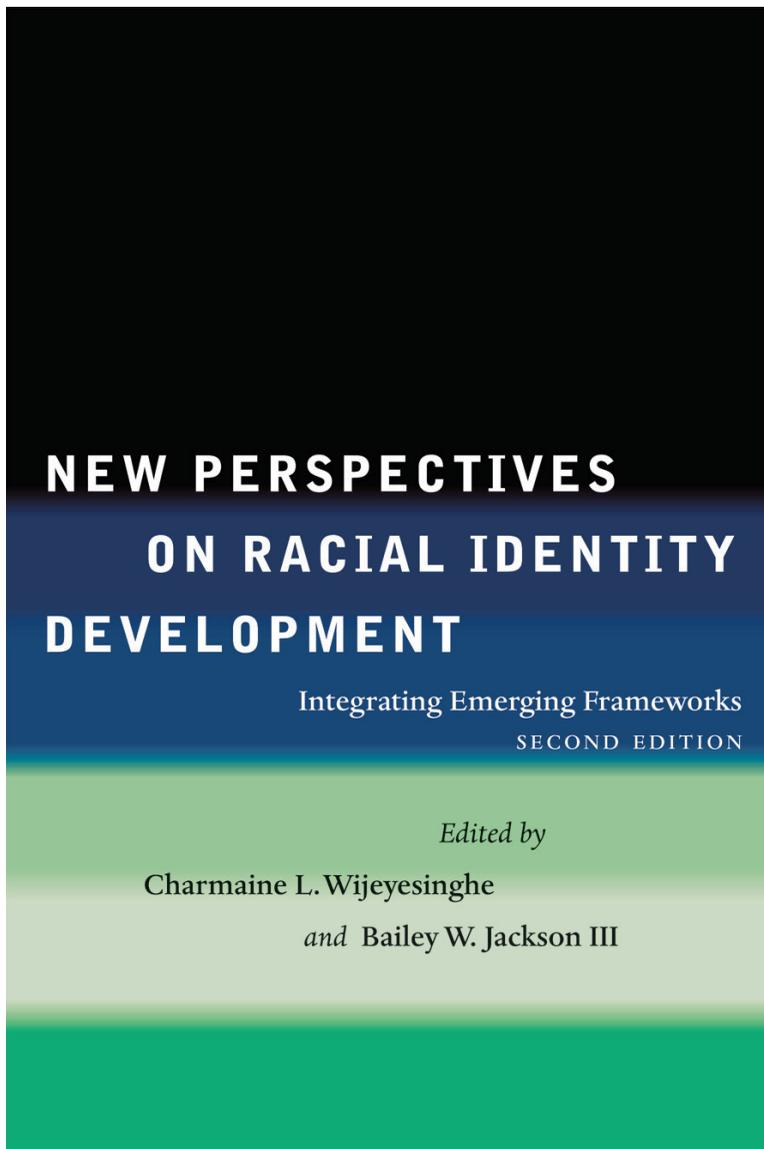


New Perspectives on Racial Identity Development

Integrating Emerging Frameworks, Second Edition

INSTRUCTOR'S GUIDE



New Perspectives on Racial Identity Development, second edition takes a critical look at how race and racial identity are experienced and understood given the changing demographics of the United States and the dynamic nature of the social, cultural, and political climate in which models of identity develop and evolve. Authors explore the impact of various approaches to human development, current social forces, and emerging frameworks from related disciplines and interrogate, critique, and revise their work. Readers are presented with updated models, tools, and pedagogical practices that enable them to understand and study racial identity within a cultural context where race and other identities are socially constructed, and carry significant social, political, and group meaning. In addition, they are challenged to think of identity in a more holistic and global perspective given the significant attention paid to intersectionality and other frameworks throughout the text. Chapter authors use multiple vehicles, including historical and theoretical analysis, research studies, and personal narratives to illustrate the connection between theory and the lived experience of individuals. Chapters in the first section of the book highlight the history and evolution of theoretical frameworks related to race and identity across seven racial groups. Authors in the second section provide insight on the complex interconnection between race and other social identities, the enactment of identity across situations and contexts, and pedagogy and practice related to teaching about racial identity.

