**CHAPTER 4**

**What Are the Keys to Understanding Cultural and Ethnic Identities?**

**CHAPTER 4 OBJECTIVES AND OUTLINE**

**Chapter 4 Objectives:**

As a result of reading Chapter 4 and participating in related class discussions and activities, you should be able to:

(1) Pay more attention to your own and others’ family and gender socialization issues;

(2) Recognize systems-level societal factors that influence newcomers’ acculturation process;

(3) Be more mindful about cultural and ethnic identity factors when communicating with culturally and ethnically different others;

(4) Be sensitive to identity issues and learn to listen more deeply to unfamiliar others;

(5) Understand that cultural and ethnic values form parts of the contents of sociocultural membership identity;

(6) Compare the ethnic-cultural identity typological model and the racial-ethnic identity development model; and

 (7) Have a new appreciation for the complexity of the identity experience in biracial and multiracial individuals.

**Chapter 4 Outline:**

I. Family and Gender Socialization

 Introduction: **Identity**: reflective self-conception or self-image. Derives from family, cultural, and other socialization processes (NOTE: This is a brief description; see textbook for complete definitions of all terms.)

 1. **Social identity**: includes cultural, ethnic, gender, social class, age, etc.

 2. **Personal identity**: unique attributes associated with oneself

 A. Families Come in Different Shapes

 1. Types of families

 a. **Traditional family**: father-mother pair with child or children

 b. **Extended family**: extended kinship groups (aunts, cousins, etc.)

 c. **Blended family**: previous marriages merging into a new family

 d. **Single family**: household headed by a single parent

 2. Two family types in decision-making process

 a. **Personal family system**: democratic system, individualistic and small power distance value patterns

 b. **Positional family system**: Often collectivistic and larger power distance cultures, rule conformity (e.g., “Children should obey their parents.”)

 B. Gender Socialization and Interaction Patterns

 1. **Gender identity**: meanings associated with images and expectations of femaleness and maleness

 2. Gender-related behaviors learned in home, school, and games

Ii. Group Membership: Intercultural Boundary Crossing

 A. The Process Of Acculturation and Enculturation

 1. **Acculturation**: degree of identity change in new environment

 2. **Enculturation**: socialization process in original home culture

 3. **Bicultural**: relates to both cultures of enculturation and acculturation

 B. Systems-Level Factors: elements in host culture that influence adaptation

 1. Socioeconomic conditions (good economy results in more tolerance)

 2. Attitude re “cultural assimilation” or “cultural pluralism”

 a. Assimilationist: expects immigrants to conform quickly

 b. Pluralistic: encourages diversity of values

 3. Local institutions (schools, mass media) give firsthand contact with members of host culture

 C. Individual-Level Factors

 1. “Push” factors (e.g., persecution) and “pull” factors (e.g., economic opportunity)

 2. Cultural (geography, political system) and interaction-based knowledge (language, etc.) critical to adaptation

 3. Demographic variables (age, educational level) affect adaptation

 4. Resilience or personal strength

 D. Interpersonal F2F and Network-Level Factors

 1. Ethnic communities provide critical support

 2. Established locals and supportive social networks also support

 3. Internet contact with new and old cultural contacts

 E. Mass Media-Level Factors

 1. Ethnic media eases loneliness and stress

 4. Mass media is broad-based influence. Personal relationships are deeper.

Iii. Group Affiliation And Identity Formation

 Introduction:

