

# Celebrating Multiple Identities: Looking for Similarities, Building on Differences

Frank C. Worrell. PhD  
Graduate School of Education

[frankc@berkeley.edu](mailto:frankc@berkeley.edu)

November 7, 2012

# Who are you?

- You have been chosen for a top secret project and have to introduce yourself via email to a group of people from diverse backgrounds who you will be working on this project for the next year. These people have never met you and know absolutely nothing about you (not even your name). They will see you and learn your name for the first time on the first day of you start working together.
- However, you can use a maximum of five adjectives (individual words or phrases) to introduce yourself. What five adjectives do you provide to this group?

# Who am I?

- Black male
- Born in Trinidad
- Immigrant
- University Professor
- Psychologist
- Tall, dark, and handsome (?)
- In some contexts:
  - African American
  - Caribbean American
  - Trinidadian American

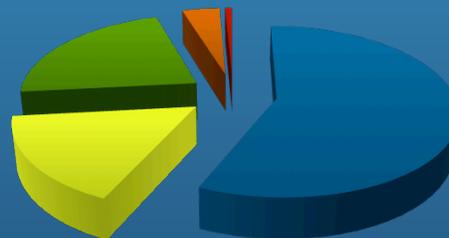
# School Enrollment by Race/Ethnicity

1990



- White
- Black
- Hispanic
- Asian
- Nat Amer

2010



- White
- Black
- Hispanic
- Asian
- Nat Amer

# A Question of Identity

## PERSONAL

---

- Intelligence
- Motivation
- Personality
- Self-concept/Self-esteem
- Self-efficacy
- Time Perspective
- Volition/Self-Regulation

## SOCIAL

---

- Country of Origin
- Ethnic and Racial Group
- First Language
- Gender
- Religion
- Sexual Orientation
- Socioeconomic Status (SES)

# Types of Identity

- **Personal Identity** (individuality, personality)
  - Who am I?
  - Extraverted, intelligent, motivated, etc.
- **Social Identity** (Reference Group Orientation)
  - To what group or groups do I belong?
  - Does group membership affect how society views and values me and how I value myself?

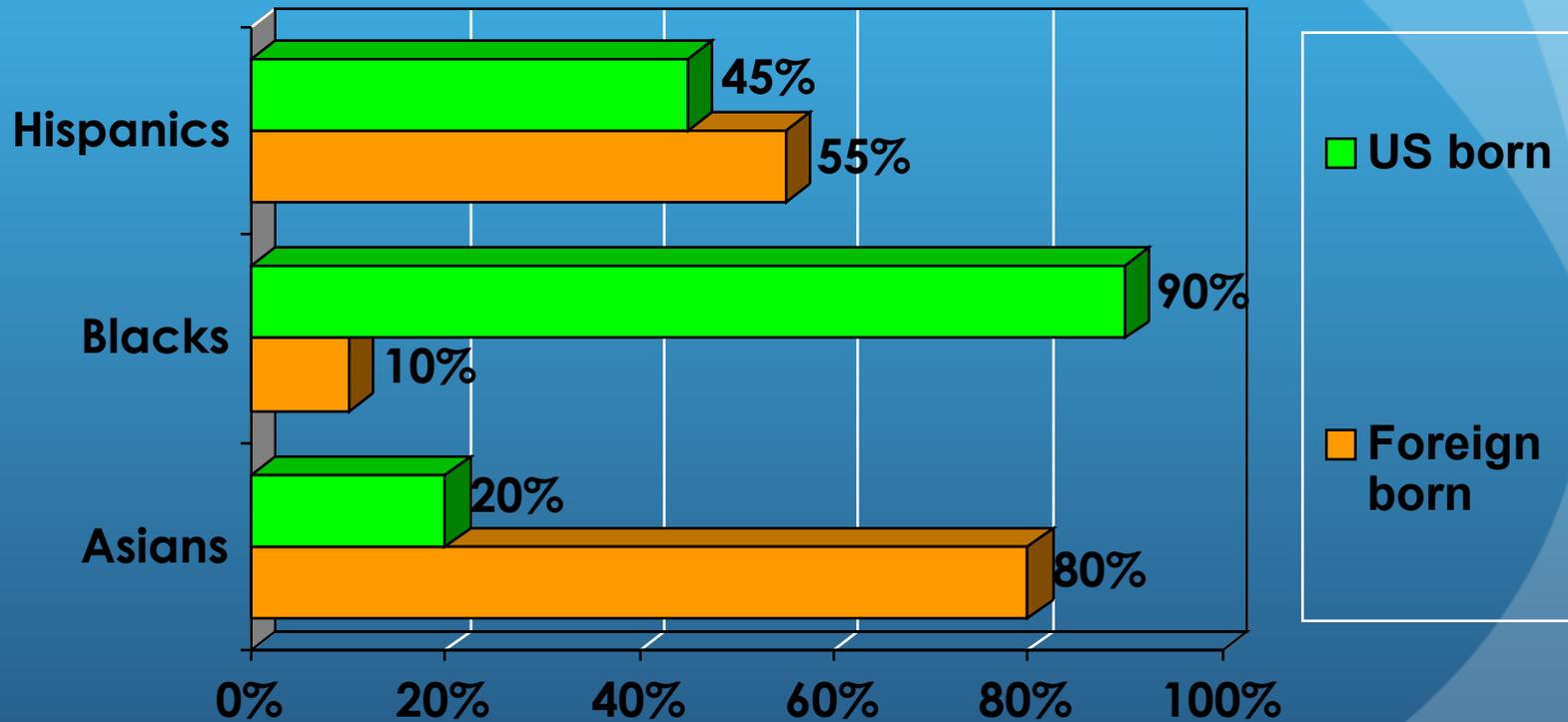
# Role of Biology

- Social Animals
- In-group versus Out-group
  - Catholics and Protestants in Ireland
  - Hutus and Tutsis in Rwanda
  - East Indians and Blacks In Trinidad
  - Jews and Moslems in Middle East
  - Republicans and Democrats in US Politics
- Cognitive Heuristics
  - Stereotypes
  - Role of media

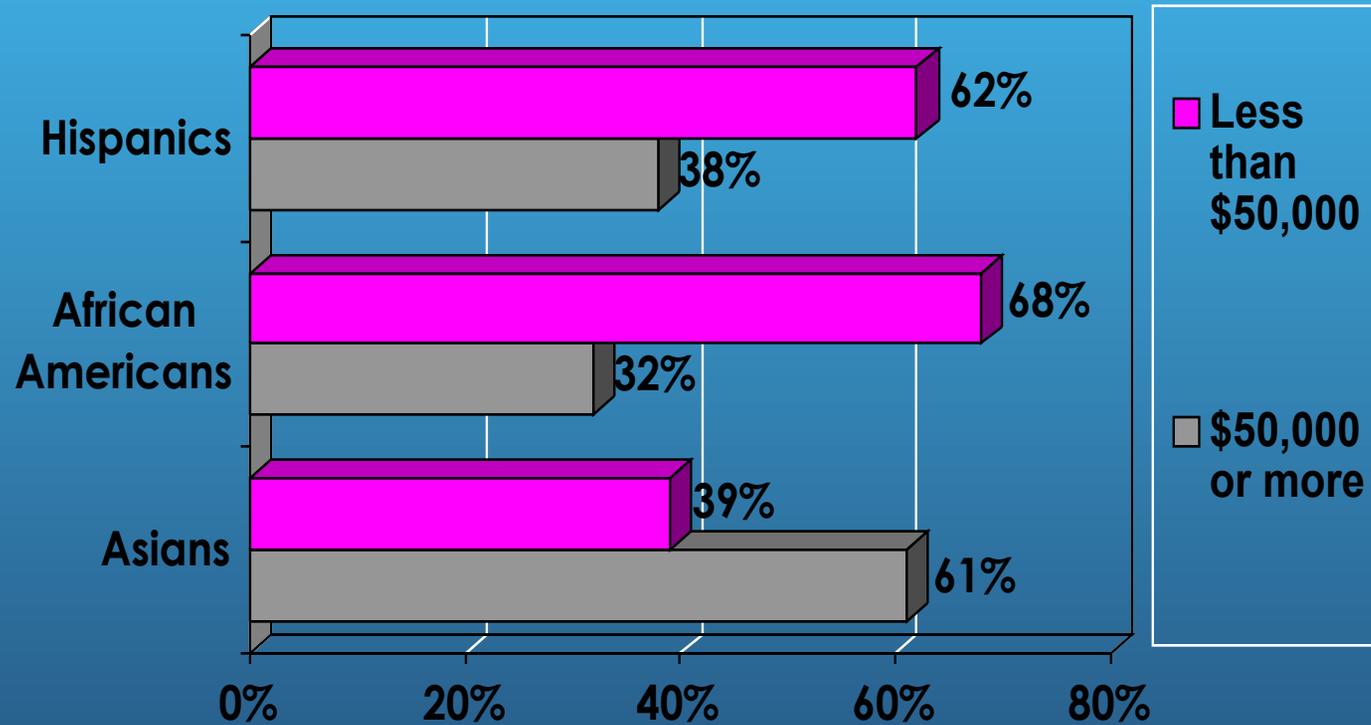
# The Psychosocial

- Belonging
- Cultural mistrust
- Color blindness
- Assimilation: additive or subtractive
- What does minority status mean?
  - **Does group membership affect how society views and values me and how I value myself?**
  - **Not necessarily minority: Bahrain, Syria**

