

Integrated Studies 0001 (Fall 2024): The Self in Transformation

The Philosophical Self: Novels, memoirs, and aisles of self-help books attest to our desire to transform ourselves. Many young adults—like you—arrive to college with the hope that they will undergo a transformative experience. Yet, the idea of self-transformation is puzzling. If a person decides to embark on a new adventure in the hopes of transforming herself, can she really become a new self, or is she merely exhibiting her preexisting adventurousness? Will college really change you in some fundamental way or will you emerge a more educated version of the self that enrolled in college? How might differences in your social identity—gender, race, social class—impact the transformative power of college for you?

In this class, we will critically examine the idea of transformation and in the process unpack important philosophical notions such as: the self, aspiration, value, and education. Is education a transformative experience like becoming a parent or undergoing religious conversion? Or is it more like learning to play the piano or cultivating a love of baking? We will approach these questions with a philosophical frame, but we will be reading widely—memoir, sociology, philosophy, journalism—and we will be talking about ideas that will help you figure out what kind of transformation you want from college and whether that is even possible.

The Psychological Self: “How would you describe yourself to yourself?” I was struck by this question when I first encountered it reading the work of psychologist Carol Gilligan in the 1990s. Would you describe yourself in terms of your behavior? Your goals or values? Your relationships? Would you describe yourself in terms of some salient aspect of your identity? Would you emphasize different things about yourself if you lived in a different country or your social context changed? Has your description of yourself changed over time? This stream views the self through a psychological lens. We will discuss how the self is organized, how it changes over time and across contexts, the crucial role of relationships in self-development, and cross-cultural differences in conceptualizations of the self. Cutting across these topics is the question of how much nature versus nurture shapes our behaviors, values, and beliefs about ourselves. We will take a life-span developmental perspective on the self, tracing changes in self-understanding, self-regulation, self-esteem, and self-in-relationship from infancy to old age. In addition, we will focus on specific self-identities, including gender identity, racial and ethnic minority identity, and immigrant identity.

Teaching Team Information

Psychology

Professor Sara Jaffee, 464 Levin, srjaffee@psych.upenn.edu

Office Hours: Tuesdays, 2-3 pm and by appointment

Grader: Lexie Wang, office hours and office TBD, lexwang@upenn.edu

Philosophy

Professor Jennifer Morton, Cohen Hall 426, jimmorton@sas.upenn.edu

Office Hours: Tuesdays 12-2 pm and by appointment <https://calendly.com/jimmorton>

Grader: Paul Musso, office hours and office TBD, pmusso@sas.upenn.edu

Seminars

Dr. Tal Arbel (she/her), Cohen Hall 175, talabel@sas.upenn.edu

Office Hours: TBD

Dr. Kristian Taketomo (he/him), Cohen Hall 175, taketomo@sas.upenn.edu

Office Hours: Fridays, 2:45-4 pm in Hill Club Lounge and by appointment

Dr. Julio R. Tuma (he/him), Cohen Hall 435, tuma@sas.upenn.edu, 215-898-4772

Office Hours: Tuesdays, 2:30-3:25 pm and by appointment

Texts

Philosophy:

Most course readings will be available on Canvas except for *Educated* by Tara Westover, which you should purchase. You should also purchase a notebook that will be used as a journal. Here are a couple of inexpensive ones from amazon that are recommended: Either Paperage Lined Notebook (<https://tinyurl.com/4s2asnen>) or Sumeet Planner Pro (<https://tinyurl.com/344bs47d>).

Psychology:

A variety of primary sources, available online or through the course Canvas page.

Chapters from Susan Harter, *The Construction of the Self (2nd edition)*, available through the course Canvas page.

Seminar Times & Locations:

Please attend the seminar you registered for/assigned to you:

- 301 Dr. Tal Arbel, Fridays 10:15-11:05, Hill Seminar Room
- 302 Dr. Tal Arbel, Fridays Noon-12:50, Hill Seminar Room
- 303 Dr. Kristian Taketomo, Fridays Noon-12:50, Hill Club Lounge
- 304 Dr. Kristian Taketomo, Fridays 1:45-2:35, Hill Club Lounge
- 305 Dr. Julio Tuma, Fridays 1:45-2:35, Hill Seminar Room
- 306 Dr. Julio Tuma, Fridays 3:30-4:20, Hill Seminar Room

Assessment and Course Grade Breakdown

You will receive one single grade for Integrated Studies 001.

