

***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
 - o The self is that part of an individual's personality of which he or she is aware
 - o Basic self-concept- is a conscious cognitive perception and assessment by an individual of himself or herself; it's one's thoughts and opinions about oneself.
 - o Transitory self-concepts this means that a person has a "self-concept" that at some point he, holding it, but at other times he let go. "Self-concept" may be fun but also not fun. His condition is very situational, highly influenced by the atmosphere and the feeling (emotion), or past experience
 - o self-esteem- refers to how one feels about oneself
 - o social selves- This species evolved on the basis of how individuals trust others who perceive themselves, either through words or actions
 - o ideal self is the kind of person an adolescent would like to be
- All people have 6 different selves: the person they think they are, the person others think they are, the person they think others think they are, the person they think they will become, and the person they think others want them to become.
- Possible selves
 - o hoped-for selves the people we hope to be in the future
 - o expected selves the people we think we will likely be in the future
 - o feared selves the people we are afraid of becoming in the future
- What contributes to a positive self-concept?
 - A positive self-perception, or high self-esteem is a desired outcome of the human development process.
 - Several factors contribute to a positive self-concept:
 - o Significant others- they are influential and their opinions are meaningful
 - o Parents- quality of family relationships during adolescence is associated with their levels of self-esteem
 - o Socioeconomic status- low SES students have a lower self-esteem and the effects of SES appear to be stronger with increasing age
- African American Children have lower self-esteem than Caucasians. African American children's self-esteem is enhanced if they have a positive ethnic identity
- Stress and self-esteem are negatively correlated in teens
- Globally girls' self-esteem is somewhat lower than boys. Female adolescents have higher behavioral conduct and moral-ethical self-esteem while boys had higher levels of personal self-esteem
- Erikson's view on identity development (one's life story)
 - o How does identity develop? –one of making choices by exploring alternatives and committing to roles

- o What contributes to a strong identity?- when you have a self-acceptance and a stable self-definition and a commitment to a vocation, religion, and political ideology
- o Marcia's identity statuses:
 - Diffused-teens who haven't experienced a crisis and explored meaningful alternatives or made commitments,
 - Foreclosure- establishing an identity without search and exploration
 - moratorium- involved in crisis, who continue to search for identity and have not made commitments
 - achieved-have undergone a crisis in their search for an identity and have made commitments
- Identity as a process: - identity is not stable but is instead an ongoing process of self-reflection and change as one moves through life identity control system
- Three styles of identity searching:
 - o informational style seek out diagnostic information and modify their plans and behaviors
 - o Normative style- resistant to change and block out discrepant information
 - o Avoidant style- put off making decisions and evade feedback
- identity control system- construct that describes process of developing an identity
- identity standards- one's beliefs about how one should believe
- Comparator- component of the identity control system that compares one's self-concept with one's identity standards
- Four patterns of acculturation: separation, assimilation, integration, marginality
 - o blended biculturalism, alternating biculturalism, fusion
- biological sex is genetically and hormonally determined and refers to a person's anatomical attributes, while gender entails all of the cultural associations and expectations that o along with one's biological sex
- Gender identity
 - o Gender roles- the behaviors that are supposedly characteristic of men and women
 - o gender schema theory- revised cognitive developmental approach to gender that emphasizes the effects of labeling, attention, and interest in developing gender beliefs
 - o social learning theory- is the view that people learn by observing others
 - o androgyny – gender role transcendence, sex-types, male or female in one
 - o Being androgynous has more benefits for females than males because masculine traits are valued more highly than feminine traits.
 - o gender intensification hypothesis- the proposal that adolescents feel more pressure than children to behave in gender-stereotypical ways

Chapter 6 Mini-Lecture: Identity Development

- Erikson's Seven Issues of Identity (each stage involves a conflict that must be resolved in a positive manner)

- o During adolescence individuals are working on identity vs. role confusion
- o Identity Development is centered on 7 specific aspects of self
 1. Temporal perspective vs. time confusion- Individuals must gain an accurate sense of time. They must understand how this relates to their own social clock meaning how long will it take them to achieve their goals, when should they marry, or when should they have children. This also includes integrating your past self with your future self, so that you have a sense of continuity.
 2. Self-certainty vs. self-consciousness- feeling positive about oneself
 3. Role experimentation vs. role fixation- experiment with different roles rather than becoming fixated on a certain path
 4. Apprenticeship vs. work paralysis- vocational identity is important specific they should explore different career paths and be confident in their goals
 5. Sexual polarization vs. bisexual- thought that females and males should have ascribed roles vs. bisexual confusion focused on feminine masculine pole. (many disagreed with him but thought that gender roles were important)
 6. Leadership and followership vs. authority confusion- who to follow and when to follow them
 7. Ideological commitment vs. confusion of values- Major part is developing your morals values and commitments
- Marcia (1966) Identity Status (4 identities status based on levels of exploration and commitment)
 1. Identity Diffusion- have not experienced a crisis period nor have they made any commitment. They basically haven't started thinking on their identity (immature status)
 2. Foreclosure: have not experienced a crisis, but made commitment to occupations and ideologies (ex.) as kids we go along with models in our lives' views in like religion and politics but don't really explore and study the things for ourselves)
 3. Moratorium- a period of delay granted to someone who is not yet ready to make a decision or assume an obligation. High in exploration low in commitment. They are in the process of exploring their identity
 4. Identity achieved: have experienced a psychological moratorium, have resolved their identity crises (mature status)

	Low Commitment	High Commitment
Low exploration	Identity Diffusion	foreclosure
High exploration	Moratorium	Identity achieved

- Critique of Marcia
 - o Doesn't address the whole identity process as Erikson's: His four identity status do not capture the entirety of the identity concept as envisioned by Erikson
 - o Focuses too much on the crisis/commitment aspect of identity
 - o Doesn't address the sense of personal continuity; breaks up the identity process in somewhat disconnected stages