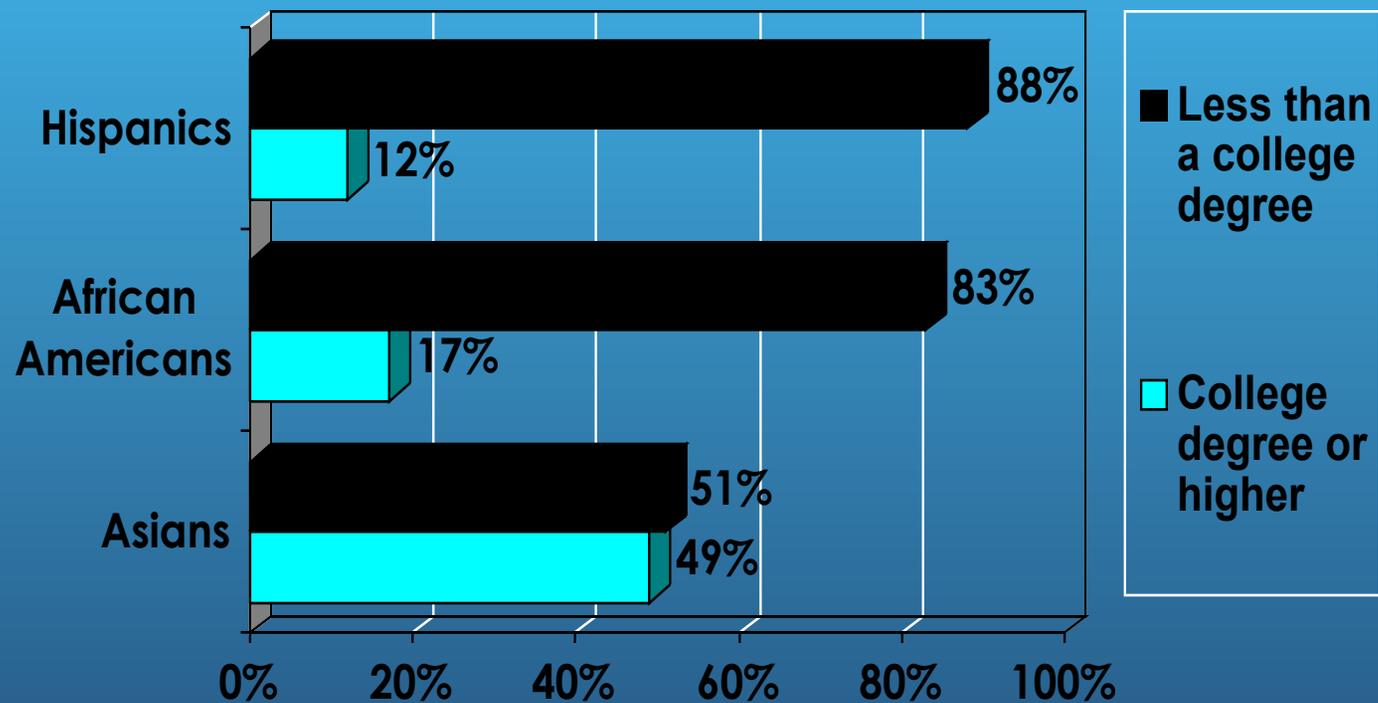
# Country of Birth New America Media (2007)



