

**Conceptualizing and measuring
culture, context, race and
ethnicity: A focus on science,
ethics, and collaboration in the
Spirit of 2044**

Ethnic & Racial Issues, Equity and Justice, Asian
Caucus, Black Caucus, and Latino Caucus

THANK YOU

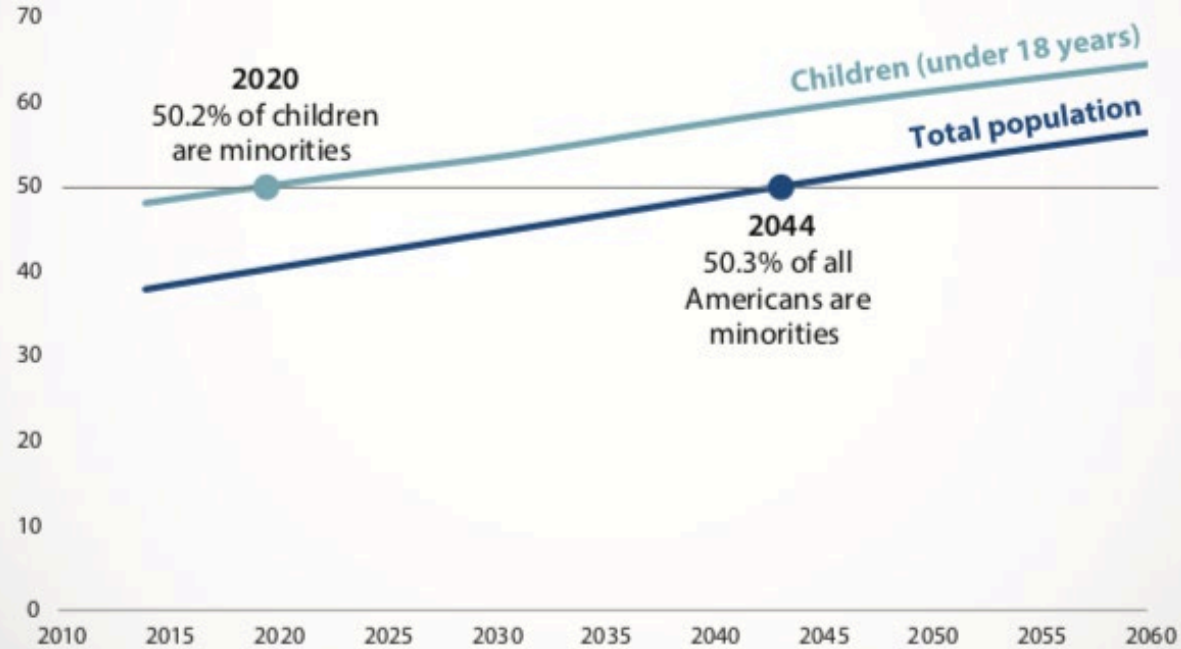
- ▶ W.T. Grant Foundation
- ▶ SRCD Asian Caucus
- ▶ SRCD Black Caucus
- ▶ SRCD Latino Caucus
- ▶ University of Maryland, Baltimore County, Dept of Psychology
- ▶ Penn State Child Study Center
- ▶ Penn State College of Liberal Arts, Dept of Psychology
- ▶ University of North Carolina at Greensboro, Dept of Psychology



Projecting Majority-Minority

Non-Hispanic Whites May No Longer Comprise Over 50 Percent of the U.S. Population by 2044

Percent Minority by Age Group: 2014 to 2060

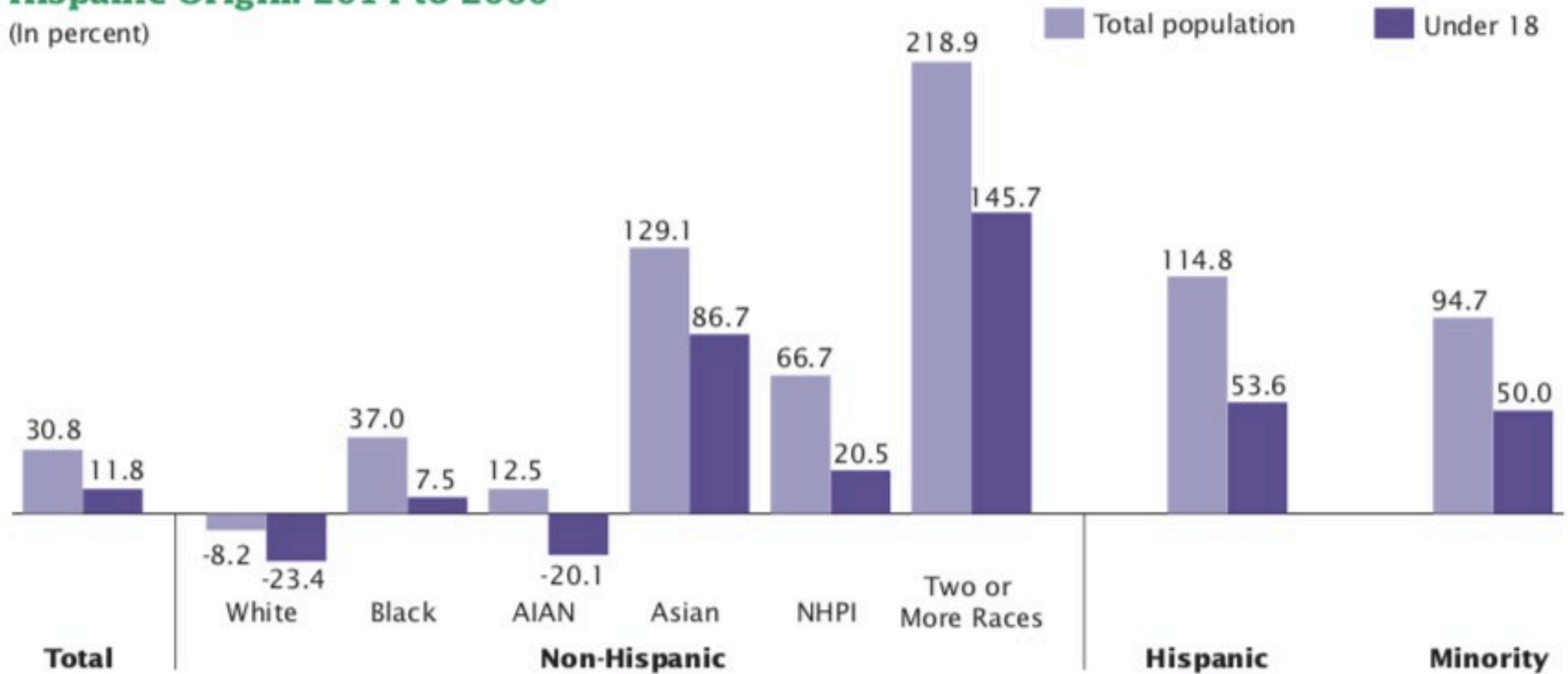


Note: Minority is defined in this figure as any group other than non-Hispanic white.

