

Last updated: [October 13th, 2007]

**SELF AND IDENTITY IN A POSTMODERN WORLD
AN/PS 340**

DESCRIPTION:

This course interrogates identity and self in the postmodern era of globalization and neo-liberalism. In a world in which economic, political, cultural and human frontiers are increasingly being torn down, the parameters that have traditionally circumscribed self development are becoming less and less clear. This course will examine how global telecommunication, worldwide migrations, evolving values, and an ever changing and expanding marketplace of goods, services, and ideas impact self and identity. What was once distant, strange and incomprehensible can be instantly accessed, whereas what as once firmly established tradition is increasingly becoming distant, strange, and incomprehensible. The parameters which have previously defined our self and identity, of what is expected, good, normal, and valued, are no longer clearly and unambiguously given, such that the self is increasingly saturated and hybridized. Contemporary Spanish identity in the context of nationalism, immigration, and commerce will be examined as a means of elaborating upon the complexity of self and identity development. The experience of studying abroad will provide further insights into the impact of cultural and geographical change on self and identity.

PREREQUISITE:

NONE

LANGUAGE OF PRESENTATION:

ENGLISH

PROFESSOR:

A. QURESHI, PHD

STUDENT OUTCOMES:

By the end of the course, the students will be able to:

- apply the concepts of postmodernism and globalization to experiences of daily living;
- describe the self and identity in a sociocultural context;
- analyze how worldwide migration, technological advances and exposure to multiple value systems can impact self and identity;
- compare and contrast American and Spanish identity;
- analyze the impact of studying abroad on self and identity.

LEARNING MEANS:

Field studies: These are classes on site in which the student have the opportunity to see and hear how postmodernism and globalization are played out in real life.

Lectures: Lectures provide the students with an opportunity to gain an overview of the course content and to clarify issues.

Class discussion: The aim of class discussions is facilitate the students' ability to apply the theoretical material to lived experience. They also offer the student the opportunity to argue their views and hear the perspective of other students on selected topics.

Article presentation: Each student will present at least one reading during the course. This further allows the student the opportunity to actively engage with theoretical material with the objective to apply it to specific, concrete situations.

Reader: The reader is compiled of a selection of key academic readings, chosen with the aim of providing a general understanding of the subject matter.

Reading guides: These are provided, where appropriate, to aid the student in focussing on the most relevant information.

Student presentations: Students will present their research questions and initial explorations concerning their term paper. Presentations provide the student presenting with the opportunity to

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develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach.

Critical incident journals: Students will keep “critical incident journals” in which they describe and analyse key experiences relevant to the course material. The objective of the journal is to actively explore the lived aspects of identity and self in the context of changing cultures.

METHOD OF ASSESSMENT:

Midterm exam 15%
Final exam 20%
Term paper 25%
Class participation (includes reading discussion) 10%
Class presentation 5%
Interview paper 15%
Critical incident journal 10%

Exams: There will be two exams, a mid term exam and a final exam. It is impossible to change the date or time of either exam.

Papers: Students are required to turn in two papers, one academic paper and one study abroad interview paper.

Academic paper: Students apply relevant concepts and theories to identity and self, drawing from the interviews carried out. The paper can examine some aspect of self and identity and study abroad, a comparative analysis of Spanish and American identity, or a topic relevant to the course approved by the instructor. This forms the basis of their academic paper. APA reference style should be utilized (see <http://www.wooster.edu/psychology/apa-crib.html> or <http://apastyle.apa.org/>)

Interview paper: Students will develop a semi-structured interview which they will carry out with a fellow student concerning the experience of studying abroad and its impact on self and identity or with a Spaniard concerning their identity. They will summarize these findings and provide a brief analysis.

The academic paper should be 9-10 pages in length, typed, doubled-spaced, font 12. The interview paper should be 7-8 pages, typed, double-spaced, font 12. Both papers should be submitted both electronically (via e-mail) and in paper format to the professor in class. Due dates will be discussed in class early in the semester. Once set, they are non-negotiable. Late submissions entail severe grade penalties.

Participation: Active participation throughout the course is expected of each student. Students are expected to come to class prepared to discuss the assigned reading, contribute to class discussion, be well prepared to answer questions.

