

SPRING 2026 SYLLABUS
SOP4704: PSYCHOLOGY OF IDENTITY

Instructor: Ileri Akinnola, M. S.

Section Number: 2C19

Class Meeting Time and Place: BLK 0315 – Period 8 (3:00pm – 3:50pm), MWF

Instructor Office Hours & Location: TBD

Instructor Email: iakinnola@ufl.edu

Course Outline

• Course Description •

This course explores how people define, adopt, and manage their identities through role-based, group-based, and personal lenses. This course will critically engage with two classic theories of identity: Identity Theory and Social Identity Theory, and examine how multiple and conflicting identities influence psychological well-being, behavior, and social integration.

• Course Goals •

1. To understand foundational theories of identity.
2. To analyze how identities are formed, maintained, and verified.
3. To apply these theories to contemporary issues involving race, gender, religion, and profession.

• Reading Assignments •

All readings will be accessible through the course CANVAS webpage.

• Course Expectations •

You are expected to attend class regularly and carry out the reading assignments listed in this syllabus. You are also expected to check your email regularly (at least once a day) and to visit E-learning on a regular basis. Students typically find that for each hour in class, at least two additional hours are required for preparation.

• Attendance •

Attendance will not be taken. However there are a set number of points attached to in-class assignments that require your attendance in class.

• Class Demeanor •

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Course Requirements

· Class Participation ·

Meaningful, in-depth discussion is critical for learning and students are expected to be engaged and to participate fully in the discussion of this course. One of the primary goals for this course is for you to think critically about your identities, and it is (in part) through the process of discussion that one's identity becomes defined and discovered. To receive full credit for class participation, you will meet the following expectations:

- Listens attentively and is engaged in class discussion.
- Moves the conversation forward productively by adding new information about the topic, disputing or questioning points under discussion, changing the topic when appropriate, noting exceptions, and/or providing observations from personal experience.
- Varies the type of contribution to discussion (e.g., facts, personal observations, etc.).
- Acknowledges and confirms the contributions of others by restating or referring to their points, asking for clarification, respectfully disagreeing with them.
- Is sensitive to the dynamics of the group, actively works to keep the discussion productive so that learning can occur and everyone is encouraged to contribute.

· Weekly Discussion Questions ·

Each week students should submit one discussion question for each of the two readings per week. Your discussion questions should be submitted through Canvas by 5pm the day before the class meeting wherein the paper will be discussed. Your question for the first article of the week should be submitted by Tuesday at 5pm, and your question for the second article of the week should be submitted by Thursday at 5pm. Generating discussion questions should help you to think critically about the week's topic prior to coming to class and should help me in determining what the class is interested in, so it is important that you put thought into your discussion questions. If you are struggling to come up with a question, try to think about it in terms of an exam question that could come from the readings, or think about how a concept discussed in the paper might relate to you in real life.

· Application Paper ·

You will be responsible for writing an application paper during the semester. The paper must be typed and submitted on CANVAS. The paper is due at 11:59PM, February 27th. The paper gives you the opportunity to apply what we've discussed to real life scenarios. I will talk more about the paper during the semester.

· Digital Identity Analysis Paper ·

You will be responsible for writing a Digital Identity Analysis paper during the semester. The paper must be typed and submitted on CANVAS. The paper is due at 11:59PM, March 23rd. The paper gives you the opportunity to explore modern identity management in curated online spaces. I will talk more about the paper during the semester.

· End-of-Semester Narrative Identity Paper ·

The final paper will be your opportunity to answer the question of “Who am I?” using stories in your life. Afterwards, you will have the opportunity to reflect on how each individual story leads into your overall life story and identity. The paper is due at 11:59PM, April 20th. I will talk more about the paper during the semester.

Grading Scale

Assignment	Points	Approximate Percentage of Grade (Rounded)
Participation	20	14%
Weekly Reading Discussion Questions	20	14%
Application Paper	30	20%
Digital Identity Analysis Paper	35	24%
End-of-Semester Reflection Essay	40	28%
Total	145	100%

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

Study Skills

This class covers a large amount of material and it is crucial for students to keep up with the reading and study regularly. Important study habits that will help you succeed in this class include:

1. Reading all assigned articles by the date they are assigned
2. Reading and studying the text before and after hearing the lectures on those topics

Spring 2026 Course Schedule		
DATE	LECTURE TOPIC	READING DISCUSSED
1/12/25 (M)	Welcome to SOP4704!	N/A
1/14/25 (W)	Intro to Identity	N/A

