The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: J Herb College of Education

Department*: Educational Psychology, Research and S

2. Contact Person*: Revathy Kumar Phone: 530-2481 (xxx - xxxx) Email: revathy.kumar@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: EDP - 6160

4. Proposed title*: Self and Identity

Proposed effective term*: 201540 (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? ○ Yes ○ No

Approval of other academic unit (signature and title)

Is the course offered at more than one level? ○ Yes ○ No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: 3

Variable: to

7. Delivery Mode:

a. Activity Type*

Primary* Seminar --SelectType-- --SelectType--

b. Minimum Credit Hours *

3

c. Weekly Contact Hours *

3

7. Delivery Mode:

a. Activity Type *

Primary* Seminar --SelectType-- --SelectType--

b. Minimum Credit Hours *

3

c. Weekly Contact Hours *

3

8. Terms offered: ✔ Fall □ Spring □ Summer

9. Are students permitted to register for more than one section during a term? ○ No ○ Yes

May the courses be repeated for credit? ○ No ○ Yes

Maximum Hours

○ Satisfactory/Unsatisfactory (A-C, less than C)
○ Grade Only (A-F, WP/WF, PR, I)
○ Audit Only
○ No Grade

11. Prerequisites (must be taken before): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

C or higher in EDP 5110 or EDP 5120 or EDP 5220 or EDP 5230 or C or higher in PSY 4500 or PSY 4700

○ PIN (Permission From Instructor) ○ PDP (Permission From Department)

Co-requisites (must be taken together):

12. Catalog Description* (75 words Maximum)

The Self and Identity course examines the content, structure, organization of self, self-processes, both implicit and explicit, involving cognition, evaluation, motivation, and emotional dimensions of the development of selfhood. The course also examines the meaning of personal and interpersonal identities including cultural, ethnic, and gender identity and the role of context in shaping these multiple identities. The implications of the readings for educators

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click here for the Center’s template.

Addional Attachment 1: Browse...

Addional Attachment 2: Browse...

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14. Comments/Notes:
This course is offered to Masters and Ph.D. students. Students at the 6000 and 8000 level are required to complete all assigned readings every week.

Distinguishing EDP 6160 from EDP8160:
1. Doctoral students are required to present an empirical article in a topic or area of research interest. Masters students will not be required to do so.
2. The requirements for final project/assignment for EDP 8160 and EDP 6160 are clearly distinguished in the syllabus.

15. Rationale:
This course is of interest to students in the Educational Foundation and Leadership department and of relevance to students in the departments of Psychology, Sociology, Women’s and Gender Studies, Health Education, Counselor Education, Higher Education, and Curriculum and Instruction.

This course was offered as a special seminar upon request from several students in the Department of Educational Foundations and Leadership in spring 2012.

Course Approval:

Department Curriculum Authority: per email  Date: 2015/09/24

Department Chairperson: Edward Janak  Date: 2015/09/30

College Curriculum Authority or Chair: Renée Martin  Date: 2015/10/13

College Dean: Richard Welsch  Date: 2015/10/13

Graduate Council: Constance Schall (app Jan 26, 2016)  Date: 2016/02/08

Dean of Graduate Studies: Patricia R. Komuniecki  Date: 2016/02/19

Office of the Provost: marcia king-blandford  Date: 2016/04/15

Submit
Administrative Use Only

Effective Date: 2016/08/24
CIP Code: 13.0607
Subsidy Taxonomy: masters
Program Code: masters
Instructional Level: 

Registrar's Office Use Only

Processed in Banner on: 2016/04/18
Processed in Banner by: Tasha Woodson
Banner Subject Code: EDP
Banner Course Number: 6160
Banner Term Code: 201640
Banner Course Title: Self and Identity
Self and Identity
The University of Toledo
(Educational Psychology and/HCOE)
(EDP 6160/8160:001)

Instructor: Revathy Kumar
Email: revathy.kumar@utoledo.edu
Office Hours: M & W: 2 pm to 4 pm, 6:45 to 7:15
Office Location: GH5000G
Office Phone: 419-530-2481

