

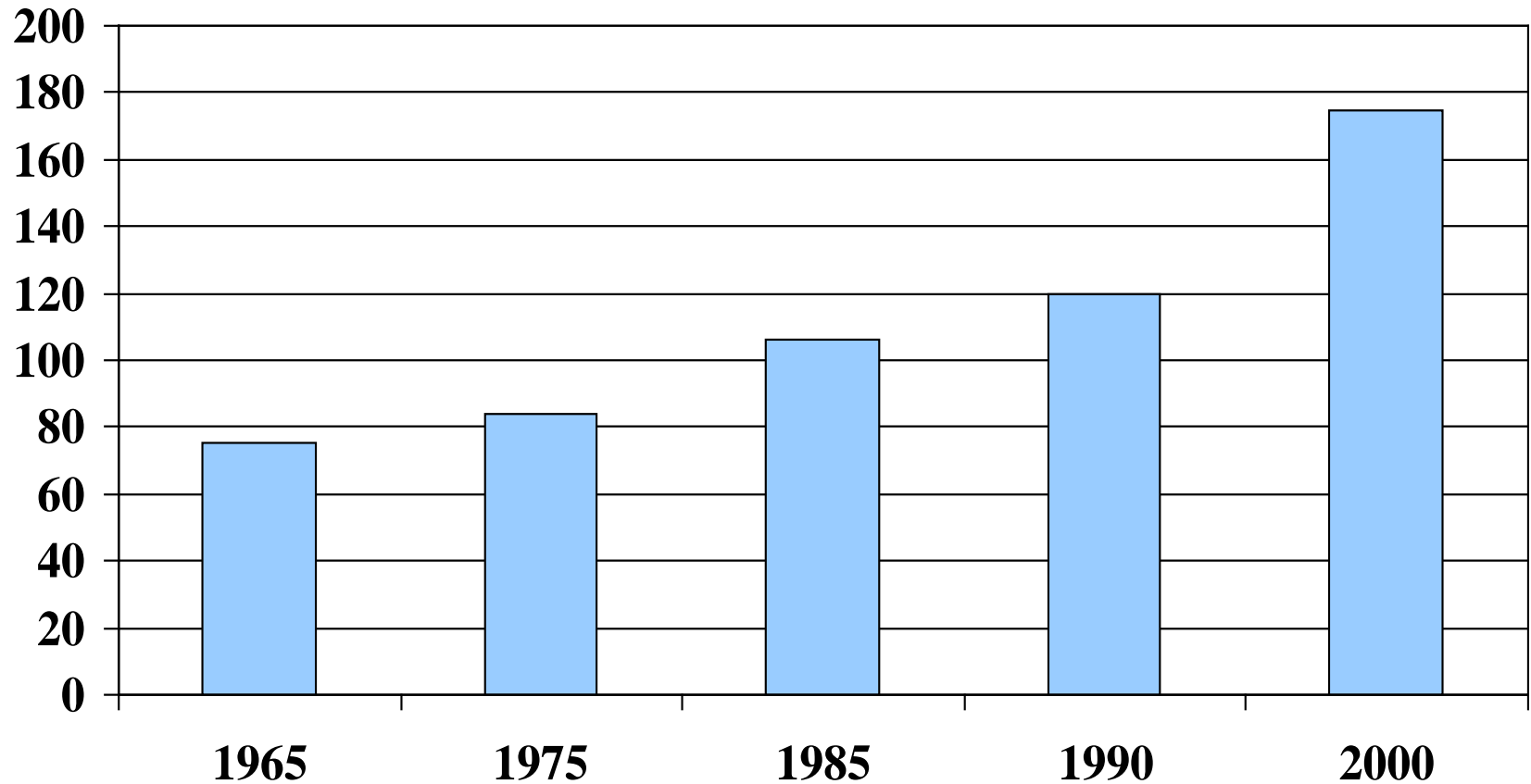
TO BE AN IMMIGRANT: GENERATION, LOCATION, AND NEGOTIATION

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March 26, 2009**

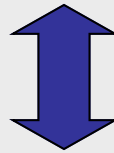


International migration: 1965-2000 (in millions)

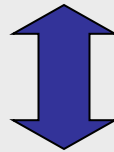


Source: UN Population Division, 2002

MACRO LEVEL
(Government policy,
Social representations)



SOCIAL PSYCHOLOGICAL PROCESSES:
Group stereotypes,
Interpersonal interaction,
Collective action