 **Social identity**: cultural or ethnic membership, gender, social class, etc. Two factors:

 1. Knowledge of our group membership

 2. Emotional significance—amount place on group membership

 European Americans—symbolic identity. Can choose to identify or not

 **Co-culture theory**: African Americans, complex ethnic-cultural standpoint and communication strategies

 A. Cultural Identity Conceptualization

 1. **Cultural identity**: emotional significance re belonging to larger culture

 2. **Cultural identity salience**: strength of affiliation with large culture

 3. **National identity**: one’s legal status in relation to a nation

 B. Ethnic Identity Conceptualization

 1. **Ethnic identity**: subjective beliefs about origins of one’s forebears

 2. **Ethnic value content**: value dimensions of particular ethnicity

 3. **Ethnic identity salience**: allegiance, loyalty to group

 4. Has both objective (biological) and subjective (emotional) layers

Iv. Ethnic-Racial Identity Change Process

 A. Ethnic-Cultural Identity Typological Model

 1. **Ethnic-oriented identity** or traditional option: identify strongly with ethnicity and weakly with dominant culture

 3. **Assimilated**: identify weakly with ethnicity, strongly with larger culture

 2. **Bicultural** or integrative option: identify strongly with both ethnicity and larger culture

 4. **Marginal**: disconnected from both ethnic group and larger society

 B. Racial-Ethnic Identity Development Model—stages:

 1. **Pre-encounter**: ethnic minority member’s self-concept influenced by values and norms of larger culture

 2. **Encounter**: marginal identity stage, new racial-ethnic realization awakened due to “racially shattering” event (racism)

 3. **Immersion-emersion**: strong racial-ethnic identity phase

 4. **Internalization**: secure racial-ethnic identity and also genuine contact with dominant and other groups

 C. Multiracial And Biracial Identity—social identity complexity theory

 1. *Intersection*: compound identity, multiple social categories cross to form single unique identity

 2. *Dominance*: individual adopts one major social identity

 3. *Compartmentalization*: shift social identity based on context, situation

 4. *Merger*: awareness of complexity of identity

V. Intercultural Reality Check: Do-Ables

 Discover identity issues by practicing the following communication skills:

 A. **Mindful listening**: attend with ears, eyes, and a focused heart

 B. **Identity validation skills**: recognize others’ identities, respond sensitively

**CHAPTER 4 Test**

**Check out the following self-assessment questions and cultural literacy questions:**

**Know Thyself Quiz:** Use this quiz to learn about two different kinds of identities.

Choose whether you tend to agree or disagree with the following statements. Can you identify the two types of identities reflected in these questions?

1. My group memberships (e.g., ethnic or gender) are important when I communicate with others.

 a. Agree

 b. Disagree

2. My personality usually comes across loud and clear when I communicate.

 a. Agree

 b. Disagree

 **POP-UP ANSWER:**

1a. This answer reflects a tendency toward considering social identity more important in everyday communication.

Check out my.blog 4.1 in the text on page 67 to take a full assessment of your personal and social identities.

**POP-UP ANSWER:**

1b. This answer reflects a tendency toward considering social identity less important in everyday communication.

Check out my.blog 4.1 in the text on page 67 to take a full assessment of your personal and social identities.

**POP-UP ANSWER:**

2a. This answer reflects a tendency toward considering personal identity more important in everyday communication.

Check out my.blog 4.1 in the text on page 67 to take a full assessment of your personal and social identities.

**POP-UP ANSWER:**

2b. This answer reflects a tendency toward considering personal identity less important in everyday communication.

Check out my.blog 4.1 in the text on page 67 to take a full assessment of your personal and social identities.

**Know Thyself Quiz:** Use this quiz to learn about two different kinds of identities. Choose whether you tend to agree or disagree with the following statements. Can you identify the two kinds of identities in these questions?

1. It is important for me to identify closely with the larger U.S. culture.

 a. Agree

 b. Disagree

2. I feel anxious when thinking about cultural membership issues.

 a. Agree

 b. Disagree

 **POP-UP ANSWER:**

1a. Agreement with this statement reflects a tendency to have a stronger **cultural identity**. Cultural identity is the emotional significance that we attach to our sense of belonging or affiliation with the larger culture.

Check out my.blog 4.2 in the text on page 78 to take a full assessment of your cultural and marginal identities.