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SUMMARY

The introduction frames the ongoing development of racial identity models as both grounded by foundational, historical works while also reflecting the rapidly evolving demographics of the United States. Statistics and commentary from the report of the 2010 United States Census highlight the complexities of the category of race and how it fluctuates in light of changing populations, and social and cultural dynamics. After briefly reviewing some of the cornerstone tenets of intersectionality, the chapter explores the possibility of a more holistic and dynamic view of race and identity that requires re-examination and retooling of existing models that address the experiences of individuals within socially constructed racial groups. The introduction highlights several questions related to race and evolving perspectives and social dynamics and how chapters in the book seek to contribute to the ongoing dialogue about these areas. It concludes with a brief summary of the content of the individual chapters in the volume.

QUESTIONS FOR DISCUSSION

- ▷ Are there aspects that influence our view or definition of race and racial identity that are more fundamental or resilient across time and circumstances?
 - ▷ What insights, if any, do identity models written several decades ago offer to the analysis of how race is experienced today?
-

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Read the post on <http://www.npr.org/sections/codeswitch/2014/06/09/319584793/what-is-your-race-for-millions-of-americans-a-shifting-answer>. Discuss or write about your response to this piece.

Creating and Re-Creating Race

Pages 11-32

SUMMARY

This chapter underscores how the concept of race and racial identity are influenced by the social and political dynamics within a particular historical period. The author provides an important distinction between race as a larger social construct, and racial identity that draws meaning from the experience of individuals based on their membership in social groups. The historical and contemporary contributions of various disciplines, including psychology, sociology, and developmental ecology to our understanding of racial identity development are highlighted and compared. The chapter also comments on how several cross-disciplinary approaches, such as postmodernism, critical race theory, and intersectionality inform contemporary theoretical and practical interventions related to racial identity development. Readers are encouraged to consider the role of globalization, immigration, and the increased number of mixed race individuals in the United States on how race and identity are viewed currently, and will be understood in the future. Critical questions that connect race and identity to larger, evolving social forces are raised throughout the chapter.

QUESTIONS FOR DISCUSSION

- ▷ How do the various standpoints discussed in this chapter influence discussion, study, or application of racial identity theory?
 - ▷ What insights or connections might a teacher, practitioner, or researcher miss if she or he relied solely on one of the standpoints in practice?
 - ▷ What contemporary issues, in addition to the ones noted at the end of this chapter, influence current views and approaches to race and racial identity in the United States?
-

ASSIGNMENTS/CLASSROOM ACTIVITIES

- ▷ Consider the standpoints reviewed in this chapter. Write a paper or discuss which standpoint most captures your view or approach to the concept of racial identity.
- ▷ Identify an issue related to race or racial identity currently at the forefront of national news. Analyze aspects of the story using the various standpoints. How does each standpoint enhance the understanding of the experiences and issues related to this situation?

Black Identity Development

Pages 33-50

SUMMARY

In this chapter, the author of one of the first theories of Black racial identity development revisits his work in light of national events related to race (in general) and the experience of African-Americans (in particular), and global and intersectional perspectives on race and identity. The impact of culture, illustrated by the five elements of *philosophy, customs and traditions, collective history, communication and language, and family structure*, on four of the five stages of the original model is explored and illustrated. Black identity development is presented as an interaction of the influences of Black culture *and* the response and consequence of living in a racist society. Descriptions of the behaviors and attitudes within each of the stages of the original model are revised to include attention to culture as well as emerging perspectives on identity, such as intersectionality. The chapter includes graphics that illustrate an intersectional approach to identity, systems of oppression, and the experience of identity in final stage of the Black Identity Model.

