RACIAL AND CULTURAL IDENTITY DEVELOPMENT: MODELS

Comparing Cultures
Main Objectives

- Review the main points of ethnic identity
- Review some of the major models
- Review some ethnic specific models
Eric Erikson (1950, 1968) provided a theory of ego formation. According to Erikson an achieved identity results from a period of exploration and experimentation.

- **Impacts:**
  - self-esteem, health, confidence, self-efficacy, success, life satisfaction, and well-being
# Eric Erickson’s Model, Stage Model

<table>
<thead>
<tr>
<th>Age</th>
<th>Conflict</th>
<th>Resolution or “Virtue”</th>
<th>Culmination in old age</th>
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</thead>
<tbody>
<tr>
<td>Infancy (0-1 year)</td>
<td>Basic trust vs. mistrust</td>
<td>Hope</td>
<td>Appreciation of interdependence and relatedness</td>
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<tr>
<td>Early childhood (1-3 years)</td>
<td>Autonomy vs. shame</td>
<td>Will</td>
<td>Acceptance of the cycle of life, from integration to disintegration</td>
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<td>Play age (3-6 years)</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Humor; empathy; resilience</td>
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<td>School age (6-12 years)</td>
<td>Industry vs. Inferiority</td>
<td>Competence</td>
<td>Humility; acceptance of the course of one’s life and unfulfilled hopes</td>
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<tr>
<td>Adolescence (12-19 years)</td>
<td>Identity vs. Confusion</td>
<td>Fidelity</td>
<td>Sense of complexity of life; merging of sensory, logical and aesthetic perception</td>
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<td>Early adulthood (20-25 years)</td>
<td>Intimacy vs. Isolation</td>
<td>Love</td>
<td>Sense of the complexity of relationships; value of tenderness and loving freely</td>
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<td>Adulthood (26-64 years)</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Caritas, caring for others, and agape, empathy and concern</td>
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<tr>
<td>Old age (65-death)</td>
<td>Integrity vs. Despair</td>
<td>Wisdom</td>
<td>Existential identity; a sense of integrity strong enough to withstand physical disintegration</td>
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Marcia’s Model of Identity

- **Diffusion** (if she or he has not experienced an identity crisis, nor made identity commitments)
- **Foreclosed** (makes an identity commitment based on external influenced, without own exploration)
- **Moratorium** (identity crisis who is still exploring and experimenting with options but has not made a commitment - active identity search)
- **Achieved** (had identity crisis, has explored with options, and made a commitment)
Marcia’s Model of Identity

- Commitment
  - Achieved
  - Foreclosed
  - Moratorium
  - Diffused

- Crisis
  - No Crisis
  - No Commitment
Identity and Ethnic Identity

- The adaptation of personal attitudes, feelings, characteristics, and behaviors (personal identity)
- Identification with a larger group of people who share those characteristics (reference group orientation)
- It is automatically reflected in the person’s image, values, practices, etc.
- It is the way one feels about one’s ethnic identity affects how that person views him/herself.
  - When this is positive, there is security, comfort, flexibility, openness for others to be open.
Enculturation and Acculturation

- **Enculturation**: socialization process by which one acquires the social & psychological qualities that are necessary to function as a member of one’s group.

- **Acculturation**: the process that is really the product of cultural learning. It happens between the contact between the members of 2 culturally distinct groups. It has to do with attitudinal or character exchange.

- It is a process of attitudinal change undergone, willingly or unwillingly.
3 Levels of Acculturation - Marin 1992

- **Superficial**
  - the learning and forgetting of the facts that are part of one’s cultural history and tradition
  - forget historical figures of own country and learn new country’s history

- **Intermediate**
  - the learning that takes place evolves around the more central behaviors that are at the core of one’s life (i.e., language preference, ethnicity of friends, ethnicity of spouse, name of children, media preference)
3 Levels of Acculturation (Cont.)

- Significant Level
  - Changes that take place are in the values, beliefs, and norms that make up the constructs of the person’s views.
    - (i.e., negative competition, assertive interactions, confrontation encounters)
5 Modes of Acculturation:

- **Assimilation:** relinquishing of cultural identity and assuming the beliefs, values, attitudes, and behaviors of the majority group.

- **Integration:** maintenance of one’s cultural identity while also incorporating components of the majority group.
5 Modes of Acculturation (con’t)

- Separation: self-imposed withdrawal from larger society.

- Segregation: forced separation of ethnic groups by larger society.

- Marginalization: person does not identify with neither their traditional culture nor the majority culture.
Race and Cultural Identity Models

- General Identity Model
- Culture-specific
- Minority Identity Models
Ethnic identity development includes self-categorization in, and psychological attachment toward, an ethnic group(s). Ethnic identity is characterized as part of one’s overarching self-concept. Development of ethnic identity is described as a process of the construction of identity over time, due to a combination of experience and actions of the individual and includes gaining knowledge and understanding of in-group(s), as well as a sense of belongingness to an ethnic group(s).
Phinney (1990, 2000) views subjective identity as a starting point that eventually leads to the development of a social identity based on ethnic group membership.

