Racial Identity Models

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| **Minority Identity Development (Atkinson, Morten, and Sue, 1993)** | **Negro-to-Black Conversion Model for African Americans (Cross, 1991)** | **White Racial Identity Ego Statuses Model (Helms and Cook, 1999)** |
| **Stage 1: Conformity**  internalizes attitudes that reflect preferences for the dominant race and negative attitudes that reflect preferences for one’s own race and culture | **Stage 1: Pre-encounter**  There is an identification with the dominant (white) culture and rejection or denial of any connection with African American people and culture | **Stage 1: Contact**  Through contact with the ‘other’, whites are initiated into the process of racial identity development. Contentment with racial status quo and insensitivity to racism and one’s contribution to it |
| **Stage 2: Dissonance**  evokes feelings and attitudes that reflect racial-cultural confusion and conflict | **Stage 2: Encounter**  African American consciousness-raising effort in this stage because of a traumatic encounter with the dominant (white) culture | **Stage 2: Disintegration**  Confusion and distress when facing racial moral dilemmas. Begin to acknowledge our whiteness and question what we have been socialized to believe about our race. Begin to feel dissonance about whiteness. Begin to re-evaluate our beliefs or become angry with the others |
| **Stage 3: Resistance**  find themselves rejecting the dominant culture’s values and embracing their cultural group of origin | **Stage 3: Immersion-Emersion**  Intently interested in learning more about the African American culture. There is an in-depth immersion into the history of the culture and negating everything learned about the dominant (white) culture | **Stage 3: Reintegration**  Glorified ideals of one’s socio-racial group and vilification of and prejudicial attitudes toward other groups |
| **Stage 4: Introspection**  there is a period of reflection in which the values of the dominant and personal cultural groups are evaluated | **Stage 4: Internalization**  embodies a strong African American identity and transcends the psychological impact of racism | **Stage 4: Pseudo-independence**  Intellectualized commitment to one’s own socio-racial group and subtle superiority and tolerance of other socio-racial groups as long as they can be helped to conform to white standards |
| **Stage 5: Awareness**  engulfed in a sense of self-fulfillment as the confusion and conflict from the previous stages are resolved | **Stage 5: Internalization-Commitment**  Maintains an empowered African American identity while resisting the various forms of social oppression. At this stage, the student has developed a healthy psychological resistance to negative caricatures of his or her race or culture, and the end result is liberation and empowerment | **Stage 5: Immersion**  The search for a new and compassionate definition of being white and an attempt to debunk racist stereotypes and seek accurate information about racial ethnic groups, racism, and privilege |
|  |  | **Stage 6: Emersion**  sense of appreciation and group solidarity and pride that accompanies being with other white people who are seeking new self-knowledge |
|  |  | **Stage 7: Autonomy**  affirming and informed socio-racial group commitment and adoption of personal standards to prevent and avoid contributing to racial oppression |