

**Psychology 119M, Summer 2020**  
**Identity Development in Social and Cultural Contexts**

**Instructor:** Margarita Azmitia, Ph.D.  
 Office hours: Tuesday 12:30-1:30 pm and Wednesday 4:30 to 5:30pm through zoom.  
 Zoom links to office hours:  
 Tuesday: <https://ucsc.zoom.us/j/92583602921>  
 Wednesday: <https://ucsc.zoom.us/j/96727990190>  
 Email: [azmitia@ucsc.edu](mailto:azmitia@ucsc.edu)

**Class zoom link—same for M and W**

<https://ucsc.zoom.us/j/91108668107?>

**Password 755249 ucsc requires passwords to avoid zoom bombing**

**Required textbook:** Ferrer-Wreder, L. & Kroger, J. (2020). *Identity in adolescence: The balance between self and other* (fourth edition). Oxford, UK and NY: Routledge.

An e-book version of the book is available through the Bay Tree Bookstore. You can also purchase the hard copy or kindle edition on Amazon and through the publisher.

**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 in the all seminar and small group zoom discussions.**

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, review the literature to identify areas or questions for future research, and write short a research proposal.

(3) **Practice oral presentation and communication of ideas.**

- 3(a): *Leading the discussion of a reading.* You and a partner will help lead the discussion on one of the readings. A week before you lead the discussion, you and your partner 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 and your partner will be in charge of our zoom large-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 email me an answer to one of the discussion questions (*typed, double spaced, no more than 1/2 of a page in 12 pt. font*); this task will help you prepare to contribute and it will help me keep track of your understanding of the material. An easy way to contribute is to read your answer to the discussion project
- 3(b): *Brief presentation of your class project.* During the last meetings of the quarter, you will give a zoom 10- minute presentation of your project to the seminar.

**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 email me their Accommodation Authorization preferably within the first two weeks of the summer session. I will email you to set up an individual zoom meeting to discuss how I can honor your accommodations. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at [drc@ucsc.edu](mailto:drc@ucsc.edu) to coordinate those accommodations.

## WRITING ASSIGNMENTS

All written assignments must emailed to me as file attachments in MSword or google docs before the class meeting in which they are due. As a UCSC student, you have free access to MS word, but you can also use google docs. **Please do not send me PDFs because I can't edit them and provide comments.** Assignments should be typed, double-spaced, and proof-read carefully.

**Discussion questions:** On Sunday and Tuesday by 10 pm you will pose 2 discussion questions and about the reading in your canvas discussion site. I will call on people randomly to read posts. Posts are only accepted by 10 pm on the day before the class meeting in which the reading will be discussed.

**One 2 to 3 page essay, double-spaced, typed essay, due July8.** The goal of these essay is to learn to integrate your ideas with materials from the readings and class discussion. I will post additional instructions on Canvas and discuss them in class. Please write an essay that discusses your current

identity or identities using key life formative experiences to discuss your salient and central personal and social identities. The last paragraph in your essay should focus on your relationship and career goals and include one issue affecting youth in the U.S. or the world that really interests you (and briefly explain why).

**A class project: Identity Development Possibilities: Your choices are:**

- A 5-8 page typed, double-spaced research proposal,
- A 5-8 page literature review that includes your critical evaluation of the literature and the gaps in research you identify,

**You will give a 10-minute presentation of your project during one of the last class meetings.**

Samples of the 2 options for the final project will be posted on Canvas or demonstrated during the seminar.

Email me your typed, double-spaced project proposal (not more than one page) by 10pm on Wednesday July 1. The proposal should be 1-2 paragraphs contain the following information: What is the proposed topic/focus of your project? Why is this identity development topic interesting to you? Why do you want to use this particular project format (research proposal or literature review)? That is, what do you hope to gain and contribute from specializing in this presentation/writing medium during the quarter? If you are doing a research proposal, who are your participants and what data collection method do you anticipate using? **You will not collect data for this proposal.** **For the proposal or literature review,** include 2-3 references in APA style—author, title, and source—that you have found on your topic. These should be academic sources (journals, chapters, books). The purpose of this topic proposal is to get you thinking about your project and give you a sense of whether there is literature on your topic. **DO NOT START YOUR PAPER UNTIL I APPROVE YOUR PROPOSAL.** You can change your topic and type of project but please check with me first.

Email me the first draft of your research proposal or literature review by midnight on Monday July 13. Email me the final draft by midnight, Wednesday July 22. Although you can use readings assigned in the seminar as a starting point, your paper should include 4 to 5 **additional** scholarly references (journal articles, chapters in books or books) you have located. If you find a good scholarly website or print media (magazines, newspaper article), you can use it as one of your references, but the rest of your references should be scholarly articles, chapters, or books.

**PLAGIARISM ALERT**

Plagiarism involves submitting ideas or sentences as your own without proper citation or acknowledgement. Improper citation of others' ideas is a serious offense. If you want to cite material word for word from another source, you must place quotation marks at the beginning and the end of the quoted material, along with author, year, and page number. For more information on plagiarism, go to the following campus website: [http://www.ue.ucsc.edu/academic\\_integrity](http://www.ue.ucsc.edu/academic_integrity)

**Week 1: INTRODUCTION TO THE SEMINAR**

*Focus: Overview of 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 goals.*

**MONDAY, JUNE 22—Overview of the course and introduction to social and personal identity development.**

**Please review this syllabus carefully and bring up questions and concerns during Wednesday's class meeting.**

Reading:

Canvas

Cooper, C. R., Behrens, R., & Trinh, N. (2009). Identity. In R. A. Shweder (Ed.), *The Chicago companion to the child*. (pp. 474-477). Chicago: University of Chicago Press.