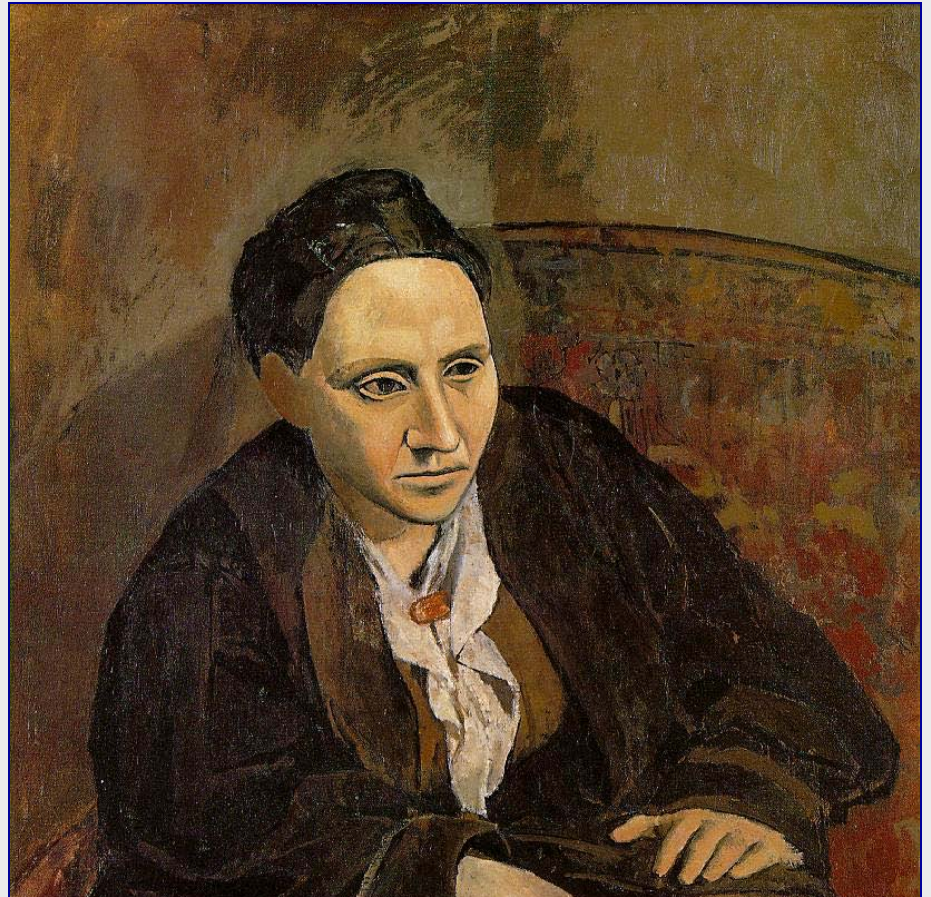
**MICRO LEVEL (self-definition,
academic performance)**

Studying immigration:

- **From the perspective of the immigrant**
- **Social psychological processes**
- **Group differences**
 - Ethnicity**
 - Generation**

GENERATION as a category
of analysis that can be
approached from a variety
of perspectives

The “lost generation”



• Comparison of groups across time

- The Baby Boom generation (1946-1964)**
- Generation X (1965-1979)**
- Generation Y (Millennials, 1980-2000)**

- **Central concept in demography and immigration studies**

1st generation: born in another country

2nd generation: born in this country to parents who were born elsewhere

SOCIOLOGICAL STUDIES OF IMMIGRANT GENERATION

- **Models of assimilation (e.g., straight-line, segmented)**
- **The new second generation (e.g. *Inheriting the City, Legacies*)**
- **Model's analysis of West Indian immigrants**

A social psychological analysis of generation:

- **Comparisons between immigrants who are the *same age* but a different immigrant generation**
- **Do their situations, experiences, thoughts and behaviors differ?**

What differs between immigrant generations?

- **Ethnic identification**
- **Public and private regard**
- **Susceptibility to stereotype threat**

**“Identity is no museum
piece sitting stock-still in a
display case, but rather the
endlessly astonishing
synthesis of the
contradictions of every day
life.”**

Eduardo Galeano (1991)

Generational differences in ethnic and national identity

First vs. Second Generation: Identification as West Indian vs. as African American

First
(1.76)