Term: Alternate Spring semesters
Class Location: GF5050
Class Day/Time: W 4:15 pm to 6:45 pm
Credit Hours: 3

COURSE/CATALOG DESCRIPTION
The Self and Identity course examines the content, structure, organization of self, self-processes, both implicit and explicit, involving cognition, evaluation, motivation, and emotional dimensions of the development of selfhood. The course also examines the meaning of personal and interpersonal identities including cultural, ethnic, and gender identity and the role of context in shaping these multiple identities.

COURSE DESCRIPTION
Who am I? How do I feel and think about myself? Is agency important for defining the self? How do my various group memberships define who I am? What is the story of my life? The answers that people give to these kinds of questions, the factors that shape their answers over time and across contexts and situations are the issues at the heart of this course on self and identity. We will adopt a cross-disciplinary perspective (developmental, social, educational, cultural and cross-cultural psychology to the study of self and identity) to the study of self and identity. The course will require students to apply the scientific concepts to the analysis of socially important issues, current events, literature, and personal experiences. Specific topics include development of self-concept and selfhood; self-processes such as self-presentation and self-verification; role of cognition, emotion, and motivation in understanding the self; personal and collective identities; stigmatized selves and prejudice; and the connections between self/identity and education.

This course is of interest to students in the Educational Foundation and Leadership department and of relevance to students in the departments of Psychology, Sociology, Women's and Gender Studies, Health Education, Counselor Education, Higher Education, and Curriculum and Instruction.

STUDENT LEARNING OUTCOMES
- SLO 1: Gain an understanding of the central concepts and theories in defining self and identity. Under section
- SLO 2: Develop a deep awareness of one’s own values, identity, and worldviews, and a new perspective on the views of others.
- SLO 3: Examine the merits and demerits of different methodologies in studying psychological self/identity processes.
- SLO 4: Develop expertise in a specific domain of personal interest related to self and identity that will be documented in a scholarly paper.
- SLO 5: Improve scholarly writing skills.
- SLO 6: Develop and improve critical thinking.

TEACHING STRATEGIES
The course will be conducted as a seminar. I (along with the week’s facilitators) will introduce the topic at the beginning of each meeting. While I may sometimes lecture on some specific topics, the majority of time will be devoted to discussion. All seminar participants will be heavily involved in the discussions. You will be expected to make each session stimulating by keeping up with the readings, organizing your thoughts before each session, and participating actively in class discussions. The success of any seminar depends on students’ active and thoughtful participation in class discussions.
PREREQUISITES AND COREQUISITES (REQUIRED)

C or higher in EDP 5110 or EDP 5120 or EDP 5220 or EDP 5230 or C or higher in PSY 4500 or PSY 4700

Academic Accommodations
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

ACADEMIC POLICIES AND EXPECTATIONS

- **Cell phones**: If for any reason you do need to have your cell phone on, it should be in the vibrate mode so as not to disturb the class.

- **Attendance, Absences, and Tardiness**
  I expect all of you to read all the assigned readings before coming to class. You must be prepared and willing to discuss course materials in class. I expect all students to participate and discuss in a thoughtful manner and scholarly manner. I value most those discussions in which YOU are doing most of the talking. Interacting with each other and with the course material, I believe, is more important than interacting with me (at least during class time). My evaluation will not be based solely on how much you say, but on the degree to which your contributions indicate that you have read and thought about the material and its applications to the educational and other relevant settings. Attendance (except occasionally, in the face of extenuating circumstances) is expected.

- **Policies on Late Work**: In order to receive credit for the class you must complete all requirements. Incompletes are given only rarely and usually only in the case of severe health problems. In general, late submissions are not accepted.

