Psychology 119M, Summer 2021
Identity Development in Social and Cultural Contexts
T/Th 1 to 4:30pm
June 22-July 22

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

Instructor: Margarita Azmitia, Ph.D.
Email: azmitia@ucsc.edu
Drop-in Office hour: Thursday noon to 1pm or by appt. We will use the waiting room feature in zoom.

Office Hour zoom:
Join Zoom Meeting
https://ucsc.zoom.us/j/93922791101?pwd=V2RJWTgvK1Y3TG1xd0xQZWtFaVIQdz09
Meeting ID: 939 2279 1101 Passcode: 406652

Seminar T/Th zoom link:
Join Zoom Meeting
https://ucsc.zoom.us/j/96206429433?pwd=SUQ5cmhyOVc3SDZCdXdaZmtROXdGdz09 Meeting ID: 962 0642 9433 Passcode: 710432

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: in addition to the textbook, 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 senior 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, race, ethnicity, social class, sexuality, religion, immigration status, etc. and the emotional significance that we attach to our group memberships. Within both the personal and collective arenas, some identity 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 started 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 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 how others might perceive your contributions during discussions. 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 and can help each other learn and enjoy the seminar.

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 course, you should be able to write a (1) a brief commentary in which you advance a position that is supported by evidence or raises and justifies a direction for future research, (2) evaluate and critique a domain or reading, (3) review the literature to identify areas or questions for future research, and (4) write a research proposal or literature review.

(3) **Practice oral presentation and communication of ideas.** *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 discussion of the reading for 15-20 minutes. Your audience, in turn, is responsible for preparing for the discussion. I will keep notes on their engagement.

**If you are not leading the discussion,** you will post a response to one of the discussion questions submitted by the discussion leaders by 11:59 pm on the previous day AND respond to one of your peer’s posts. This 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 during the discussion. On the day that you are leading the discussion, you do not have to post comments or questions for the other readings, you will automatically get credit.

I will download the responses on canvas and send them to discussion leaders before our seminar meeting.

**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 week of 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 to coordinate those accommodations.

Covid 19 and virtual learning have been challenging. Please let me know if you are experiencing challenges; 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

WRITING ASSIGNMENTS: Please upload all writing using MSword. I cannot edit PDFs and Canvas will not accept google docs (it does, but then doesn’t grant me access, even if you grant me access).

Discussion posts: On Monday and Wednesday by 1159 pm you will pose a short commentary (3-4 sentences) for each reading on our canvas discussion site. I will call on people randomly to read posts. Posts are only accepted by 11:59 pm on the day before the class meeting in which the readings will be discussed.

One 2-to-3-page essay, double-spaced, typed essay, due July by 11:59pm Friday July 9. 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. I will also post sample essays. 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:

- An 8-10-page typed, double-spaced research proposal,
- An 8-10-page literature review that includes your critical evaluation of the literature and the gaps in research you identify,

Upload your double-spaced project proposal (not more than one page) by 11:59 pm Thursday, 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.
Upload into Canvas the first draft of your research proposal or literature review by 11:59pm on Monday July 12. Upload the final draft by 11:59pm, Friday July 23. 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

GRADING
Attendance and participation: 20%
Discussion posts: 20%
Short Essay 20% (draft + final)
Leading the discussion: 10%
Seminar Project: 30% (draft + final)

90-100% = 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

The only opportunity for extra credit is to give a 10-minute presentation of your project on July 22, our last seminar meeting.

WEEK 1: INTRODUCTION AND OVERVIEW
Tuesday, June 22 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 goals.
Thursday June 24: Sociocultural and Historical Contexts of Personal and Social Identity Development; how to read a scholarly article

By 11:59 pm on Wednesday please post a discussion question on each of Thursday’s 6/24 readings

Reading:
Canvas
CITL How to read an article.

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

Tuesday June 29. Erik Erikson: Identity Development in Adolescence

By 11:59 pm on Monday please post a discussion question for each of 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.

Reading:
Textbook: Chapters 1 and 2
Canvas:

Thursday July 1 Identity in Social and Cultural Context

By 11:59 pm on Wednesday please post a discussion question for each of the readings

Reading:
Textbook: Chapters 3 and 4
Canvas:

WEEK 3: Processes and Contexts of Eriksonian Identity Development

Peer Led Discussions Begin this week
Tuesday July 6.  *How do we integrate/intersect our identities?*

*By 11:59 Monday please post a discussion question for each of the readings*

**Reading:**
Textbook: Chapters 5 and 6
Canvas:

Thursday July 8:  *What are the processes and mechanisms of Eriksonian Identity Development?*

*By 11:59 Wednesday please post a discussion question for each of the readings*

**Reading:**
Canvas:

**WEEK 4: SOCIAL AND COLLECTIVE IDENTITY DEVELOPMENT**

Tuesday July 13:  *Social and Collective Identities*

*By 11:59pm Monday please post discussion questions for each of the readings.*

**Reading**
Canvas:
Thursday July 15: Gender and Sexual Identity Development
By 11:59 pm on Wednesday please post a discussion question on each of the readings

Reading Canvas


WEEK 5. ETHNICITY/RACE AND IDENTITY INTERSECTIONALITIES

Tuesday July 20: Ethnic/Racial Identity Development
By 11:59 pm on Monday please post a discussion question for each of the readings

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)


By 11:59 pm on Wednesday please post a discussion question for each of the readings

Thursday July 22: Wrap-up: Intersectionality and future directions
Final draft of your project due by Midnight, Friday July 23
Reading:
Textbook: Chapters 7, 8
Canvas:

Extra Credit Presentations