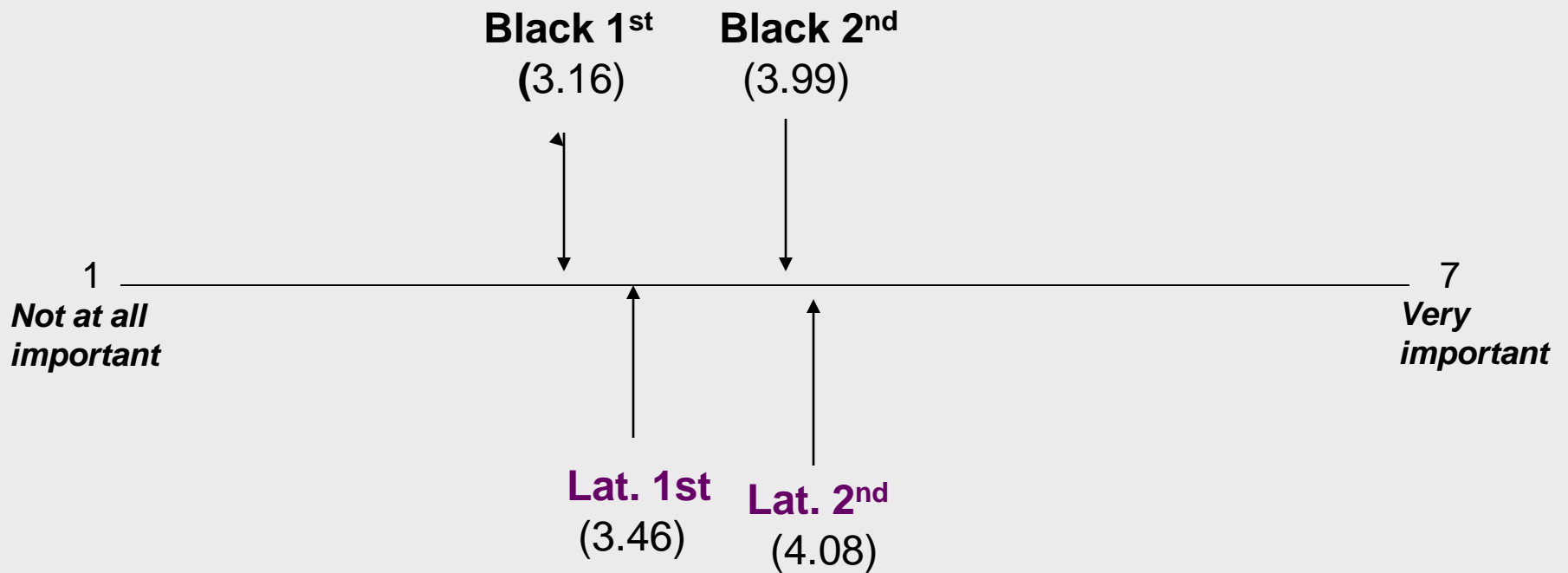
Second
(2.61)



Definitely
West Indian

Definitely
African American

Importance of American identity for Black and Latino immigrants



Bicultural identification and acceptance by others

- ***Dominican and Mexican immigrants in the United States***
- ***Too Latino for Americans?***
- ***Too American for Latinos?***

Generational shifts in identity comfort

	1st Gen.	2nd Gen.
Too Latino for Americans	2.81	
Too American for Latinos	2.83	

Note: Latino = Dominican and Mexican immigrants

(Wiley, 2008)

Generational shifts in identity comfort

	1st Gen.	2nd Gen.
Too Latino for Americans	2.81	3.52
Too American for Latinos	2.83	3.21

*p=.014

Note: Latino = Dominican and Mexican immigrants

(Wiley, 2008)

Feeling too Latino is correlated with:

- **Perceiving less favorable evaluation of one's ethnic group by Americans**
- **Less liking for Americans**
- **Weaker belief in the legitimacy of one's ethnic group status in the country**
- **Weaker belief in meritocracy**

***Public and private regard
for one's ethnic group***

THEORIES OF REFLECTED APPRAISAL

- **The “looking glass self” (Cooley, 1902)**
- **Social mirroring (Winnicott, 1971; Suarez-Orozco & Suarez-Orozco, 2001)**
- **Double consciousness (DuBois)**

How is own regard for one's ethnic group related to the views of others?