REQUIRED TEXTS AND COURSE READINGS

Readings include a balance of review papers, conceptual/theoretical papers (to give you a broad overview of the current knowledge base, issues, constructs, and research traditions characterizing a particular field of study), and empirical reports (to give you a sense of how a prototypical investigation in a particular area of study is actually conducted and written up). In addition, some reading assignments may include a number of companion papers (i.e., article, commentaries on article, “reply to” commentaries) that reflect current controversies in the field.


Weekly readings will also include empirical research articles to give you a sense of how investigation in a particular area of study is actually conducted and written up. These readings are available on-line and posted on the course web site.

General Approach to the Readings

Approach the readings in an active, systematic, and deliberate way (skipping occasional paragraphs is often acceptable). Read to understand, not to memorize. After you complete a reading, you should be able to summarize the main thesis of the article and evaluate the research evidence presented by the authors in support of that thesis (or the cogency of a theoretical framework/perspective).

For purposes of summarization, ask yourself the following:

- What is the issue of most concern to the author?
- Why does the author think this issue is important?
- What are the conceptual/theoretical underpinnings (framework) of the author’s work? That is, what theoretical assumptions guide the questions posed and the interpretation and integration of findings?
• What are the main findings of the study, or in the case of a non-empirical paper, what are the main points made by the author and what is the most critical evidence presented by the author in support of these points?
For purposes of evaluation, ask yourself the following:
• What are the strengths and weaknesses of the author’s work (e.g., its theoretical or empirical contribution, the credibility/tenability of the assumptions, appropriateness of the research design, measures, and sample selection criteria relative to the question under investigation, the soundness of the interpretation of the data)?
• How would you improve on the author’s work?
• What questions provoked by the authors’ work merit further study?
• What research designs or methods would be most fruitful in addressing these questions in future investigation?

*Assessment of Learning: Identification of methods used to assess student learning in the course

Weekly Blackboard Reflections (SLO 1, SLO 2, SLO 5, SLO6)

Over the course of the semester, you will be expected post your comments about the readings on-line (using Blackboard). Blackboard is intended to be a place where ongoing discussion and commentary can take place among all course participants. The goal of this assignment is to provide you with an opportunity (and an incentive) to think critically and reflectively on the materials you read. Your comments will also serve as a base from which we can start our class discussions each week. As such, it is expected that you will read any previous postings from your classmates and are encouraged to respond to your classmates’ points.

When thinking about what to write, keep in mind the guiding questions described above in the “General approach to Readings” section. While you may also use Blackboard to post questions about any difficult or new vocabulary that you do not understand, I encourage you to use this forum primarily to elaborate on ideas presented in the week’s readings. In other words, try to go beyond a mere summary of the main points.

I typically consider a good posting to include a discussion of new points that have not been referred to in the reading, but is relevant for critically evaluating the quality of the reading. This can be, for example, an abstract discussion point that relates the significance of a week’s reading to the issues already addressed in previous readings. You may find contradicting statements when you compare the readings, or subsequent readings may shed new light on why something we have discussed in previous sessions is even more important and relevant, although the authors did not make this reference. Alternatively, you may even find important flaws in how the authors of one paper tested their hypotheses (and keep in mind: every paper can be criticized!). For example, authors often interpret their findings according to a particular theoretical framework. However, in most cases, alternative interpretations are often possible.

Starting from week 2 you will:

1. Raise two thought-provoking questions that you would like answered based on the week’s readings.
2. Answer the two questions you have raised (the reflections on each question does not have to be very elaborate (1 to 2 pages/ question will suffice).
3. These reflection answers and the questions for clarification (unresolved question under item 3) will be posted in two locations on the web.
   a. The first as a weekly assignment submitted as an assignment on blackboard
   b. The second on the weekly blackboard discussion space as a threaded discussion that all of us can read.
   These should be posted by Monday midnight before each class.
4. You will respond to at least one of your classmates’ postings by Tuesday midnight before each class.
There are 13 opportunities for you to post these weekly reflections. You are required to post weekly reflections at least 10 times over the course of the semester.