**POP-UP ANSWER:**

1b. Disagreement with this statement reflects a tendency to have a weaker **cultural identity**. Cultural identity is the emotional significance that we attach to our sense of belonging or affiliation with the larger culture.

Check out my.blog 4.2 in the text on page 78 to take a full assessment of your cultural and marginal identities.

**POP-UP ANSWER:**

2a. Agreement with this statement reflects a tendency to have a stronger **marginal identity**. Marginal identity is an identity state in which a person experiences feelings of confusion or anxiety about, and/or not belonging to the larger culture.

Check out my.blog 4.2 in the text on page 78 to take a full assessment of your cultural and marginal identities.

**POP-UP ANSWER:**

2b. Disagreement with this statement reflects a tendency to have a weaker **marginal identity**. Marginal identity is an identity state in which a person experiences feelings of confusion or anxiety about, and/or not belonging to the larger culture.

Check out my.blog 4.2 in the text on page 78 to take a full assessment of your cultural and marginal identities.

**Know Thyself Quiz:** Use this quiz to learn about two identities. Choose whether you tend to agree or disagree with the following statements. Can you identify what kinds of identities these questions describe?

1. My family really emphasizes where our ancestors came from.

 a. Agree

 b. Disagree

2. It is important for me to be accepted by both my ethnic group and the overall U.S. culture.

 a. Agree

 b. Disagree

**POP-UP ANSWER:**

1a. Agreement with this statement reflects a tendency to have a stronger ethnic identity. **Ethnic identity** refers to beliefs about the origins of your ancestors and can be based on national origin, race, religion, or language.

Check out my.blog 4.3 in the text on page 80 to take a full assessment of your ethnic and bicultural identities.

**POP-UP ANSWER:**

1b. Disagreement with this statement reflects a tendency to have a weaker ethnic identity. **Ethnic identity** refers to beliefs about the origins of your ancestors and can be based on national origin, race, religion, or language.

Check out my.blog 4.3 in the text on page 80 to take a full assessment of your ethnic and bicultural identities.

**POP-UP ANSWER:**

2a. Agreement with this statement reflects a tendency to have a stronger bicultural identity. **Bicultural** individuals relate strongly to two cultures: their particular ethnicity and their larger culture. (Or it can mean an immigrant who identifies strongly with the culture in which they were “enculturated” and their new culture to which they are “acculturating.” Know these two terms!)

Check out my.blog 4.3 in the text on page 80 to take a full assessment of your ethnic and bicultural identities.

**POP-UP ANSWER:**

2b. Disagreement with this statement reflects a tendency to have a weaker bicultural identity. **Bicultural** individuals relate strongly to two cultures: their particular ethnicity and their larger culture. (Or it can mean an immigrant who identifies strongly with the culture in which they were “enculturated” and their new culture to which they are “acculturating.” Know these two terms!)

Check out my.blog 4.3 in the text on page 80 to take a full assessment of your ethnic and bicultural identities.

**Jeopardy Quiz**: Can you name the three countries with the highest percentage of immigrants?

 **POP-UP ANSWER:**

 1. Andorra (77.25% of population are immigrants)

 2. Qatar (75.9%)

 3. United Arab Emirates (71.4%)

To see the top five, check out Jeopardy Box 4.1 in the text on page 71.

**Jeopardy Quiz**: Can you name the top three countries of origin of U.S. immigrants?

 **POP-UP ANSWER:**

 1. Mexico

 2. The Philippines

 3. India

 To see the top five, check out Jeopardy Box 4.2 in the text on page 71.

**CHAPTER 4 GLOSSARY-MATCHING QUIZ**

**Match the following five terms with their respective definitions:**

a. Social identity

b. Enculturation

c. Cultural identity

d. Personal identity

e. Acculturation

\_\_\_ 1. The degree of identity change that occurs when individuals move from a familiar environment to an unfamiliar one.