COURSE CONTENT

| | | |
|-----------|---------------|--|
| SESSION 1 | Jan. 22, 2008 | <p>Class content: Introduction: Self and identity development, globalisation and postmodernism</p> <p>Required readings: None</p> |
| SESSION 2 | Jan. 24, 2008 | <p>Class content: An introduction to the self</p> <p>Required readings: McAdams, D. (1996). Personality, modernity and the storied self: A framework for studying persons. <i>Psychological Inquiry</i>, 7(4) 295-321</p> |
| SESSION 3 | Jan. 29, 2008 | <p>Class content: The self and development</p> <p>Required readings Arnett, J.J. Emerging adulthood: Understanding the new way of coming of age. In J.J. Arnett & J.L. Tanner (eds.) <i>Emerging Adults in America: Coming of Age in the 21st Century</i>. Washington DC: APA Press (pp. 3-19). Sebor, J. (2006). Y Me. <i>Customer Relationship Management</i> November, 24-27</p> |
| SESSION 4 | Jan. 31, 2008 | <p>Class content: Globalization and the self</p> <p>Required readings: Kellner, D. Globalization and the Postmodern Turn (available online at http://www.gseis.ucla.edu/courses/ed253a/dk/GLOBPM.htm) Bauman, Z. (2005). The individual under seige (15-38)</p> |
| SESSION 5 | Feb. 5, 2008 | <p>Class content: Critical perspectives on the Western self (I): The lost self</p> <p>Required readings: Cushman, P. (1990). Why the Self Is Empty: Toward a Historically Situated Psychology. <i>The American psychologist</i>, 45(5), 599-611.</p> |
| SESSION 6 | Feb. 7, 2008 | <p>Class content: Critical perspectives on the Western self (II): Eurocentrism</p> <p>Required readings: Landrine, H. (1992). Clinical implications of cultural differences. The referential versus the indexical self. <i>Clinical Psychology Review</i>, 12, 401-415</p> |
| SESSION 7 | Feb. 12, 2008 | <p>Class content: Critical perspectives on the Western self (III): Gender</p> <p>Required reading: Philips, D.A. Masculinity, male development, gender, and identity: Modern and postmodern meanings. <i>Issues in Mental Health Nursing</i>, 27:403-423</p> |
| SESSION 8 | Feb. 14, 2008 | <p>Class content:</p> |

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| | | <p>An alternative perspective on the self: The dialogical self</p> <p>Readings: Hermans, H. (2003). The construction and reconstruction of a Dialogical Self. <i>Journal of Constructivist Psychology</i> 16(2), 89-130 (for class: 189-109).</p> |
| SESSION 9 | Feb. 19, 2008 | Midterm review |
| SESSION 10 | Feb. 21, 2008 | <p>Class content: Midterm exam</p> <p>Required readings: None</p> |
| SESSION 11 | Feb. 26, 2008 | <p>Class content: Culture and the postcolonial self</p> <p>Required readings: Bhatia, S., & Ram, A. (2004). Culture, Hybridity, and the Dialogical Self: Cases From the South Asian Diaspora. <i>Mind, Culture, and Activity</i> 11(3), 224-240.</p> |
| SESSION 12 | Feb. 28, 2008 | <p>Class content: Race and identity</p> <p>Required readings: Thompson, C. & Carter, R. (1997). An overview and elaboration of Helms' racial identity development theory. In C.E. Thompson and R.T. Carter, (Eds.). <i>Racial Identity Theory: Applications to Individual, Group, and Organizational Interventions</i>: 15-32. Mahwah, NJ: Lawrence Erlbaum Pp. 15-32</p> <p>Jensen, R. "White privilege shapes the U.S.," Baltimore Sun, July 19, 1998, p.C-1. Also distributed on the LA Times/Washington Post wire and used in papers around the country. "More thoughts on why system of white privilege is wrong." Baltimore Sun, July 4, 1999, p. C-1.</p> |
| SESSION 13 | Mar. 4, 2008 | <p>Class content: Catalan identity. Field study: Omnium Catalunya</p> <p>Required readings: Moreno, L., Arriba, A., & Serrano, A. (1997). <i>Multiple identities in decentralized Spain: The case of Catalonia</i> (No. Working Paper 97-06): Instituto de Estudios Sociales Avanzados (CSIC)</p> |
| SESSION 14 | Mar. 6, 2008 | <p>Class content: Catalan identity: Guest Speaker-Expert on Spanish identity in Catalunya</p> <p>Required readings:</p> |
| SESSION 15 | Mar. 11, 2008 | <p>Class content: Class Presentations</p> <p>Required readings: None</p> |
| SESSION 16 | Mar. 13, 2008 | <p>Class content: Class presentations</p> <p>Required readings: None</p> |