Figure 9.

Change in Total Population and Population Under 18 by Race and Hispanic Origin: 2014 to 2060

(In percent)



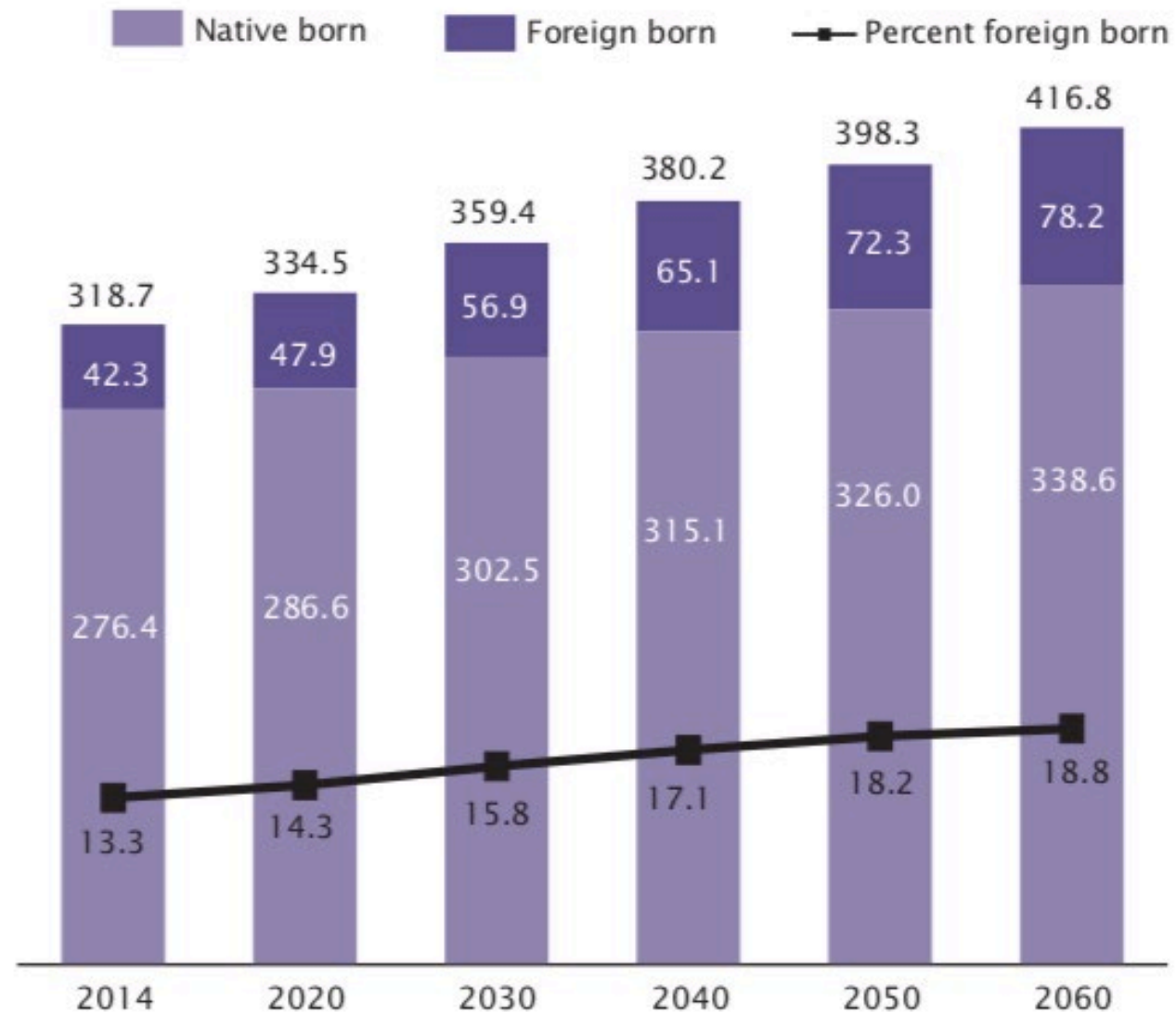
Note: Unless otherwise specified, race categories represent race alone. NHPI=Native Hawaiian and Other Pacific Islander, AIAN=American Indian and Alaska Native. Minority refers to everyone other than the non-Hispanic White alone population.

Source: U.S. Census Bureau, 2014 National Projections.

Figure 1.

U.S. Population by Nativity: 2014 to 2060

(Population in millions)

