CPSY 435: Psychology of Social Identities  
Spring 2014  
Course Syllabus  
Class time: 9:20am-11:50am  
Corboy Law Center Rm 526

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Office Hours: Friday 12-1 p.m.  
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Course description
This course will discuss theory and research from contextual and multicultural perspectives on the development and integration of social identities such as race/ethnicity, gender, social class, spirituality/religion, and ability. The course will also focus on the role of oppression, critical consciousness, and resilience on identity development. The course will include a critical review of single factor identity development models and help students to understand the intersectionality of social identities.

Course objectives
Students will be able to:
1. Understand various contextual models that influence development of children and youth, including Bronfenbrenner’s ecosystemic model, Spencer’s PVEST model, and the Cross model;
2. Understand social identity development, social group comparisons, and social group status;
3. Understand the influence of oppression and critical consciousness on identity development and functioning;
4. Understand intersectionality in identity development and psychological functioning;
5. Develop tools for assessing social and cultural identities.
6. Critically evaluate research in identity development.

Required reading

Additionally, students will be required to read seminal pieces on social identity. See attached reading list.

Grading
I have rigorous standards for writing assignments. All papers must be written according to the American Psychological Association’s (APA) Publication Manual (5th edition). As students are preparing for careers as professional counselors, papers must be grammatically correct and reflective of this level of education. Please consult the writing tips sheet on the website for more specific recommendations. Papers will only be accepted if stapled or clipped in the left hand corner. Please do not place papers in folders or binders.
1. Group presentations (25%)

In dyads, students will be responsible for presenting on a topic related to social identity development, oppression, and social group comparisons. The presentation should be fully grounded in the professional literature, relying both on research and theory. The goal of the presentations is to further classmates’ knowledge about a topic. Students should assign 2 reading assignments at least one week in advance of the presentation.

Students should additionally prepare a resource packet to be distributed in class. The packet should include a handout explaining important concepts and linking them to course concepts, suggestions for future research, and an annotated bibliography.

Grading rubric:
1-13 points “POOR/FAIR”:
- Did not provide current literature for classmates in specified time.
- Presentation not grounded in literature.
- Presentation contains too much summary and not enough analysis of literature.
- Presentation not organized in cohesive manner.
14-20 points “MARGINAL/GOOD”:
- Moderate analysis of literature.
- Made cursory connections to class materials and topics.
- Presentation organized in a cohesive manner.
21-25 points “VERY GOOD/EXCELLENT”:
- Thorough critical analysis of literature.
- Presentation is creative and engaging.
- Presentation makes strong, relevant connections to class materials/topics.
- Thoughtful, engaging class discussion facilitated by group.

2. Research proposal (50%)

Students will develop a 12-15 page research proposal addressing some aspect of social identity development. The proposal should include 1) an introduction with a problem statement, the significance of the study, and research question(s), and hypotheses; 2) the methodology, including potential participants, instruments, procedures for data collection, and a data analysis plan.

3. 360 degree paper (25%)

Students will complete an evaluation of a character from a novel assessing identity intersectionality. Students will need to address contextual models that influence development, social group comparisons, and social group status for the character, the influence of oppression and critical consciousness on identity development and functioning, and issues of intersectionality. The assessment should include a complete picture of identity development and functioning of the individual.

Grading Rubric:
1 - 13 points “POOR/FAIR”:
- Too much summary and not enough analysis, did not address each question, several APA style errors
14 – 20 points “MARGINAL/GOOD”:
- Adequately addresses each question, cursory response to or ignores /minimizes cultural issues
21 - 25 points “VERY GOOD/EXCELLENT”:
- Answers to each question demonstrate superior knowledge of the constructs of social identity, superior insight and reflection, flawless APA style
## Course Outline

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<th>Topic</th>
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<td>Introduction</td>
<td>Assignment</td>
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<td>January 24</td>
<td>Social identities</td>
<td>Tajfel; Thomas ch. 1</td>
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<td>January 31</td>
<td>Conceptual frameworks</td>
<td>Bronfenbrenner</td>
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<td>Resilience models</td>
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<td>February 7</td>
<td>Microsystems- Family/ cultural socialization</td>
<td>Hughes, 2008</td>
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<td>February 14</td>
<td>Macrosystem influences- Discrimination/ oppression</td>
<td>Mio/ Dovidio GUEST LECTURER</td>
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<td>February 21</td>
<td>Intersectionality</td>
<td>Cole; Hoffman</td>
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<td>February 28</td>
<td>Race/ ethnicity</td>
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<td>March 7</td>
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<td>May 2</td>
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Reading list


University Policies

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)

School of Education Policies

**Conceptual Framework**
School of Education’s Conceptual Framework: Professionalism in the Service of Social Justice
As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-
development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

**Conceptual Framework Standard CF3:** Candidates demonstrate an understanding of issues of social justice and inequity. This standard will be assessed through the 360 paper.

**Technology:** In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library’s PsychInfo search engine.

**Diversity:** Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities