

***Note: this is a guide it is not intended to be an exhaustive list of exam topics. Make sure to read all assigned chapters and view all videos/lectures.**

Chapter 6 (pages 149-171)

- Dimensions of the self
 - o Basic self-concept
 - Adolescents view of his or her personality and perceptions of his or her abilities in his status and roles in the outer world
 - o Transitory self-concepts
 - These ideas of self are influenced by the mood of the moment or by a recent or continuing experience
 - a recent low grade on an exam may leave a person with a feeling of being stupid
 - o Social selves
 - The selves he or she thinks others see which influences how they see themselves
 - If someone thinks that others view them as boring and socially unaccepted than they will view themselves that way
 - o Ideal self
 - The kind of person an adolescent would like to be
 - can be too realistic, too high or too low
- Possible selves
 - o hoped-for selves
 - o expected selves
 - o feared selves
- What contributes to a positive self-concept?
 - o To have a positive self-concept, there must be a correspondence between their self-concept and their self-ideals
 - o Significant others
 - Their opinions occupy a high level of importance
 - o Parents
 - Greater intimacy with parents is linked to a higher self-concept
 - o Socioeconomic Status
 - Low SES have lower self esteem than those with a higher SES
 - Effects of SES seem to increase with age
 - They don't view themselves harshly because they are poor however they are doing poorly because of their economic status
 - o Race and Ethnicity
 - In 1950's, African Americans have lower self esteem than Caucasian children; however after the civil rights movement African Americans have the highest self-concept
 - o Gender
 - Girls have a lower self esteem than boys

- Generally due to body image and athletic ability
- Disabilities
 - Individuals with physical disabilities have negative body image hence have a harder time developing positive self images
- Stress
 - In teens, as stress increases, self-esteem goes down
- Erikson's view on identity development
 - o How does identity develop? What contributes to a strong identity?
 - Identity is formed by making choices regarding things like political philosophies, and religious practices; making choices by exploring alternatives and committing to roles. As one moves through life if these values and beliefs are no longer appropriate, one can engage in a task of identity redefinition and refinement.
 - Temporal perspective vs time confusion –learning to allocate ones time- doesn't develop until 15 or 16
 - Self-Certainty vs self consciousness- developing self confidence based on past experiences so that a person believes in himself or herself and believes that there is a reasonable chance of accomplishing future aims
 - Role experimentation vs role fixation- experimenting with different roles they can play in society
 - Apprenticeship vs work paralysis- exploring occupations before deciding on a vocation
 - Sexual Polarization vs bisexual confusion- defining what it means to be male or female. Erikson believed it was important to identify with one sex (he was criticized for this).
 - Leadership and followership versus authority confusion- learning how to be a leader and who to follow, deciding who to pledge allegiances to.
 - Ideological commitment vs confusion of values- ones ideology should guide many aspects of one's behavior- individuals need something to believe in and follow
 - o Marcia's identity statuses: diffused, foreclosure, moratorium, achieved
 - Marcia believed that one must undergo crisis and commitment to attain a mature identity- he identified four basic identity statuses
 - Identity diffused- people who are identity diffused have not experienced a crisis nor have committed to a religion, political philosophy, sex role or personal standards
 - o Most immature identity phase
 - o Ex. "Where do you wanna live when you grow up?" "Idk I haven't thought about it "

- Foreclosure- subjects have not experienced a crisis but they have made commitments to occupations, ideologies that are not a result of their own searching
 - Ex. Kids taking parents political views without doing research
- Moratorium- period of delay prior to making any decisions
 - Exploring options before making a decision
 - People who have a tendency to procrastinate
 - People who haven't picked a major- generally unhappy with college experience
- Identity Achieved- experienced a psychological moratorium, have resolved a crisis and have come to conclusions and decisions on their own
 - Usually not achieved by college graduation
- Identity as a process: identity control system
 - o Erikson and Marcias approaches both view identity as an outcome- not a process; however Burke viewed identity as a process
 - Burke envisions an identity control system- that consists of two interpersonal and three intrapersonal components
 - Interpersonal components are ones social behavior and the interpersonal feedback one gets from others
 - Intrapersonal components are about one's self-concept
 - o Identity standards (beliefs about how one should behave) and a comparator that assesses the similarity between the two
- Three styles of identity searching
- Four patterns of acculturation:
 - o Separation- A Cuban teenager solely focuses on his Cuban culture
 - o Assimilation- Cuban teenager focuses on United States main stream culture
 - o Integration- He strongly identifies with both cultures
 - o Marginality- Absence of identification
 - Lack of involvement with either culture
- Phinney and Devich- Navarro
 - o blended biculturalism- finds commonalities between his or her ethnic culture and the mainstream society
 - o alternating biculturalism- goes back and fourth between two cultures
 - identifies with with American culture and school and Cuban culture at home
 - o fusion- merges both cultures into a coherent whole (chicanos)
- Gender identity
 - o gender schema theory- a revised cognitive-developmental approach to gender that emphasizes the effects of labeling, attention and interest in gender beleifes
 - 1. Realizes he or she is a boy or girl
 - 2. Things are boy things and girl things
 - 3. Children begin to perform gender appropriate actions