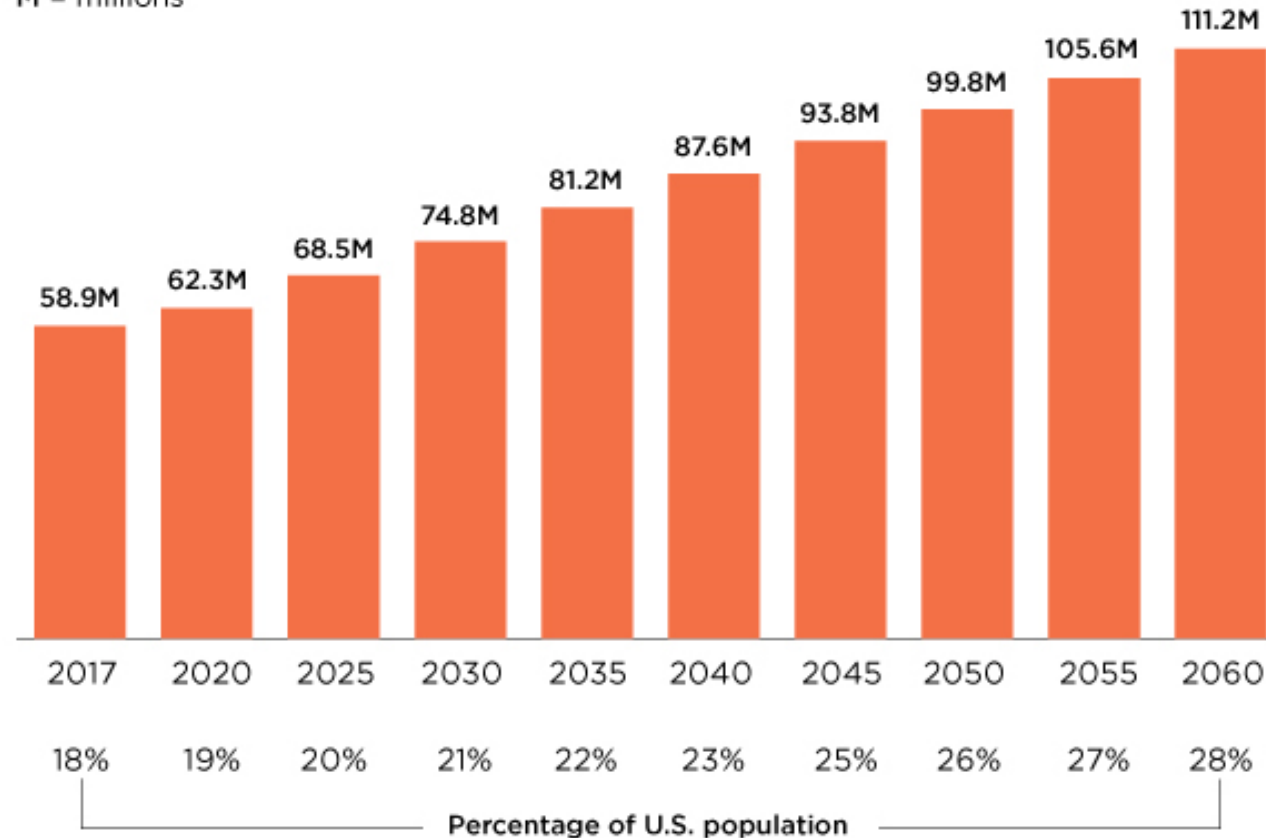


Source: U.S. Census Bureau, 2014 National Projections.

Hispanic Population to Reach 111 Million by 2060

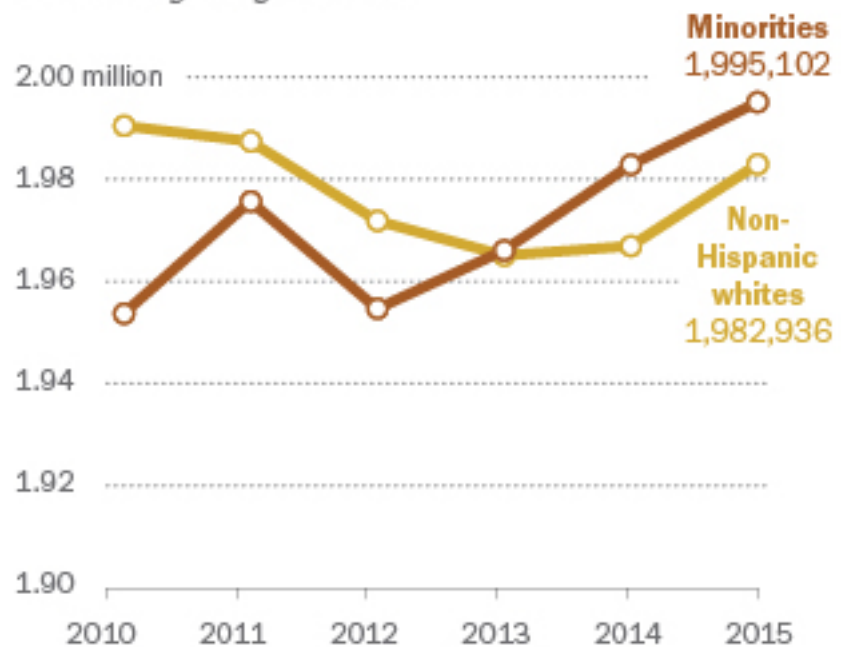
Projected Hispanic Population 2020 to 2060