# Annual Household Income

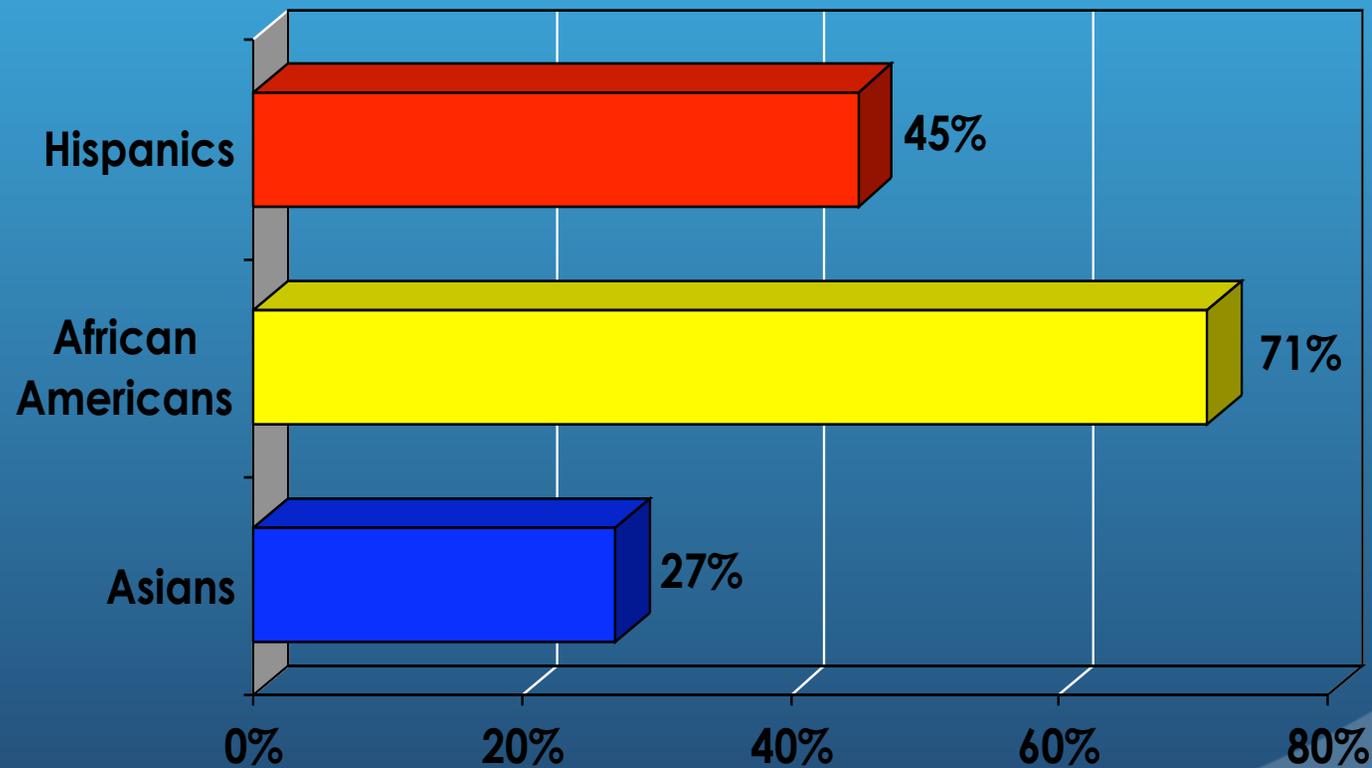


# Educational Attainment

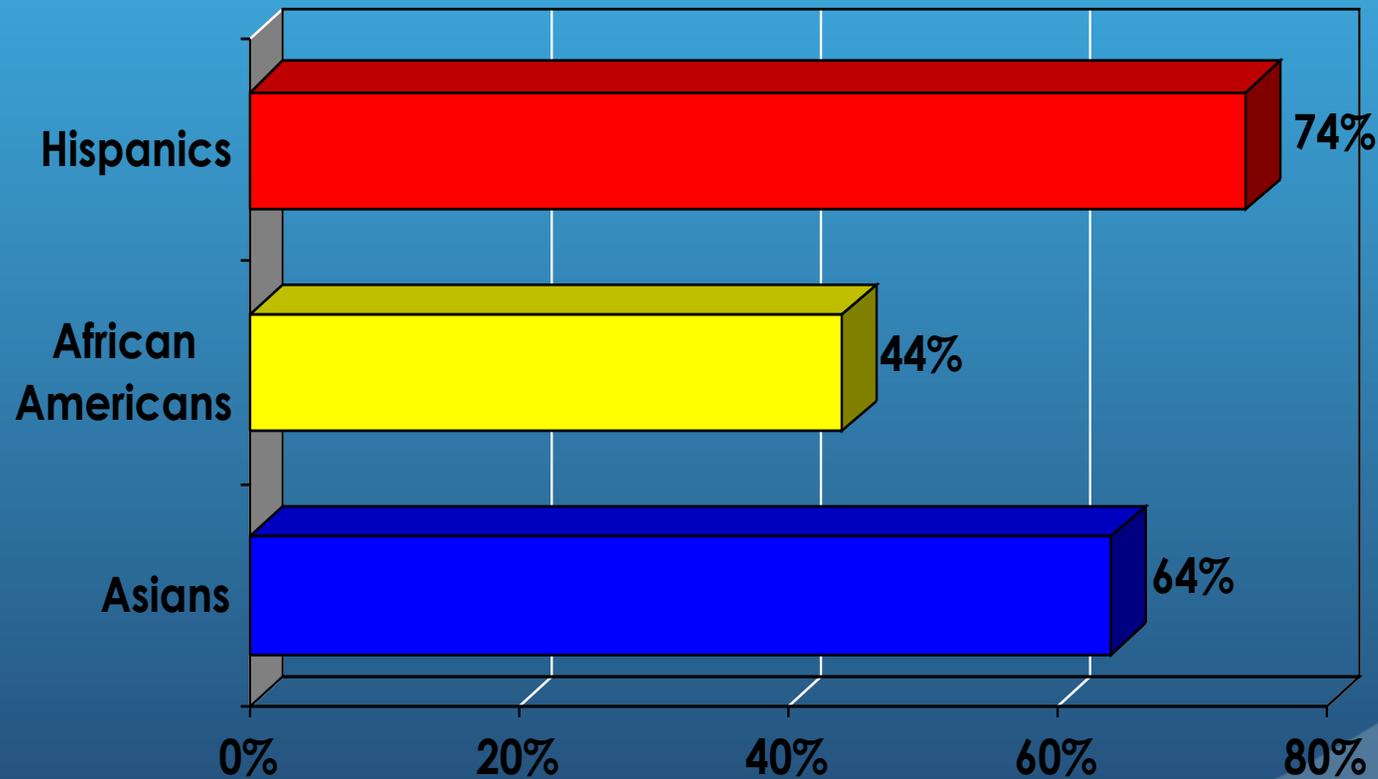


The criminal justice system in the United States favors the rich and powerful.

*“Strongly agree” answers only*

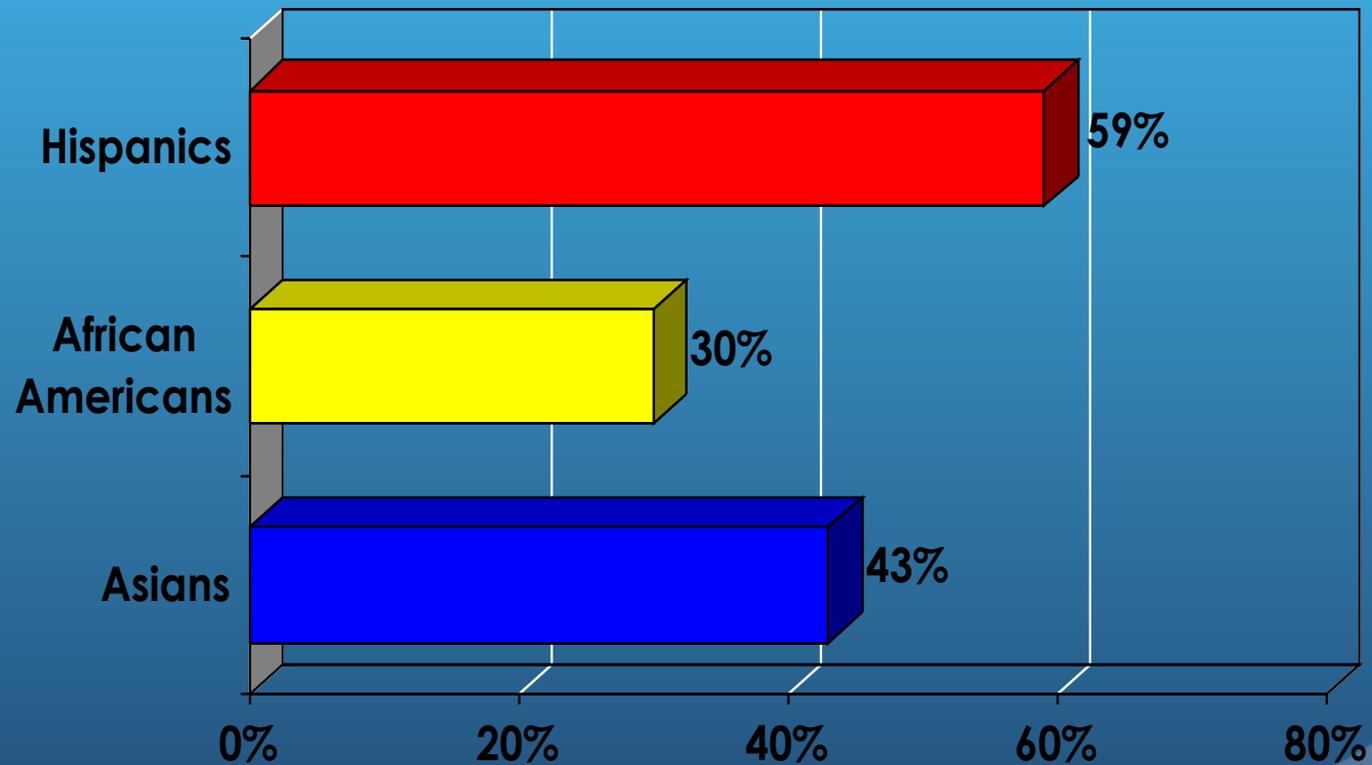


Belief in the “American Dream”: If you work hard... you will succeed in the United States.  
*“Strongly agree” answers only*



Every American – Black, Hispanic, Asian or White – has an equal opportunity to succeed.

*“Strongly agree” answers only*



# Ogbu's (1989) Response Types

## SINGULAR

- *Assimilators* (+)
- *Reaffiliated* (?)
- *Ivy-Leaguers* (+)
- *Encapsulated* (-)

## DUAL

- *Emissaries* (+)
- *Alternators* (+)
- *Regulars* (+)
- *Ambivalents* (?)

# “acting White” and “acting Black”

Ford et al. (2008; *Urban Education*)

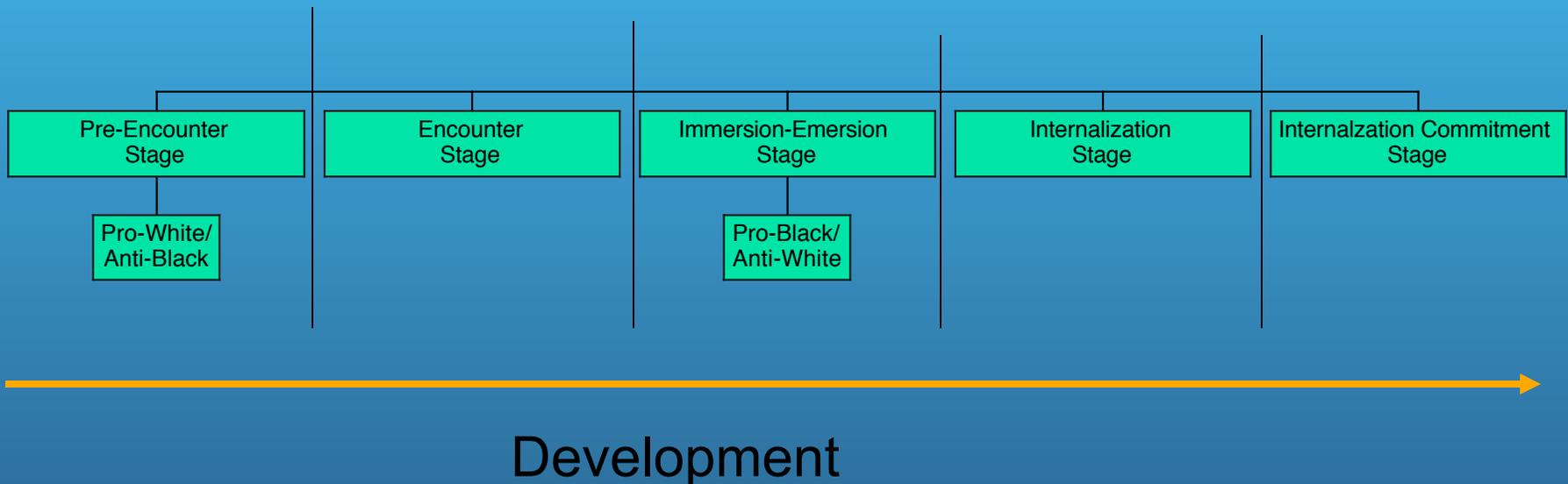
- **Acting White**

- Intelligent
- Doing well in school; having good grades
- Speaking standard English
- Having White friends
- Being uppity, stuck-up

