

AN/PS 340 SELF AND IDENTITY IN A POST-MODERN WORLD

IES Abroad Barcelona

DESCRIPTION:

Being a “self” in this postmodern, neoliberalized world, as an emerging adult, while studying abroad presents an array of challenges for the development of identity. This course interrogates identity and self in the postmodern era of globalization and neo-liberalism. As we are increasingly globalized and connected, the traditional anchors of self and identity are losing their hold. This course explores some aspects of self and identity focused in particular on the study abroad experience of emerging adults. To start with, we will attempt to explore alternative models to the traditional Cartesian self, in particular examining the notion of the “empty self” that is filled with marketed notions of selfhood, and in the process contemplate whether the self is indeed a unitary, continuous, and coherent entity, or, indeed, is multiple, discontinuous, and contradictory. Using a relational approach to selfhood, we will then explore different facets and contexts in which the self emerges, such as gender, race, social networking, spirituality, altered states of consciousness, and sexuality. We will explore what it means to be authentic on the one hand, and, on the other, what sorts of traps society and we ourselves erect that lead us down paths of self-deception. The study abroad experience will provide the focal point by which to analyze the different theoretical and conceptual positions explored. Students will be expected to synthesize the different perspectives in an analysis of their lived experience.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- **Experiential activities:** Students will be required to reflect on and write about a range of experiential activities germane to study abroad in a postmodern and digitalized age.
- **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 to 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 presents 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 focusing on the most relevant information.
- **Group presentations:** Movies such as Terminator, American History X and Matrix will be used as a case study to explore key issues discussed in class. Students will work in groups and present their findings in class presentations.
- **Critical incident journals:** Students keep “critical incident journals” in which they describe and analyze 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.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm exam -25%
- Self and identity paper -35%
 - First part -15%
 - Second part -20%
- Class participation -10%
- Class presentation -5%
- Movie presentation -15%
- Journals -10%

Class presentation:

Students, either individually or in pairs, will present one of the class topics. The presentation will be 10-15 minutes long, and will in effect “bring to life” the material covered in that day’s class. They will also be required to create a glossary on Moodle of relevant terms and concepts.

Movie presentation:

The movie presentation will consist of an analysis of a movie to be determined done in groups. Each group will be assigned topics from the course which will then be developed in the presentations.

Self-reflection (academic) paper in two parts.

Part one (15%; 1500 words, 12pt double spaced) is an overview of the student’s self, in the context of studying abroad, applying the key concepts from the first half of the class, and identifying key challenges and goals to be developed in the second part.

Part two (25%; 2500 words, 12p, double spaced) will be a completion of the paper, responding to the challenges and goals, drawing from all relevant class material, particularly from the second half. Included in the second part will be a “Comfort zone assignment” in which the student will choose an activity outside of class of at least 4 hours which requires interaction and engagement with non-study abroad students, which will be proposed early in the semester.

Further guidelines for the paper and all other assignments are available on Moodle.

Midterm exam:

The mid-term will consist of a case-analysis of a movie (to be determined) as well as short answers from the course material.

Journals:

Each journal should be around 250 words. The journals provide students with a private and relatively informal space in which to reflect on the issues we are discussing in class. Note that “issues we are discussing in class” is operative. Although they are indeed fascinating, this is not a travel journal or “my thoughts about being here in Spain”. You will be graded on your degree of engagement with the issues at hand. This is not an “academic” journal, I will be quite happy if you simply write a free-flow of your reflections on the issues at hand. What did you think about the reading? How did you feel during the discussion in class? What was that about? What does it make you think about or remind you of? Does it apply to your life, your experience? And so on. Again, it is not just “I think x or y” nor a rehash of what the most recent article says but rather an engagement with the issues we are addressing. You will note that you receive 10% of the grade for the journals, so although they need not be *academic* they do need to be engaged, on topic, and demonstrate both thoughtfulness but also awareness of the material.

