

Ethnic ID Dev; Psychosocial Stages & Morality In Adolescence

Psy 313 Final Lecture

Ethnic Differences

- (Abraham, 1986; Streitmatter, 1988)
 - Ethnic minorities are more foreclosed or diffused in their identities than EA
 - Implications: Accepting their parents' views and beliefs
- Streitmatter
 - Ethnic minority youth feel uncomfortable in "majority" culture
 - Ethnic minority youth were bussed in from other areas
- Markstrom-Adams and Adams (1995)
 - Demographic & home culture variables
 - Low SES environments may not foster an environment for exploration of identity
 - Emphasis on family and connectedness
 - Latinos - familism

•Ethnic minority youth were more likely to be foreclosed in their identities as a result of their feeling uncomfortable in the "majority" culture than European American youth. This discomfort may lead ethnic minority youth to accept parental values and reduce their willingness to explore ideas that may conflict with their parents'. In addition, these ethnic minority youth were bussed in from other areas, which may have also influenced their discomfort and inhibited their exploration.

•Markstrom-Adams and Adams (1995) examined the ego-identities of 123 African American, Native American, Mexican American, and European American high school adolescents. Like previous research, Markstrom-Adams and Adams found that the ethnic minority youth were more foreclosed than the European American youth. They suggested that demographic and home culture variables may account for lower ego-identity statuses of ethnic minority youth compared to European American youth. They suggested that low socioeconomic environments may not foster an environment for exploration of identity compared to higher socioeconomic environments. They found that higher mother and father education was related to lower identity foreclosure. Markstrom-Adams and Adams also suggested that the emphasis on family and connectedness among ethnic minority groups fosters the development of *interpersonal* identity, but not *ideological* identity. For example, Latinos are characterized as living in close proximity to many relatives with whom they engage in frequent interaction and mutual support, and these behaviors are believed to be supported by strong emotional ties to family and acceptance of family values, *familism* (Keefe, 1984; Valenzuela & Dornbusch, 1994).

Ethnic/Racial Identity

- When values, beliefs & customs of minority group differ of the majority
 - Ethnic minority children face task of reconciling 2 different identities
 - Based on own cultural heritage & that of majority group
 - Face prejudice, discrimination and barriers to economic opportunities
- *Ethnic identity*
 - person's sense of belonging to an ethnic group and the perceptions, feelings, and behavior due to ethnic group membership

Ethnic Identity (Phinney, 1992)

- Unexamined Identity
 - resembling diffusion and foreclosure
 - Accept and show preference for cultural values of majority
 - Negative evaluation of own group
 - "Why do I need to learn about who was the first black woman to do this or that? I'm just not too interested."
 - "I don't go looking for my culture. I just go by what my parents say and do and what they tell me to do, the way they are"

Phinney (con't)

- Ethnic Identity Search
 - resembling moratorium
 - May experience shocking experience in which person is rejected or humiliated because of his/her ethnicity
 - Not necessary
 - Growing awareness that values of dominant group are not beneficial to ethnic minorities
 - May develop oppositional identity (Ogbu)
 - Rejecting dress style, speech, mannerisms, and attitudes associated with Euro American society
 - Adopting an identity opposed to them
 - Explains school failure of African American children
 - Feel shut out of economic opportunities

Phinney (con't)

- Ethnic Identity Achievement
 - resembling achievement
 - Resolved conflicts characteristic of ethnic identity search
 - Accept own ethnicity and have a positive self-concept
 - Internalization (Cross, 1978)
 - Tension, emotionality, and defensiveness are replaced by calm, secure demeanor

Erikson's Psychosocial Dev (con't)

- Identity vs. Role Confusion
 - Adolescence
 - Establish a sense of personal ID as part of social group
 - or become confused about who they are and what they want to do in life.
- Intimacy vs isolation
 - Early adulthood
 - Young adults find intimate life companion or risk loneliness and isolation

- Generativity vs stagnation
 - Middle age
 - Be productive in work and willing to raise a next generation or risk stagnation
- Integrity vs despair
 - Old age
 - Try to make sense of prior experience and assure self that life has been meaningful or despair over underachieved goals and ill-spent life.

Neo-Piagetians View of Moral Dev

- Extended Piaget's theory of Moral Dev
- Lawrence Kohlberg
 - Six stages of moral development- Childhood -> adulthood
- Heinz Dilemma
 - In Europe, a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging \$2K; ten times what the drug costs to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could get together only about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said no. The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? Why?

Kohlberg presented children with stories about people faced with dilemmas involving value of human life & property; people's obligation towards one another, & the meaning of laws & rules.

Read story, ask child's opinion about how the protagonist should behave in response to the dilemma & probe child's reasoning behind the opinion.

