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## **From Stages to Intersections: Representations of Social Identity Development and the Impact on Intercultural and Social Justice Work**

Models of social identity development have been used to guide teaching, research, counseling, and interventions related to intercultural communication and social justice for decades. The disciplines underlying these models have changed: from psychology and sociology, to ecological and human development, to post-structural and post-feminist orientations. Each of these disciplines mold the content and representation of the theories, and the assumptions about an individual's experience in relation to systems of oppression and larger institutional structures that underlie them.

In this session, we reflect on theories of racial identity to take a historical journey of how social identities have been represented in models, and the strengths and limitations of each approach. Discussion highlights how these theories have guided teaching, programming, interventions, and facilitator development. We also review some of the historical and evolving tenets of intersectionality. These principles include the framework's representation of identity as holistic and multi-layered, connected to systems of power and privilege, and reflective of both the personal level of identity and the experience of social groups within a larger institutional context. The relationships between intersectionality, identity salience, and privileged and targeted social identities are also explored. Through presentation, and small and large group discussion, we examine the challenges as well as promises of integrating an intersectional perspective into models of social identity development and work in intercultural communication, diversity, and social justice.



**Dr. Charmaine L. Wijeyesinghe** has studied, consulted, and written in the area of social justice education and organizational change for over 30 years. Her professional background includes over 13 years in student affairs administration, including serving as Staff Associate to the Vice Chancellor of Student Affairs, Assistant Dean of Students, and Assistant University Ombudsperson at the University of Massachusetts at Amherst, and Dean of Student at Mount Holyoke College. She was National Program Consultant for the National Conference for Community and Justice, where she developed social justice programs, and trained staff and boards of 62 regional offices around the country. Charmaine

has published articles and book chapters on multiracial identity, the impact of racial identity on the practice of conflict resolution, and intersectionality. She co-edited (with Bailey W. Jackson) and contributed to *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology* (2001) and *New Perspectives on Racial Identity Development: Integrating Emerging Frameworks*, 2nd edition (2012), both published by NYU Press. Her book *Enacting Intersectionality in Student Affairs*, part of the Jossey-Bass series *New Directions for Student Services*, was published in the spring of 2017.

In addition to her writing on the connection between power, privilege, and intersectionality, Charmaine is known for her doctoral work on, and model of *Multiracial Identity*. Developed in the early 1990's her model was one of the first to address racial identity in Multiracial people, and to present an alternative paradigm to traditional theories that framed identity development around series of stages. This work was adopted into the anti-bias curriculum of the Anti-Defamation League (ADL) and has appeared in numerous publications.

Charmaine is on the editorial board and provides author and manuscript support services for the *Journal Committed to Social Change on Race and Ethnicity*, the journal of the National Conference on Race and Ethnicity in American Higher Education (NCORE). In 2017 she was the inaugural recipient of the NCORE Equity and Social Justice Award for Scholarship.

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