QUESTIONS FOR DISCUSSION

- ▷ What aspects might you add to the author's list of indicators of culture?
 - ▷ Do particular racial groups have specific cultures, and if so, to what extent do they overlap with, or integrate aspects of another group's culture?
 - ▷ How might increasing attention to global issues affect the definition of who is a Black person, and consequently, the stages of the Black Identity Model?
-

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Discuss a recent event or issue related to African-Americans and how the Black Identity Development model may inform your understanding of the issue or your response to it?
- ▷ Consider an image, such as the one that appears on page 46, that could represent the experience of identity at the final stage of the Black Identity Development Model. What image did you choose and how does it reflect the integration of race with a person's other social identities and roles?

SUMMARY

This chapter begins with an analysis of the growing power and increasing impact of the Latina/o population on U.S. politics, public policy, and economics. The challenges of viewing the Latina/o experience through the lens of U.S. configurations and approaches to race are discussed and highlighted by a presentation of the evolution of the U.S. Census categories over time. The authors describe Latina/o identity as more complex than prominent concepts of race consciousness and racialized language used in United States, and encourage the consideration of race in conjunction with other identities such as gender, ethnicity and socioeconomic class. In discussing where Latinas/os fit in a classification system that conflates race and ethnicity, the chapter highlights how social location, institutional, cultural, and societal forces influence and impact what the authors term “ethnoracial identity orientations”. The chapter raises key questions about Latina/o identity, and suggests ways these complex identities serve as functional responses to a wide range of situational experiences such as discrimination and racism in larger social systems. The authors offer an expansion of their earlier model that frames Latina/o identity orientations as adaptive strategies that are dynamic, have utility in various environments and address larger social and organizational demands placed on Latinas/os. The revised model explores multiple aspects of six orientations: Latino integrated; Latino identified; Subgroup identified; Latino as other; Undifferentiated/Denial; White identified. The chapter concludes with a discussion of how the model can enrich perspectives on intercultural competence, organizational practices in the workplace, and the development of partnerships between Latinas/os, and people from other marginalized and dominant groups.

QUESTIONS FOR DISCUSSION

- ▷ As you think about the complexities described in the chapter as particularly relevant to Latina/os, which seem also true for other social identity groups and which relatively unique to Latina/os?
- ▷ How does an intersectional framework or analysis add to your understanding of Latina/os? What problems or challenges can you see with the application of intersectionality to this and other social identity groups?
- ▷ How important are distinctions between concepts of “race” vs. “ethnicity”? How compelling do you see the argument for transitioning to the term “ethnoracial” rather than simply ethnic or racial terminology? What might be gained or lost with this approach?

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Based on Table 3.1, break into subgroups representing each orientation and discuss advantages and disadvantages of this particular adaptive strategy.
- ▷ Form subgroups based on gender e.g. men, women, other. Discuss ways gender impacts the experiences of Latinas and Latinos. Provide specific examples to support your conclusions. Rejoin in mixed group and exchange your examples and analysis. How did gender of your subgroup impact your perspectives?
- ▷ Select a current event or issue that demonstrates the continued importance of the dynamics emphasized in this chapter e.g. Presidential elections in 2016 or attempts at immigration reform. How does the content and model presented in this chapter affect your understanding of this event or issue?
- ▷ The authors argue that Latina/os require specific developmental attention if their talents are to be fully utilized within and across organizations. What talent maximization strategies can you identify based on the insights gained from this chapter? How are these unique to Latina/os or relevant to other subgroups as well?

The Intersectional Model of Multiracial Identity

Pages 81-107

SUMMARY

This chapter examines the relationship between research and models related to identity development in Multiracial people and the framework of intersectionality. First, six core characteristics common to both disciplines are identified and discussed. These characteristics are: time of emergence as organized areas of inquiry, holistic approach to identity, the experience of inhabiting positions of privilege and marginality at the same time, the description of identity as complex and changing over time and life span, centering the experience of people previously excluded from research and movements for social change, and the use of the discipline to enact social change. Three of the most widely cited models of Multiracial models are presented and analyzed for their integration of aspects of intersectionality. The author then expands her original model by considering the effect of geography, situation, global influences, and generation on Multiracial identity. After reviewing aspects of an identity model based on multiple identities, the Intersectional Model of Multiracial Identity is presented and discussed. The chapter concludes by examines future directions for integrating intersectionality and identity models, the concept of identity as personal choice, and the impact of the size and diversity of the Multiracial population in the United States on evolving political and social dynamics related to race.