LEARNING OUTCOMES:

By the end of the course 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 the impact of social media and digital connectedness on the self and experience.
- analyze the notion of a “real” or “authentic” self in the context of the class readings and their own experience;

- analyze how worldwide migration, technological advances and exposure to multiple value systems can impact self and identity;
- be aware of the play of bias and “cultural filters” in the interpretation of the self
- explore the relationship between experience, consciousness, and the self
- analyze the impact of studying abroad on self and identity.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Required Reading
Session 1	Introduction and overview	
Session 2	Identity in the postmodern age (23 pages)	<ul style="list-style-type: none"> • Bauman, Z. (2005). The individual under siege In <i>Liquid Life</i> (pp. 15-38). Cambridge: Polity Press. • Castellani, B. and Fowler, T. (2021). The very model of a postmodern pandemic: Why technology is the other virus changing all our lives. <i>Sociology and Complexity Science Blog</i>, 6 August 2021. https://sacswebsite.blogspot.com/2021/08/the-very-model-of-postmodern-pandemic.html
Session 3	Emerging adulthood (16 pages)	<ul style="list-style-type: none"> • Arnett, J.J. (2006). 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> (pp. 3-19). Washington DC: APA Press • Batty, D. (2022). ‘Generation sensible’ risk missing out on life experiences, therapists warn. <i>The Guardian</i>. https://www.theguardian.com/society/2022/aug/19/generation-sensible-risk-missing-out-life-experiences-therapists
Session 4	Study abroad (12 pages)	<ul style="list-style-type: none"> • Pitts, M. J. (2009). Identity and the role of expectations, stress, and talk in short-term student sojourner adjustment: An application of the integrative theory of communication and cross-cultural adaptation. <i>International Journal of Intercultural Relations</i>, 33(6), 450-462.
Session 5	Digital self (24 pages)	<ul style="list-style-type: none"> • Turkle, S. (2008). Always-on/Always-on-you. In Katz, J. E. (2008). <i>Handbook of mobile communication studies</i>. The MIT Press.

		<ul style="list-style-type: none"> • Yang, C. C., & Brown, B. B. (2016). Online self-presentation on Facebook and self development during the college transition. <i>Journal of youth and adolescence</i>, 45(2), 402-416. • Renner, N. (2019). How Social Media Shapes our Identity. <i>The New Yorker</i>. https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity
Session 6	Self awareness (30 pages)	<ul style="list-style-type: none"> • Eurich, T. (2019). Self awareness: What is it? In Harvard Business Review, Daniel Goleman, Robert Steven Kaplan, Susan David, & Tasha Eurich (Eds.). <i>Self-Awareness</i> (HBR Emotional Intelligence Series). Harvard Business Review Press. • Stark, S. & Baumgartner, P. (2006). The why, what, and how of self awareness. Ignite. http://www.performancecoaching.ca/assets/Uploads/The-Why-What-and-How-of-Self-Awareness-PCI-Ignite-November2006.pdf • Dunn, J. Self awareness: What it is and how to get it. Medium. https://inlpcenter.org/self-awareness-test/
Session 7	The empty, consumerist self (12 pages)	<ul style="list-style-type: none"> • Cushman, P. (1990). Why the Self Is Empty: Toward a Historically Situated Psychology. <i>The American psychologist</i>, 45(5), 599-611.
Session 8	Relational self and relationships (28 pages)	<ul style="list-style-type: none"> • Mitchell, S.A. (1993). Multiple selves, singular self. In S.A. Mitchell, <i>Hope and Dread in Psychoanalysis</i> (pp. 95-123). New York: Basic Books
Session 9	Emotions and self stories (20 pages)	<ul style="list-style-type: none"> • Feldman Barrett, L. (2017). Emotions are constructed. In Feldman Barret, L. <i>How emotions are made: The secret life of the brain</i> (pp. 25-42). New York. Houghton Mifflin Harcourt. • Feldman Barrett, L. (2017). Emotional Intelligence Needs a Rewrite. Think you can read people's emotions? Think again. Nautilus. https://nautil.us/emotional-intelligence-needs-a-rewrite-236720/ • Hayes, S (2021). The Shortest Ultimate Guide to Dealing with Emotions. https://stevenchayes.com/the-shortest-ultimate-guide-to-dealing-with-emotions/ • Brackett, M.A., Rivers, S.E., Bertoli, M.C. & Salovey, P. (2016). Emotional Intelligence. In Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). <i>Handbook of Emotions</i>, Fourth ed. Guilford Publications.
Session 10	Vulnerability, solitude, and anger (22 pages)	<ul style="list-style-type: none"> • Brown, B. (2012). Four Myths of Vulnerability. In Daring Greatly: <i>How the Courage to Be Vulnerable</i>