\_\_\_ 2. The sustained, primary socialization process of individuals in their original home culture wherein they internalize their primary cultural values.

\_\_\_ 3. May include culture, ethnicity, gender, sexual orientation, social class, age, disability, or professional identity.

\_\_\_ 4. Includes any unique attributes that one associates with one’s individuated self in comparison with others.

\_\_\_ 5. The emotional significance that one attaches to one’s sense of belonging or affiliation with the larger culture.

 **POP-UP ANSWER:**

 1. e

 2. b

 3. a

 4. d

 5. c

**Match the following five terms with their respective definitions:**

a. Identity

b. Ethnic identity salience

c. Cultural identity

d. Ethnic value content

e. Cultural identity salience

\_\_\_ 1. Sense of belonging or affiliation with the larger culture.

\_\_\_ 2. The subjective allegiance and loyalty to a group with which one has ancestral links.

\_\_\_ 3. The *strength* of affiliation one has with the larger culture.

\_\_\_ 4. The value dimensions of a particular ethnicity.

\_\_\_ 5. The reflective self-conception or self-image that one derives from family, gender, cultural, ethnic, and individual socialization.

 **POP-UP ANSWER:**

 1. c

 2. b

 3. e

 4. d

 5. a

**Match the following five terms with their corresponding descriptions of Latino/a American family themes:**

a. Intersection

b. Dominance

c. Compartmentalization

d. Merger

\_\_\_ 1. Awareness of many intersecting social identity memberships and recognizing the significance of multiple groups.

\_\_\_ 2. Compound identity in with two (or more) social membership categories can be crossed to form a singular, unique social identity.

\_\_\_ 3. One identity is important or primary in a particular setting, but shifts to another identity given a different context or situation.

\_\_\_ 4. Individual adopts one major social identity and any other social membership categories are less important.

 **POP-UP ANSWER:**

 1. d

 2. a

 3. c

 4. b

**CHAPTER 4 Test**

**Multiple Choice:** Select and click the BEST ANSWER from the choices available.

1. Dashelle’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ identity includes the information that she is nineteen, has a son, and a college student at UNLV; her \_\_\_\_\_\_\_\_\_\_\_\_\_\_ identity is fun-loving, optimistic, and a fan of country music.

 a. personal; social

 b. social; personal

 c. cultural; social

 d. social; cultural

 **POP-UP ANSWER:**

 b. social; personal (p. 66)

2. In the ethnic-cultural typological model, an individual who identifies strongly with the larger culture and weakly with his or her own ethnic identity is operating from which of the four options?

 a. Bicultural identity

 b. Ethnic-oriented identity

 c. Assimilated identity

 d. Marginal identity

 **POP-UP ANSWER:**

 c. Assimilated identity (p. 82)

3. Even after moving to Thailand, Deidre continues to identity strongly with her native British values and traditions rather than with her new culture. Which identity does Deidre have?

 a. Bicultural identity

 b. Ethnic-oriented identity

 c. Assimilated identity

 d. Marginal identity

 **POP-UP ANSWER:**

 b. Ethnic-oriented (p. 82)

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the process whereby people are socialized into and internalize the primary cultural values of their birth country.

 a. Acculturation

 b. Enculturation

 c. Adaptation

 d. Assimilation

 **POP-UP ANSWER:**

 b. Enculturation (p. 71)

5. Damek has moved from his native Hungary to the United States. He is going through the process of viewing himself as a Hungarian to incorporating a new identity, that of a U.S. American. What is this process of identity change called?

 a. Acculturation

 b. Enculturation

 c. Ethnic identity salience

 d. Cultural identity salience

 **POP-UP ANSWER:**

 a. Acculturation (p. 70)

6. The \_\_\_\_\_\_\_\_\_\_\_ family system emphasizes communal meanings, ascribed roles and statuses between parents and child, and family rule conformity.

 a. extended

 b. blended

 c. positional

 d. personal

 **POP-UP ANSWER:**

 c. positional (p. 68)