- **Study of Asian, Black and White students (Crocker et al., 1994)**
- **Follow-up study with 1st and 2nd generation immigrants (Wiley, Perkins, & Deaux, 2008)**

Correlation of CSE private and public regard: Crocker et al. 1994

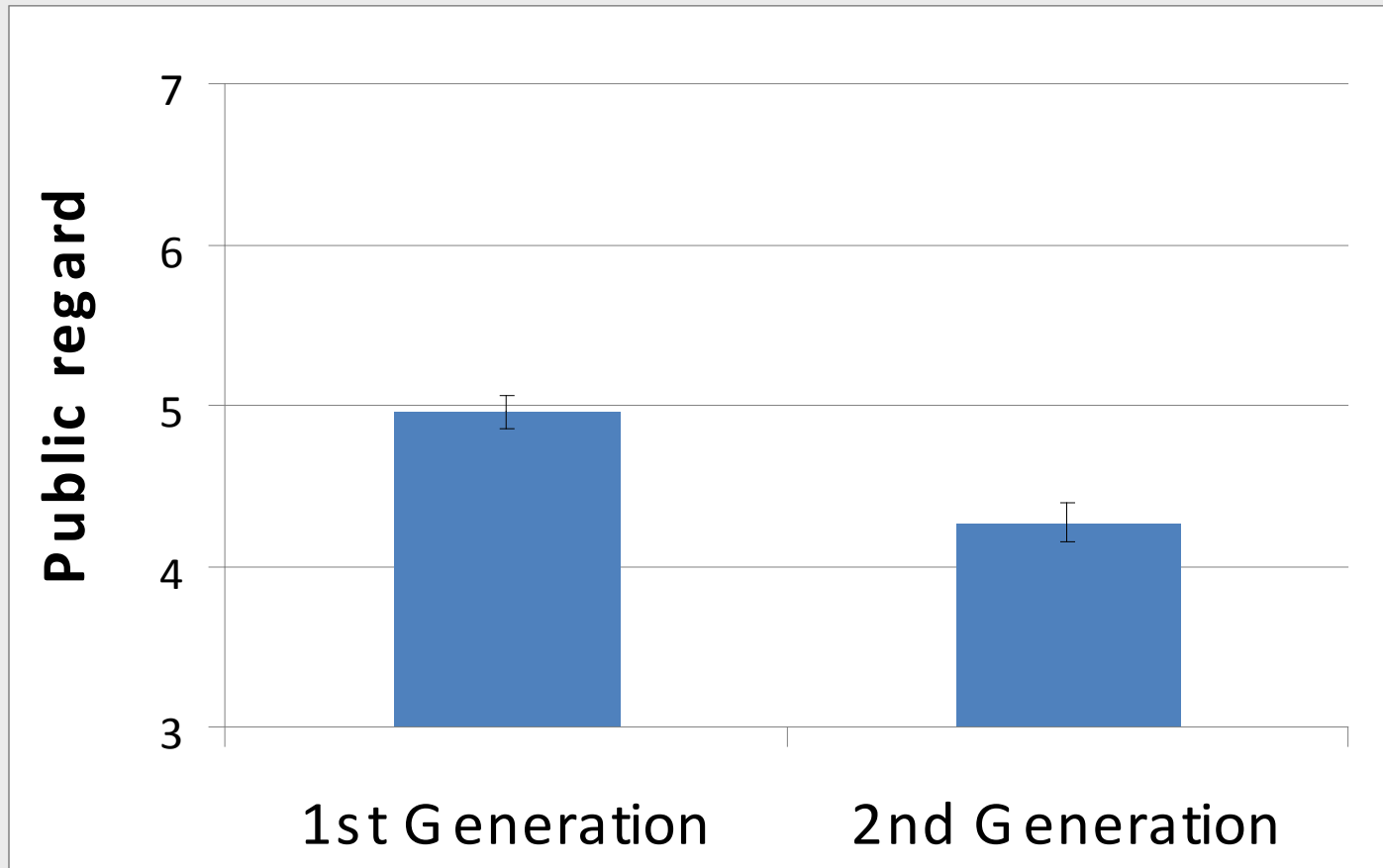
	Whites	Blacks	Asians
$r =$.50**	.02	.59**

* $p < .05$, ** $p < .01$

Study 1

- **First- and second-generation Afro-Caribbean immigrants**
- **Comparison with Black sample in Crocker et al. (1994)**
- **Relationship between private and public regard (Collective Self-esteem scale)**

Generational differences in Perceived Public Regard



$t(270) = 4.52, p < .001$

(Wiley, Perkins, & Deaux, 2008)

Correlation: private regard x public regard

Black students	.02
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White students	.50
-----------------------	------------

(Crocker et al., 1994)

1st gen. WI students	.31*
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(Deaux et al. 2007)

2nd gen. WI students	
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* $p < .05$

Correlation: private regard x public regard

Black students	.02
White students (Crocker et al., 1994)	.50
1st gen. WI students (Deaux et al. 2007)	.31*
2nd gen. WI students	.11

* $p < .05$

Study 2

- **First- and second-generation immigrants from 4 ethnic groups: Black, Asian, Latino, and White**
- **Comparison of public and private regard (CSE)**