CITL How to read an article.

**WEDNESDAY JUNE 24. Identity in sociohistorical context**

**By 10pm on Tuesday please post your two discussion questions on the readings**

Readings:

Textbook: Chapters 1 and 2

Canvas:

Maalouf, A. (2003, selected chapters). *In the name of identity: Violence and the need to belong*. London, UK: Penguin Press.

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.

**WEEK 2: IDENTITY DEVELOPMENT: MECHANISMS AND CONTEXTS**

**MONDAY JUNE 29**

**By 10pm on Tuesday please post your two discussion questions on the readings**

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

Readings:

Textbook: Chapters 3 and 4

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, 3*12-315.

Damon, W. (2008). *The path to purpose. How young people find their calling in life*. NY: Free Press, pp. 1-49

**WEDNESDAY JULY 1. Identity in Sociocultural and Historical Context**

**By 10pm on Tuesday please post your two discussion questions on the readings**

**By 5pm Wednesday July 1 please email me your project proposal**

Readings:

Textbook: Chapters 5 and 6

Canvas:

Syed, M. (2017). Identity integration across cultural transitions: Bridging individual and

societal change. *Journal of Psychology in Africa*, 27(2) 105-114.

### **WEEK 3: IDENTITY DEVELOPMENT PROCESSES; SOCIAL IDENTITIES**

**By 10pm on Tuesday please post your two discussion questions responses on the readings (I will email you the discussion questions proposed by the discussion leaders)**

**MONDAY JULY 6: How did we get to our current identities? How can educational contexts promote identity development?**

**Discussion led by discussion leaders begin today. Please post your answer to one of their discussion questions by 10pm Sunday**

Readings:

Canvas

McLean, K. C., & Pasupathi, M. (2012). Processes of identity development: Where I am and how I got there, *Identity*, 12(1), 8-28

Schachter, E. P., & Rich, Y. (2012). Identity education: A conceptual framework for educational researchers and practitioners. *Educational Psychologist*, 46(4), 222-238.

Rogers, L. O. (2018). Who am I, who are we? Erikson and a transactional approach to identity research. *Identity*, 18(4), 284-294.

**Video: The Devil's Playground**

**WEDNESDAY JULY 8: Collective/Social Identity Development**

**Please post your answer to one of their discussion questions by 10pm Tuesday**

### **Short Essay due today by midnight**

Readings:

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.

Deaux, K. & Perkins, T. S. (2001). The kaleidoscopic self. In C. Sedikides & M. Brewer (Eds.). *Individual self, relational self, and collective self* (pp. 99-113). Philadelphia: Psychology Press.

### **WEEK 4: THE DEVELOPMENT OF SOCIAL IDENTITIES**

**MONDAY JULY 13: Gender and Sexual Identity Development**

**Please post your answer to one of their discussion questions by 10pm Sunday**

### **The draft of your class project is due today by midnight**

Readings:

Canvas

Farkas, T., and Leaper, C. (2016). Chivalry's double-edged sword: How girls' and boys' paternalistic attitudes relate to their possible family and work selves. *Sex Roles, 74* (5-6), 220-230.

Olson, K. R., & Gülgöz, S. (2018). Findings from the TransYouth project: Gender development in transgender children. *Child Development Perspectives*.

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Morgan, E. M., (2012). Contemporary issues in sexual orientation and identity development in emerging adulthood. *Emerging Adulthood, 1*(1), 52-66.

Katz-Wise, S. L. (2015). Sexual fluidity in young adult women and men: Associations with sexual orientation and sexual identity development. *Psychology & Sexuality, 6*(2), 189-208.

**WEDESDAY JULY 15: Ethnic/racial identity development, Intersectionality**

**Please post your answer to one of their discussion questions by 10pm Tuesday**

Reading:

Canvas

Nashina, A., & Witkow, M. R. (2020). Why developmental researchers should care about biracial, multiracial, and multiethnic youth. *Current Directions in Child Development, 14*(1), 21-27.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Peace and Freedom, 53*, 10-12. (I will lead the discussion of this article so it's not a choice)

Qin, D. B. (2009). Being "good" or being "popular". Gender and ethnic identity negotiations of Chinese immigrant adolescents. *Journal of Adolescent Research, 24*(1), 37-66.

Santos, C. E., & Toomey, R. B. (2018). Integrating an intersectionality lens in theory and research in developmental science. In C. E. Santos & R. B. Toomey (Eds.), *Envisioning the Integration of an Intersectional Lens in Developmental Science. New Directions for Child and Adolescent Development, 161*, 7-15.

**Video: Desire**

**Week 5: INTERSECTIONALITY, THE FUTURE OF IDENTITY, PRESENTATIONS**

**MONDAY JULY 20: INTERSECTIONALITY, WHAT'S NEXT IN IDENTITY DEVELOPMENT?**

**Please post your answer to one of their discussion questions by 10pm Sunday**

Readings:

Textbook: Chapters 7, 8

Canvas:

Harris, J. C., & Patton, L. D. (2019). Un/Doing intersectionality through higher education research. *Journal of Higher Education, 90*(3), 447-472

**WEDNESDAY JULY 22: PROJECT PRESENTATIONS**

**The final draft of your project is due by midnight**