M = millions



Among newborns, minorities slightly surpass non-Hispanic whites

Children younger than 1



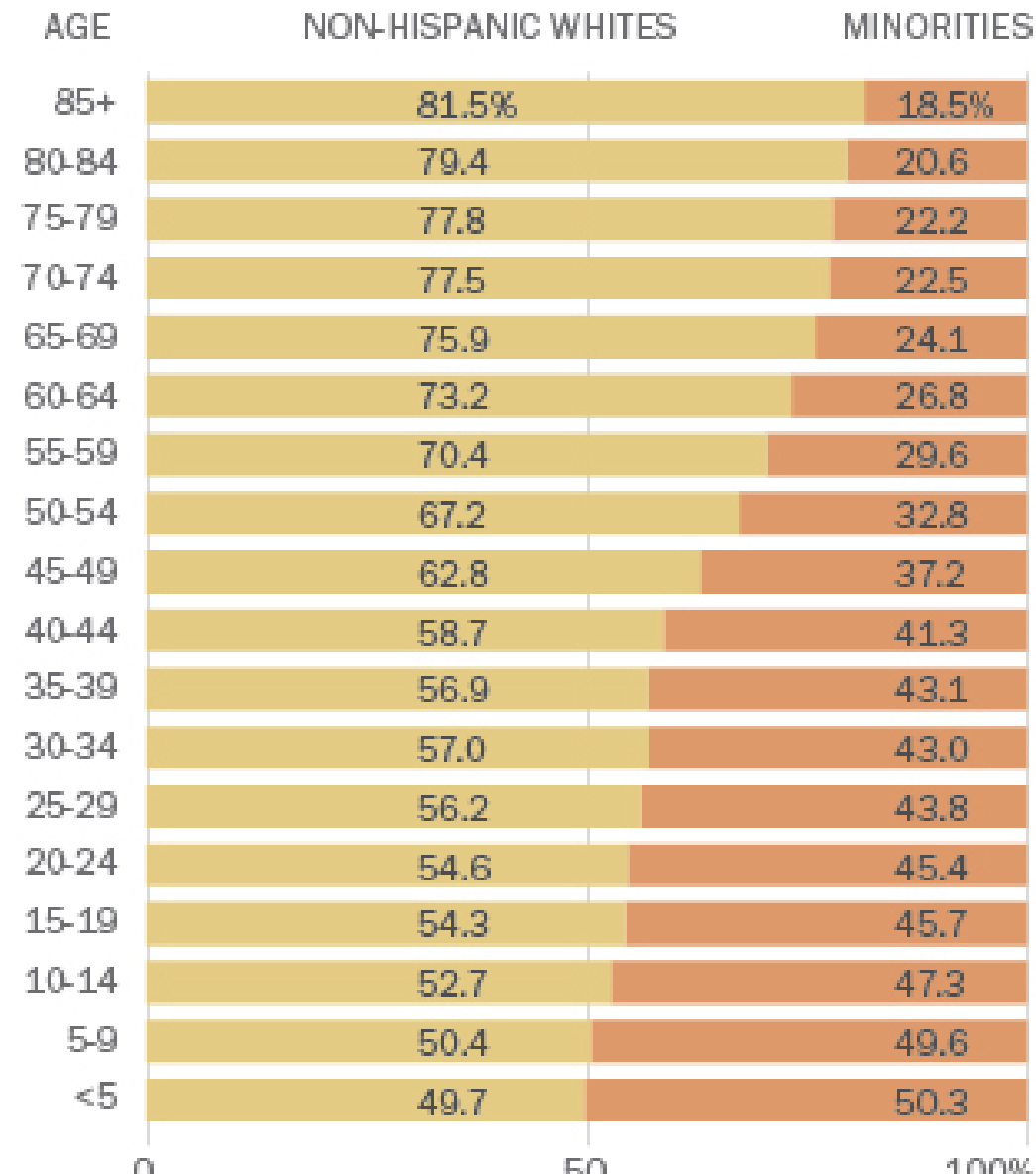
Note: Minority includes all race and ethnic groups except single-race non-Hispanic white. Data for 2010 are as of April 1; for other years, data are as of July 1.

Source: U.S. Census Bureau 2015 population estimates

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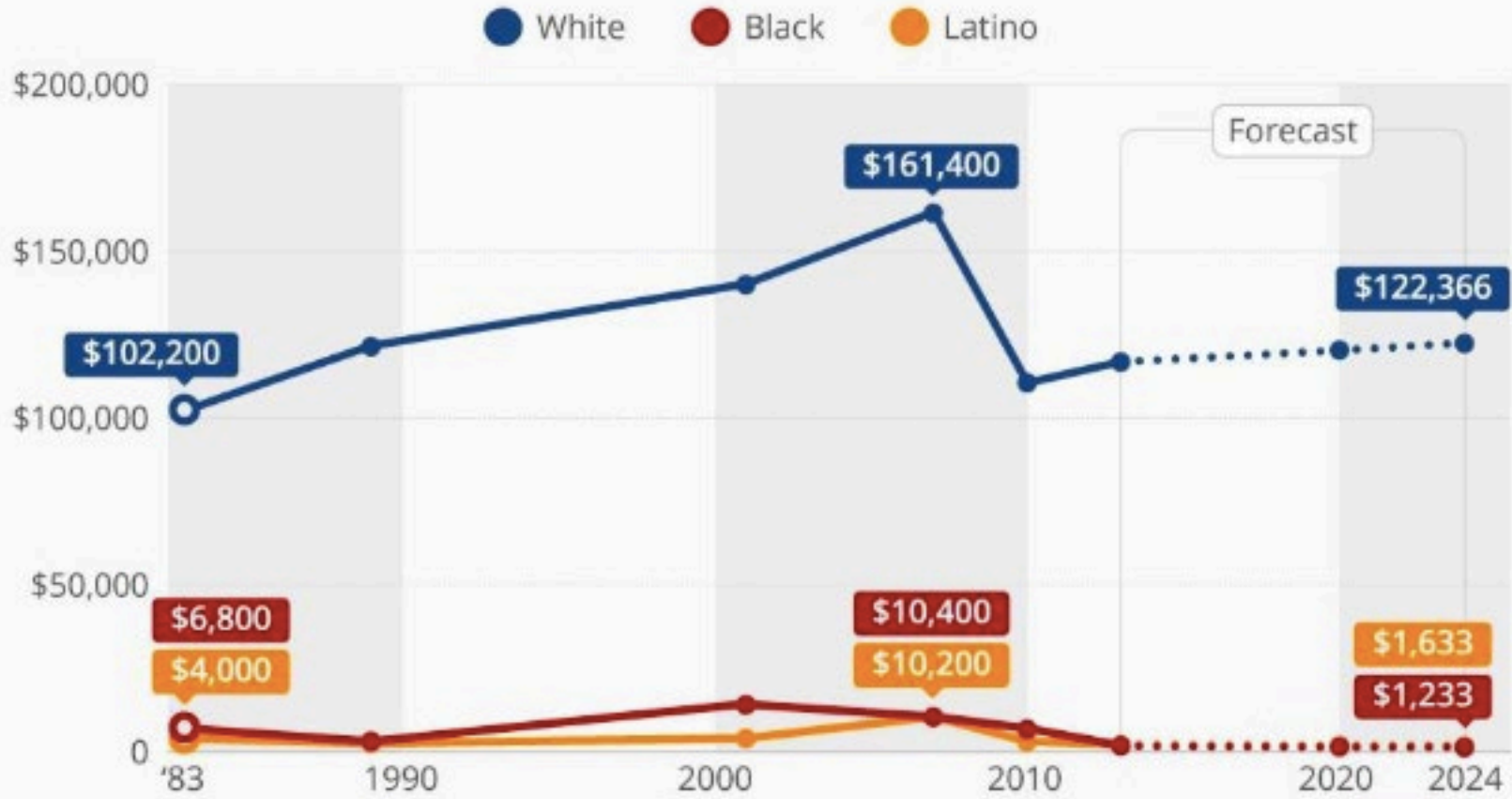
Demographic change begins with the youngest age groups

% of population, 2015



Racial Wealth Inequality Is Rampant In The U.S.

