Editorial Note

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This journal has been composed as part of the course 'Dare to Compare', part of the Social Science honours program, the von Humboldt college at the Utrecht University. The central subject of this course was self-image and identity and within this framework students have worked on a website, a film, a congress (www.fss.uu.nl/mediamyselfandi) and a website. The thirteen articles presented here in the second volume of Social Cosmos focus on how changes in different social worlds shape and give form to selfimage and identity. They do so within different social environments and through different disciplinary lenses: anthropology, social sciences, sociology, pedagogy, psychology.

´Self-image´ and ´identity´ are core concepts of all the articles. A self-image can be defined as an individual's mental picture that portrays personal details that one imagines as available to others and also includes personal details of skills, past social interactions and behavior, that is resistant to change and relatively constant in time . Also used in this issue, and almost a synonym to (and used interchangeably with, see Sirgy, 1982) self image, is self-concept. Self-concept can be defined as a set of attributes, abilities, attitudes, and values that an individual believes define who he or she is (Berk, 2009, p. 451). Identity is a term related to self-image. The famous early psychologist Erik Erikson is one of the first to write about identity. Identity exists and can be approached at two different levels. These levels are an individual's perceived identity directed towards a personal level – which is closely related to self-image – and a perceived identity directed toward a group level. However, it is important to note that identity is operationalized differently depending of the scientific discipline. Identity is, in relation to self-image, more diffuse and dynamic. In this volume we have approached identity as diffuse, dynamic and situational. The construction and constitution of self image and identity never occur in isolated places, but are always are shaped by changes in the (social) world that we live in.

The first article, by Kevin Kemke´s and Rianne Penninga, sets out the basis for our understanding of the concept of the self. The articles that follow explore how changes within the social environment of the family, the school, medical care affect self-images of people that inhabit those domains. They subsequently discuss how growing up without a father shapes the self esteem and gender identity of boys (Generate de Lange), how peers can influence can influence body satisfaction of adolescent girls (Merles van Trego), how bullying relates to the self concept of children (Week Relived), how education gives form to the self image of students with disabilities (Liza van den Bosch), and what the consequences are of the labeling of mental illness on the self concept (Joelle Pasman). The volume slowly moves from this more psychological perspective to a more sociological, anthropological perspective and in its second part focuses more on how societal changes and globalization shapes identity and self-image. Moving on to an analysis of how changes on a macro level give form to self image and identity, Ingmar Snabilie´s article next explores accessibility to education can transform the concept of the self. The following articles go on to discuss how a wide range of global developments shape and transform identity and self image. Milou Westerik discusses how migration gives shape to the socialization of the self, then Nadine van Zomeren analyzes how 9/11 has influenced self image and identity among Arab groups and Marjolein Bomhof explores how democratization gives shape to national identities. Gèr Steffens then goes on to explore how living in ´technological metropolises´ gives form to the identity of the people living in those metropolises and Henrike Prudon analyses how entheogenic shamanistic practices relate to modern identity. Ben Caselin and Mathijs Kros close the journal with an article that explores the emergence of the hypothetical other in relation to climate change and environmental degradation.

References:

Berk, L. E. (2009). Self and social understanding. In Berk, L. E., *Child Development.* Boston: Pearson Education.

Sirgy, M. J. (1982). Self-concept in consumer behavior: a critical review. *Journal of Consumer Research, 9*(3), p. 287-301.