) I will always start on time. Please be on time—if you arrive late or leave early, please be discrete so you do not disrupt the discussion and activities.
- (3) Please be respectful of each other. And please watch your tone when you ask a question or make a comment.
- (4) You are responsible for the material and announcements you miss.
- (5) I welcome your questions and comments, within reason—monitor your floor time so that you don't dominate the conversation and I can get through the material.
- (6) Please remember that your private conversations are very disruptive to your fellow students and me.
- (7) You can always email me with questions or suggestions—I expect politeness in your emails. I check my email in the mornings and early evenings (6-7pm)—but only do so consistently Monday-Friday. If you email me during the weekend, I will respond the following Monday.
- (8) If you are having trouble with the class, a concept, etc., do not wait until the last minute. I am happy to help you.

SEMINAR PLAN (Which may be revised)

Reading responses for readings assigned for lecture and discussion (20% of final grade, no makeups for missed posts). You will post a 4-5 sentence reflection on the assigned reading AND respond respectfully to a peer's post. **Due in Canvas by 11:59 pm the night before** they are assigned for lecture. Late posts will not be accepted. On-time posts will be graded as 5 = excellent, 3 = good, 1 = fair, and 0 missing/late/did not follow instructions. I will provide examples of commentaries in class and on a handout posted on canvas.

WEEK 1: INTRODUCTION AND OVERVIEW

Monday July 31 *Overview of the course and introduction to personal and social/collective identity development. I will also talk about how to construct a provocative discussion question and commentary.*

Focus: personal and social identities in historical, cultural, societal, and developmental contexts. Think about how historical times, issues of gender, ethnicity/race, and social class contour your lives, and about how your identities support or challenge your daily interactions, relationships, values, and your long-term educational, career, and personal goal. What identities are central to your daily lives? Does the centrality of your identities change in the different contexts of your lives?

<https://youtu.be/ikGVWEvUzNM> **Identity**

https://youtu.be/-tJKGZ_xSZ0 **Are identities given or created?**

<https://youtu.be/D9Ihs241zeg> **The danger of a single story**

Wednesday August 2: Sociocultural and Historical Contexts of Personal and Social Identity Development

By 11:59 pm on Tuesday, August 1, please post a discussion question on each of today's readings and respond to one peer's post.

Reading:

Canvas

Coté, J.E. (2018). The enduring usefulness of Erikson's concept of the identity crisis in the 21st century: An analysis of students' mental health concerns. *Identity, 18*(4), 251-263.

Noguera, P. (2018). In pursuit of our common humanity. In N. Way, A. Ali, C. Gilligan, & P. Noguera (Eds.), *The crisis of connection. Roots, consequences, and solutions* (pp. 151-172). NY: New York University Press.

Vietze, J., Schwartzenhal, Moffit, U., & Civitillo, S. (2022, in press). Beyond 'migrant background': how to select relevant, social justice oriented, and feasible social categories in educational research. *European Journal of Psychology of Education*, <https://doi.org/10.1007/s10212-022-00611-2>

<https://youtu.be/xpGKTIKfS4c> **Tell me about your identity crisis**

<https://youtu.be/8X4CypTaOQs> **Ellis Island: U.S. History of Immigration**

WEEK 2: ERIK ERIKSON AND IDENTITY DEVELOPMENT: MECHANISMS AND CONTEXTS

Monday August 7. Erik Erikson: Identity Development in Adolescence

By 11:59 pm on Sunday August 6 please post a discussion question for each of the readings and respond to a peer.

Please come to class having selected 2-3 articles for which you would be interested in leading the discussion. We will select readings during this class meeting.

Reading:

Canvas:

- Arnett, J. (2011). Freedom is just another word for screwing up your life: Identity Mishaps in Jonathan Franzen's *Freedom*. *Journal of Family Theory and Review*, 312-315.
- Hihara, S., Sugimura, K., & Syed, M. (2018). Forming a negative identity in contemporary society: Shedding light on the most problematic identity resolution. *Identity*, 18(4), 325-333.
- Marcia, J. (2004). Why Erikson? In K. Hoover (Ed.). *Centennial reflections on the legacy of Erik Erikson*. Lanham, MD: Lexington Books.
- Rogers, L. O. (2018). Who am I, who are we? Erikson and a transactional approach to identity research. *Identity*, 18(4), 284-294.

<https://youtu.be/yGKWQ0A6ZDU> **Identity vs. Role Confusion**

<https://youtu.be/oqkzp9C2VvI> **Michelle Gelfand: The secret life of social norms**

Wednesday August 9: *Identity in Social and Cultural Context*

By 11:59 pm on Tuesday August 8 please post a discussion question for each of the readings and respond to a peer

Upload your first draft of the short essay by 11:59pm, Friday, July 1 . Please save your file as a google.doc or MSword document because I can't comment on PDFs

Reading:

Canvas:

Azmitia (2017). Social Identity. In K. Fingerman (Section Editor). *The SAGE encyclopedia of human development*

Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482.

Syed, M., & McLean, K. (in press). Who gets to live the good life? Master narratives, identity, and well-being within a marginalizing society. *Journal of Research in Personality*.

<https://youtu.be/hoCLCAQJ6A> **Identity in the 21st Century: Byrad Yyellan**

WEEK 3: Processes and Contexts of Eriksonian Identity Development

Peer Led Discussions Begin this week if you are leading the discussion you only need to post a commentary for the other readings and you don't have to respond to a peer

Monday August 14. *How do we integrate/intersect our identities?*

By 11:59 Sunday August 13 please post a discussion question for each of the readings and respond to a peer

Reading:

Canvas:

DerSarkissian, A., Cabral, P., Kim, E., & Azmitia, M. (2022). The high, low, and turning points of college: First generation students' identity negotiations and configurations. *Identity*, 22(4), 265-281.