Median household wealth by race/ethnicity in the United States (1983–2024)



@StatistaCharts Source: Prosperity Now & Institute For Policy Studies

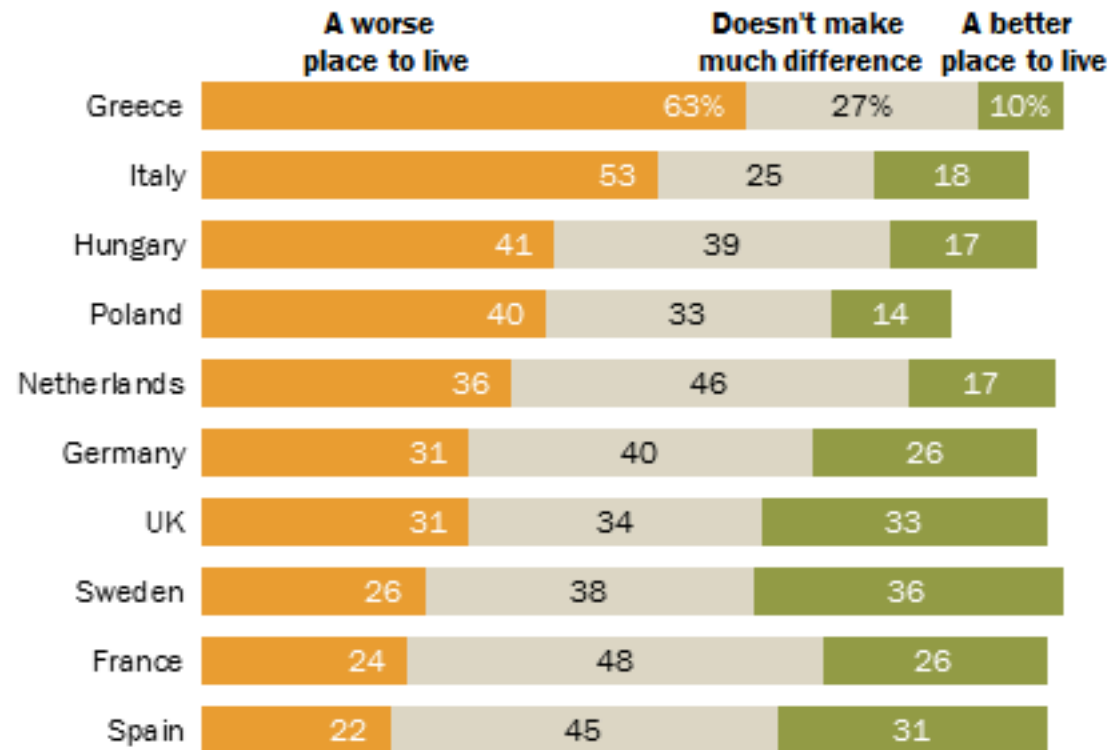
Forbes statista

Percent of country foreign born, by year

Country	1990	2017	Country	1990	2017
Australia	23%	29%	Norway	5%	15%
Austria	10%	19%	New Zealand	15%	23%
Canada	16%	21%	Oman	17%	35%
Greece	6%	11%	Spain	2%	13%
Lebanon	19%	32%	UK	6%	13%

Few say growing diversity makes their country a better place to live

Overall, do you think having an increasing number of people of many different races, ethnic groups and nationalities in our country makes this country a better place to live, a worse place to live or doesn't make much difference either way?



Source: Source Spring 2016 Global Attitudes Survey. Q44.

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The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, leaving a large white central area. The shapes are layered, creating a sense of depth and movement.

Theory

Theories and Frameworks to Consider

- ▶ **Integrative Model** (García Coll et al., 1996)
 - ▶ + extensions
 - ▶ *American Psychologist, 73 (6)*
- ▶ **Phenomenological Variant of Ecological Systems Theory** (Spencer et al., 1997)
- ▶ **Intersectionality** (Crenshaw, 1989 ; Ghavami et al., 2017)
- ▶ **Critical Race Theory** (Delgado, 1995)
- ▶ **Social Category Theory** (Allport, 1954)
- ▶ **Ethnic-Racial Identity Theories** (See ERI Study Group, CD, 2014)

Measures

A methodological critique ...

- ▶ Janet Helms (2005)
 - ▶ Move beyond categorical variable to a variable that is more meaningful and process related

Measures

- ▶ Diversity & Other Composition Measures
- ▶ Identity
- ▶ Cultural Values
- ▶ Discrimination
- ▶ Microaggressions
- ▶ Ethnic-Racial Socialization
- ▶ Multiculturalism/Multicultural Competence
- ▶ ...

Contemporary exemplars

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text 'Contemporary exemplars' is centered on the left side of the slide in a clean, black, sans-serif font.

Research in Human Development, 16: 51–75, 2019
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DOI: <https://doi.org/10.1080/15427609.2018.1549404>



The Diversity Paradox: Opportunities and Challenges of “Contact in Context” Across Development

