**CHAPTER 4**

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

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**Chapter 4: Learning Objectives**

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

1. Describe the family and gender socialization processes and their influence on an individual’s identity formation.

2. Identify factors that shape the highs and lows of newcomers’ acculturation processes, ranging from broad system-level factors, to interpersonal- and individual-level factors, to mass media and social media usage.

3. Describe how individuals grapple with defining, negotiating, and redefining their cultural and/or ethnic identity and explain how their cultural and/or ethnic identity salience influences their identity formation process.

4. Compare and contrast two models that describe the process of cultural and ethnic-racial identity development, and also explain identity complexity issues and the experiences that may be faced by a biracial or multiracial individual.

5. Apply what you have learned to increase your awareness of your own cultural identity and to communicate in a way that skillfully validates others’ cultural, ethnic-racial, and other intersecting identities.

**Chapter 4: Brief Outline**

1. **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 identities**: includes cultural, ethnic, gender, social class, age, etc.
		2. **Personal identities**: unique attributes associated with oneself
	1. Families Come in Different Shapes
		1. Types of families
			1. **Traditional family**: father-mother pair with child or children
			2. **Extended family**: extended kinship groups (aunts, cousins, etc.)
			3. **Blended family**: previous marriages merging into a new family
			4. **Single family**: household headed by a single parent
		2. Two family types in decision-making process
			1. **Personal family system**: democratic system, individualistic and small power distance value patterns
			2. **Positional family system**: Often collectivistic and larger power distance cultures, rule conformity (e.g., “Children should obey their parents.”)
	2. Gender Socialization and Interaction Patterns
		1. **Gender identity**: meanings and expectations of femaleness. maleness
		2. **Nonbinary**: genders that do not fall into male or female category
		3. **Transgender**: behavior departs significantly from norms suggested by anatomy at birth
1. **Group Membership: Intercultural Boundary Crossing Factors**
	1. The Process Of Acculturation and Enculturation
		1. **Acculturation**: identity-related change process in new environment
		2. **Enculturation**: socialization process in original home culture
		3. **Bicultural**: relates to both cultures of enculturation and acculturation
	2. Systems-Level Factors: elements in host culture that influence adaptation
		1. Socioeconomic conditions (good economy results in more hospitality)
		2. Host culture’s attitude re “cultural assimilation” or “cultural pluralism”
			1. Assimilation: demands immigrants conform quickly
			2. Pluralistic: encourages diversity of values
		3. Local institutions (schools, work) firsthand contact with host members
	3. 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
	4. Interpersonal F2F and Relational Network Factors
		1. **Affective resources**: identity support, empathic messages
		2. **Instrumental resources**: support for task-based goals
		3. **Informational resources**: sharing news from home and new culture
	5. Mass Media-Level Factors
		1. Ethnic media ease loneliness and stress
		2. Mass media is broad-based influence. Personal relationships are deeper.
	6. Intergroup Adaptive Strategies
		1. Social mobility strategy: to fit into dominant group
		2. Social creativity strategy: improve group’s status
		3. Social competition strategy: used to fight for group rights.
2. **Sociocultural Group Affiliation And Identity Formation**

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

Two important elements:

Knowledge of our group membership

Emotional significance – amount place on group membership

**Symbolic identity**: European Americans – can choose to identify or not

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

* 1. Conceptualizing Cultural Identity
		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
	2. 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
1. **Ethnic-Racial Identity Change Process**
	1. Ethnic-Cultural Identity Typological Model
		1. **Ethnic-oriented identity** or traditional option: identify strongly with ethnicity and weakly with dominant culture
		2. **Assimilated**: identify weakly with ethnicity, strongly with larger culture
		3. **Bicultural** or integrative option: identify strongly with both ethnicity and larger culture
		4. **Marginal**: disconnected from both ethnic group and larger society
	2. 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. **Inclusive Internalization**: secure racial-ethnic identity and also genuine contact with dominant and other groups
	3. Identity Complexity: 4 sociocultural identity patterns
		1. **Dominance**: adopt one social identity, perform it across contexts.
		2. **Intersection**: combine 2+ social memberships to form unique social identity
		3. **Compartmentalization**: different identity in various settings, code-switch
		4. **Merger**: integrate identities into holistic, authentic self.
	4. Multiracial And Biracial Identity –
		1. **Frame switching**: behavioral adaptability with different cultural groups
		2. **Identity switching**: deeper affective belonging and identity switching
2. Intercultural Reality Check: Doables

Discover identity issues by practicing the following communication skills:

* 1. **Mindful listening**: attend with ears, eyes, and a focused heart; pay attention to both verbal and nonverbal messages before responding.
	2. **Identity validation skills**: recognize others’ identities, respond sensitively through verbal and nonverbal confirming messages.

**Chapter 4: Chapter Checkup**

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

**QuikChoice 4.1:** Click on [**QuikChoice 4.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-4-1?previousFilter=tag_chapter-04) to explore t two different kinds of identities. Then, check out QuikChoice 4.1 in the text on to take a full assessment of your personal and social identities.

**QuikChoice 4.2:** Quiz what you know about different kinds of identities with [**QuikChoice 4.2**.](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-4-2?previousFilter=tag_chapter-04) Check out QuikChoice 4.2 in the text to take a full assessment of your cultural and marginal identities.

**QuikChoice 4.3:** Check your views on ethnic and bicultural identities with [**QuikChoice 4.3.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-4-3?previousFilter=tag_chapter-04)

Check out QuikChoice 4.3 in the text to take a full assessment of your ethnic and bicultural identities.

**QuikTrendz 4.1**: Can you name the three countries with the highest percentage of immigrants? Click on [**QuikTrendz 4.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quicktrendz-4-1?previousFilter=tag_chapter-04) to find out. Then, to see the top five, check out QuikTrendz 4.1 in the text.

**QuikTrendz 4.2**: Check out [**QuikTrendz 4.2**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quicktrendz-4-2?previousFilter=tag_chapter-04) to see if you can name the top three countries of origin of U.S. immigrants in 2018. To see the top five, check out QuikTrendz 4.2 in the text.

**QuikPoll 4.1** Can you answer the [**QuikPoll 4.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickpoll-4-1?previousFilter=tag_chapter-04) from the UK citizenship test?

**Chapter 4: Critical Incident Analysis**

**Check out the following intercultural stories:**

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

**First-Person Stories: What’s in a Name?**

**First Story**: I have a brother-in-law from Italy, whose name is **Maurizio**. In his first few years of being 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 Exercise Handouts” section for a printable version.)

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—i.e., 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**

Complete the [**Chapter 4 Further Application Probes**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-chapter-4-further-application-probes?previousFilter=tag_chapter-04)to apply some Chapter 4 concepts to these stories.

**Chapter 4: Glossary-Matching Quizzes**

Click for[**Matching Quiz 4.1.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-4-1?previousFilter=tag_chapter-04)

Click for [**Matching Quiz 4.2.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-4-2?previousFilter=tag_chapter-04)

**Chapter 4: Practice Quiz**

Click here for the[**Chapter 4 Review Practice Quiz.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-chapter-4-review-prep-quiz?previousFilter=tag_chapter-04)

**Chapter 4: Exercise Handouts**

**Note: Your instructor may ask you to** [**download,**](https://learninglink.oup.com/access/ting-toomey3e-student-resources#tag_chapter-04) **print out, and/or e-mail the following class handouts for this chapter:**

 **Who Am I? I am…**

 **Who Am I? Identity Dialogue**

 **First-Person Stories: What’s in a Name?**

 **Interactive Probes for “What’s in a Name?”**