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| | SPRING BREAK | |
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| SESSION 17 | Mar. 25, 2008 | <p>Class content: Marketing identity Field Study Bau School of Design</p> <p>Required readings: Bovone, L. (2006) Urban style cultures and urban cultural production in Milan: Postmodern identity and the transformation of fashion, <i>Poetics</i> 34 (2006) 370–382.</p> |
| SESSION 18 | Mar. 27, 2008 | <p>Class content: Embodied self</p> <p>Required readings: Blum, V. (2005). Becoming the other woman: The psychic drama of cosmetic surgery. <i>Frontiers</i>, 26 (2). 104-131</p> |
| SESSION 19 | Apr. 1, 2008 | <p>Class content: Gendered self</p> <p>Required readings: Jagger, E. (2001). Marketing Molly and Melville: Dating in a Postmodern, Consumer Society, <i>Sociology</i> Vol. 35, No. 1, pp. 39–57.</p> <p>Broido, Ellen M. Constructing identity: The nature and meaning of lesbian, gay, and bisexual identities. <i>Perez, Ruperto M (Ed); DeBord, Kurt A (Ed); Bieschke, Kathleen J (Ed). (2000). Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients. (pp. 13-33). Washington, DC, US: American Psychological Association</i></p> |
| SESSION 20 | Apr. 3, 2008 | <p>Class content: Field study: Barcelona, a globalised city-Visit to La Mina-Diagonal Mar Dislocated self: Selves and cyberspace</p> <p>Required readings: Zhao, S. (2005). The Digital Self: Through the looking glass of telecopresent others. <i>Symbolic Interaction</i> 28(3), 387-405.</p> |
| SESSION 21 | Apr. 8, 2008 | <p>Class content: Self and technology: The saturated self</p> <p>Required readings: Gergen, K. J. (2000). The self in the age of information. <i>The Washington Quarterly</i>, 23(1), 201-214</p> |
| SESSION 22 | Apr. 10, 2008 | <p>Class content: Power and self</p> <p>Required readings: Rose, N. (1989). Obligated to be free. In <i>Governing the soul: The shaping of the private self</i>. London: Free Association Books. (pp. 217-232)</p> |
| SESSION 23 | Apr. 15, 2008 | <p>Class content: Study abroad and self</p> <p>Required readings: Dolby, N. (2004). Encountering an American Self: Study Abroad and National Identity. <i>Comparative Education Review</i>, 48(2), 150-174.</p> |

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| SESSION 24 | Apr. 17, 2008 | Class content: Review Required readings: None |
| FINAL EXAM* | Apr. 22, 2008 | Final Exam |

LIST OF SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS

| SESSION | DATE | ACTIVITY | DESCRIPTION |
|---------|---------------|---------------|------------------------------------|
| 13 | Mar. 4, 2008 | Field study | Omnium Catalunya |
| 14 | Mar. 6, 2008 | Guest speaker | Expert on Spanish/Catalan identity |
| 17 | Mar. 25, 2008 | Field study | Visit to Bau School of Design |
| 20 | Apr. 3, 2008 | Field study | Visit to La Mina-Diagonal Mar |

REQUIRED READINGS

Arnett, J.J. Emerging adulthood: Understanding the new way of coming of age. In J.J. Arnett & J.L. Tanner (eds.) *Emerging Adults in America: Coming of Age in the 21st Century*. Washington DC: APA Press (pp. 3-19).

Bauman, Z (2005). The individual under seige. In *Liquid Life* (pp. 15-38). Cambridge: Polity Press.

Bhatia, S., & Ram, A. (2004). Culture, hybridity, and the Dialogical Self: Cases from the South Asian diaspora. *Mind, Culture, and Activity* 11(3), 224-240.

Blum, V. (2005). Becoming the other woman: The psychic drama of cosmetic surgery. *Frontiers*, 26 (2). 104-131

Bovone, L. (2006). Urban style cultures and urban cultural production in Milan: Postmodern identity and the transformation of fashion. *Poetics*, 34(6), 370-382.

Broido, Ellen M. Constructing identity: The nature and meaning of lesbian, gay, and bisexual identities. *Perez, Ruperto M (Ed); DeBord, Kurt A (Ed); Bieschke, Kathleen J (Ed). (2000). Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients. (pp. 13-33). Washington, DC, US: American Psychological Association*

Cushman, P. (1990). Why the self is empty: Toward a historically situated psychology. *The American Psychologist*, 45(5), 599-611.

Dolby, N. (2004). Encountering an American self: Study abroad and national identity. *Comparative Education Review*, 48(2), 150-174.

Gergen, K. J. (2000). The self in the age of information. *The Washington Quarterly*, 23(1), 201-214.