The title for all submissions should have the following format “Firstname_lastname_Wk1_Refl.” The Refl will help you keep track of the number of reflections you have submitted. Therefore, if week 3 is your first submission, then the title should read “Firstname_lastname_Wk3_Refl.”

**Participation (SLO 1, SLO 2, SLO 3)**

Class participation and short presentations on the readings play a critical role in your success in the course. High quality participation involves knowing when to speak and when to listen or allow others to speak. Take the time to think about how your comments will be received; comments that are vague, repetitive, unrelated to the current topic, or without sufficient foundation are distracting and do not move forward the discussion. Those that are insensitive to other students in the class or are framed as personal attacks are unacceptable under any circumstances.

Below are the criteria for assessment:

- **Strong Contributor:** Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights as well as direction for the class. Challenges are well substantiated and are persuasively presented in a respectful manner. If the strong contributor person were not a member of the class, the quality of discussion would be diminished considerably.

- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If the adequate contributor were not a member of the class, the quality of discussion would be somewhat diminished.

- **Non-Participant:** The non-participant says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and are often tangential and off track. Comments are insensitive to other students in the class. If this person were not a member of the class, valuable time would be saved and the comfort level of the class would be elevated.

**Discussions Facilitation (SLO 1, SLO 2, SLO 3)**

Each Student will have the opportunity to lead class discussions at least twice during the semester. Please note that I do NOT expect you to do any outside research for their presentations. Rather, I expect you to help guide the discussion with pertinent discussion questions (either originated by the team or collated from Blackboard postings), and help provide the opening overview and agenda for the given day. I will also be available (via e-mail or face-to-face) to assist teams as needed. I would like to reiterate that I do not expect extravagant presentations for the purposes of this assignment, although the occasional film clip, debate, etc. would be acceptable if it is you desire to include such activities in the presentation. The use of overheads or power point is encouraged.

**Presentation of Empirical Article (SLO 4, SLO 3, SLO 6)**

Once during the semester, when you (doctoral student) are facilitating the discussion you will present an article that fits in with the topic of the week. This will make it easier for you to weave your topic into the classroom discussion. The purpose of this assignment is twofold. First, it allows you to familiarize yourself and your classmates with relevant studies on the topics related to development of selfhood, self-processes, implicit and explicit self-
concept, individual and collective identity development. Second, and perhaps more importantly, it gives you an opportunity to bring in studies more related to your own areas of interest.

In terms of acceptable articles to present, there are some constraints:
1. The article should be an empirical and not a review article.
2. If you choose a conceptual piece it should be something that has not already been covered in class. (In case you have any doubts, you can always run it by me in advance).
3. Must significantly extend or question the issues covered during the week
4. The article must have been published within the last 3 years.

The presentation should focus on the following questions:
1. What are the theoretical assumptions guide the study?
2. What are the key findings?
3. In what ways does this article significantly extend and/or call into question the research and theories we have read that week or the weeks before?
4. What are some of the strengths and weaknesses of the article?
5. Is the methodology appropriate for addressing the specific research questions/hypotheses?
6. What critical studies must be conducted to resolve the issues above? How would you design such a study?

**Self-selected Assignments for EDP 8160 (SLO 3, SLO 4, SLO 5, SLO 6)**

To accommodate individualized goals, you may select from the following THREE options. Please let me know by the third week of class which option you will be selecting.

**Final Project.**

A. You may select to turn in **ONE** final paper, which will serve to demonstrate your mastery of topics and issues related to the study of self and identity (approximately 15 to 20 pages long). For the purposes of this assignment, you may extend ideas discussed in class and in the readings. Although you should use multiple resources, you must rely primarily on recent journal articles for your references for this project. The final paper is due **Week 16**. A detailed outline (including a preliminary list of references and possible interview questions if you opt to do the life-history analysis) of your paper is due on **Week 11**. Although not required (but highly recommended), if you choose to turn in a draft of your paper for feedback, it must be turned in by **Week 14**. Please be aware that my expectations for what constitutes a final paper are quite high. A simple summary of the research without any critical analysis is insufficient for the purposes of this class. Please come see me ASAP if you are having difficulties with this assignment.

