Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2022

Course Code: SDS 345R
Course Title: Identity Formation and Society

Class Times/Location: Thursdays 8:30 -11:20 AM/REN 1918 or virtual classroom

Instructor
Instructor: Dr. Debbie Wang
Office: Part-Time Office 1623
Office Phone: (519) 622-0224
Office Hours: By appointment only
Email: Debbie.wang@uwaterloo.ca

Course Description

This course is an in-depth analysis of developmental social psychological theories of identity, with an emphasis on the social factors influencing the formation and maintenance of various forms of identity. In this course, we will attempt to answer questions such as: How does a person's identity develop and change? Where does "identity" fit into "culture"? How does our own identity influence how we approach and interact with others? In order to work effectively to sustain and/or seek change in our current sociocultural context, we must better understand how and why individual and group identities are formed, altered, recreated, expressed, and performed. In this course, we will attempt to answer those questions through readings, films, discussions, ethnography, collaborative exercises in problem solving, and
self-reflection. Through these experiences, we will become better prepared to work with groups and individuals who are facing challenges to identity.

Course Objectives and Learning Outcomes

Students will develop in-depth understanding, critical thinking, and reflection to discuss, present and write about the following topics:

- Current scientific approaches to self-development and identity formation
- The social psychology of identities and their formation
- How current experiences of identity formation differ from the past
- How societal contexts affect identity formation in late-modern societies
- How identity formation is related to the potentials of human development

Required Text


Readings Available on LEARN

Check on LEARN regularly for communication and additional learning materials.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Dates</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter quizzes (9 in total, 3% each)</td>
<td>See dates on LEARN</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Group Presentation: Step 1</td>
<td>January 20</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Group Presentation: Step 2</td>
<td>Tuesday prior to assigned presentation date</td>
<td></td>
<td>30%</td>
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<tr>
<td>Group Presentation: Step 3</td>
<td>Friday after assigned presentation date</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Peer Evaluations on Group Presentation (5 in total, 3% each):</td>
<td>Friday after each presentation date</td>
<td></td>
<td>15%</td>
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<tr>
<td>Reflection Post 1</td>
<td>February 3</td>
<td></td>
<td>8%</td>
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<tr>
<td>Reflection Post 2</td>
<td>March 31</td>
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<td>10%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</table>

Chapter quizzes (27%)

There are a total of nine quizzes, 3% each, one for each textbook chapter that you will read during the term. Each quiz will be assigned during the
week in which the corresponding textbook chapter is also assigned. You may only take and submit a given quiz once. Each quiz will be 10 multiple-choice questions. You will have 15 minutes to complete each quiz, with five minutes’ grace in case of technical issues. You must take each quiz as an individual without collaboration with other students.

Group Portfolio Presentation Overview:
At the start of term, you will self-enroll in a Group Portfolio Presentation group of 2---3 students each. Once during the term, your group will present a portfolio to the rest of the class on a selected topic that is relevant to the course material. The presentation portfolios will show the group’s research and creative work and may include multimedia or other resources to help the class gain a better understanding of the topic. To facilitate active class participation, each group is required to include questions or activities for further discussion in class on the assigned presentation date. Group portfolios will be created and shared using PebblePad. More information about PebblePad can be found on the PebblePad Instructions page.

Step 1: Research Agenda/Topic Outline (5%)
By the date shown in the course schedule your group will turn in an introduction to your research topic. Your research agenda will be submitted to the Group Presentation: Research Agenda Dropbox in LEARN.

Your group’s research agenda should include a clear description of the topic you will be researching and as much information as you can share about how you expect to explore this topic. A few examples relating to Identity and Society could include: Black Lives Matter; the “Me, too” Movement; First Nations; the ’60s Scoop; Civil Rights in the ’60s; Canadian National Identity; Quebec Sovereignty; Minorities in Canada, just to name a few.