Lind, M., Sharp, C., & Dunlop, W. L. (2022). Why, how, and when to integrate narrative identity within dimensional approaches to personality disorders. *Journal of Personality Disorders*, 36(4),

377-398.

McAdams, D. (2022). "First we invented stories, then they changed us." The evolution of narrative identity. *Evolutionary Studies in Imaginative Culture*, 3(1), 1-18.

<https://youtu.be/uxB3gSnMiNw> Dan McAdams on narrative identity

Wednesday August 16: What are the processes and mechanisms of Eriksonian Identity Development?

By 11:59 Tuesday August 15 please post a discussion question for each of the readings and respond to a peer

Reading:

Canvas:

Booker, J. A., Fivush, R., & Graci, M. E. (2022). Narrative identity informs psychological adjustment: Considering three themes captured across five time points and two event valences. *Journal of Personality*, 90(3), 324-342.

Ward, C., Ng Tseung-Wong, C., Szabo, A., Qumseya, T., & Bhowon, U. (2018). Hybrid and alternating identity styles as strategies for managing multicultural identities. *Journal of Cross-Cultural Psychology*, 49(9), 1402-1439.

<https://youtu.be/GXFqyZUIhbw> Japanese internment camps and identity

Brainstorm ideas for your project in small groups, upload your research question/issue and 4-5 sentences of why you'd like to focus on it for your project.

WEEK 4: SOCIAL AND COLLECTIVE IDENTITY DEVELOPMENT

Monday August 21: *Social and Collective Identities*

By 11:59pm Sunday August 20 please post discussion questions for each of the readings and respond to a peer

Upload your final draft of the short essay by 11:59pm, Tuesday, July August 22 as a google.doc or msword file.

Reading

Canvas:

Manago, A. M., & Pacheco, P. (2019). Globalization and the transition to adulthood in a Maya community in Mexico: Communication technologies, social networks, and views on gender. In *New Directions for Child and Adolescent Development*, 164, 11-25.

Mims, L. C., & Williams, J. L. (2020). "They told me what I was before I could tell them what I was": Black girls' ethnic-racial identity development within multiple worlds. *Journal of Adolescent Research*, 35(6), 754-779.

Sirin, S. R., & Fine, M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. *Applied Development Science*, 11(3), 151-163.

<https://youtu.be/CSpyZor-Byk> How media shapes our social identities

Wednesday August 23: *Gender and Sexual Identity Development*

By 11:59 pm on Wednesday please post a discussion question on each of the readings and respond to a peer

By 11:59pm on Friday July 15 please upload a first draft of your seminar project as a google.doc or msword file

Reading

Canvas

- Campbell, C. K., Hammack, P. L., Gordon, A. R., & Lightfoot, M. A. (2022). "I Was Always Trying to Figure It Out... on My Own Terms": Structural Barriers, the Internet, and Sexual Identity Development among Lesbian, Gay, Bisexual, and Queer People of Different Generations. *Journal of Homosexuality*, 1-23.
- Robnett, R.D., Daniels, E. A., & Leaper, C. (2018). Growing up gendered. Feminist perspectives on development. In J. W. White & C. Travis (Eds.), *APA handbook on the psychology of women: Vol. 1: History, theory, and battlegrounds* (pp. 437-454). Washington, DC: American Psychological Association.
- Way, N., Cressen, J., Bodian, S., Preston, J., Nelson, J., & Hughes, D. (2014). "It might be nice to be a girl... Then you wouldn't have to be emotionless": Boys' resistance to norms of masculinity during adolescence. *Psychology of Men & Masculinity*, 15(3), 241-252

<https://youtu.be/rI6AGsbHMFc> Gloria Anzaldua: Reflections on the Borderlands

<https://youtu.be/RjX-KBPmegg4> Lisa Diamond: How 'born this way' undermines LGBTQ identity

WEEK 5. IDENTITY INTERSECTIONALITIES

Monday August 28: *First round of presentations*

By 11:59 pm on Monday please post a discussion question for each of the readings and respond to a peer

Presentations begin today. I will assign presentations; you can take the initiative to switch with a peer.

- Botha, M., & Gillespie-Lynch, K. (2022). Come as you are: Examining autistic identity development and the neurodiversity movement through an intersectional lens. *Human Development*, 66(2), 93-112.
- Umaña-Taylor, A. (2018). Intervening in cultural development. The case of ethnic-racial identity. *Development and Psychopathology*, 30, 1907-1922. doi:10.1017/S0954579418000974
- Wu., C. S., Pituc, S. T., Kim, A. Y., Lee, R. M. (2019). Foreigner objectification, cultural assets, and psychological adjustment in Asian American college students. *Asian American Journal of Psychology*, 11(1), 14-22.

<https://youtu.be/xpGKTIKfS4c> Tell me about your identity crisis

<https://youtu.be/kHgad01OLZI> Who gets to be an Indian?

Wednesday August 30: *Delinquency, Substance Abuse, Mental Health, and Identity Development. Second round of presentations*

We will finish presentations today

Final draft of your project due by Midnight, Friday, September 2pm as a google.doc or Msword file

Reading:

Canvas:

Drozдова, A. D., Thomas, A. G, Volpert-Esmond, H. I., Steinberg, L., Frick, P.J., & Cauffman, E. E. (In press). Drug homophily in adolescent offenders' close friendship groups. *Journal of Youth and Adolescence*, <https://doi.org/10.1007/s10964-022-01637-x>

Sherretts, N., Bodusek, D., Debowska, A., & Willmot, D. (2017). Comparison of murderers with recidivists and first time incarcerated offenders in U.S. Prisons on psychopathy and identity as a criminal: an exploratory analysis. *Journal of Criminal Justice*, 51, 89-92/