Each of the two streams and the Seminar is worth 30% of this single grade. The Thursday integrative session is worth 10% of his final grade.

The grade breakdown for each stream is as follows:

Philosophy (30% of INTG0001 grade)

Weekly In-Class Journal 30%

Midterm – October 29th - In-class Essay 25%

Final Exam TBD 45%

Psychology (30% of INTG0001 grade)

Class participation (10%)

Quizzes – weekly (you are responsible for completing 75% of them and your quiz grade will be based on the best 8 out of 12 scores) (10%)

Midterm – October 8 (30%)

Essay – Due November 19 by midnight (10%)

FINAL - TBD (40%)

Thursday Integrative Sessions (10% of INTG0001 grade)

Seminars (30% of INTG0001 grade)

Attendance & Participation (20%)

Integration Assignment 1 (Tutorials) – Due by October 18th (20%)

Integration Assignment 2 (Written assignment) – Due by November 8th (30%)

Integration Assignment 3 (In class essay) - Due in class December 6th (30%)

Policy on Academic Integrity: Students are expected to follow Penn's [Code of Academic Integrity](#) . Violations of the code — i.e., cheating on exams, plagiarism, etc. — will be referred to the Office of Student Conduct and will result in a failing grade for the assignment, plus whatever other sanctions are levied by the Office. If you have any questions or doubts about what constitutes a violation of the code, please ask.

Policy on Academic Freedom: The University of Pennsylvania protects [academic freedom](#), which was established to promote the integrity of research and teaching. The principles of academic freedom are founded on the idea that a university's purpose is to

generate curiosity and disseminate new knowledge that can serve the common good in a democratic society, and that such knowledge requires free and open inquiry. To safeguard the university's public mission, academic freedom entails the following rights for faculty and students:

- The right of faculty members to full freedom in research, teaching, extramural speech (public speech on issues of general concern) and intramural speech (speech about the university itself, including criticism of it).
- The right of students to freedom in learning, which includes freedom of association and expression and freedom of inquiry in the classroom.

Policy on Artificial Intelligence and AI-assisted Technologies: The University of Pennsylvania has not settled upon a uniform policy on the use of AI generating technologies (e.g., large language models such as chatbots, image generators, data mining bots, etc.). For the purposes of Integrated Studies 0001, we strongly discourage AI-generated writing assignments. In general, we do not think the use of these technological products meets our criteria for what constitutes authorship. More importantly, we do not feel that the use of AI is conducive to the type of learning in which we want you to engage via our curriculum. We view writing as a process and a craft – one that demands your attention and allows you to refine your thoughts as you engage with the text you produce. We do not want to deny you the opportunity to continue to develop these important skills. If you do use AI, you must: 1) ask for permission prior to the use of such material for an assignment; 2) properly cite and give detailed attribution regarding which AI-technology you employ and how it is employed; 3) remember that ultimately, you are accountable for what is produced in a submission in which you are claiming authorship.

Policy Soliciting Feedback. At Penn and in this course, we aim to educate and respect students with diverse backgrounds and perspectives. The diversity students bring to class is a resource and an essential feature of university education. Our diverse backgrounds mean we might not always agree with each other or see things the same way. This is OK! We learn by giving each other the opportunity to express a range of thoughts, values, and beliefs, even when we do not always reach consensus. We can give each other a little grace. Some of our thoughts and beliefs are not fully formed. The classroom should be a space to work through these ideas and come away with new understandings. Your suggestions to improve diversity and inclusivity in the course are encouraged and appreciated.