		<p><i>Transforms the Way We Live, Love, Parent, and Lead.</i> Penguin.</p> <ul style="list-style-type: none"> Cheung, T. (2022). Alone but not lonely: the solo activities that help foster connection. <i>The Guardian</i>. https://www.theguardian.com/lifeandstyle/2022/aug/12/alone-but-not-lonely-the-solo-activities-that-help-foster-connection? Selzer, N. (2008). The Power to be Vulnerable. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/evolution-the-self/200810/the-power-be-vulnerable-part-1-3 Nussbaum, B. (2016) Beyond Anger. Aeon https://aeon.co/essays/there-s-no-emotion-we-ought-to-think-harder-about-than-anger
Session 11	Intersectionality (22 pages)	<ul style="list-style-type: none"> Timothy, R. K. (2019). What is intersectionality? All of who I am. <i>The Conversation</i>. https://theconversation.com/what-is-intersectionality-all-of-who-i-am-105639 Wijeyesinghe, C. L. (2019). Intersectionality and student development. In Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). (2019). Rethinking college student development theory using critical frameworks. Stylus Publishing, LLC. Mccall, L. (2005). The Complexity of Intersectionality. <i>Signs. Journal of Women in Culture and Society</i>, 30(3), 1771–1800.
Session 12	America	<ul style="list-style-type: none"> Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. <i>Perspectives on psychological science</i>, 5(4), 420-430. Gilmore, J. (2015) American exceptionalism in the American mind: Presidential discourse, national identity and U.S. public opinion. <i>Communication Studies</i>, 301-320 Laber-Warren, L. (2012). Unconscious Reactions Separate Liberals and Conservatives. <i>Scientific American</i>. https://www.scientificamerican.com/article/calling-truce-political-wars/
Session 13	Race and the self 1 (21 pages)	<ul style="list-style-type: none"> Yancy, G. (2015). Dear White America. <i>New York Times</i>, 24. https://archive.nytimes.com/opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?referer= Bailey, A. (2015). 'White Talk' as a Barrier to Understanding the Problem with Whiteness. <i>What Is It Like to Be a White Problem?</i> https://ssrn.com/abstract=2798931

