

## Identity Formation

- Erikson's Seven Issues of Identity
  - Identity vs. Role Confusion
    - Temporal perspective vs. time confusion (internal clock to achieve goals, have kids, integrating past self with future self etc.)
    - Self-certainty vs. self-consciousness (self-confidence)
    - Role experimentation vs. role fixation (try different roles or stay committed to one path)
    - Apprenticeship vs. work paralysis (try different jobs)
    - Sexual polarization vs. bisexual confusion (Erikson criticized for encouraging traditional gender roles for a healthy identity i.e. feminine women not androgenous individuals)
      - Gender and sexual identity are still emphasized and important in this stage but researchers are okay with non-traditional
    - Leadership and followership vs. authority confusion.
    - Ideological commitment vs. confusion of values
- Marcia (1966) Identity Status
  - **Identity diffused:** have not experienced a crisis period nor have they made any commitment
    - Low on exploration, low on commitment – haven't started thinking about identity
  - **Foreclosure:** have not experienced a crisis, but they have made commitments to occupations and ideologies
    - Low on exploration, high on commitment; take on other people's identities (parents political/religious standings)
  - **Moratorium:** a period or delay granted to someone who is not yet ready to make a decision or assume an obligation
    - High in exploration, low on commitment – trying on different roles, thinking about their values, but not making any commitment to 1 identity
  - **Identity achieved:** have experienced a psychological moratorium and have resolved their identity crisis
    - Explored and made a commitment
      - Strong gender, vocational, moral identity
- Critique of Marcia
  - His 4 identity statuses do not capture the entirety of the identity concept as envisioned by Erikson
  - Focuses too much on the crisis/commitment aspect of identity and not on other aspects like self-confidence
  - Fails to address the sense of personal continuity
  - Fails to adequately capture the integration of different parts of the self or the sense of unity
  - Identity statuses do not always develop in an exact sequence.
- Identity as a Process
  - **Identity control system:** consists of two interpersonal and three intrapersonal components
  - **Interpersonal components:**
    - one's social behavior
    - the interpersonal feedback it gets from others
  - **Intrapersonal factors:**
    - self-concept
    - one's identity standards (or beliefs about how one should behave)
    - a comparator that assesses the similarity between the two
      - Comparator compares actual self from ideal self

## Ethnic Identity

- Important for ethnic minority adolescence because they often hear negative things about their ethnicity and need to be able to form a positive identity of themselves and their group
- Acculturation: the process of adjusting to the intersection of two cultures
  - 4 possible ways
    - Separation: exclusive focus on the cultural values and practices of their own culture
    - Assimilation: chooses to identify solely with the culture of the dominant society and to relinquish all ties to his or her ethnic heritage
    - Integration: strong identification and involvement (with both) - most positive outcomes
    - Marginality: absence or loss of one's culture of origin and the lack of involvement with the dominant society (neither - least adaptive - can't rely on strengths of either culture)
- Phinney and Devich-Navarro
  - Blended biculturalism: finds commonalities between his or her ethnic culture and the mainstream society
  - Alternating biculturalism: someone who moves back and forth between the two cultures (sometimes feel more of one ethnicity or the other)
  - Fusion: merges both cultures into a new, coherent whole
    - Chicano - not Mexican or American - they are a fusion of both
    - Separate from Mexican and American identity
- Developing an Ethnic Identity
  - Changes from childhood into adulthood
  - Very young children are ethnically unaware ( do not notice differences)
  - Second stage children are ethnically ambivalent (see differences but don't think they impact their relationships)
  - During adolescence, ethnic emergence develops (think more about ethnicity, recognize societal implications of belonging to a particular group and they understand they cannot change their ethnic origin.)
    - Often begin to social with like peers
  - When individuals realize they are a product of 2 cultures, they incorporate their ethnic identities to create a more bicultural identity.

#### Moral Development: Theoretical Perspectives

- Piaget and Children's Moral Development
  - Two types of studies:
    - The need for rules when playing games: could these rules be changed?
    - Make moral judgments about the characters in a story
  - Concluded that there is:
    - A morality constraint - unquestionably obey rules
    - A morality of cooperation - as they mature they realize rules can be changed if all or most agree
- Piaget Moral Reasoning Judgments
  - First judgment is based solely on the consequences of wrongdoing (objective judgments)
  - Later judgments that take into account intention or motive (subjective judgments)
  - So if someone accidentally breaks a few cups and someone else purposely breaks one cup, a younger child would still think the individual who broke multiple cups is more in the wrong because they are looking at how many cups are broken

- More mature children will consider motivation, and see the child who intentionally broke one cup is more at fault, because they did it on purpose.
- Piaget
  - Expanded on his thoughts by suggesting that children move from a stage of moral realism to one of moral relativism
    - **Moral realism:** is received morality in which you do what authority figures tell you to do. Piaget termed this **immanent justice**.
      - Children strictly adhere to rules, don't understand the reason for the rules, just that they shouldn't break them
    - **Moral relativism**, conversely, is both independent and cooperative. It is independent in the sense that you believe that you own your own moral beliefs. It is cooperative in that it is based on decisions made with others.
      - Result of cognitive development
  - Focused on children up to age 12
- Kohlberg's Level of Moral Development (3 levels)
  - Old man needs meds for his dying wife...should he steal the medication or not?
  - Level 1: Preconventional moral reasoning
    - Stage 1: punishment orientation
      - Focus on the punishment for their action – go to jail for stealing
    - Stage 2: instrumental hedonism orientation
      - How great his wife would treat him if he saved her life
  - Level 2: Conventional moral reasoning
    - Stage 3: good girl good boy orientation
      - What others think of them – how angry his family might be if he didn't do everything possible to save his wife
    - Stage 4: law and order orientation
      - What others in general think – how the community would think of him if he stole or the break-down of family if he lets her die
  - Level 3: postconventional moral reasoning
    - Stage 5: social contract orientation
      - Recognize rules are created as social contract to protect people; understanding becomes more complex: stealing is against the law but a human life is more important
    - Stage 6: universal principled orientation
      - Internalized sophisticated moral understanding
      - Few people reach this level
- Relation between Kohlberg's stages and thinking ability (agreed that it depends on cognitive development)
  - A high level of cognitive development was necessary for high level of moral reasoning
  - Advanced reasoning skills were necessary but not sufficient to ensure sophisticated moral reasoning
  - Linked to epistemological development
    - Involves understanding of truth
    - Early stages: absolute truth
    - Later: can make decisions based on probability
  - Meta-cognition also related to moral development
    - Can think about morality

#### Influences on Moral Development

- Factors that influence prosocial and moral behaviors
  - Pubertal status
    - Post-pubertal adolescents might act pro-socially or anti-socially