


4.00 credits	30.0 h	Q1
--------------	--------	----

Teacher(s)	Barbot Baptiste ;												
Language :	English > French-friendly												
Place of the course	Louvain-la-Neuve												
Main themes	This course address critical themes that are relevant to the development of identity throughout the lifespan, using a range of theoretical approaches and a developmental perspective at its core. Building upon classic theories and empirical evidences, it will touch upon a range of topics and "layers" of one's identity, including dimensions of personal vs. social identity, the development of personality, possible selves, or gender and sexual identity. The course will also discuss new settings for the formation of identity, including technological and social media innovations which greatly shape the way new generations of youth address their developmental task. While doing so, the course will outline the continuous nature of the construction of the self and identity, a lifelong developmental process on which people have agency.												
Learning outcomes	At the end of this learning unit, the student is able to : 1 Students will have a better understanding of theoretical and scientific approaches to identity formation, as well as the keys to apply this knowledge in their future professional life. Learning outcomes : A, B, C, E												
Evaluation methods	The evaluation for this course consists of two cumulative parts: <ul style="list-style-type: none"> • Individual final examination (70%): a final examination including multiple choice questions (30 items with 4 answer options. One point is awarded for each correct answer and no points are awarded for no answer or incorrect answer) / 10 short answers questions touching upon all the knowledge-based content covered in the course, as well as a short case conceptualization (2h). • Group work (30%): by groups of 2 to 4, students will prepare a maximum 10min "capsule" presenting and discussing a topic of their choosing (in agreement with the instructor) relevant to any identity issue (e.g., Religious identity and terrorism; Belgitude) More information on the evaluation modalities will be provided in class.												
Teaching methods	Lectures (including guest-lectures) Group discussions Class activities												
Content	Overview This course addresses critical themes that are relevant to the development of identity throughout the lifespan, using a range of theoretical approaches and a developmental perspective at its core. Building upon classic theories and empirical evidences, it will touch upon a range of topics and "layers" of one's identity, including dimensions of personal vs. social identity, the development of personality, possible selves, or gender and sexual identity. The course will also discuss new settings for the formation of identity, including technological and social media innovations which greatly shape the way new generations of youth address their developmental task. While doing so, the course will outline the continuous nature of the construction of the self and identity, a lifelong developmental process on which people have agency. Specific topics (subject to change)												
	<table border="1"> <thead> <tr> <th>Session</th> <th>Themes</th> </tr> </thead> <tbody> <tr> <td>S2</td> <td>Who am I? – An introduction to the constructs of Self and Identity</td> </tr> <tr> <td>S3</td> <td>Identity Development Across the Life Cycle: Key Insights from Lifespan Perspectives.</td> </tr> <tr> <td>S4</td> <td>Self-Consciousness and the development of Self-concepts</td> </tr> <tr> <td>S5</td> <td>Intersectionality of identity: a focus on gender, sexual, racial/ethnic identities and their interactions</td> </tr> <tr> <td>S6</td> <td>Digital identit(ies) and the Self</td> </tr> </tbody> </table>	Session	Themes	S2	Who am I? – An introduction to the constructs of Self and Identity	S3	Identity Development Across the Life Cycle: Key Insights from Lifespan Perspectives.	S4	Self-Consciousness and the development of Self-concepts	S5	Intersectionality of identity: a focus on gender, sexual, racial/ethnic identities and their interactions	S6	Digital identit(ies) and the Self
Session	Themes												
S2	Who am I? – An introduction to the constructs of Self and Identity												
S3	Identity Development Across the Life Cycle: Key Insights from Lifespan Perspectives.												
S4	Self-Consciousness and the development of Self-concepts												
S5	Intersectionality of identity: a focus on gender, sexual, racial/ethnic identities and their interactions												
S6	Digital identit(ies) and the Self												

	<table border="1"> <tr> <td>S7-S8</td> <td>Identity, Integrity, Quest: Erik Erikson's Psychosocial Stage Model of Identity Construction.</td> </tr> <tr> <td>S9-10</td> <td>Neo-Eriksonian models.</td> </tr> <tr> <td>S11</td> <td>Identity formation as a creative process</td> </tr> <tr> <td>S12</td> <td>Migration and European identity</td> </tr> <tr> <td>S13</td> <td>Identity "in action" (with guest): specific topic changes on a year to year basis (e.g., "artist identity", "chronic illness and identity")</td> </tr> <tr> <td>S14</td> <td>Review / Q & R</td> </tr> </table>	S7-S8	Identity, Integrity, Quest: Erik Erikson's Psychosocial Stage Model of Identity Construction.	S9-10	Neo-Eriksonian models.	S11	Identity formation as a creative process	S12	Migration and European identity	S13	Identity "in action" (with guest): specific topic changes on a year to year basis (e.g., "artist identity", "chronic illness and identity")	S14	Review / Q & R
S7-S8	Identity, Integrity, Quest: Erik Erikson's Psychosocial Stage Model of Identity Construction.												
S9-10	Neo-Eriksonian models.												
S11	Identity formation as a creative process												
S12	Migration and European identity												
S13	Identity "in action" (with guest): specific topic changes on a year to year basis (e.g., "artist identity", "chronic illness and identity")												
S14	Review / Q & R												
Bibliography	<p>Mandatory readings will be provided via Moodle and in class. Readings listed here are recommended references to further support the foundations of this course.</p> <ul style="list-style-type: none"> • Kroger, J. (2006). <i>Identity development: Adolescence through adulthood</i>. Sage publications. • Lannegrand-Willems, L. (2014). Chapitre 4. La construction de l'identité. In M. Claes & L. Lannegrand-Willems (Eds.), <i>La psychologie de l'adolescence</i>. Presses de l'Université de Montréal. • Schwartz, S.J., Luyckx, K., & Vignoles V. L. (eds.). (2011). <i>Handbook of Identity Theory and Research</i>. Springer. https://link.springer.com/content/pdf/10.1007%2F978-1-4419-7988-9.pdf 												
Other infos	<p>This course is given in English but in an "French-friendly" format. For details, please see below.</p> <ul style="list-style-type: none"> • The course is given in English • The core reading for the course is in English. • The standard exam is a written exam in English. However, students taking this course: <ul style="list-style-type: none"> • will be allowed to use a dictionary when taking the written exam in English • Are provided with the opportunity to provide written response to the exam either in English or French • Are provided with the opportunity to present the group work either in English or French 												
Faculty or entity in charge	EPSY												

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Psychology	PSY2M	4		
Master [120] in Education (shift schedule)	FOPA2M	4		