There will be a brainstorm session in class to explore topics that are meaningful and relevant to the students.

Step 2: Portfolio Presentation (30%)
By the date indicated in the course schedule, your group will share your presentation with the class using PebblePad. See the PebblePad Instructions page on how to share your presentation to a discussion forum and Dropbox. Each group will present on a different week, so be sure to carefully check the specific date for your group.
Your group’s final portfolio will comprise one or more pages in PebblePad where you will showcase your group’s research and findings. The final design and appearance of your portfolio is up to you and the group, but every portfolio should include at least the following elements:

1. A minimum of three journal articles in your presentation with evidence-based findings
2. The use of some multimedia to showcase the researched materials
3. A piece of creative work (e.g., story, poem, artwork, song, video clips) to highlight the theme and/or convey your key message

When your portfolio is ready, visit the Portfolio Presentations Discussion for your group. Share a link to your PebblePad portfolio (see the PebblePad Instructions page for details on creating the link). In addition to sharing this link, you must post one open-ended discussion question to the forum and facilitate that week’s discussion in class. Your question should engage the class in critical thinking and dialogue. Your portfolio with discussion question is due on the Tuesday prior to your presentation date.

After sharing your link with the class via the discussion forum, you must also visit the Group Presentation: Step 2 Presentation Dropbox and submit your link to the Dropbox to receive your group presentation marks with feedback.

**Step 3: Individual Reflection (5%)**
After completing the group portfolio presentation, you will submit an individual reflection to the Individual Reflection Dropbox in LEARN. Your reflection should include two components: (1) how you worked together as a group to produce your final presentation and what your individual contribution was; (2) your personal learning and major take-aways from this assignment on Identity Formation and Society. The individual reflection should be a maximum of two pages in length, APA format. Students who do not submit the individual reflection will receive a grade of “0” for the group presentation. This assignment is due on Friday after your group presentation date.

**Peer Evaluation (15%)**:
There are a total of six Group Portfolio Presentations, you will be required to formally review five of them (except your own group’s) using PebblePad. Each evaluation is worth 3%. To conduct your peer evaluation, you will
assess your chosen group presentations based on the rubric provided. See the PebblePad Instructions page for more details.

**Reflection Posts (18%)**
Post 1 (8%): One original post (maximum 500 words)
Post 2 (10%): One original post (maximum 500 words)
Due: Reflection Posts are due on Week 5 with the closing date on February 2 and Week 12 with the closing date on April 4

Post 1:
Students will answer the discussion post question, reflecting on various experiences and views related to: your Personality Survey results, course readings, small and large group discussions, aspects of your own social location which may have impacted your View of Self and View of Others, etc.

Post 2:
The purpose of this post is to process your learning and development throughout this course. You may choose to integrate the following questions into your reflection:
- Describe the process you went through as you attempted to integrate the theoretical aspects of the course material and the learning journey that evolved for you.
- What insights or new information did you acquire through the class discussion and group presentations?
- What did you learn about your social location, and how this impacts your personal and professional relationships?
- In reviewing your peers’ posts, in-class small and large group discussions, readings, practice exercises and lectures, reflect on what was particularly helpful and any important new insights developed through this course.