- **Acting Black**

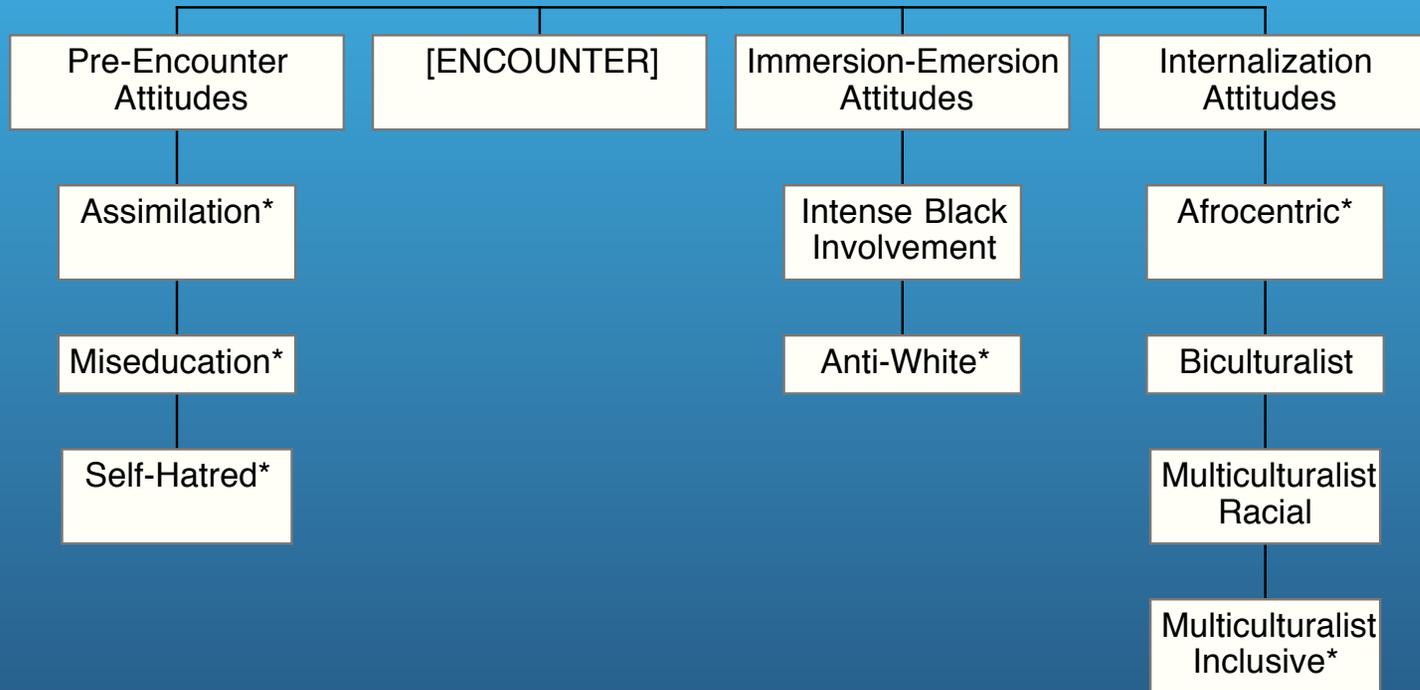
- Acting ghetto
- Being dumb, stupid
- Speaking non-standard English
- Dressing urban (e.g., sagging)

# Original Nigrescence Theory Cross (1971)



# Expanded Nigrescence Model

(Cross & Vandiver, 2001; Worrell et al., 2001)



# Racial Identity across Developmental Periods

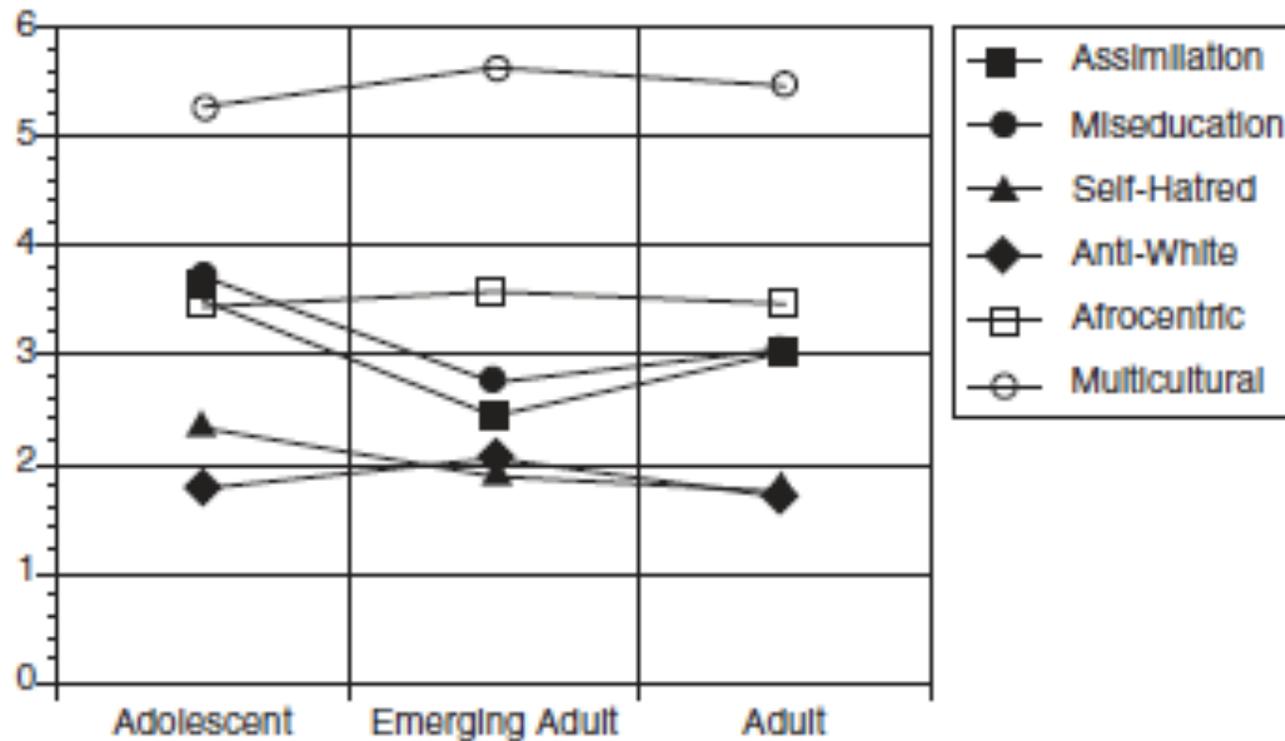
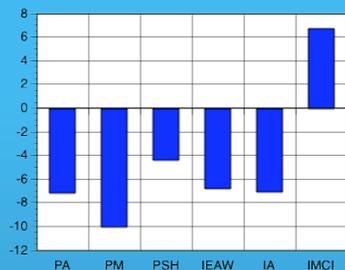
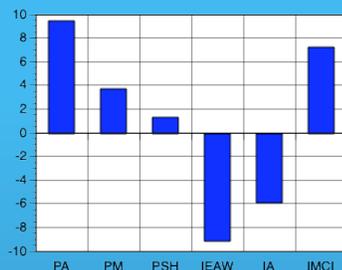