QUESTIONS FOR DISCUSSION

- ▷ Given the information in this chapter, to what extent do you think the experience of Multiracial people represents an example of an “intersectional identity”?
 - ▷ The chapter discusses identity as both a choice and an ascribed characteristic. What are the strengths and challenges of each of these perspectives?
 - ▷ What factors, in addition to the ones cited in the chapter, do you believe affect how people experience their racial identity?
-

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ A faculty member should select images of galaxies for display in class (see nasa.gov web site-galleries) and ask students to construct a personal galaxy of factors that affect their choice of identity based on one of the images. Discuss the images and range of factors chosen by students. How might any factors that are discussed, but that do not appear in the chapter, enhance students’ understanding of identity development in Multiracial people?

The Intersectional Model of Multiracial Identity

Pages 81-107

- ▷ Consider and respond to the question: to what extent can models related to the experience of individuals speak to the role of power and privilege in framing race and identity? Discuss your answer to this question in small groups, or in a written assignment.
- ▷ Read or listen to the podcast found on www.npr.org/sections/codeswitch/2013/05/12/183430945/checking-more-than-one-box-a-growing-multiracial-nation. Note themes that are common to the ones discussed in the chapter. Note and comment on any contradictory themes.

Twenty-First Century Native American Consciousness

*Pages 108-120***SUMMARY**

This chapter examines Native Americans' relationship with the concepts of race and identity over several historical eras, and how these eras affected the context and situations in which Native Americans develop individual and collective consciousness. The author expands on his original list of influences on native consciousness: level of grounding in native language and culture, genealogical heritage, nature of general philosophy and world view, self-identification, and tribal recognition, by describing four contemporary areas affecting a new era of awareness. First, the orientation toward race consciousness delves into Native American's relationship with the imposed concept of race. Orientation toward political consciousness highlights the legal and political actions taken against American Indians over time, and how being sovereign nations affect their sense of collective identity. The final two orientations, toward linguistic and cultural consciousness describe the inextricable connection between language, cultural practice, and Native identity. The chapter offers directions for framing Indian consciousness in this century, based on Native Americans' response to, and recovery from, the many challenges they faced during periods of colonization.

QUESTIONS FOR DISCUSSION

- ▷ How do the five influences on native consciousness outlined in the introduction of this chapter inform your understanding of race and identity?
- ▷ As noted in the chapter, Indian governments are sovereign nations. To what extent does this status influence Native Americans' relationship to the imposed categories of race? How does this relationship influence your understanding of Native consciousness?
- ▷ The chapter proposes that Twenty First Century Indian consciousness will be driven by the concept of "Recovery", defined as an emerging sense of decolonization and a return to Indian independence. Discuss the author's choice of this word and your response to it.

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Watch the video "Wichita: A dying Native American Language" <https://www.youtube.com/watch?v=9vg6Qs1zeq8>. Discuss how the experiences presented in the video expand on your understanding of the impact of language on culture and historical memory.
- ▷ In light of the video and the information in the chapter, discuss the short and long term impacts of language extinction?
- ▷ The discussion of the role of language and linguistic consciousness includes attention to bi-lingual education and language extinction. How do native perspectives on these issues inform larger national discussion of these areas?