1/16/25 (F)	Identity Theory – Roles and Expectations	N/A
1/19/25 (M)		No Class (Holiday)
1/21/25 (W)	Identity Theory – Roles and Expectations: Discussion	The Self: Measurement Requirements from an Interactionist Perspective
1/23/25 (F)	Identity Theory – Roles and Expectations: Discussion	The link between identity and role performance.
1/25/25 (M)	Salience, Commitment, and Verification	N/A
1/28/25 (W)	Salience, Commitment, and Verification: Discussion	Effects of Commitment and Psychological Centrality Fathering
1/30/25 (F)	Salience, Commitment, and Verification: Discussion	Running women or women runners: Does identity salience affect intention to exercise outside and feelings of safety?
2/2/25 (M)	Social Identity Theory – Ingroups and Outgroups	N/A
2/4/25 (W)	Social Identity Theory – Ingroups and Outgroups: Discussion	Ingroup and outgroup differences in face detection
2/6/25 (F)	Social Identity Theory – Ingroups and Outgroups: Discussion	The emotional side of prejudice The attribution of secondary emotions to ingroups and outgroups.
2/9/25 (M)	Prototypes, Cohesion, and the “Black Sheep” Effect	N/A
2/11/25 (W)	Prototypes, Cohesion, and the “Black Sheep” Effect: Discussion	Morality's role in the Black Sheep Effect
2/13/25 (F)	Prototypes, Cohesion, and the “Black Sheep” Effect: Discussion	Black sheep and expectancy violation: integrating two models of social judgment
2/16/25 (M)	Social Identity: Activation and Depersonalization	N/A
2/18/25 (W)	Social Identity: Activation and Depersonalization: Discussion	Identity salience and the influence of differential activation of the social self-schema on advertising response.
2/20/25 (F)	Social Identity: Activation and Depersonalization: Discussion	Relevance of social categories, depersonalization and group processes: Two field tests of self-categorization theory

2/23/25 (M)	No Class (SPSP)	
2/25/25 (W)	No Class (SPSP)	
2/27/25 (F)	No Class (SPSP)	Application Paper Due 11:59pm
3/2/25 (M)	Comparing Identity Theory and Social Identity Theory	N/A
3/4/25 (W)	Comparing Identity Theory and Social Identity Theory: Discussion	Identity Theory and Social Identity Theory
3/6/25 (F)	Comparing Identity Theory and Social Identity Theory: Discussion	A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory
3/9/25 (M)	Multiple Identities	N/A
3/11/25 (W)	Multiple Identities: Discussion	Identity construction and second language acquisition: A multiple case study of Thai immigrants in Hong Kong
3/13/25 (F)	Multiple Identities: Discussion	Multiple social identities and well-being: Insights from a person-centred approach
3/16/25 (M)		No Class (Spring Break)
3/18/25 (W)		No Class (Spring Break)
3/20/25 (F)		No Class (Spring Break)
3/23/25 (M)	Identity Conflict and Concealment	Digital Identity Analysis Paper Due 11:59PM
3/25/25 (W)	Identity Conflict and Concealment: Discussion	When and why people conceal their identities
3/27/25 (F)	Identity Conflict and Concealment: Discussion	Types of discrimination as predictors of identity concealment in a sexual and gender minority sample
3/30/25 (M)	Coping with Identity Conflict – Suppression and Compartmentalization	N/A
4/1/25 (W)	Coping with Identity Conflict – Suppression and Compartmentalization: Discussion	Sexual Orientation Stigmatization and Identity Work for Gays, Lesbians, and Bisexuals in the U.S. Military
4/3/25 (F)	Coping with Identity Conflict – Suppression and Compartmentalization: Discussion	Religiosity and identity interference among graduate students in the sciences

4/6/25 (M)	Integration Strategies and Identity Reconciliation	N/A
4/8/25 (W)	Integration Strategies and Identity Reconciliation: Discussion	Multiple identities juggling game: types of identity integration and their outcomes
4/10/25 (F)	Integration Strategies and Identity Reconciliation: Discussion	Identity tension and reconciliation among Shanghai stay-at-home mothers
4/13/25 (M)	Narrative Identity	N/A
4/14/25 (W)	Narrative Identity: Discussion	The Narrative Identity Structure Model
4/17/25 (F)	Narrative Identity: Discussion	Traits and Stories: Links Between Dispositional and Narrative Features of Personality.
4/20/25 (M)	Flex Period: Narrative Identity Paper Due 11:59PM	

Course Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see the link below or read the policies further below:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

Policy For Disputing a Grade

You will have one week (including weekends and holidays) after any course material grade has been posted to dispute your grade. The exception will be the last exam because there won't be enough time to complete disputes and turn grades in. Disputes will **NOT** be accepted after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute.