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Michigan State University

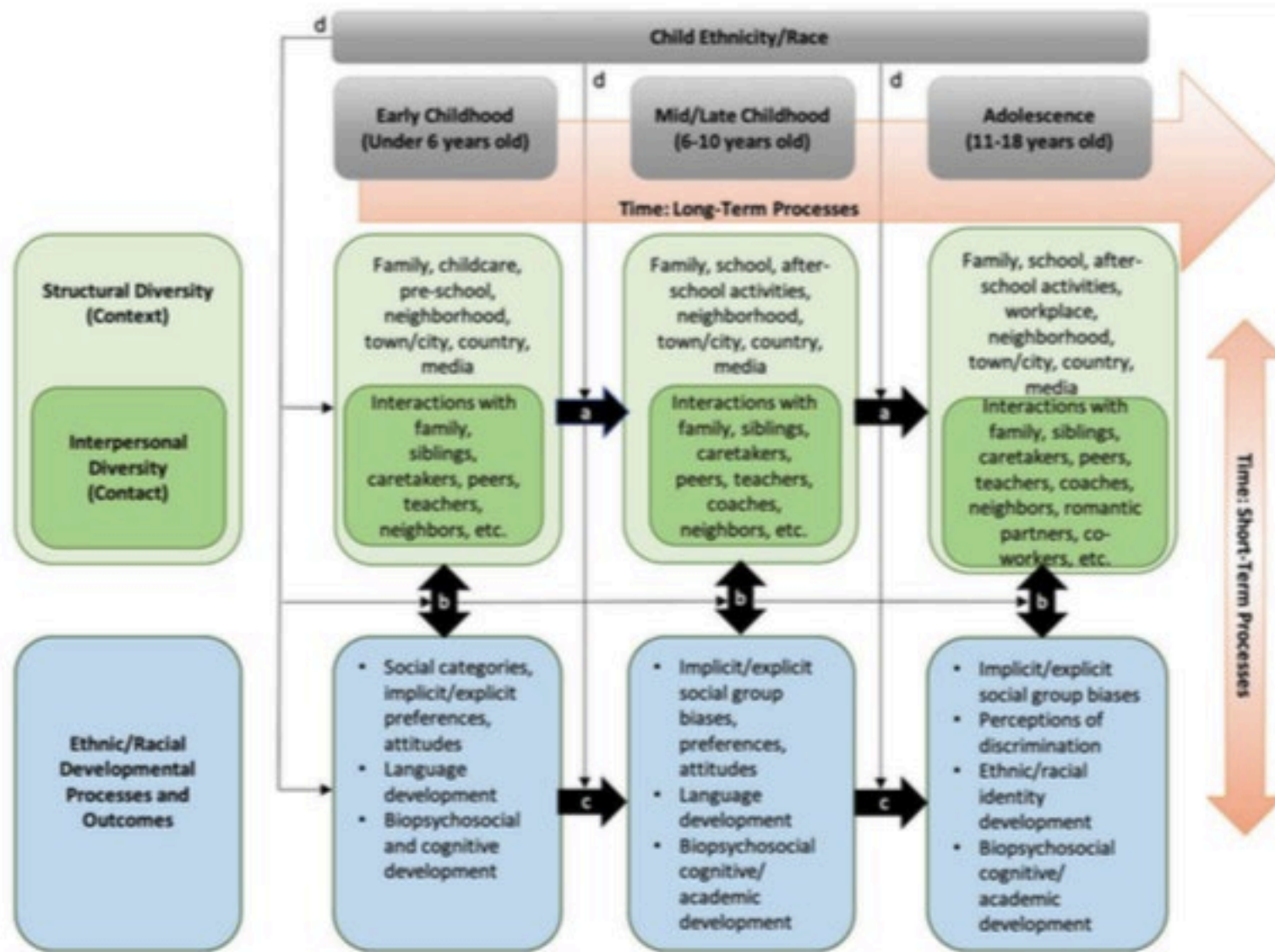



FIGURE 1 Conceptual model considering the benefits and challenges of diversity as “contact in context”: Over time and development.

JOURNAL OF RESEARCH ON ADOLESCENCE, 28(2), 262–276

Toward a New Understanding of Ethnic-Racial Settings for Ethnic-Racial Identity Development

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The purpose of this conceptual article is to advance theory and research on one critical aspect of the context of ethnic-racial identity (ERI) development: ethnic-racial settings, or the objective and subjective nature of group representation within an individual's context. We present a new conceptual framework that consists of four dimensions: (1) *perspective* (that settings can be understood in both objective and subjective terms); (2) *differentiation* (how groups are defined in a setting); (3) *heterogeneity* (the range of groups in a setting); and (4) *proximity* (the distance between the individual and the setting). Clarifying this complexity is crucial for advancing a more coherent understanding of how ethnic-racial settings are related to ERI development.

TABLE 1
Description of the Four Dimensions of Ethnic–Racial Settings Relevant for Ethnic–Racial Identity

<i>Dimension</i>	<i>Description</i>	<i>Examples of studies and measurement</i>
Perspective	Adopting an objective or subjective perspective of density	Setting measured objectively with proportion of Latinos in school (Umaña-Taylor, 2004) Setting measured by subjective perception of ethnic density of neighborhood (Phinney, Ferguson, & Tate, 1997)
Differentiation	How the ethnic group of reference is defined in a setting	Setting defined by three levels of differentiation—ethnic-specific, pan-ethnic, and People of Color (Syed & Juan, 2012)
Heterogeneity	Degree of diversity of different ethnic groups in the setting	Diversity of ethnic density measured by Simpson’s index (Juvonen, Nishina, & Graham, 2006)
Proximity	Distance between the individual and the setting	Setting defined by the people around you at a given moment (Yip, 2005), peer groups (Yip, Seaton, & Sellers, 2010), classrooms (Thijs, Verkuyten, & Grundel, 2014), and schools (Brittian, Umaña-Taylor, & Derlan, 2013)

Santos, C. E., & Toomey, R. B. (2018). Integrating an intersectionality lens in theory and research in developmental science. In C. E. Santos & R. B. Toomey (Eds.), *Envisioning the Integration of an Intersectional Lens in Developmental Science. New Directions for Child and Adolescent Development*, 00, 1–9.

1

Integrating an Intersectionality Lens in Theory and Research in Developmental Science

Carlos E. Santos, Russell B. Toomey

New Directions for Racial Discrimination Research as Inspired by the Integrative Model

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Enrique Neblett
University of North Carolina at Chapel Hill

Lisa Spanierman
Arizona State University

In 1996, Cynthia García Coll and colleagues introduced a groundbreaking model that articulated factors that influenced the development of ethnic–racial minority and immigrant youth. One of the key arguments was that racial discrimination is a stratification mechanism resulting in negative developmental outcomes for minority youth, and this argument has been supported by several meta-analyses. Against the backdrop of the rise of White nationalism, increasing hate crimes against ethnic–racial minority individuals, implementation of national policies that disproportionately affect communities of color, and the shift to a majority–minority country, it is imperative for future research to refine key aspects of the *integrative* model that are intricately connected to these trends. The present article offers recommendations for future research in 4 areas: (1) expansion of segregation indicators to include mass incarceration and mass deportation, (2) expansion of the study of resilience factors among minority youth, (3) application of the *integrative* model to White youth, and (4) the development of comprehensive measures and utilization of diverse methodologies. It is

