

## **Psychosocial - Political Perception of Identity Among Palestinian Youth**

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Although the topic of identity development in children received extensive attention by psychologists, it remains fertile ground for social scientists who wish to liberate themselves from traditional theory of child psychosocial development. There is ample conceptual, constructual, theoretical, and empirical evidence available to psychologists to predict the global course of development in children. Sociologists, political scientists, and other social scientists also have delineated many of the variables and factors that influence the course of change which takes place naturally within societies. This plethora of “scientific” evidence, however, was accumulated mainly by Westerners on Western societies. The relatively sparse, available, and accumulated knowledge on Asian, African, and Latin American societies, unfortunately, also was either conducted by Western researchers or interpreted within the context of Western theories and constructs (Khalefa, 1997; Kim & Berry, 1993; Probst, 1996). Native researchers in the developing countries are cognizant of the fact that a substantial amount of the information, data, and artifacts collected on their societies and cultures is held in “trust” in the archives and data banks of the developed nations. In essence, I argue that developed nations are far superior to the developing nations not only economically, militarily, and technologically, but far more ominously, in their knowledge of the developing nations. We (developing nations) are studied, examined, and analyzed by the other (developed nations) more than we study, examine, and analyze our selves. Any analysis on the development of identity within transitional societies we present today is to some extent “hostage” to this epistemological “bondage.” Furthermore, the expansive nature of the topic dictates that we delineate the limits of our argument prior to delving into our presentation.