Correlations between Public and Private CSE in 4 ethnic groups

	1 st Generation	2 nd Generation
Asian/PI		
Black	.51**	-.05
Latino		
White		

** $p < .01$; * $p < .05$

Wiley, Perkins, & Deaux (2008)

Correlations between Public and Private CSE in 4 ethnic groups

	1 st Generation	2 nd Generation
Asian/PI	.41**	.35*
Black	.51**	-.05
Latino	.30	.14
White	.44**	.05

** $p < .01$; * $p < .05$

Wiley, Perkins, & Deaux (2008)

A follow-up study of Black and Latino immigrants shows...

- Perceived regard from *White Americans* drops from 1st to 2nd generation (not from own or other ethnic groups)
- In 1st generation self-esteem is linked to ingroup regard; in 2nd generation it's linked to perceived regard from White Americans
- “Double trouble”

***Stereotype threat and
academic task performance***

Economic outcomes of 1st and 2nd generation West Indian immigrants in the U.S.

- **1st generation do much better than native-born African Americans**
- **2nd generation do only slightly better than native-born African Americans**

Why the difference? (Model, 2008)

- **Selective migration in 1st generation**
- **Dilution of talent in 2nd generation**

But if....

- **age is the same**
- **and if neither generation chose to immigrate**
- **and if both groups are children of 1st generation parents....**

A social psychological analysis of generational differences:

- **Shifts in ethnic identification**
- **Changes in evaluations by others**
- **Susceptibility to stereotype threat**

First vs. Second Generation: Identification as West Indian vs. as African American

First
(1.76)

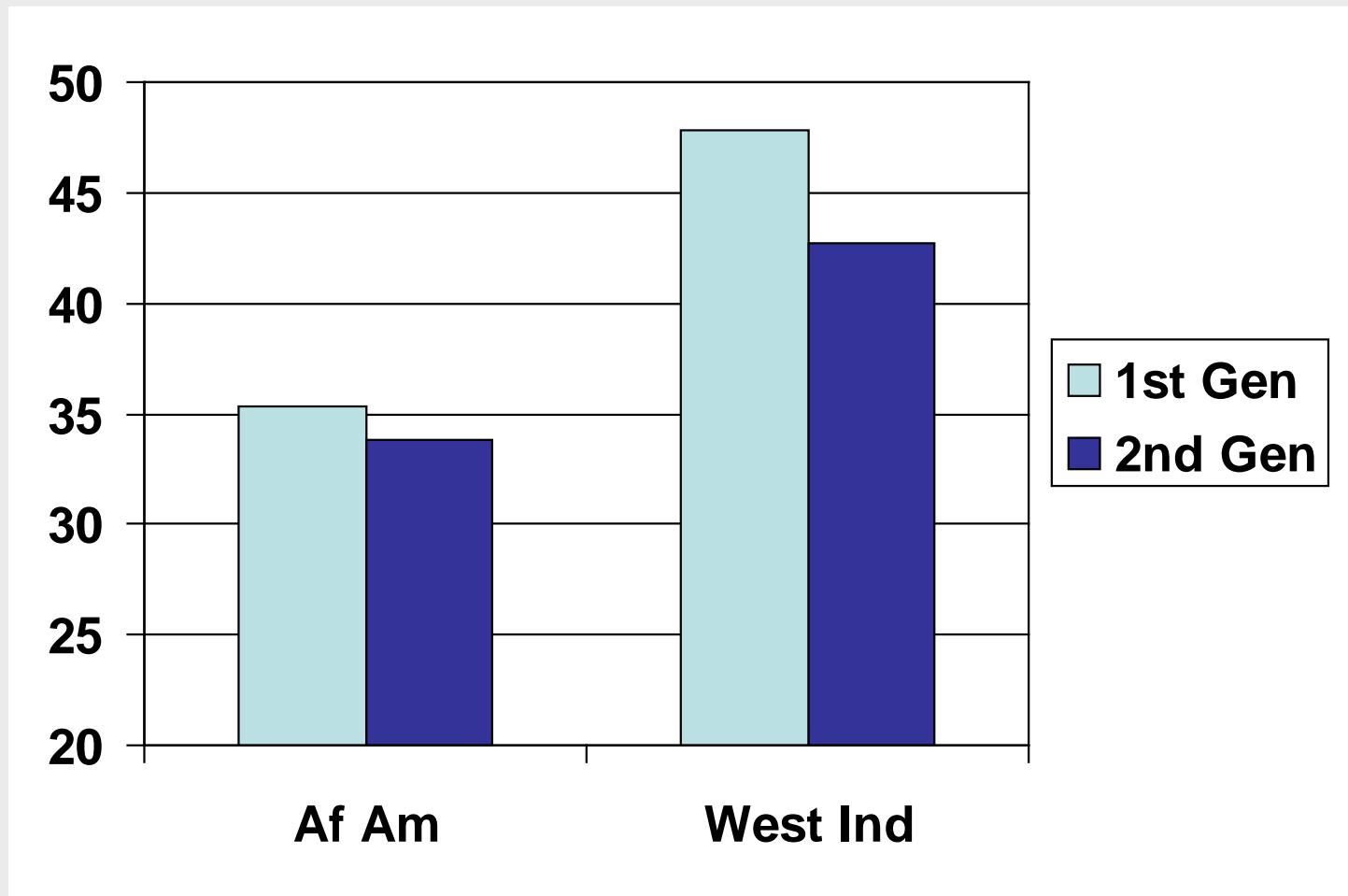
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Metastereotypes of African Americans and West Indians held by 1st and 2nd generation West Indians