Session 14	Race and the self (30+ pages)	<ul style="list-style-type: none"> Sue, D. W., & Sue, D. (2015). Racial/cultural identity development in counseling and psychotherapy. In Sue D.W., & Sue, D. <i>Counseling the culturally diverse: Theory and practice</i>. John Wiley & Sons, Incorporated. McKintosh, P. (1989). White Privilege: Unpacking the invisible knapsack. <i>Peace and Freedom</i>, 49, 10-12. DiAngelo, R. (2011). White fragility. <i>The International Journal of Critical Pedagogy</i>, 3(3) 54-70
Session 15	Social class, income, and self (10 pages)	<ul style="list-style-type: none"> Piff, P. K., & Moskowitz, J. P. (2018). Wealth, poverty, and happiness: Social class is differentially associated with positive emotions. <i>Emotion</i>, 18(6), 902-905. https://doi.org/10.1037/emo0000387 Colins, C. (2013) The wealthy kids are all right. The American Prospects. May 28. http://prospect.org/article/wealthy-kids-are-all-right Shah, A. K., Mullainathan, S., & Shafir, E. (2012). Some consequences of having too little. <i>Science</i>, 338, 682–685.
Session 16	Exam prep	<ul style="list-style-type: none"> You will need to have watched “The Reluctant Fundamentalist” prior to the exam prep as you will work in groups analyzing the movie which will form the foundation of the midterm
Session 17	Self awareness activity	<ul style="list-style-type: none"> Guest speaker
Session 18	Gender (19 pages)	<ul style="list-style-type: none"> Skewes L, Fine C, Haslam N (2018) Beyond Mars and Venus: The role of gender essentialism in support for gender inequality and backlash. <i>PLOS ONE</i> 13(7): e0200921. https://doi.org/10.1371/journal.pone.0200921
Session 19	Sexual orientation (15 pages)	<ul style="list-style-type: none"> Denton, M.J. (2019). Queer Theory: Deconstructing Sexual and Gender Identity, Norms, and Developmental Assumptions. In Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). (2019). <i>Rethinking college student development theory using critical frameworks</i>. Stylus Publishing, LLC.
Session 20	Authenticity and self-deception (27 pages)	<ul style="list-style-type: none"> Mitchell, S.A. (1993). True selves, false selves, and the ambiguity of authenticity. In S.A. Mitchell, Hope and Dread in <i>Psychoanalysis</i> (pp. 124-151). New York: Basic Books Paulhus, D.L. (2007). Self-Deception. In R. F. Baumeister & K.D. Vohs (Eds.), <i>Encyclopedia of Social Psychology</i> (pp.189-199). Thousand Oaks, CA: Sage.

Session 21	Non-self (12 pages)	<ul style="list-style-type: none"> Percy, N. (2008). Awareness and authoring: the idea of self in mindfulness and narrative therapy. <i>European Journal of Psychotherapy and Counselling</i>, 10 (4), 355–367
Session 22	Dreams	<ul style="list-style-type: none"> Robb, A. (2019). Why Do You Keep Dreaming You Forgot Your Pants? It's Science. <i>New York Times</i>. https://www.nytimes.com/2018/11/10/opinion/sunday/dreams-meaning-science.html Law, T. (2020). 'I Could See Everything Just Passing By.' As Colleges Close Amid Coronavirus, Students' Dreams Are Put on Hold — Perhaps Forever. <i>Time Magazine</i>. https://time.com/5804750/colleges-closed-coronavirus/
Session 23	Putting it all together/Movie prep	
Session 24	Movie presentations	Wild

REQUIRED READINGS:

- Arnett, J.J. (2006). 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* (pp. 3-19). Washington DC: APA Press.
- Bailey, A. (2015). 'White Talk' as a Barrier to Understanding the Problem with Whiteness. *What Is It Like to Be a White Problem?* <https://ssrn.com/abstract=2798931>
- Batty, D. (2022). 'Generation sensible' risk missing out on life experiences, therapists warn. *The Guardian*. <https://www.theguardian.com/society/2022/aug/19/generation-sensible-risk-missing-out-life-experiences-therapists>
- Bauman, Z. (2005). The individual under siege In *Liquid Life* (pp. 15-38). Cambridge: Polity Press.
- Brackett, M.A., Rivers, S.E., Bertoli, M.C. & Salovey, P. (2016). Emotional Intelligence. In Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). *Handbook of Emotions*, Fourth ed. Guilford Publications.
- Brown, B. (2012). Four Myths of Vulnerability. In *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Penguin.
- Cheung, T. (2022). Alone but not lonely: the solo activities that help foster connection. *The Guardian*. <https://www.theguardian.com/lifeandstyle/2022/aug/12/alone-but-not-lonely-the-solo-activities-that-help-foster-connection?>
- Castellani, B. and Fowler, T. (2021). The very model of a postmodern pandemic: Why technology is the other virus changing all our lives. *Sociology and Complexity Science Blog*, 6 August 2021. <https://sacswebsite.blogspot.com/2021/08/the-very-model-of-postmodern-pandemic.html>
- Colins, C. (2013) The wealthy kids are all right. *The American Prospects*. May 28. <http://prospect.org/article/wealthy-kids-are-all-right>
- Cushman, P. (1990). Why the Self Is Empty: Toward a Historically Situated Psychology. *The American psychologist*, 45(5), 599-611.
- Denton, M.J. (2019). Queer Theory: Deconstructing Sexual and Gender Identity, Norms, and Developmental Assumptions. In Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). (2019). *Rethinking college student development theory using critical frameworks*. Stylus Publishing, LLC.
- DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, 3(3) 54-70.
- Dunn, J. Self awareness: What it is and how to get it. Medium. [https://inlpcenter.org/self-awareness-test/Eurich, T. \(2019\). Self awareness: What is it? In Harvard Business Review, Daniel Goleman, Robert Steven Kaplan, Susan David, & Tasha.](https://inlpcenter.org/self-awareness-test/Eurich, T. (2019). Self awareness: What is it? In Harvard Business Review, Daniel Goleman, Robert Steven Kaplan, Susan David, & Tasha.)
- Ellis, K. (2011). Be who you want to be: The philosophy of Facebook and the construction of identity. *Screen Education* 56, 37-41 (5 pages)