Weekly Theme	Tuesday Mornings (Dr. Morton)	Tuesday Afternoons (Dr. Jaffee)	Thursday Morning/Integration	Seminars
Aug. 27-30 Week 1: Introductions to the disciplines	JM: Introduction to each other and to philosophy as a discipline David Foster Wallace, "This is Water"	SJ: Introductions to each other and the study of the self in psychology: What is the self, what assumptions do psychologists make about it, and how do psychologists study it?	Introductions, syllabi, expectations	Seminar Introduction
Sep. 3-6 Week 2: Introduction to the self	JM: The self in Philosophy: What is the self? Why do philosophers study the self? Kathryn Schulz, "The Self in Self-Help" Hume, "Of Personal Identity"	SJ: The self in infancy: When and how do infants develop a sense of self? Rochat (2018). The ontogeny of human self-consciousness. <i>Current Directions in Psychological Science</i> , 27, 345-350	Discussion Leader: Kristian Taketomo	Seminars
Sep. 10-13 Week 3: The Family	JM: Becoming a Self: Introduction to Westover and our narrative text for the term Tara Westover, <i>Educated</i> Part I	SJ: What role do attachment relationships play in self-development? Who are our attachment figures? How enduring is the legacy of early attachment relationships?	Discussion Leader: Julio Tuma	Seminars

		<p>Posada & Waters (2018). Introduction: The co-construction of mother-child attachment relationships in early childhood. <i>Monographs of the Society for Research in Child Development</i>, 83, 7-21.</p>		
<p>Sep. 17-20 Week 4: Self and other</p>	<p>JM: What can we learn about the self from considering the case of Twins?</p> <p>Helena De Bres, Intro & Chapter 1 from <u>How to Be Multiple</u></p>	<p>SJ: The self in early childhood: How does the objectified sense of self develop? How does the “I Self” (i.e., the knower) come to know the “Me Self” (i.e., the known)?</p> <p>Harter (2012). Developmental differences in self-representations during childhood. Pp. 27-49</p>	<p>Integrative Session led by J. Morton with guest speaker Helena De Bres</p>	<p>Seminars</p>

<p>Sep. 24-27 Week 5: Childhood</p>	<p>JM: How do we parent a self in development? Joel Feinberg, "The Child's Right to an Open Future"</p>	<p>SJ: The self in middle childhood: How does the transition to school shape children's understanding of themselves and promote the emergence of goals and values? Harter (2012). Developmental differences in self-representations during childhood. Pp. 49-71.</p>	<p>Discussion Leader: Tal Arbel</p>	<p>Seminars</p>
<p>Oct. 1-4: Week 6: Autonomy</p>	<p>JM: Discovering Autonomy Tara Westover, <u>Educated</u> Part II</p>	<p>SJ: The self in adolescence or "cha-cha-cha-changes"....(with thanks to David Bowie): Adolescents undergo social, biological, and cognitive changes as dramatic as those experienced in the first three years of life. How do these shape self-understanding? Hoffman & Umana-Taylor (2023). The promise of leveraging social identities in</p>	<p>Fall Break</p>	<p>Seminars Fall Break</p>

		interventions to enhance the well-being and lives of adolescents. <i>Child Development Perspectives</i> , 17, 129-135.		
Oct. 8-11 Week 7: Self-transformation	<p>JM: What does it mean to transform yourself? Is it even possible or conceivable?</p> <p>L.A. Paul selections from <u>Transformative Experiences</u></p>	<p>SJ: Demonstrating understanding: For the **in-class midterm exam** you will be asked to choose two out of four essay questions probing your knowledge of topics covered since the beginning of the semester.</p>	Discussion Leader: Sara Jaffee	Seminars
Oct. 15-18 Week 8: Young adulthood	<p>JM: Coming to terms with the costs of transformation</p> <p>Tara Westover: Educated Part III</p>	<p>SJ: The self in young adulthood: Although the narrative self emerges in adolescence, it develops rapidly in the transition to adulthood. We will discuss how shifting roles and responsibility shape self-understanding and how characteristics of the self reciprocally influence</p>	Discussion Leader: Julio Tuma	<p>Seminars</p> <p>**Integrative Assignment 1 Due by October 18th**</p>