Figure 2: Mean Scores for Subscales by Developmental Group

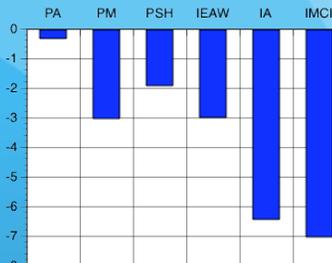
PROFILES OF CRIS SCORES



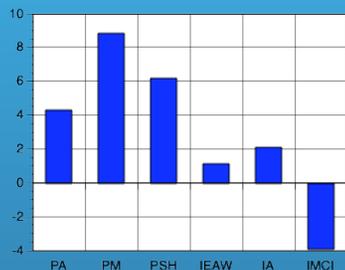
A. Multiculturalist Profile



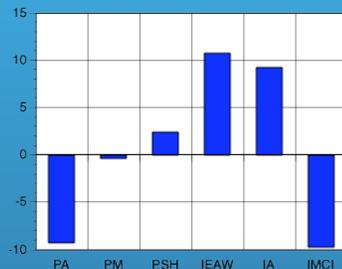
B. Assimilation Profile



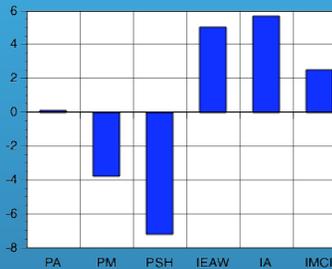
C. Low Race Salience Profile



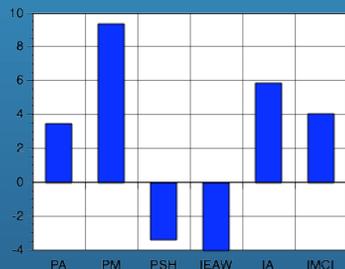
D. Miseducated Variant Profile



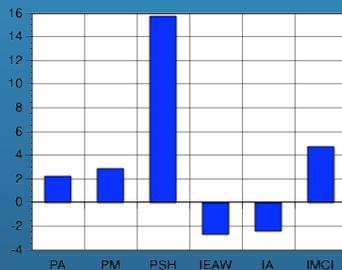
E. Immersion Profile



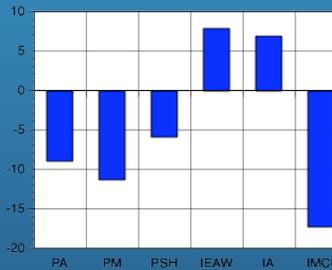
F. Afrocentric Profile



G. Identity in Transition Profile



H. Self-Hatred Profile



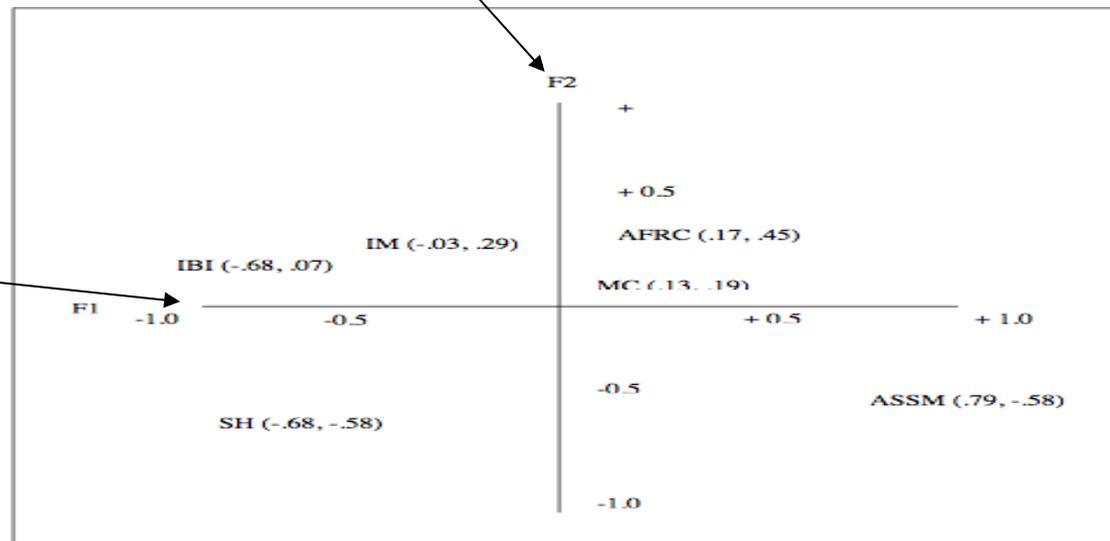
I. Intense Black Involvement Profile

Figure 1. Exemplar profiles adapted Worrell et al. (2006 [A, B, C, D, E, F, G,]) and Korell (2008 [H, I]).

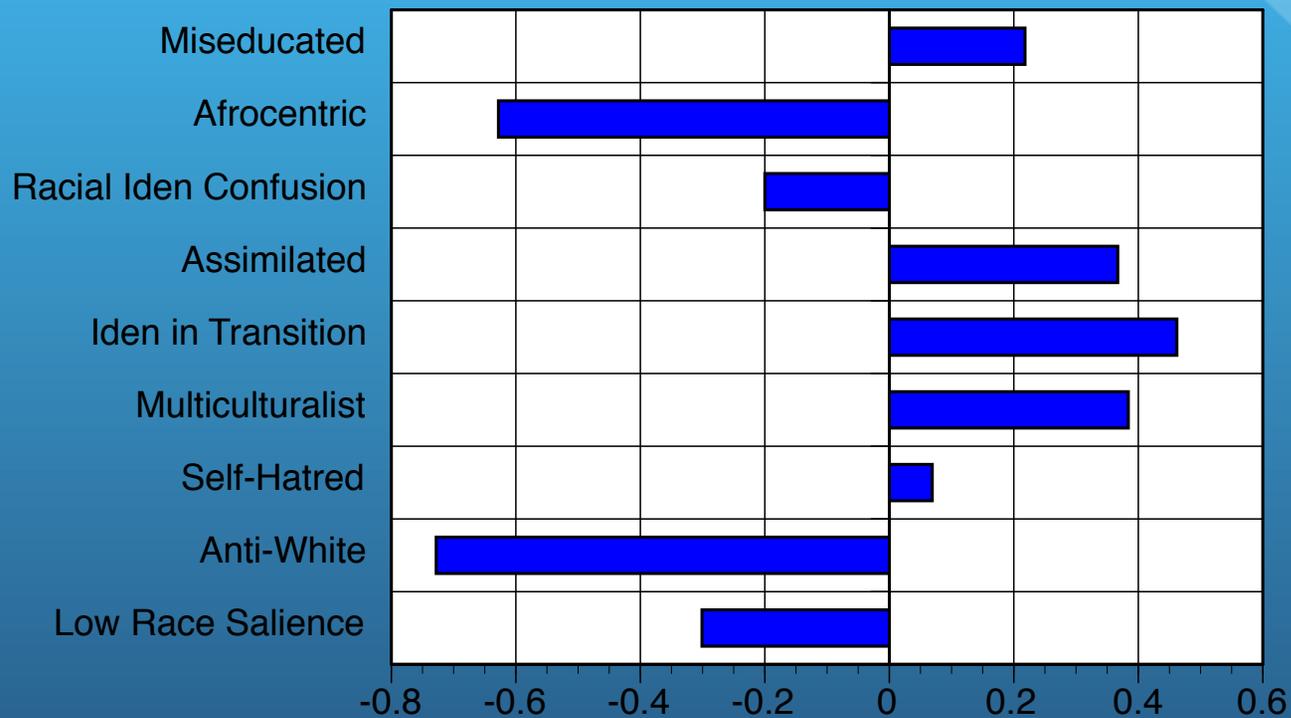
# Profiles and Well-Being

Function 2: Importance of Race to Identity (+)

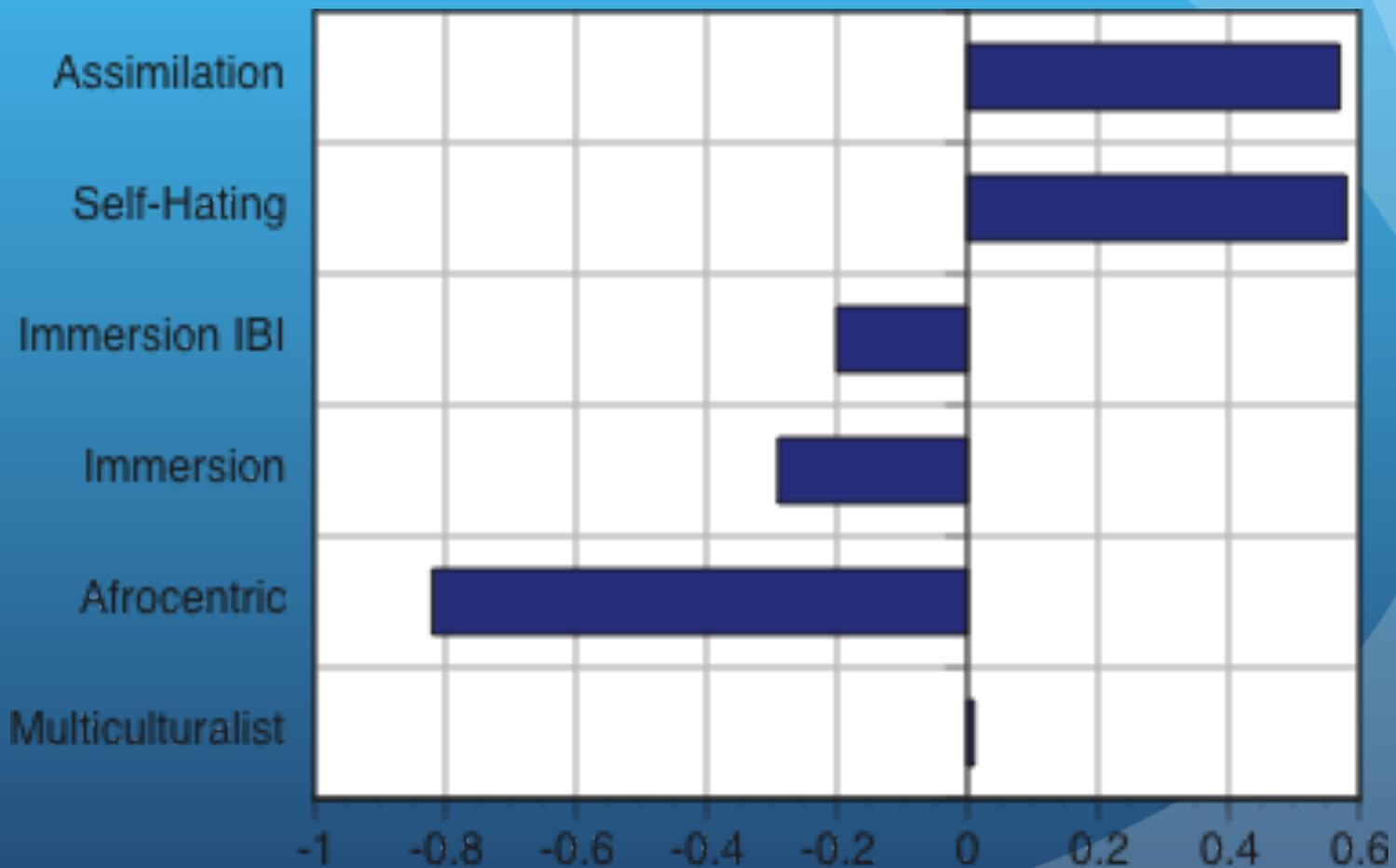
Function 1: Sense of Well-Being



# Racial Identity and Willingness to Engage with Other Ethnic Groups

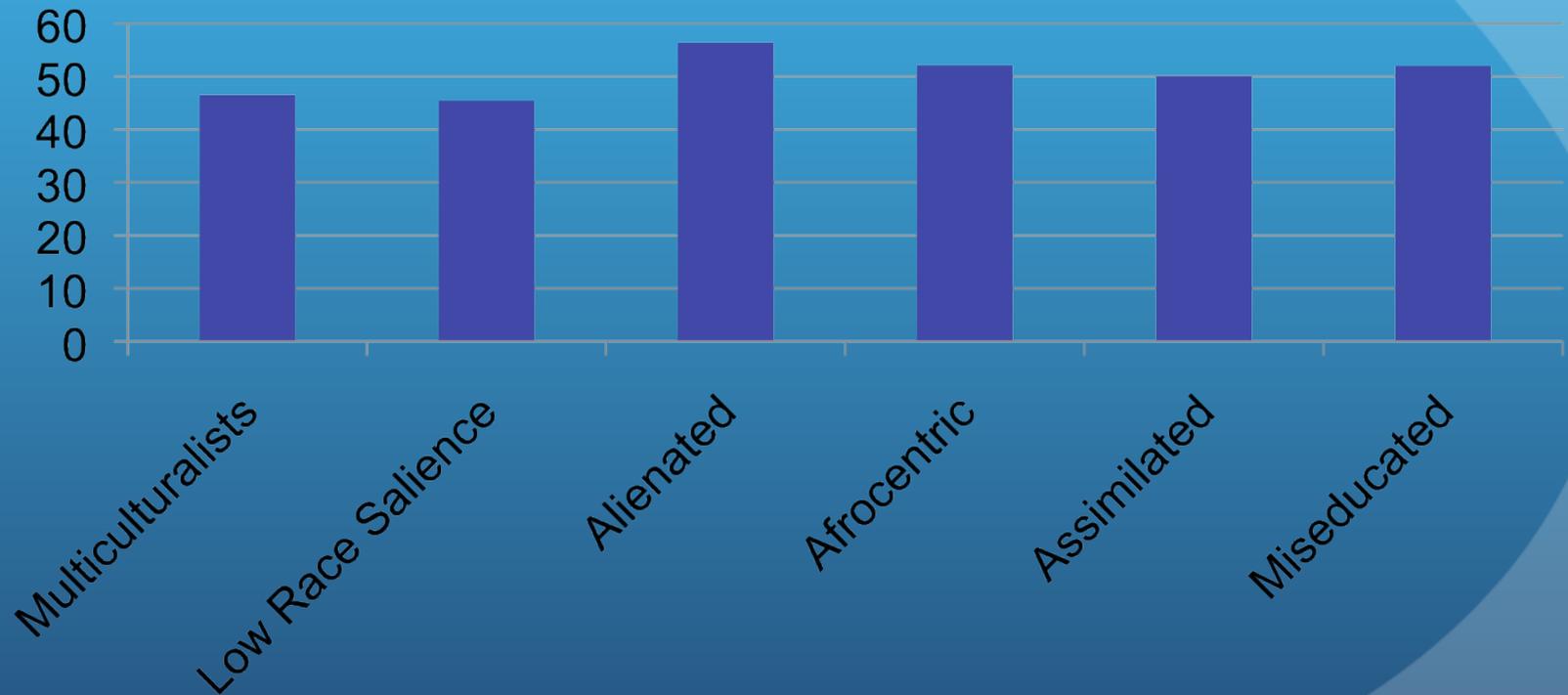


# Profiles and Social Distance from European Americans

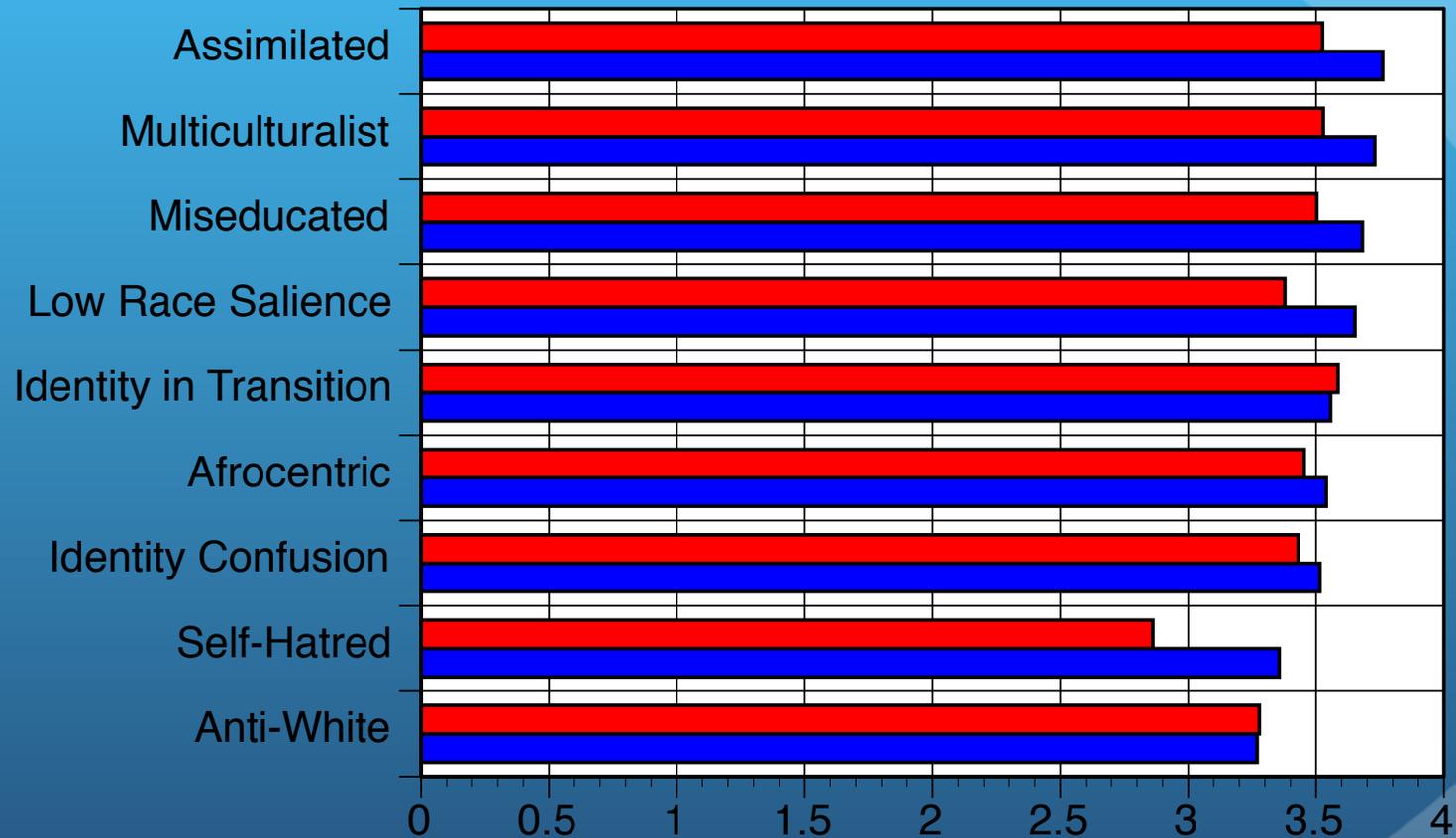


# Telesford, Mendoza-Denton, & Worrell (in press)

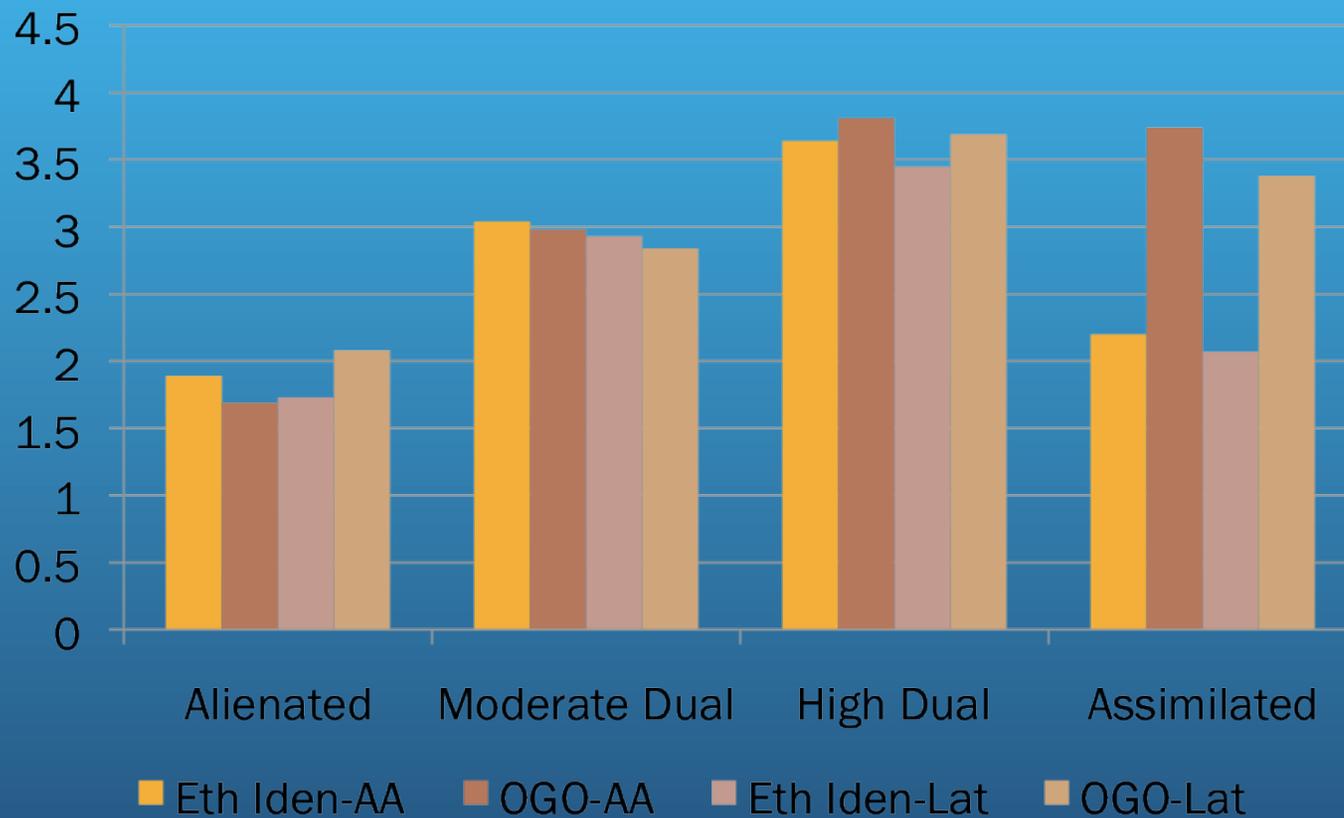