NEW PERSPECTIVES ON RACIAL IDENTITY DEVELOPMENT

White Identity Development Revisited

*Pages 121-137***SUMMARY**

The research study that forms the basis of this chapter examined White undergraduates' sense of racial identity, any meaning they attached to that identity, and their understanding of White privilege and racism in the United States. Through interviews with a small sample of students, the authors found that overall, students either did not identify as White, or attached little or no meaning to being White. Likewise, students reported no emotional or personal connection to racial or ethnic culture represented in their backgrounds. Participants also commented on peers who adopted cultural practices or representations of other groups. While the researchers encountered a range of responses related to discrimination and sense of advantage, in general they found that students viewed racism as occurring at the individual and interpersonal level. The authors analyzed the results of the study through the lens of a historical model of White identity development, and more recent concepts, such as race talk and aversive racism.

QUESTIONS FOR DISCUSSION

- ▷ What do you see as aspects of White culture? How do the responses of the participants in the study related to culture compare with how culture is described in the other chapters of this book?
- ▷ In their discussion of culture, the authors explored the level of attachment that participants had toward their ethnic, as opposed to racial, heritage. To what extent do you think ethnicity has more meaning for White people than the concept of race? Why do you think that this is the case?
- ▷ What role, if any, does social and institutional privilege have in how White individuals view race and racism in the United States?
- ▷ In their conclusions, the authors consider whether a more fluid representation of identity than historic stage models may better capture the experience of identity development. What is your response to this perspective?

ASSIGNMENTS/CLASSROOM ACTIVITIES

- ▷ Choose one quote from a participant in the study and consider it in light of your thoughts on Whiteness and White identity, as well as some of the insights you have gained from reading other chapters in the book.

White Identity Development Revisited

Pages 121-137

- ▷ Select one of the research questions posed to the participants and answer it based on your own experiences. Consider and share any insights you gain about your own sense of racial identity from this exercise.
- ▷ In light of the material presented in this chapter, develop three questions that you would ask White people about their thoughts and perspectives on Whiteness and White Identity.
- ▷ Interview a White friend, acquaintance, or family member using the research questions posed to the participants of this study. How are the responses shared in your interview similar to or different from the answers of the research participants in the chapter? What did you learn about racial identity from doing this interview?

SUMMARY

This chapter employs several nuanced approaches to the concept of racial identity to re-visit a foundational model of Asian American racial identity development. Whereas racial identity is developed in response to living in a racist society, ethnic identity is described as being associated with aspects of culture, country or origin, generational status in relation to immigration to the United States, and expectations of one's ethnic group and environment. After commenting on the role of racism in fostering identity conflict in Asian Americans, the author highlights the key behaviors, attitudes, and factors of the five stages of the Asian American Racial Identity Development model. The stages are: Ethnic Awareness, White Identification, Awakening to Social Political Consciousness, Redirection to an Asian American Consciousness, and Incorporation. The chapter then explores the myth of the model minority, the impact of other social identities (such as gender, religion, and sexual orientation), and the effect of group level consciousness on how Asian American identity is understood and represented. In considering future directions for research on Asian-American identity, the author comments on current social and political dynamics such as generational status in the United States, the level of inter-racial marriage within Asian communities, and the number of Asian children adopted by White families.

QUESTIONS FOR DISCUSSION

- ▷ The author discusses race and ethnicity throughout this chapter. Do you think that these concepts have more significant meaning to Asian American people than individuals in other racial groups?
 - ▷ How might stereotypes and expectations based on the model minority myth affect identity development differently than other types of stereotypical beliefs?
 - ▷ What role do issues related to immigration, such as country of origin and generation in the United States, play in Asian-American identity development?
-

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Compare the effect of immigration on identity development in Asian Americans with the information provided in the chapter on Latina/o identity development.
- ▷ Consider the advantages and disadvantages of taking a pan-ethnic view of identity in light of the geographic and ethnic diversity of Asian Americans.

The Simultaneity of Identities

Pages 161-191

SUMMARY

This chapter discusses an approach to social differences and identity called “simultaneity” to suggest new ways to understand the multiplicity and complexity of identities in today’s globalized world. Identities like race, gender, ethnicity, sexuality, class, and religion are understood as operating simultaneously and interacting with each other to construct individuals’ identities. Differences also operate simultaneously with organizational and societal practices to further construct individuals’ identities, opportunities and constraints.

