

Dr. Sandra (Chap) Chapman

community + education + equity



SANDRA CHAPMAN
CONSULTING

Where are you in your understanding, feelings and attitudes about your
_____ (insert your racial-ethnic identity) at this moment?

Use the opening prompts below to help start some statements.

I am . . .

I never/sometimes/often . . .

How do I . . .

I don't . . .

They need to . . .

I feel . . .

I would like . . .

I don't know . . .

We need . . .

Are there . . .

When I . . .

Using racial identity models, this section was modified by Mark Silberberg, Director of Innovation & Learning at LREI

Color Blind Racial Ideology – Color-evasion: the belief that race does not matter in one's personal life or have an impact on interpersonal relationships (Sullivan & Cross, 2016).

Racial Self-Schema – Distinct generalizations, thoughts, feelings, and emotions about one's racial-ethnic self (Oyserman et al., 2003).

Use the prompts below to reflect and write about your journey of **Multi-racial awareness**

1. Think of a moment in your life when you believed that your race was whatever you were told you were (acceptance of identity status society assigns)
2. How did negative messages about your many groups impact your ability to associate with one aspect of how you identify? (identification with all your racial groups)
3. Can you recall a moment this past year when you experienced tension, stress, shame, embarrassment, or guilt about choosing one of your identities? Who did you talk to? How did you (or how do you regularly) overcome moments like this? (identification with a single racial group)
4. Do you feel racial pride? What are ways you reconnect with members of your racial group(s) or learn more about the racial group(s) that are salient for you? What are ways you translate your understanding of yourself as a multi-racial person? (identification as a new racial group)

Framework	My Race Journey
1. Passive resolution of identity - Acceptance of identity society assigns	
2. Active resolution of identity status - Identification with all racial groups	
3. Active resolution of identity status - Identification with a single racial group	
4. Strong kinship to and other biracial/ multiracial persons - Identification as a new racial group	

Multiracial/ethnic Identity Development

(Root, 1990)

In Renn, K. A. (Fall 2008). *New Directions for Student Services*. No. 123. Research on Biracial and Multiracial Identity Development: Overview and Synthesis. DOI: 10.1002/ss.282

Root (1990) allied her model with the early stages of minority identity development models but altered the later stages to reflect that when many biracial individuals with White heritage reach adolescence, they cannot fully reject majority culture and immerse themselves in a minority community, as minority identity development models typically posited.

Acceptance of the identity society assigns.

Family and a strong alliance with and acceptance by a (usually minority) racial group provide support for identifying with the group into which others assume the biracial individual most belongs.

Identification with all racial groups.

Depending on societal support and personal ability to maintain this identity in the face of potential resistance from others, the biracial individual may be able to identify with both (or all) heritage groups.

Citing societal racism and internalized oppression, Root (1990) posited that biracial teens—assuming that they are at least partly White—entered a period of turmoil and possibly a “dual existence” when they might appear popular but feel as though they do not fit into any social group.

Identification with a single racial group.

The individual chooses one group, independent of social pressure, to identify himself or herself in a particular way (as in resolution 1).

Identification as a new racial group.

The individual may move fluidly among racial groups but identifies most strongly with other biracial people, regardless of specific heritage backgrounds. Root (1990) accounted for the impact of racism on identity and introduced the possibility of a new identity group: biracial or multiracial. She also proposed that an individual might self-identify in more than one way at the same time or move fluidly among identities. Root’s model opened the door for the emergence of empirically derived, nonlinear models of identity development in mixed-race students.