7. In a society with a(n) \_\_\_\_\_\_\_\_\_stance, immigrants are often expected to conform quickly to local cultural practices while in a society with a(n) \_\_\_\_\_\_\_\_\_\_ stance, immigrants are given more leeway to acquire the knowledge and skills needed to adapt to the new culture.

 a. assimilation; pluralist

 b. pluralist; assimilation

 c. enculturated; acculturated

 d. acculturated; enculturated

 **POP-UP ANSWER:**

 a. assimilation; pluralist (p. 72)

8. Donatello and his family emigrated to the United States from Italy. Donatello was fortunate to have had English classes in Italy in which he learned about verbal and nonverbal styles of U.S. communication. What kind of knowledge is this?

 a. Personal

 b. Cultural

 c. Interaction-based

 d. Enculturated

 **POP-UP ANSWER:**

 c. Interaction-based (p. 74). This is a part of cultural knowledge.

9. Donatello also learned about U.S. geography, its political and economic situation, and its predominant spiritual beliefs. What kind of knowledge is this?

 a. Personal

 b. Cultural

 c. Interaction-based

 d. Enculturated

 **POP-UP ANSWER:**

 b. Cultural (p. 74)

10. Danine emigrated with her family from Taiwan to Canada. She feels a strong affiliation with Canadian culture. In other words, she feels strong cultural identity \_\_\_\_\_\_\_\_\_\_\_.

 a. hierarchy

 b. value

 c. salience

 d. tradition

 **POP-UP ANSWER:**

 c. salience (p. 79)

**True/False:** In order to identify the best answer, consider whether each statement is true (i.e., accurate) or false (i.e., inaccurate). Click either “a” for “True” or “b” for “False.”

1. An individual who identifies strongly with both ethnic traditions and the cultural practices of the larger society is said to be a bicultural individual.

 a. True

 b. False

 **POP-UP ANSWER:**

 a. True (p. 82)

2. Enculturation occurs when a person moves to a new culture or country and stays there for at least one year.

 a. True

 b. False

 **POP-UP ANSWER:**

 b. False (p. 71)

3. In a society that is culturally pluralistic, there is little or no tolerance for immigrants who practice their ethnic traditions and customs.

 a. True

 b. False

 **POP-UP ANSWER:**

 b. False (p. 72)

4. Democratic decision making is the dominant method of making decisions in the personal

 family system.

 a. True

 b. False

 **POP-UP ANSWER:**

 a. True (p. 68)

5. In the Racial-Ethnic Identity Development Model, the *encounter* stage is when the individual develops a secure racial-ethnic identity and also has genuine contact with many different groups.

 **POP-UP ANSWER:**

 b. False (p. 83)

**CHAPTER 4 INTERCULTURAL TOUR**

**Check out the following intercultural stories:**

(NOTE: See “Chapter 4 Class Handouts” for a printable version.)

**FIRST-PERSON STORY: WHAT’S IN A NAME?**

**First Story**: I have a brother-in-law from Italy, whose name is **Maurizio**. In his first few years in the United States, he always used to introduce himself as Maurice, thinking that it was easier for other people to pronounce. Over time, my family became accustomed to calling him Maurice. However, a few more years passed, and my brother-in-law had second thoughts about his name. He really wanted to change Maurice back to his full Italian name, Maurizio. He wants people to respect his Italian heritage. Unfortunately, he is having no luck. Most of his friends and family have learned to call him Maurice and are too used to the habit. He feels frustrated but he has no idea what to do.