**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Week 1: Introductions: The Self, the course, and what is your identity? Group project enrollment</td>
<td>Describe yourself in 100 words</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td></td>
<td></td>
<td>Know Thyself: Personality Survey #1</td>
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</tbody>
</table>
| 2    | Jan 13 | Week 2: Chapter 1  
Special feature(s) followed with discussions  
Know Thyself: Personality Survey #2  
Chapter Quiz 1 | Textbook Ch. 1 - From Ageless Questions to Current Theories |
| 3    | Jan 20 | Week 3: Chapter 2  
Special feature(s) followed with discussions  
Know Thyself: Personality Survey #3  
Chapter Quiz 2  
Group Presentation Step 1: Research Agenda/Topic Outline due | Textbook Ch. 2 - Culture and History: How Current Experiences Differ from the Past |
| 4    | Jan 27 | Week 4: Chapter 3  
Special feature(s) followed with discussions  
Know Thyself: Personality Survey #4  
Chapter Quiz 3 | Textbook Ch. 3 - A Social Psychology of Identities and Their Formation |
| 5    | Feb 3  | Week 5: Chapter 4  
Special feature(s) followed with discussions  
Know Thyself: Personality Survey #5 | Textbook Ch. 4 - Moral Reasoning: A Relational Basis of Individualized Identities |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td></td>
<td>Chapter Quiz 4</td>
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<td>Reflection Post #1 due on February 3</td>
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<tr>
<td>6</td>
<td>Feb 10</td>
<td>Week 6: Chapter 5</td>
<td>Textbook Ch. 5 - Proactivity: Agency in Identity Formation</td>
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<td>Group 1 Presentation</td>
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<td>Discussion &amp; Peer Evaluation</td>
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<td>Chapter Quiz 5</td>
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<td>7</td>
<td>Feb 17</td>
<td>Week 7: Chapter 6</td>
<td>Textbook Ch. 6 - Identity Capital: Strategic Adaptions to Late-Modern Societies</td>
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<td>Group 2 Presentation</td>
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<td>Discussion &amp; Peer Evaluation</td>
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<td>Chapter Quiz 6</td>
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<td>Feb 22-25</td>
<td>Reading week – no reading or assignment</td>
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<td>8</td>
<td>Mar 3</td>
<td>Week 8: Chapter 7</td>
<td>Textbook Ch. 7 - Current Scientific Approaches to Self Development and Identity Formation</td>
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<td>Group 3 Presentation</td>
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<td>Discussion &amp; Peer Evaluation</td>
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<td>Chapter Quiz 7</td>
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<td>9</td>
<td>Mar 10</td>
<td>Week 9: Chapter 8</td>
<td>Textbook Ch. 8 - Contexts of Identity Formation in Late-Modern Societies</td>
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<td>Group 4 Presentation</td>
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<td>Discussion &amp; Peer Evaluation</td>
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<td>Chapter Quiz 8</td>
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<td>10</td>
<td>Mar 17</td>
<td>Week 10: Chapter 9</td>
<td>Textbook Ch. 9 - Identity Formation and the Potentials of Human Development</td>
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<td>Group 5 Presentation</td>
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<td></td>
<td>Discussion &amp; Peer Evaluation</td>
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<td></td>
<td>Chapter Quiz 9</td>
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<td>11</td>
<td>Mar 24</td>
<td>Week 11: Critical Reflection on theoretical concepts</td>
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<td>Group 6 Presentation</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>Discussion &amp; Peer Evaluation</td>
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<td>12</td>
<td>Mar 31</td>
<td>Week 12: Review and Consolidate learning</td>
<td>Wrap up and Evaluation</td>
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<td>Reflection Post #2 due on March 31</td>
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**Late Work**
Due dates are non-negotiable unless an extension is provided with a medical note or to the entire class. Assignments submitted past the original or extended due date may be subject to a 2% deduction for each day.

**Attendance Policy**
This course requires class discussions, experiential exercises, and group presentations; therefore, class contribution is imperative. The instructor expects your participation by attending class regularly.

**Final Examination Policy**
No final exam for this course.

**Accommodation for Illness or Unforeseen Circumstances:**
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic...
Integrity (https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:**

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for
students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Contingency Planning**

**Inclement Weather**
In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

** Interruption or Cancellation of In-Person Classes**
In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

** Interruption or Cancellation of In-Person Examinations**
In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.
Absence Due to Influenza-like Illness or Required Self-Isolation
If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an Illness Self Declaration. The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
• Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
• MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
• Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7
• Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
• Empower Me: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
• Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
• Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

A respectful living and learning environment for all
Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.
You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.