Morality Stages in Middle Childhood

Level & Stages	Description	Example
Preconventional ■ Stages 1 & 2	Based on perceptions of likelihood of external reward or punishment	Stage 1 "He shouldn't steal because he'll go to jail." Stage 2 "He should steal because he needs the money."
Conventional ■ Stages 3 & 4	Right is what agrees with rules established by tradition and authority	Stage 3 "He shouldn't steal because good sons don't do that." Stage 4 "He shouldn't steal because if everyone steals there will be chaos."
Postconventional ■ Stages 5 & 6	What is right is derived from universal principles	Stage 5 "He should steal because laws need to be changed to reflect peoples' basic rights." Stage 6 "He shouldn't steal because the universal principle of ownership must be primary over an individual's needs."

Preconventional stage (end of preschool, beginning of middle childhood)

- marked by egocentrism
- don't consider the interests of others or recognize that they differ from their own
- What is right/wrong for them must be right/wrong for others.
- Adhere to rules to avoid punishment
- Stage 2 –
 - School age children (middle childhood)
 - Concrete individualistic perspective: aware that all people have their own interests
 - Still egocentric – because self-interested;
 - Justice is seen as an exchange system – I'll help you if you help me"
 - Children no longer depend on an external force to define right/wrong;
 - Behavior is regulated by reciprocal relation between group members
- Level II – Conventional (occurs towards end of middle childhood (age 10 or 11))
- Moral judgements are made on the basis of a social-relational moral perspective.

Gender Critique (Gilligan)



- Male (Autonomy) vs. Female (Relationship)
- boys - broad principles (justice, fairness)
- Girls - responsibility toward individuals and a willingness to sacrifice themselves to help specific individuals in context of a particular relationship

•Gilligan suggested that boys view morality in terms of broad principles such as justice or fairness and girls see morality in terms of responsibility toward individuals and a willingness to sacrifice themselves to help specific individuals in context of a particular relationship

Family Relationships

- Changing parent-child relations
 - Increasing time spent w/peers
 - become more distant from parents
 - More likely to turn to peer than parents
- Independence
 - Autonomy – having independence and sense of control over one's life

The increasing time adolescents spend with peers and the importance they place on peer relationships change the relationships between parent and child.

Adolescents become more distant from parents

Are more likely to turn to peers than parents for advice

Parent-Adolescent Conflicts

- Conflict patterns
 - Frequency - highest early adolescence
 - Decreases over time
 - Due to amount of time spent with parents?
- Intensity of conflicts
 - Increases from early from early to mid- adolescence
 - Eventually decreases
- Generation gap – a divide between parents and adolescents in attitudes, values, aspirations, and worldviews

Parents and teens may hold similar attitudes about social and political issues but very different attitudes about matters of personal taste
Frequency of conflict is highest during early adolescence and then decreases

Conflicts (con't)

- Parents have own concerns
 - Increased responsibilities at work
 - Own parents are aging, may need special care
- Adolescents continue to discuss important issues with parents
 - connectedness

Parental Influences

- Parents continue to play important roles in adolescents' lives
- Fuligni & Eccles - time spent with peers and turned to them for advice depends on how parents' behavior changed in response to adolescent's growing up
 - Parents are stricter - turn to peers
 - Parents include them in family decisions and encourage them to express ideas - did not turn to peers as much
 - Parents set curfew and asked them to call if coming home late - less peer oriented than those whose parents did not monitor behavior

Friendships

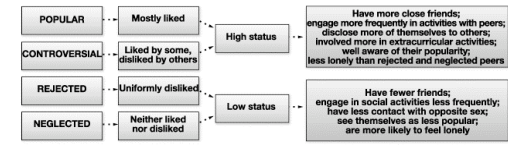
- Important to boys and girls
- Look to each other for help in confronting and making sense of uncertain situations
- Difference in quality of friendships
 - Boys - less close, more numerous
 - Boys are more concerned with establishing independence

Relationships with Peers

- Reference group – any group of people with whom one compares oneself
- Clique – group of several young people; members have frequent social interactions; serve as primary peer group
 - Usually same sex, dress alike, share similar interests
 - May belong to several cliques, made up of different members
- Crowds – may grow from preexisting cliques or is reputation-based - members behave in particular ways and share common interests but who may not interact

- Reference group – any group of people with whom one compares oneself
- Two types of peer groups:
- Cliques & crowds
- Cliques – groups of several young people that remains small enough to enable members to have frequent social interactions & serve as primary peer group
- Crowds – larger groups than cliques, may grow from preexisting cliques and friendships, or may be reputation based- where members share common interests, beliefs, and values with other members, but who may not interact with one another
- Sex cleavage – sex segregation in which boys interact primarily with boys and girls primarily with girls

The Social World Of Adolescence



Popularity and Rejection

- Controversial adolescents – teenagers who are liked by some peers and disliked by others
- Rejected adolescents – teenagers who are actively disliked and whose peers may react to them in an obviously negative manner
- Neglected adolescents – children who receive relatively little attention from their peers in the form of either positive or negative interactions