“Colorblind” research approaches

Differential Associations of Distinct Forms of Childhood Adversity With Neurobehavioral Measures of Reward Processing: A Developmental Pathway to Depression

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University of North Carolina, Chapel Hill


Katie A. McLaughlin
University of Washington

Childhood adversity is associated with altered reward processing, but little is known about whether this varies across distinct types of adversity. In a sample of 94 children (6–19 years), we investigated whether experiences of material deprivation, emotional deprivation, and trauma have differential associations with reward-related behavior and white matter microstructure in tracts involved in reward processing. Material deprivation (food insecurity), but not emotional deprivation or trauma, was associated with poor reward performance. Adversity-related influences on the integrity of white matter microstructure in frontostriatal tracts varied across childhood adversity types, and reductions in frontostriatal white matter integrity mediated the association of food insecurity with depressive symptoms. These findings document distinct behavioral and neurodevelopmental consequences of specific forms of adversity that have implications for psychopathology risk.

Table 1
Sample Characteristics

	%	N
Female	48.9	46
Race/ethnicity		
White	51.1	48
Black	17.0	16
Hispanic	13.8	13
Asian	10.6	10
Biracial/other	7.5	7
Parent education ^a		
High school or less	28.7	27
Associate degree	13.8	13
Bachelor degree	22.3	21
Graduate school	24.5	23
Trauma history	40.4	38
Neglect history	23.4	22
Food insecurity history ^b	26.6	25
Number of types of adversity experienced ^b		
None	42.0	37
1	28.4	25
2	23.9	21
3	5.7	5

^aSeven parents did not provide their own education data. ^bFood insecurity measures were not reported for six participants.

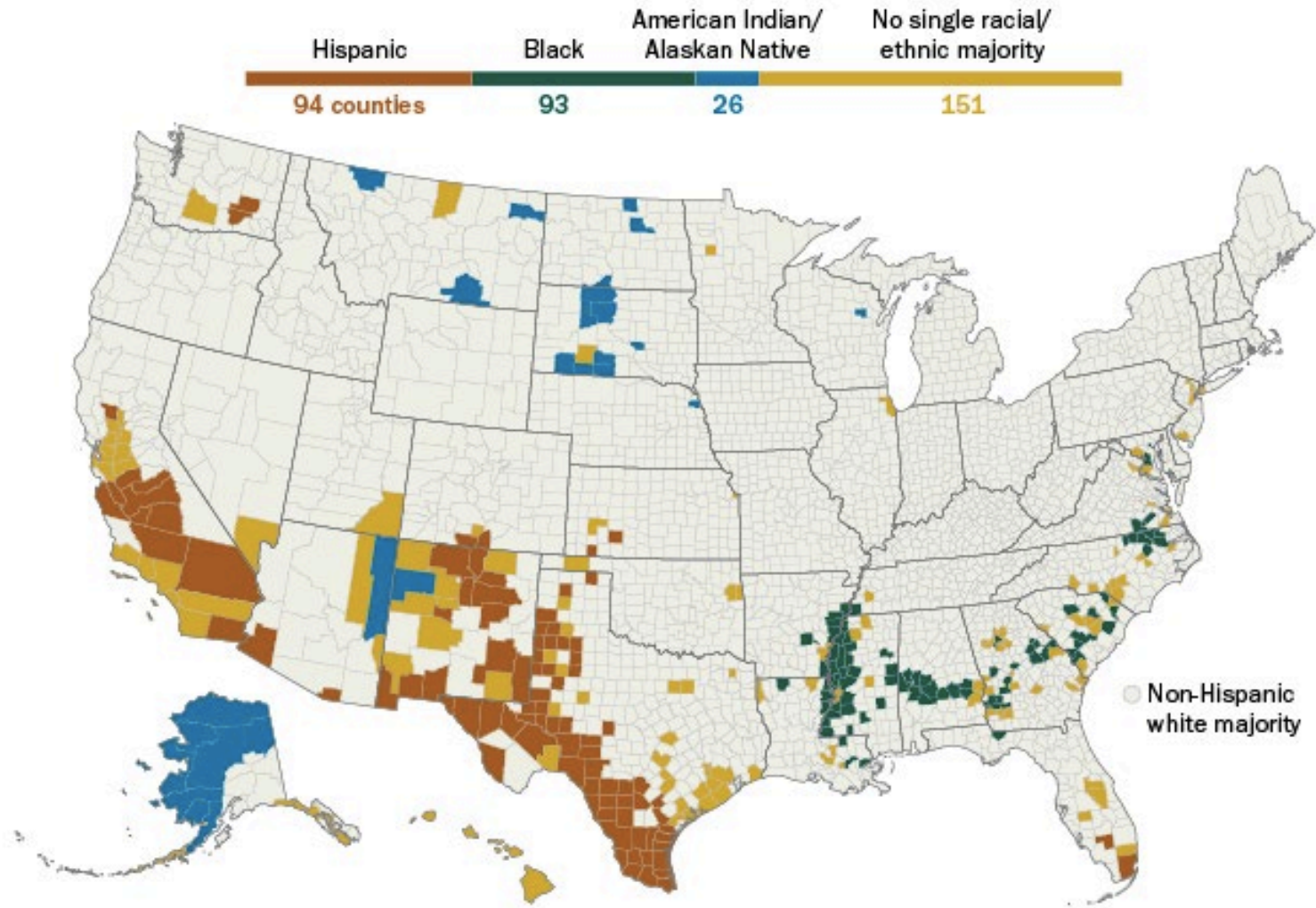


Questions we want to tackle
during the preconference

As populations become more racially and ethnically diverse, the *contexts in which children develop diversify*; as such, the conceptualization and measurement of race and ethnicity requires more nuance and attention to individual and contextual variations

Where Minorities are the Majority

Majority race or ethnicity in U.S. counties where non-Hispanic whites are a minority (2014)



Note: Blacks, whites, and American Indian/Alaska Natives include only non-Hispanics; Hispanics are of any race. No county has an Asian majority.

