

COURSE INFORMATION GUIDE

CHYS 4P01: DEVELOPMENT OF SELF AND IDENTITY

Important: The information contained in this guide is not equivalent to the course syllabus. It is intended to provide students with more information about scheduled courses than is provided through the undergraduate calendar. Keep in mind that it is prepared well in advance of the final courses preparation and merely provides an early idea about course objectives, content, and structure. In some cases this guide may be based on a previous year's course and not be reflective of the coming year's offering. Do not purchase texts or acquire readings based on the information guide.

Instructor: Dr. Donato Tarulli

Course Description: Through an examination of contemporary texts, this seminar course will examine what William James called "the most puzzling puzzle with which psychology has to deal," namely the puzzle of the self. Topics may include the contexts of identity formation, intersections of personal and social/cultural identity, identity as a form of mediated action, moral and/or spiritual identity development, the narrative/dialogical self, autobiography and the internet, and disruptions in the self. These and other issues will be addressed through a critical examination of readings from scholarly journals and/or edited volumes (all available online).

Course Objectives: By the end of the course, students will 1) have knowledge of some of the prevailing questions, issues, and frameworks that guide both contemporary developmental as well as broader social scientific scholarship in the area of self and identity, and 2) understand, in particular, the foundational assumptions, arguments, and modes of analysis associated with emergent approaches to this subject matter, particularly those that characterize self/identity-formation as a dialogical and narrative process.

Course Evaluation: Tentatively, evaluation will involve the following components: seminar participation, collaborative facilitation of seminar discussion, informal journal reflections, and a portfolio assignment comprising at least two types of formal written assignments (e.g., students may build their written portfolio by choosing a combination of the following items: standard literature reviews, short reaction papers, analyses of cultural artifacts [e.g., works of fiction, biographies, movies, poems, song lyrics, etc.], and other possible genres of written assignments to be discussed and decided upon in class). Please note that consultation with the instructor will be *required* for the preparation of both collaborative seminar facilitations and portfolio assignments.

Additional Information: The format of this class is to have students lead seminars while working in small groups, with student facilitators determining (in consultation with the instructor) how to best organize and facilitate discussion on the week's topics/readings. Group facilitations will normally occupy the first two hours of the class, with instructor-led discussion and/or lecture reserved for the third hour. The instructor will serve as facilitator-lecturer on days in which no collaborative student facilitations are scheduled.