- Eurich. (2019). *Self-Awareness* (HBR Emotional Intelligence Series). Harvard Business Review Press.
- Feldman Barrett, L. (2017). Emotions are constructed. In Feldman Barret, L. *How emotions are made: The secret life of the brain* (pp. 25-42). New York. Houghton Mifflin Harcourt.
- Feldman Barrett, L. (2017). Emotional Intelligence Needs a Rewrite. Think you can read people's emotions? Think again. Nautilus. <https://nautil.us/emotional-intelligence-needs-a-rewrite-236720/>
- Gilmore, J. (2015). American exceptionalism in the American mind: Presidential discourse, national identity, and US public opinion. *Communication Studies*, 66(3), 301-320.
- Hayes, S (2021). The Shortest Ultimate Guide to Dealing with Emotions. <https://stevenchayes.com/the-shortest-ultimate-guide-to-dealing-with-emotions/>
- Laber-Warren, L. (2012). Unconscious Reactions Separate Liberals and Conservatives. *Scientific American*. <https://www.scientificamerican.com/article/calling-truce-political-wars/>
- Law, T. (2020). 'I Could See Everything Just Passing By.' As Colleges Close Amid Coronavirus, Students' Dreams Are Put on Hold — Perhaps Forever. *Time Magazine*. <https://time.com/5804750/colleges-closed-coronavirus/>,
- Robb, A. (2019). Why Do You Keep Dreaming You Forgot Your Pants? It's Science. *New York Times*. <https://www.nytimes.com/2018/11/10/opinion/sunday/dreams-meaning-science.html>
- Law, T. (2020). 'I Could See Everything Just Passing By.' As Colleges Close Amid Coronavirus, Students' Dreams Are Put On Hold — Perhaps Forever. *Time Magazine*. <https://time.com/5804750/colleges-closed-coronavirus/>
- Levy, D. L. (2009). Gay and lesbian identity development: An overview for social workers. *Journal of Human Behavior in the Social Environment*, 19(8), 978-993.
- McCall, L. (2005). The Complexity of Intersectionality. *Signs: Journal of Women in Culture and Society*, 30(3), 1771–1800.
- McIntosh, P., & Privilege, W. (1989). Unpacking the invisible knapsack. *Peace and freedom*, 49, 10-12.
- Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on psychological science*, 5(4), 420-430.
- Mitchell, S.A. (1993). Multiple selves, singular self. In S.A. Mitchell, *Hope and Dread in Psychoanalysis*. New York: Basic Books (pp. 95-123).
- Mitchell, S.A. (1993). True selves, false selves, and the ambiguity of authenticity. In S.A. Mitchell, *Hope and Dread in Psychoanalysis* (pp. 124-151). New York: Basic Books
- Nussbaum, B. (2016) Beyond Anger. Aeon <https://aeon.co/essays/there-s-no-emotion-we-ought-to-think-harder-about-than-anger>
- Paulhus, D.L. (2007). Self-Deception. In R. F. Baumeister & K.D. Vohs (Eds.), *Encyclopedia of Social Psychology* (pp.189-199). Thousand Oaks, CA: Sage.
- Percy, N. (2008). Awareness and authoring: the idea of self in mindfulness and narrative therapy. *European Journal of Psychotherapy and Counselling*, 10(4), 355–367.
- Piff, P. K., & Moskowitz, J. P. (2018). Wealth, poverty, and happiness: Social class is differentially associated with positive emotions. *Emotion*, 18(6), 902-905. <https://doi.org/10.1037/emo0000387>
- Pitts, M. J. (2009). Identity and the role of expectations, stress, and talk in short-term student sojourner adjustment: An application of the integrative theory of communication and cross-cultural adaptation. *International Journal of Intercultural Relations*, 33(6), 450-462. (12 pages)
- Renner, N. (2019). How Social Media Shapes our Identity. *The New Yorker*. <https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity>
- Robb, A. (2019). Why Do You Keep Dreaming You Forgot Your Pants? It's Science. *New York Times*. <https://www.nytimes.com/2018/11/10/opinion/sunday/dreams-meaning-science.html>
- Selzer, N. (2008). The Power to be Vulnerable. *Psychology Today*. <https://www.psychologytoday.com/us/blog/evolution-the-self/200810/the-power-be-vulnerable-part-1-3>
- Shah, A. K., Mullainathan, S., & Shafir, E. (2012). Some consequences of having too little. *Science*, 338, 682–685.
- Skewes L, Fine C, Haslam N (2018) Beyond Mars and Venus: The role of gender essentialism in support for gender inequality and backlash. *PLoS ONE* 13(7): e0200921. <https://doi.org/10.1371/journal.pone.0200921>
- Stark, S. & Baumgartner, P. (2006). The why, what, and how of self awareness. Ignite. <http://www.performancecoaching.ca/assets/Uploads/The-Why-What-and-How-of-Self-Awareness-PCI-Ignite-November2006.pdf>

- Sue, D. W., & Sue, D. (2015). Racial/cultural identity development in counseling and psychotherapy. In Sue D.W., & Sue, D. *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons, Incorporated.
- Timothy, R. K. (2019). What is intersectionality? All of who I am. *The Conversation*. <https://theconversation.com/what-is-intersectionality-all-of-who-i-am-105639>
- Turkle, S. (2008). Always-on/Always-on-you. In Katz, J. E. (2008). *Handbook of mobile communication studies*. The MIT Press.
- Wijeyesinghe, C. L. (2019). Intersectionality and student development. In Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). (2019). *Rethinking college student development theory using critical frameworks*. Stylus Publishing, LLC.
- Yancy, G. (2015). Dear White America. *New York Times*, 24. <https://archive.nytimes.com/opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?referer=>
- Yang, C. C., & Brown, B. B. (2016). Online self-presentation on Facebook and self-development during the college transition. *Journal of youth and adolescence*, 45(2), 402-416.

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
- Comp, D. (2008). Identifying Sojourner Change after a Study Abroad Experience: A Content Analysis Approach. *International Topics* 2(1), 65-87
- Gediman, H.K. (2005) Premodern, Modern, and Postmodern Perspectives on Sex and Gender Mix, *Journal of the American Psychoanalytic Association* 53: 1059, 1059-1078
- Gergen, K. (1991). The self under siege (1-17). In *The saturated self, Dilemmas of identity in contemporary life*. New York: Basic Books.
- McAdams, D. (1996). Personality, modernity and the storied self: A framework for studying persons. *Psychological Inquiry*, 7(4) 295-321
- 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.
- Philips, D.A. Masculinity, male development, gender, and identity: Modern and postmodern meanings. *Issues in Mental Health Nursing*, 27:403-423
- 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.
- Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). European American (white) racial identity development, mental health, and prejudice. In *Multicultural Aspects of Counseling and Psychotherapy Series: Preventing prejudice: A guide for counselors, educators, and parents*. (2nd ed., pp. 88-109). Thousand Oaks, CA: SAGE Publications
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