		<p>those roles and responsibilities</p> <p>Arnett (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i>, 55, 469-480.</p>		
<p>Oct. 22-25 Week 9: Middle Age</p>	<p>JM: Coming to terms with our choices in middle-age</p> <p>Kieran Setiya, Chapter 4 of <u>Midlife</u></p>	<p>SJ: The self in middle age (aka, the second puberty): Middle age is a period of social and biological change when the self is often balanced between two generations (children and parents) and between salient past (our youthful self) and future selves (our self in old age).</p> <p>Infurna et al. (2020). Midlife in the 2020s: Opportunities and challenges. <i>American Psychologist</i>, 75, 470-485.</p>	<p>Discussion Leader: Jennifer Morton</p>	<p>Seminars</p>
<p>Oct. 29-Nov.1 Week 10: Old Age</p>	<p>**In-Class Midterm Essay**</p>	<p>SJ: The self in old age: As our horizons shorten, how do we make sense of the lives we have led? Do our values and motivations change in old change?</p>	<p>Discussion Leader: Tal Arbel</p>	<p>Seminars</p>

		Carstensen, L. (2006). The influence of a sense of time on human development. <i>Science</i> , 312, 1913-1915.		
Nov. 5-8 Week 11: Race and Identity	<p>JM: Coming to terms with our social and racial identities</p> <p>W. E. B. Du Bois, "Of Our Spiritual Strivings"</p>	<p>SJ: Racial and ethnic identity development:</p> <p>How and when do members of minority groups in a society come to understand their minority group status?</p> <p>How do caregivers and other adults instill pride in minority group status?</p> <p>How and when do members of the majority group come to understand their majority group status and is majority group culture invisible or apparent to them?</p> <p>Way & Rogers (2014). "[T]hey say Black men won't make it, but I know I'm gonna make it": Racial and ethnic identity development in the context of cultural stereotypes. In McLean & Syed (Eds). <i>Oxford</i></p>	Discussion Leader: Kristian Taketomo	<p>Seminars</p> <p>**Integrative Assignment 2</p> <p>Due November 8th**</p>

		<i>Handbook of Identity Development</i> , pp. 269-285.		
Nov. 12-15 Week 12: Challenging social norms	<p>JM: Transforming in a Social World</p> <p>Elizabeth Barnes, "Social Identities and Transformative Experience"</p>	<p>SJ: Gender identity development</p> <p>How and when do we develop a sense of ourselves as female, male, or nonbinary? Does this gender identity change over time?</p> <p>*Guest speaker Rachel Leshin*</p> <p>Gulgoz et al. (2019). Similarity in transgender and cisgender children's gender development. <i>PNAS</i>, 116.</p> <p>Olson (2017). When sex and gender collide. <i>Scientific American</i></p>	Discussion Leader: Sara Jaffee - Understanding analysis of data in psychology	Seminars

<p>Nov. 19-22 Week 13: Socio-economic identity</p>	<p>JM: The Ethical Costs of Mobility Jennifer Morton, Intro & Chapter 1 from <u>Moving Up Without Losing Your Way</u></p>	<p>SJ: Socioeconomic identity: How and when does our social position in society shape our understanding of self?</p> <p>Brummelman & Sedikides (2023). Unequal selves in the classroom: Nature, origins, and consequences of socioeconomic disparities in children's self-views. <i>Developmental Psychology</i>, 59, 1962-1987.</p> <p>**Essay on the self in literature or film due by midnight on 11/19**</p>	<p>Discussion Leader: Jennifer Morton Movie: CODA</p>	<p>Seminars</p>
<p>Nov. 26-29 Week 14: Thanksgiving</p>	<p>Thanksgiving</p>	<p>Thanksgiving</p>	<p>Thanksgiving</p>	<p>Thanksgiving</p>

<p>Dec. 3-6 Week 15: Identity in translation</p>	<p>JM: Playing with identities</p> <p>Maria Lugones, "Playfulness, "World"-Travelling, and Loving Perception"</p>	<p>SJ: Immigrant identity: Immigrants and children of immigrants must acculturate to a new country and its norms while determining whether and how much to hold on to the norms and customs from their country of origin. How does this shape a sense of self? How do other factors like age, reasons for immigrating, or the culture of immigration in a country shape the immigration experience?</p> <p>Fuligni & Tsai (2015). Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents. <i>Annual Review of Psychology</i>, 66, 411-431.</p>	<p>Discussion Leaders: Teaching Team</p>	<p>Seminars **Integrative Assignment 3 - Due in Seminars on December 6th</p>
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Final assignments and times due in both streams: TBD