**Stage Model**
- Ethnic Identity Diffusion/Foreclosure
- Ethnic Identity Search
- Ethnic Identity Achievement
Phinney Model of Adolescent Ethnic Identity Development

- Ethnic Identity Diffusion/Foreclosure
  - adolescent has not yet explored feelings/attitudes about his/her ethnicity
  - may lack interest in topic
  - majority individuals do not express preferences for majority group
Phinney Model of Adolescent Ethnic Identity Development

- **Ethnic Identity Search**
  - increasing awareness and exploration of ethnic identity issues
  - newfound awareness that causes them to think of background (overt racism)
    - learn more about ethnic background, emotionally intensive

- **Ethnic Identity Achievement**
  - Emotions have been moderated, calm secure demeanor of ethnic group. Healthy bicultural identity.
Minority Models

http://www.youtube.com/watch?v=NcTCJdH4Ooc
MINORITY IDENTITY DEVELOPMENT MODEL

- Developed by Atkinson, Morten, and Sue’s (1989, 1993)

- MID model anchored in belief that all minority groups experience the common force of oppression, and as a result, all will generate attitudes and behaviors consistent with a natural internal struggle to develop a strong sense of self- and group-identity in spite of oppressive conditions.

- Presented as stage model, but the model is best conceptualized by a continuous process.
Minority Identity Development Model
Atkinson, Morten, Sue

- It is a framework or schema to understand attitudes and behaviors of minority individuals in relation to their ethnic development. It is a continuous process in which its stages blend. In fact, they may even overlap. Furthermore, people may stay at a certain point.

Updated model, 1993
Stages of the Minority Identity Development Model

1. Conformity
2. Dissonance
3. Resistance and Immersion
4. Introspection
5. Synergistic Articulation and Awareness
Stage 1 (Conformity):

- Unequivocal preference for the dominant culture values over those of their own
- Role models, life-styles, value system all follow the lead of the dominant group
- May perceive the dominant group as much more positive
- May view their own physical features as less desirable
- Share Main culture’s beliefs
Stage 2 (Dissonance):

- Gradual process into this stage

- Something must happen to move a person from Stage 1 to Stage 2. (i.e., a Latino who is ashamed of his culture may encounter a Latino proud of his roots)

- Person will experience a conflict.

- They may alternate from feeling shame to feeling pride.

- Begin to question Conformity Pro-White Attitude

- They may question the dominant

- Views toward other minorities begin to change
Stage 3
(Resistance and Immersion):

- The personal falls back into own culture. They reject the dominant and resists oppression. Issues are becoming resolved.
- Strong sense of appreciation. Values are accepted without question.
- Why should I feel ashamed? Agree about being a victim of racism. Start to explore and discover own history.
- Dislike for all members of the dominant group.
- Endorses minority values
Stage 4 (Introspection):

- Begins to feel discomfort with rigid news. All white people are bad.
- More comfortable with own identity. Become more comfortable with who they are.
- Believe that the dominant culture is not all bad. There is both good and bad. The individual is more selective.
Stage 5 (Synergistic)

- Sense of self-fulfillment
- Resolved discomfort
- Value – of all cultural groups are evaluated
- Comfortable with who they are
- Comfortable with who others are

- Attitudes toward others in same group = appreciative
- Look at each person as an individual
- More respect for other groups.
- Selective appreciation and liking for those of the dominant group.
LIMITATIONS

- People have many identities, show person with many identities and model does not look at “you,” in conjunction with other identities. Model may not apply.

- Recycling through stages at different developmental periods

- Relative to society being oppressive
Ethnic Specific Models

- Cross - Black Identity Development*
  - Helms & Parham
- Arce’s Model of Chicano Identity
  - Bernal & Night
- Kim’s Model of Asian American Identity*
  - Sue & Sue
- Integration of Models
REM Identity

Ethnic Identity
- Who am I?

Acculturation
- Acculturation of mainstream culture’s behaviors & values

Family
- Gender Roles
- Parents & Children
- Extended Family
- Elderly and Compadrazgo

Heterogeneity
- Diversity within this classification

Values
- Religion
- Sex
- Simpatia
- Spirituality

Socio Political Issues
- Poverty & Associated Stresses
- Lack of Government Representation

Mental Health
- Underutilization
- Tx & diagnoses
- Latino Conceptualization
- Stress & Coping

Education
- Undereducation
- Ch/Lat College student
- Parents’ Involvement

Canul, 1999
Main Stages - Integration Model

- Identification with Majority
  - preference for majority norms

- Awareness, Encounter, Search
  - question status in society, depression
  - positive prejudice toward own group

- Identification and Immersion
  - endorse own cultural norms and values

- Integration and Internalization
  - balanced bicultural identity, secure
  - reappraisal attitude