## Brief Symptom Inventory Scores



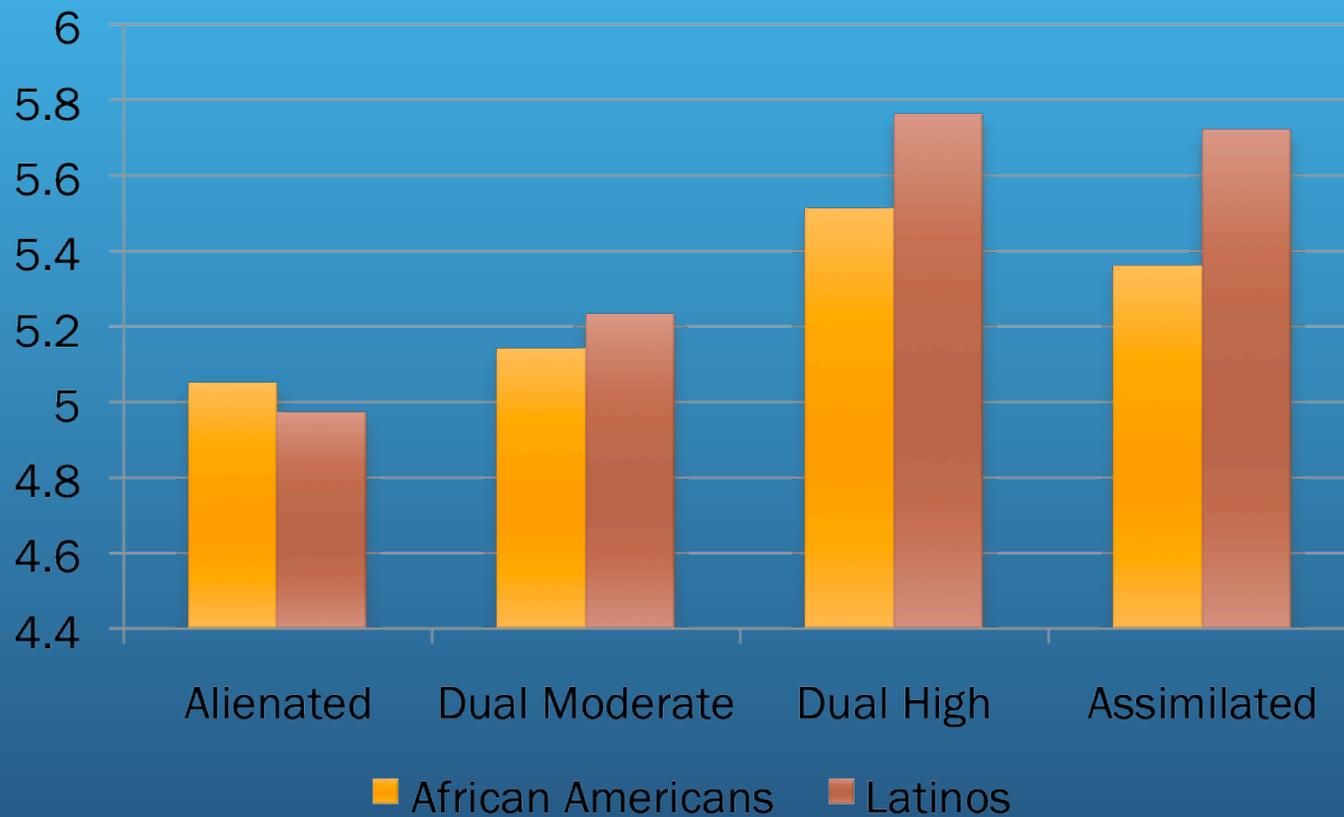
# Profiles and Self-Esteem



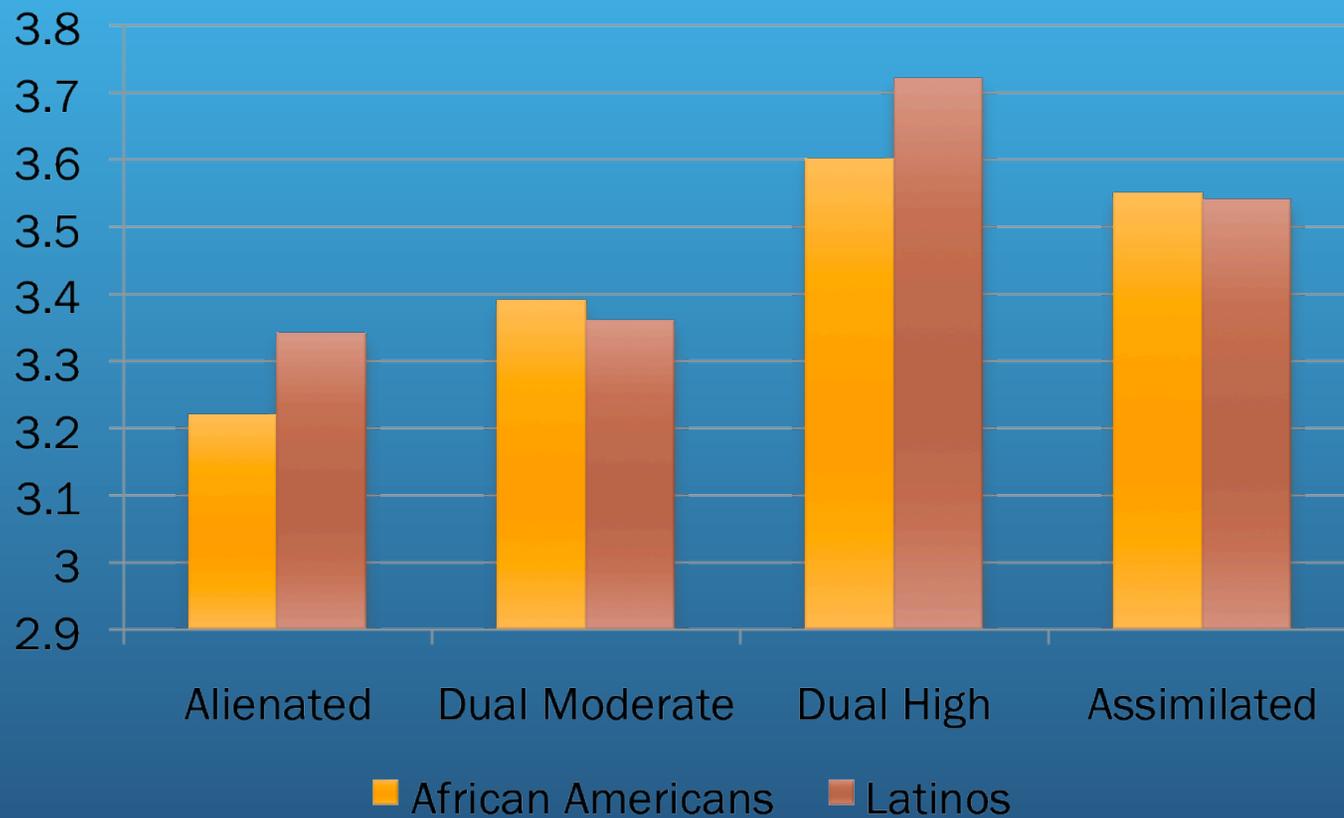
# Clusters Based on Ethnic Identity & Other Group Orientation



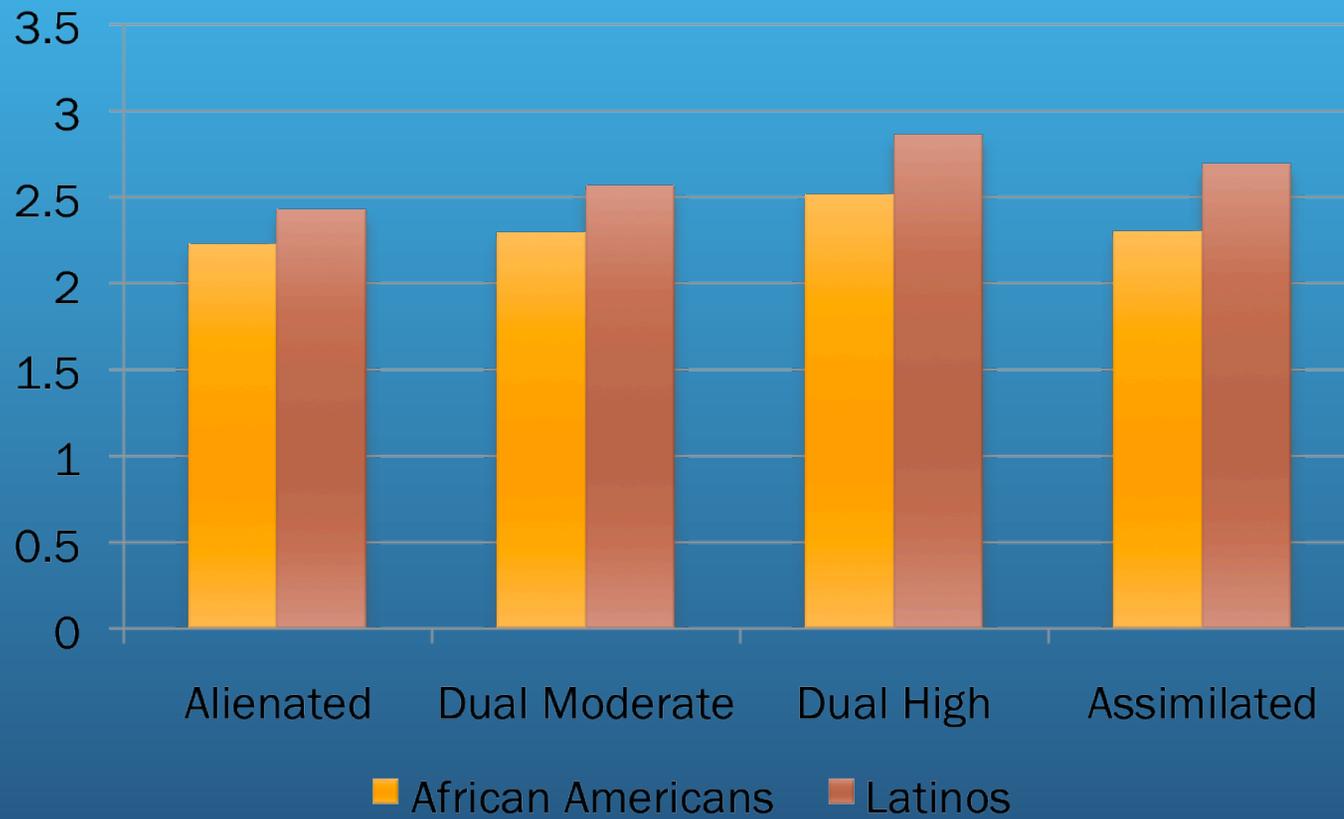
# Attitude to Teachers by Clusters



# School Belonging by Clusters



# GPA by Clusters



# What Can We Do?

- Promote meaningful engagement among groups.
- Address issues of cultural mistrust openly.
- Facilitate “difficult dialogues.”
- Acknowledge multiple identities in self and others.
- Focus on the “right” questions.
- Actively work to suspend disbelief.

# That's my Tuppence. Questions

