

***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

- Dimensions of the self
 - basic self-concept
 - adolescents view of his or her personality and 'perceptions on their ability, status and roles in the outer world.
 - transitory self-concepts
 - these ideas of self are *influenced by the mood of the moment or by a recent or continuing experience.*
 - social selves
 - the selves they think others see. This influences how the individual sees him/herself. *Their perceptions of others' feelings color their views about themselves.*
 - ideal self
 - this is the *kind of person the adolescent wants to be.* Too high ideal self = impedes accomplishment. Too low = lead to frustration and self-depreciation. *A realistic ideal self leads to self-acceptance, mental health and the attainment of realistic goals.*
- Possible selves
 - hoped-for selves
 - people we wish to become
 - expected selves
 - people we think we will likely become
 - feared selves
 - the people we dread to become.
- ****What contributes to a positive self-concept?**
 - Having successes, being recognized, being athletic, feeling attractive, having authoritative parents, setting high vocational aspirations and being close to one's parents.
- Erikson's view on identity development
 - How does identity develop? What contributes to a strong identity?
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 - Marcia's identity statuses: diffused, foreclosure, moratorium, achieved
 - Identity diffused: have not experienced a crisis period nor have they made any commitment
 - Foreclosure: have not yet experienced crisis, but have made commitments to occupations/ideals
 - Moratorium: period of delay granted to someone not yet ready to make a decision
 - Identity achieved: have experienced a psychological moratorium, have resolved their identity crisis
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- ****Identity as a process: identity control system**
 - Consists of two interpersonal components and three intrapersonal components
 - Interpersonal components:

- one's social behavior
- Interpersonal feedback from others
- Intrapersonal components
 - Self-concept
 - This is affected by how individuals behave and get feedback on their behavior.
 - One's identity standards [or beliefs about how one SHOULD behave]
 - Comparator
 - Assesses the similarity between the two.
 - Matches one's self-perceptions against the standards of who they want to be.
 - If there's a discrepancy then one's behavior, standards or self-concept must be modified to increase consistency.
- Three styles of identity searching
 - Informative → common in moratorium and identity-achieved adolescents. This is where they seek out diagnostic information and modify their plans/behaviors to match it.
 - Normative → resistant to change and block out discrepant information. Common in foreclosed adolescents.
 - Avoidant → common in diffused individuals. Put off making decisions, evade feedback and make superficial and short-lived changes if they do.
- Four patterns of acculturation: separation, assimilation, integration, marginality
 - Separation → exclusive focus on the cultural values and practices of the ethnic group and little/no interaction with the dominant group.
 - Assimilation → opposite of separation. When a member chooses to identify solely with the culture of the dominant society and relinquish all ties with their ethnic heritage.
 - Integration → strong identification and involvement with both the dominant and traditional culture.
 - Marginality → absence or loss of one's culture of origin and lack of involvement with the dominant society.
 - blended biculturalism, alternating biculturalism, fusion
 - blended biculturalism → finds commonalities between ethnic culture and mainstream society and usually acts in ways congruent of both.
 - Alternating biculturalism → moves back and forth between cultures, sometimes acting in a way the ethnic culture proscribes and otherways in which mainstream culture proscribes.
 - Fusion → truly merging both cultures into a new, coherent one.
- Gender identity
 - gender schema theory
 - multistep developmental process.
 - 1. Children learn that they are boys or girls.
 - 2. Children recognize people, behaviors and things are labeled for boys or girls.

- 3. They pay more attention and learn more about gender appropriate things.
- 4. They prefer more gender-appropriate actions and will perform them more frequently than gender-inappropriate ones.
- o social learning theory
 - suggests a child learns gender the same way they learn any other behavior. Through a combination of reward, punishment, direct instruction and modeling.
- o androgyny – gender role transcendence
 - belief that when an individual's competence is at issue, it should not be conceptualized on the basis of masculinity, femininity or androgyny. It should be on a personal basis.
- o gender intensification hypothesis
 - the teenager becomes more gendered, he or she begins to act in a more gender-stereotypical way and to hold more stereotypical beliefs. This is *stronger in girls than boys*.

Chapter 7

- Kohlberg's levels of moral development
 - o levels and stages/orientations
 - Level I: Preconventional Moral Reasoning
 - Characterized by selfishness. Motivated by self-interest.
 - Stage 1 → punishment orientation
 - o People act so to avoid negative consequences.
 - o They obey because they fear getting in trouble if they don't
 - Stage 2 → instrumental hedonism orientation
 - o People are motivated by the thought of payback and future gain.
 - o Do favors with the expectation that favors will be returned.
 - o Obey because there is more gain than harm in doing so.
 - Level II: Conventional Moral Reasoning
 - Act in ways to gain other's approval. They do what others think is right.
 - Stage 3 → good-girl/good-boy orientation
 - o The "others" are family, friends, teachers, coworkers and other people important to the individual.
 - Stage 4 → law and order orientation
 - o Have a broader more abstract conception of the term "others"
 - o Concerned with what members of society at large will say about their conduct, not just with how their circle of acquaintances will respond.
 - o Motivated to follow rules and obey laws because that is what others have said is correct and moral.
 - Level III: Postconventional Moral Reasoning
 - Occurs when people don't necessarily do what is 'best' for themselves or what others think they should do, but do what they believe is right and just.
 - Stage 5 → Social contract orientation