Hermans, H. (2003). The construction and reconstruction of a Dialogical Self. *Journal of Constructivist Psychology* 16(2), 89-130 (for class: 189-109).

Jagger, E. (2001). Marketing Molly and Melville: Dating in a postmodern, consumer society. *Sociology* 35(1), 39-57

Jensen, R. (1998, July 19). White privilege shapes the US. *Baltimore Sun*, pp. C1, (available online <http://uts.cc.utexas.edu/%7Erjensen/freelance/whiteprivilege.htm>).

Jensen, R. (1999). More thoughts on why the system of white privilege is wrong. *Baltimore Sun*, p. C1 (available online <http://uts.cc.utexas.edu/%7Erjensen/freelance/whitefolo.htm>).

Kellner, D. (1998). Globalization and the postmodern turn In R. Axtmann (Ed.), *Globalization and Europe* (pp. 23-42 (available online <http://www.gseis.ucla.edu/courses/ed253a/dk/GLOBPM.htm>)). London: Cassells.

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- Landrine, H. (1992). Clinical implications of cultural differences. The referential versus the indexical self. *Clinical Psychology Review, 12*, 401-415
- McAdams, D. (1996). Personality, modernity and the storied self: A framework for studying persons. *Psychological Inquiry, 7*(4) 295-321
- Moreno, L., Arriba, A., & Serrano, A. (1997). *Multiple identities in decentralized Spain: The case of Catalonia* (No. Working Paper 97-06): Instituto de Estudios Sociales Avanzados (CSIC)
- Philips, D.A. Masculinity, male development, gender, and identity: Modern and postmodern meanings. *Issues in Mental Health Nursing, 27*:403-423
- Rose, N. (1989). Obligated to be free. In *Governing the soul: The shaping of the private self* (pp. 217-233). London: Free Association Books.
- Sebor, J. (2006). Y Me. *Customer Relationship Management* November, 24-27
- Thompson, C.E. & Carter, R.T. (1997). An overview and elaboration of Helms' racial identity development theory. In C.E. Thompson and R.T. Carter, (Eds.). *Racial Identity Theory: Applications to Individual, Group, and Organizational Interventions*: 15-32. Mahwah, NJ: Lawrence Erlbaum
- Zhao, S. (2005). The Digital Self: Through the looking glass of telecopresent others. *Symbolic Interaction 28*(3), 387-405.

RECOMMENDED READINGS

- Barcinski, M., & Kalia, V. (2005). Extending the boundaries of the Dialogical Self: Speaking from within the feminist perspective. *Culture & Psychology, 11*(1), 101-109.
- Bauman, Z. (2001). Identity in the globalising world *Social Anthropology 9, 9*(2), 121-129
- Carlson, D. (2001). Gay, queer, and cyborg: the performance of identity in a transglobal age. *Discourse 22*(3), 297-309.
- Chidester, P., Campbell, S., & Bell, J. (2006). Black is blak: Bamboozled and the crisis of a postmodern racial identity. *Howard Journal of Communication 17*(4), 287-306
- Gergen, K. (1991). *The saturated self, Dilemmas of identity in contemporary life*. New York: Basic Books.
- Malson, H. (1999). Women under erasure: Anorexic bodies in postmodern context. *Journal of Community & Applied Social Psychology, 9*(2), 137-153.
- McAdams, D. P. (1997). The case for unity in the (post)modern self: A modest proposal. In R. Ashmore & L. Jussim (Eds.), *Self and identity: Fundamental issues* (pp. 46-78). New York: Oxford University Press.
- Phoenix, A. (1997). "I'm white! So what?" The construction of whiteness for young Londoners. In M. Fine, L. C. Powell & L. M. Wong (Eds.), *Off white: Readings on society, race, and culture*. New York: Routledge.
- Polkinghorne, D. E. (1988). Self-narrative; Narrative and self. In *Narrative knowing and the human sciences*; (pp. for class: 105-117; 146-157). Albany: State University of New York Press.
- Qing, D (2004). Toward a critical feminist perspective of culture and self *Feminism & Psychology, (14)*2, 297-312
- Rattansi, A., & Phoenix, A. (2005). Rethinking youth identities: Modernist and postmodernist frameworks. *Identity 5*(2), 97-123.
- Schrag, C. (1999). *The self after postmodernity*. New Haven: Yale University Press
- Tappan, M. B. (2005). Domination, subordination and the Dialogical Self: Identity development and the politics of ideological becoming. *Culture & Psychology, 11*(1), 47-75.
- Wolputte, S. V. (2004). Hang on to your self: Of bodies, embodiment, and selves. *Annual Review of Anthropology, 33*, 251-269.

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