Interaction $F = 4.16, p < .05$

Stereotype threat:

Negative group stereotypes can undermine the performance of group members in domains where the stereotype applies

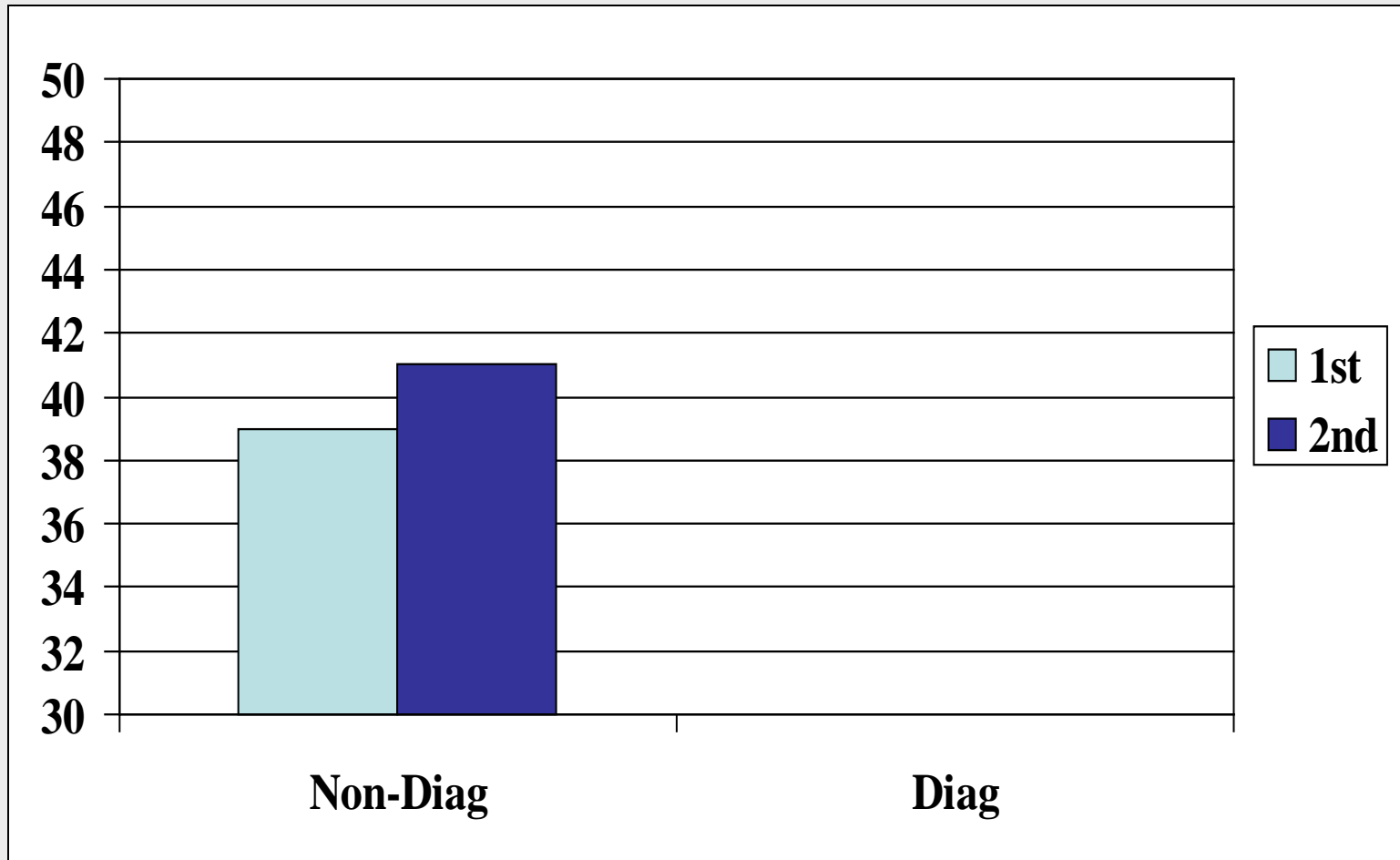
Generation and Stereotype Threat