Honor Code

I am not willing to give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability, you must contact me immediately so accommodation can be made from that point on.

Sexual Harassment & Disclosures of Sexual Violence

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: <https://titleix.ufl.edu/title-ix-reporting-form/>, or email inform@titleix.ufl.edu, or call 352-273-1094.

UF Policies on Software Use

All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording,

regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Readings

Biernat, M., Vescio, T. K., & Billings, L. S. (1999). Black sheep and expectancy violation: Integrating two models of social judgment. *European Journal of Social Psychology*, 29(4), 523–542. [https://doi.org/10.1002/\(SICI\)1099-0992\(199906\)29:4](https://doi.org/10.1002/(SICI)1099-0992(199906)29:4)

Burke, P. J. (1980). The self: Measurement requirements from an interactionist perspective. *Social Psychology Quarterly*, 43(1), 18–29. <https://doi.org/10.2307/3033745>

Burke, P. J., & Reitzes, D. C. (1981). The link between identity and role performance. *Social Psychology Quarterly*, 44(2), 83–92. <https://doi.org/10.2307/3033704>

Dunlop, W. L. (2017). The Narrative Identity Structure Model (NISM). *Imagination, Cognition and Personality*, 37(2), 153–177. <https://doi.org/10.1177/0276236617733825>

Forehand, M. R., Deshpandé, R., & Reed, A. (2002). Identity salience and the influence of differential activation of the social self-schema on advertising response. *Journal of Applied Psychology*, 87(6), 1086–1099. <https://doi.org/10.1037/0021-9010.87.6.1086>

Giraud, C., & Leonard, M. (2024). Types of discrimination as predictors of identity concealment in a sexual and gender minority sample. *Sexuality & Culture*, 28(4), 1720–1737. <https://doi.org/10.1007/s12119-024-10202-6>

Hogg, M. A., Terry, D. J., & White, K. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly*, 58(4), 255–269. <https://doi.org/10.2307/2787127>

Le Forestier, J. M., & Lewis, N. A. (2024). When and why people conceal their identities. *Nature Reviews Psychology*, 3, 489–498. <https://doi.org/10.1038/s44159-024-00324-x>

Leyens, J.-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review*, 4(2), 186–197. https://doi.org/10.1207/S15327957PSPR0402_06

Manzi, C., & Benet-Martinez, V. (2022). Multiple identities juggling game: Types of identity integration and their outcomes. *Self and Identity*, 21(5), 501–505. <https://doi.org/10.1080/15298868.2022.2067222>

Manzi, C., Paderi, F., & Benet, M. V. (2024). Multiple social identities and well-being: Insights from a person-centred approach. *British Journal of Social Psychology*, 63(2), 792–810. <https://doi.org/10.1111/bjso.12704>

McAdams, D. P., Anyidoho, N. A., Brown, C., Huang, Y. T., Kaplan, B., & Machado, M. A. (2004). Traits and stories: Links between dispositional and narrative features of personality. *Journal of Personality*, 72(4), 761–784. <https://doi.org/10.1111/j.0022-3506.2004.00279.x>

Pasley, K., Futris, T. G., & Skinner, M. L. (2002). Effects of commitment and psychological centrality on fathering. *Journal of Marriage and Family*, 64(1), 130–138. <https://doi.org/10.1111/j.1741-3737.2002.00130.x>

Prunty, J. E., Jenkins, R., Qarooni, R., & Bindemann, M. (2023). Ingroup and outgroup differences in face detection. *British Journal of Psychology*, 114(Suppl 1), 94–111. <https://doi.org/10.1111/bjop.12588>

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Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63(3), 224–237. <https://doi.org/10.2307/2695870>

Tang, S., Shepherd, S., & Kay, A. C. (2023). Morality's role in the Black Sheep Effect: When and why ingroup members are judged more harshly than outgroup members for the same transgression. *European Journal of Social Psychology*, 53(7), 1605–1622. <https://doi.org/10.1002/ejsp.3001>

Tian, F. F., & Chen, L. (2024). On tiptoe: Identity tension and reconciliation among Shanghai stay-at-home mothers. *Gender, Work and Organization*, 31(6), 2371–2387. <https://doi.org/10.1111/gwao.12973>

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Voci, A. (2006). Relevance of social categories, depersonalization and group processes: Two field tests of self-categorization theory. *European Journal of Social Psychology*, 36(1), 73–90. <https://doi.org/10.1002/ejsp.259>

Zhang, Z. (Victor). (2024). Identity construction and second language acquisition: A multiple case study of Thai immigrants in Hong Kong. *Journal of Language, Identity, and Education*, 23(4), 498–511. <https://doi.org/10.1080/15348458.2021.1999816>