**Second Story**: Maurizio’s predicament really resonated with me. My first name is **Marietta** and I’ve never introduced myself as “Mary” or “Mari” because it just sounds so ordinary. I do not identify with the name “Mary” at all, because it’s not me. However, time and time again, people always try to shorten my name even if I’ve clearly introduced myself as “Marietta.” They might see it as trying to enter an informal level of conversation with me, but honestly, I like my full name and prefer the whole thing. I have a strong identification with my name—Marietta. I like the sound “Marietta,” and I like to feel unique, like a real individual. It’s really annoying when people whom I don’t really know try to shorten my name all of the time, because it feels like they are rejecting my uniqueness. I think this feeling of frustration could be a minor version of what my brother-in-law, Maurizio, has gone through. When people shorten my name to Mary, it feels as if they have erased my unique identity! It feels like they don’t really listen carefully and they really don't care about the first thing that matters to you the most—i.e., your true name.

**INTERACTIVE PROBES**

**(Ask yourself and probe your classmates’ reactions)**

(NOTE: See “Chapter 4 Class Handouts” section for a printable form containing these questions.)

1. To what extent can you relate to Maurizio’s and Marietta’s stories?

2. Does your name has special meaning to you? What does it mean? Do you like or not like your name? Why?

3. Do you know the story and history behind your name—that is, who named you, why did they name you this special way?

4. Do your teachers or friends have a hard time pronouncing your name? Do you have a middle name? What is it? If your name has some cultural significance, please share that with a classmate.

5. If you could change your name to anything else or if you could have a foreign name, what would that be? Why?

6. Do you have any advice for Maurizio and Marietta in terms of how to get people to call them by their real names?

**FURTHER APPLICATION PROBES**

Let’s apply some Chapter 4 concepts to these stories:

1. What identity would you say was more important to Maurizio as he attempted to return to the name Maurizio?

 a. Personal identity

 b. Social identity

 **POP-UP ANSWER:**

b. Social identity (Maurizio wanted people to recognize and respect his Italian heritage)

2. Maurizio was \_\_\_\_\_\_\_\_\_\_\_\_\_ in Italy and \_\_\_\_\_\_\_\_\_\_\_\_ in the United States.

 a. enculturated; acculturated

 b. acculturated; enculturated

 **POP-UP ANSWER:**

 a. enculturated; acculturated (Know these terms, defined on pages 70-71.)

3. What identity would you say was more important to Marietta as she attempted to have others use her full name?

 a. Personal identity

 b. Social identity

 **POP-UP ANSWER:**

a. Personal identity (Marietta clearly wants her unique name to be apparent to all.) (p. 66)

Now let’s apply the staircase model of intercultural communication flexibility from Chapter 2 (pages 30-32) to these stories.

4. Read the reactions to Maurizio’s request to be called by his original name. What stage of the staircase model would you say these people are in?

 a. Unconscious incompetence

 b. Unconscious competence

 c. Conscious incompetence

 d. Conscious competence

 **POP-UP ANSWER:**

c. Conscious incompetence (The friends and family are aware of behaving incompetently [i.e., not using the correct name] but lack the skills or knowledge to change.)

5. Read the reactions to Marietta’s request to be called by her full name. What stage of the staircase model would you say these people are in?

 a. Unconscious incompetence

 b. Unconscious competence

 c. Conscious incompetence

 d. Conscious competence

 **POP-UP ANSWER:**

1. Unconscious incompetence (The people are not aware of behaving incompetently [i.e., not using the correct name] and are oblivious to their potential for change.)

**CHAPTER 4 CLASS**

**Note: Your instructor may ask you to download, print out, and/or e-mail the following class handouts for this chapter:**

 **FIRST-PERSON STORY: WHAT’S IN A NAME?**

 **INTERACTIVE PROBES FOR “WHAT’S IN A NAME?”**

**FIRST-PERSON STORY: WHAT’S IN A NAME?**

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**INTERACTIVE PROBES FOR “WHAT’S IN A NAME?”**

**(Ask yourself and probe your classmates’ reactions)**

1. To what extent can you relate to Maurizio’s and Marietta’s stories?

2. Does your name has special meaning to you? What does it mean? Do you like or not like your name? Why?

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