There are a number of possible formats for this final paper. They include:
- **Research proposal.** A proposal for a research project or for a dissertation proposal on some topic in self and identity development.
- **Empirical research report.** A write-up of an empirical study that uses quantitative or qualitative methods on some topic related to self and identity development that would be in a format suitable for submission to a journal or for presentation at a national conference (i.e., AERA, APA, SRCD), where you are the first author.
- **Life history analysis or developmental analysis**. Individual life histories are extremely helpful in understanding the ways in which cultural values and norms influence individual development across the life span. Ask a volunteer to discuss their life experiences with you. Your questions should provide you with an understanding of their beliefs about themselves, ways in which their contexts of development, their cultural norms and values, their prior life experiences have influenced and shaped their beliefs, including identity beliefs, evaluation, motivations, and emotions about themselves. Write a summary paper incorporating an analysis of the interview within the framework of the readings and class-discussions.
- **Book Analysis:** In-depth analysis of the self and identity processes of an individual based on a book documenting his/her biography or autobiography.
• **Other.** Other ideas are welcome, although I ask that you meet with me early in the term about your paper idea (i.e., before you turn in your outline).

OR

**B. Reaction Papers**

For those of you whose are less concerned about developing an interest in one specific topic, you may choose to turn in **THREE** shorter reaction papers over the course of the semester. Like the final paper, these reaction papers also serve to demonstrate your mastery of topics and issues, however on a much shorter scale (approximate length 4 to 5 pages). You may choose to turn in these reaction papers on any given week (except the weeks for which there is no class), provided that the topic you are writing your reaction paper has been covered the week prior. For example, you may turn in a reaction paper on conceptual issues the week of September 2nd. However, a reaction paper on conceptual issues will not be accepted after that week. You will not be expected to do outside research for these papers. There are three general types of reaction papers. You must select to do **at least two of the following three formats.**

- **Theoretical analysis/synthesis:** Develop a theoretical or conceptual model (i.e., mental representation) of a particular topic (e.g., implicit and explicit self-concept) based on an analysis of the readings from the course. This can involve a critical analysis of what is lacking in an extant theory, a synthesis of two or more models or theoretical frameworks, or the development of a general integrative model

- **Research design:** Develop a “short” proposal for a study that you think would be interesting and important to do on this related to this course. The proposal would not have to include a large literature review, but would include a statement of research questions and the actual methodology to be used in the proposed study.

- **Applications for practice or classroom/school teaching implication:** Discussion of how you would apply some of the concepts to the improvement of classroom practice or clinical practice (depending on your background).

**Assignments for EDP 6160 (SLO 3, SLO 4, SLO 5, SLO 6)**

You can select any ONE of the following options.

- A book review is a critical evaluative account of a book. You are required to provide a brief summary (1 to 2 pages) of the content and a critical analysis of the book (8 to 10 pages). This analysis is different from the usual book reviews in that it is an analysis based on your knowledge of the cultural underpinnings of all our thoughts and actions.
  You can select any book (run it by me first) autobiography or biography – of the famous (Mark Twain, Nelson Mandela, Steve Jobs etc.) and not so famous OR novel (stories situated within specific historical and cultural contexts in the U.S and elsewhere e.g., A Thousand Splendid Suns or Namesake). Critically analyze the cultural nature of the values, practices, worldview, relationships, emotions and motivations displayed by the characters. Discuss with reasons and explanations whether you consider the author as the writer has an “insider” (emic)1 or “outsider” (etic) perspective. Discuss also, whether you as a reviewer experienced and critiqued the book from an emic or etic perspective or both perspectives.