Source: Census Bureau

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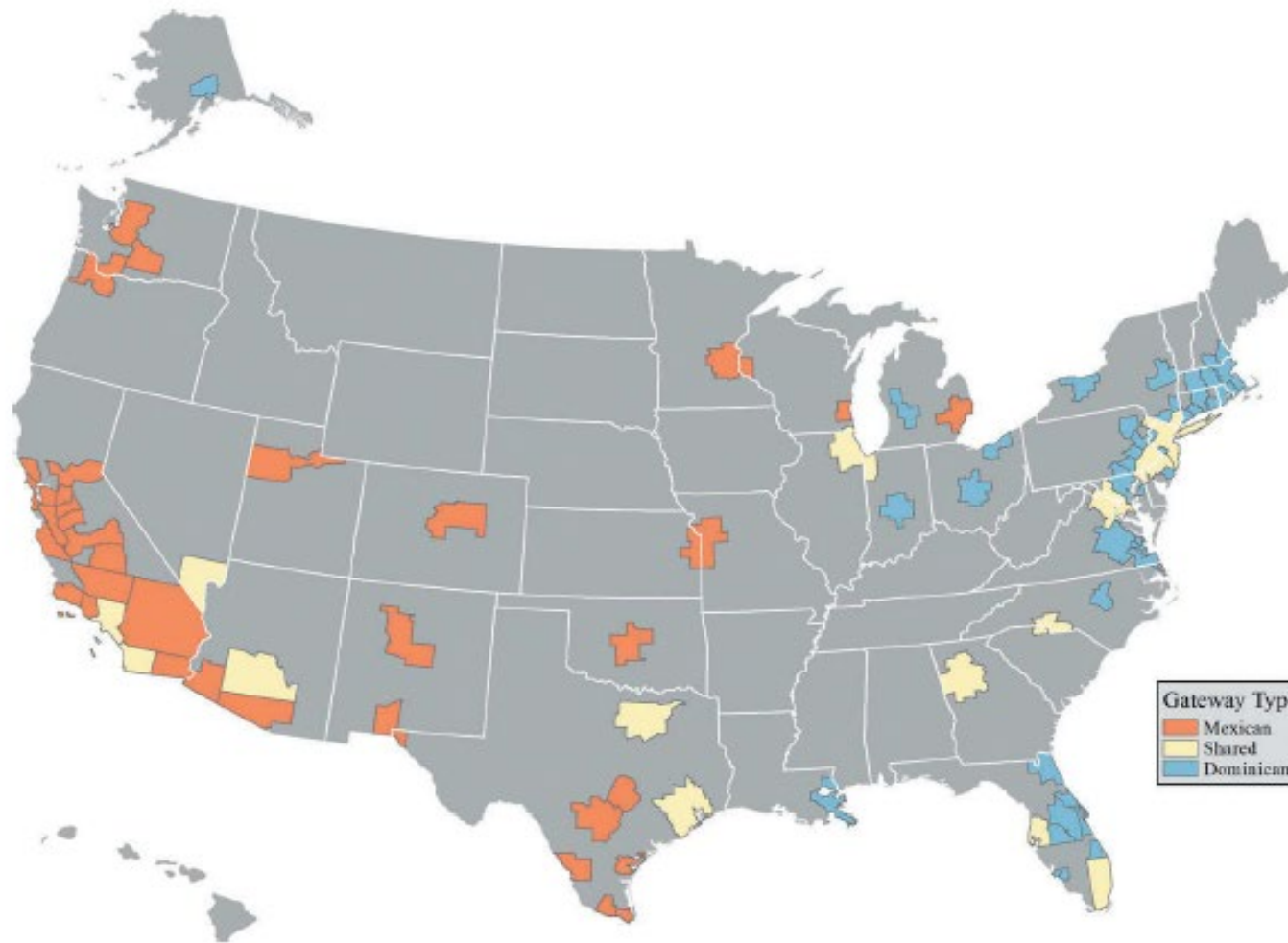


Figure 3. Primary gateways of Mexican and Dominican origin groups, 2010.

Barrett A. Lee & Michael J. R. Martin (2019): Whither the urban diaspora? The spatial redistribution of Latino origin groups in metropolitan America since 1990, *Journal of Urban Affairs*, DOI: [10.1080/07352166.2019.1565821](https://doi.org/10.1080/07352166.2019.1565821)



How do we measure culture, context, race and ethnicity?

- To what degree is inequality/privilege considered in these measurements?
- How do our measurements vary by developmental period?

How do we capture in a more nuanced way

- nativity status
- intersection of race & ethnicity (e.g., Afro Latinos)
- mixed status families
- multiracial youth and their experiences
- heterogeneity within racial and ethnic groups?
- etc....

How can a more nuanced understanding of race and ethnicity, and the individual and contextual variations in racial and ethnic constructs, **inform public policy** and lead to **effective interventions** designed to reduce inequalities?

10:05 am - 11:05 am: Morning Break-Out Panels

1. Conceptualizing and measuring race and ethnicity with diverse samples (Holiday 1)

2. The importance of attending to intersectionality (Holiday 2)

3. Capturing unique issues within multiethnic populations (Holiday 3)

1:00 pm - 2:00 pm: Afternoon Break-Out Panels

- 1. How racial/ethnic diversity impacts schools and neighborhood (Holiday 1)**
- 2. The importance of ethnic-racial identity (ERI) constructs in diverse samples (Holiday 2)**
- 3. Capturing unique issues within immigrant youth and families (Holiday 3)**

Friday, March 22, 2019

- ▶ 7:45-9:15
- ▶ Strategic Poster Session (breakfast!)
 - ▶ Exhibit Hall C
- ▶ 1:00-2:30pm
- ▶ SRCD at the Intersection of Science and Social Policy: A Town Hall
 - ▶ BCC LVL 3 Room 308

Saturday, March 23, 2019

- ▶ 8:00-9:30
- ▶ Collaborative Science in the Spirit of 2044:
Diversity is Key
 - ▶ BCC LVL 3 Room 309

Saturday, March 23; 8 am - 9:30 am

- ▶ Collaborative Science in the Spirit of 2044:
Diversity is the Key
 - ▶ Baltimore Convention Center, Level 3, Room 309
 - ▶ Panelists
 - ▶ Margaret Caughy & Suzanne Randolph
 - ▶ Diane Hughes & Catherine Tamis-Lemonda
- ▶ Special Treat