The first section of the chapter reviews dominant ways of thinking about differences and contrasts them with ways in which transnational feminists and intersectionality theories understand social differences. Drawing from the latter, ‘simultaneity’ understands differences as socially constructed relations of power, multiple, contradictory, and fluid given the history and the context. The image of a hologram is used as a metaphor to represent this approach to identity. Public information from the United States of America Supreme Court Judge Sonia Sotomayor is analyzed to illustrate how her speeches and actions provide a model and living example of the simultaneity of identities. The chapter ends with a discussion of five skills to help apply ‘simultaneity’ in our daily lives: speaking in two or more voices; owning complexity and multiplicity; managing the expectations and pressure for singularity; making an effort to hold on to ones’ multiple identities; and thinking “location” in time and space.

QUESTIONS FOR DISCUSSION

- ▷ Discuss the simultaneity approach to differences and identity and how it differs or is similar to other models you know about or which the author discusses. What advantages and challenges do you see in using the simultaneity approach to differences and identity?
- ▷ The author analyzes a speech and other biographical information from US Supreme Court Judge Sonia Sotomayor to illustrate the simultaneity of differences and identities. Do you agree with this choice and why? What other living models do you see in your families or communities that illustrate the simultaneity of identities?
- ▷ The author discusses five broad skills to apply simultaneity in everyday life? Have you used these skills or seen others used them with good results? What other skills you believe are important if one is to apply ‘simultaneity’ in everyday life?

The Simultaneity of Identities

Pages 161-191

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Watch the Ted Talk “The Danger of a Single Story” by Chimamanda Adichie. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en.

The Nigerian novelist tells her story of differences to warn us of the dangers to oneself and to others of having only one story or perspective on a people or a place. What struck you most about Adichie’s message? In which ways is her message similar or different than the simultaneity approach to differences?

- ▷ Using the hologram diagram in Figure 8.3, identify your own social differences and fill in your hologram. Add other differences that may be important to you, but are not included in the figure, like dis/ability. Discuss with a partner ‘your hologram’ and any learnings or questions that came up for you. For example, which dimensions of differences were you more aware and less aware of and in what contexts are some of these differences more or less important to you?
- ▷ Watch the movie/DVD “Real Women Have Curves.” <https://www.youtube.com/watch?v=eEK0xH4dlHo>

“Real Women Have Curves” tells the story of 18 year old, Ana García, a Mexican American girl (played by America Ferrera), a senior in high-school who wants to go to University, but her mother has other plans for her. Discuss Ana’s complex identity and the many dimensions of her social differences shown throughout the movie. How is Ana an example of ‘simultaneity’ and ‘simultaneity skills?’

ADDITIONAL RESOURCES

- ▷ “Speaking in Tongues,” essay by Zadie Smith. 2009. In *Changing My Mind: Occasional Essays*. New York: Penguin Press.
- ▷ *Identity and Violence: The Illusion of Destiny*. 2006. New York: W. W. Norton & Company.

The Enactment of Race and Other Social Identities During Everyday Transactions, *Pages 192-215*

SUMMARY

This chapter explores identity not as a noun or adjective, but as something one learns, rehearses, and performs, and where *identity doing* or enactment dynamics differ to meet the demand characteristics of the situation. Consequently, any social identity can be linked to a repertoire of enactments, making it possible for the person to transact identity across a range of social-cultural contexts. Topics explored include the ways social identity function to protect the person in situations of threat or discrimination (Buffering); help the person switch personas when entering, performing within, and exiting the main stream (Code-Switching); and makes it possible for the person to achieve friendship and intimacy with people who are different (Bridging). Buffering, code-switching, and bridging are identity enactments facilitating *intergroup* transactions, while another set of enactments, also described in the chapter, support the person's everyday life within one's social group community, i.e. *intragroup* enactments. Intragroup enactments nurture attachment and bonding in the group, shield the person against internalized oppression or internalized racisms, and facilitates within-group unity in the face of social, economic, and cultural fissures that, if left unchecked, can divide and split members of the group.