- **1st generation** West Indians will be protected from/insensitive to stereotype threat effects
- **2nd generation** West Indians will be more susceptible to stereotype threat effects

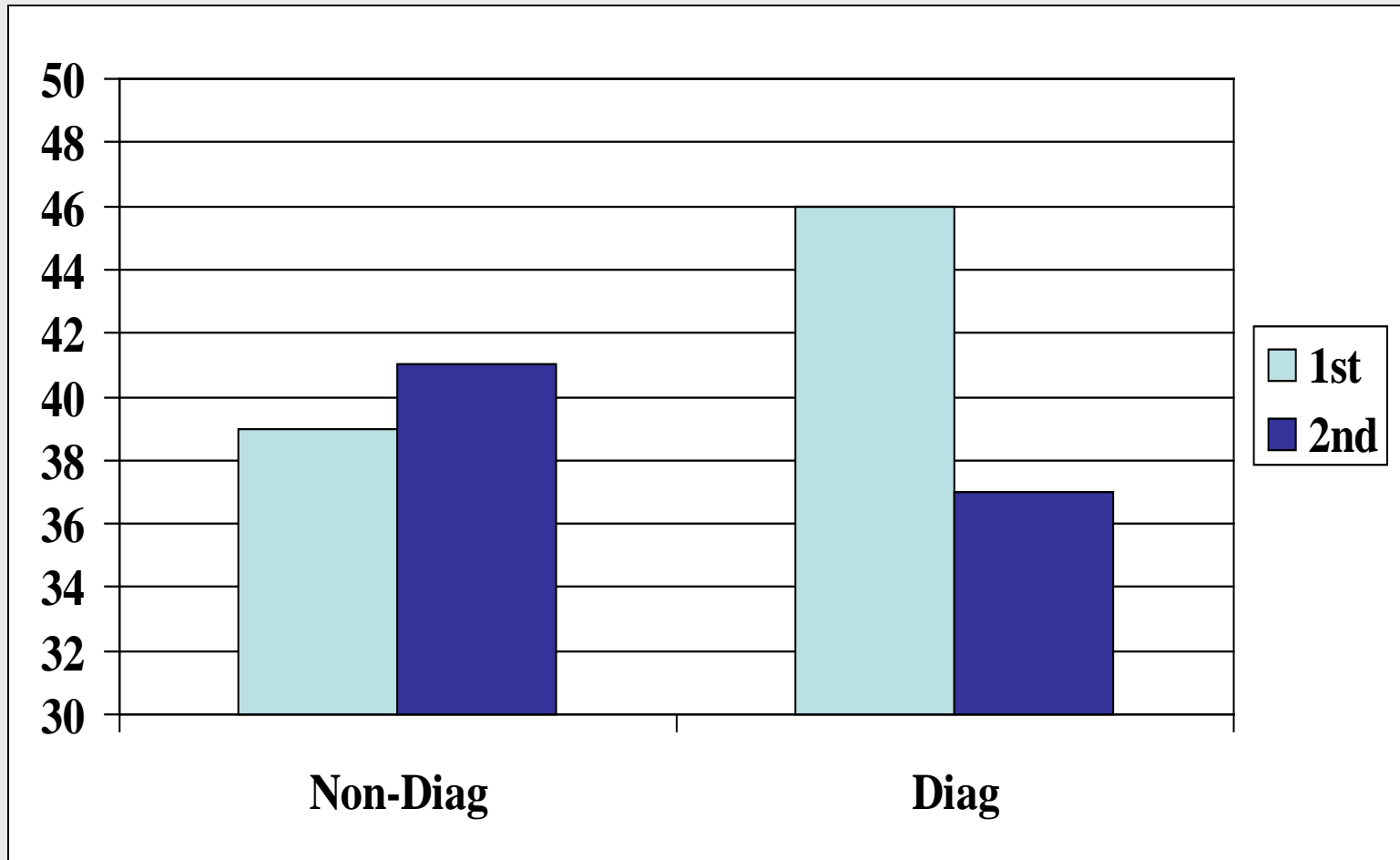
Experimental procedures: Stereotype threat (ST) study