- **Life history analysis or developmental analysis.** Individual life histories are extremely helpful in understanding the ways in which cultural values and norms influence individual development across the life span. Ask a volunteer to discuss their life experiences with you. Your questions should provide you with an understanding of their beliefs about themselves, ways in which their contexts of development, their cultural norms and values, their prior life

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1 Emic knowledge and interpretations are those existing within a culture, that are 'determined by local custom, meaning, and belief' (Ager and Loughry, 2004: n.p.) and best described by a 'native' of the culture. Etic knowledge refers to generalizations about human behavior that are considered universally true, and commonly links cultural practices to factors of interest to the researcher, such as economic or ecological conditions, that cultural insiders may not consider very relevant (Morris et al., 1999).
experiences have influenced and shaped their beliefs, including identity beliefs, evaluation, motivations, and emotions about themselves. Write a summary paper incorporating an analysis of the interview within the framework of the readings and class-discussions.

- Other. Other ideas are welcome, although I ask that you meet with me early in the term about your paper idea (i.e., before you turn in your outline).

_The book review should be approximately 12 pages (12 size font and no more than 1" margins)._
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<td>Week 2</td>
<td><strong>ORGANIZATION OF SELF CONCEPT</strong></td>
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<td>The dynamic self-concept: A social psychological perspective.</td>
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<td>Week 3</td>
<td><strong>IMPLICIT AND EXPLICIT SELF CONCEPT</strong></td>
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<td>1. Self-Awareness</td>
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<td>Week 4</td>
<td><strong>MULTIPlicitY OF SELVES &amp; DIALOGICAL SELF</strong></td>
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<td>3. The Effects of Multiple Identities on Psychological Well-Being.</td>
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<td>Week 5</td>
<td><strong>DEVELOPMENT OF SELFHOOD</strong></td>
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<td>2. Cultural Models of Self</td>
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<td>Week 6</td>
<td><strong>THE MOTIVATED SELF CONCEPT</strong></td>
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<td>1. A Theory of Social Comparison Processes</td>
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<td>2. Dissonance processes as self-affirmation</td>
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<td>3. An update on cognitive dissonance theory, with a focus on the self</td>
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<td>4. Self-Verification</td>
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Week 7
THE REFLECTED SELF: CREATING YOURSELF AS (YOU THINK) OTHERS SEE YOU.

1. Reflected Appraisals
2. The digital self: Through the looking glass
3. Self-Fulfilling Prophecies and Self-Verification

Week 8
SELF ESTEEM, SELF PROTECTION, PRESENTATION

1. The dark side of high self-esteem.
2. "Self-esteem as an interpersonal monitor: The sociometer hypothesis"

Week 9

Week 10
SELF, COGNITION, AND EMOTION

2. Self and Emotion
3. Hypegoic mind sets

Week 11
PERSONAL IDENTITY and IDENTITY THEORY

1. Identity in Adolescence. Handbook of Adolescent Psychology.
2. Toward a Process Model of Identity Formation
3. A New Identity for Identity Research
4. The past, present, and future of identity theory.

Week 12
THE COLLECTIVE IDENTITY

1. The need to belong:
2. The social psychology of identity
4. Social identity and the psychology of groups.

Week 13
SOCIAL IDENTITY AND CONTEXT

1. Negotiating social identity when contexts change
2. Immigrant identity in the United States
3. In between cultures: Developing self-identity in a world of diversity
4. The Dynamic Nature of Cultural Identity Throughout Cultural Transitions

Week 14
MAJORITY MINORITY IDENTITY POLITICS and ACCULTURATION

1. Immigrant Youth: Acculturation, Identity, and Adaptation
2. Critical history of the acculturation psychology
3. Segmented assimilation
4. Power and Status Differentials in Minority and Majority Group Relations.

Week 15

CONTENDING WITH DEVALUATION

1. Contrasting Theoretical Approaches to Intergroup Relations
2. Identity as a Moderator of Daily Exposure and Reactivity to Racial Discrimination
3. Does social identification harm or serve as a buffer? The impact of social identification on anger after experiencing social discrimination
4. How stereotypes shape intellectual identity and performance
5. The Social Psychology of Stigma

Week 16

STUDENT PRESENTATIONS