QUESTIONS FOR DISCUSSION

- ▷ On pages 195 and 196, the author lists characteristics encompassed in the Multicultural Enactment-Transactional Model (METM). What other core features do you see reflected in this model?
- ▷ The author indicates that intergroup and intragroup categories are relevant to the experiences of different social groups. Do you agree or disagree?
- ▷ How might experiences that are more unique to a particular social group, such as encountering the belief that one's sexual orientation is a choice or the tendency to rely on physical appearance to at least partially determine race, affect how individuals within that social group experience the enactment modalities?

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Protection: Think about a time when the actions of an institution or the behavior of a person seemed to undermine and threaten you and cause you to feel discriminated against. How did you perceive this situation? How did your identity help protect you against the full brunt and pain of the situation? How did you cope (what actions did you take)? With a partner, share notes about the experience, and determine how your separate experiences overlap in the ways that the situation was handled.

The Enactment of Race and Other Social Identities During Everyday Transactions, *Pages 192-215*

- ▷ Code-Switching: Think about all that you experience and go through before, during, and after encounters with *mainstream* sites (school, college, workplace, health care facilities, banks, shopping malls, car dealers, etc.). Describe in detail what you do to get ready for the encounter, how you “perform” once within the mainstream site, how you exit the site. Is there anything interesting about the way you return to your community or home? With a partner, share notes on before (prepping), entrance and performance within (what you accomplish within the mainstream site) and after (exiting and re-entrance or starting point (community and home). Determine how your separate experiences overlap in the way the situation was handled.
-

ADDITIONAL READING

- ▷ Allen, A. (1998). Power trouble: Performativity as critical theory. *Constellations*, 5 (4), 456-471.
- ▷ Brekhus, W. (2003). *Peacocks, chameleons, centaurs: Gay suburbia and the grammar of social identity*. University of Chicago Press.

Pedagogical Approaches to Teaching About Racial Identity From an Intersectional Perspective, *Pages 216-239*

SUMMARY

In this chapter, the authors provide insights on integrating an intersectional perspective into both the pedagogy and practice of teaching about race and racial identity. A developmental framework that takes into account the different degrees of learner awareness and consciousness about race, racism, and racial identity is constructed around four pedagogical approaches: race centered, single identity focus; race centered, limited intersectional focus; race centered, intersectional focus; and full intersectional focus. After elaborating on the benefits of the strategic use of intersectionality when teaching about racial identity, the chapter provides a description of the criteria for use, rationale, learning objectives, challenges and cautions, and suggested activities for all four pedagogical approaches.

QUESTIONS FOR DISCUSSION

- ▷ What are three significant points made in the section entitled “pedagogical underpinnings and assumptions”? To what extent do you agree or disagree with these key points? How might these areas affect your work as a social justice educator?
- ▷ What do you think are the strengths and limitations when operating from the “single identity focused pedagogy? From the “limited intersectional focused pedagogy? From the “race centered intersectional focused pedagogy?
- ▷ Consider a particular group of people who you may be teaching about racial issues. How might you assess and decide which pedagogical approaches and activities would be most appropriate given the group?

ASSIGNMENTS/ CLASSROOM ACTIVITIES

- ▷ Develop an activity that allows people to explore their racial identity at three points in their lives. You may choose a population (age, demographic make up) that you either are familiar with, or are currently teaching, or a group that you have less experience teaching.
- ▷ Develop an activity that allows people to identify two of their social identities, besides race, and to explore the impact of these identities on how they think about their racial identity.

ADDITIONAL READINGS

- ▷ Ouellett M. L. (2011) *An integrative analysis approach to diversity in the college classroom: New directions for teaching and learning* (no. 125). San Francisco: Jossey-Bass.