- **Test consisting of GRE English items described as *diagnostic* or *non-diagnostic* (manipulation of ST)**
- **Participants: 1st or 2nd generation WI**
- **Experimenters: Black or White**
- **Outcome was % correct**

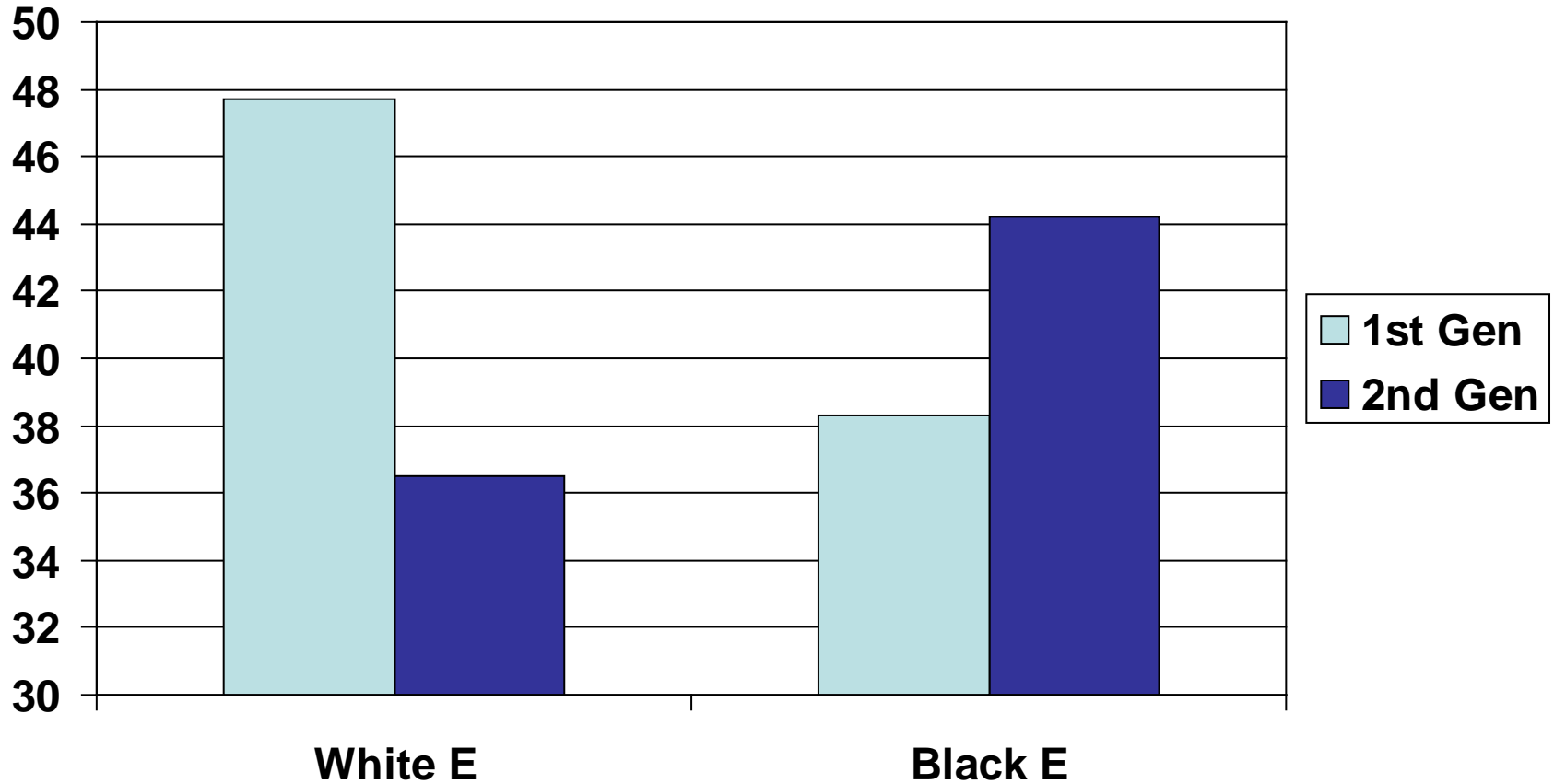
Stereotype threat: Performance (% correct) for 1st and 2nd gen. West Indians



Stereotype threat: Performance (% correct) for 1st and 2nd gen. West Indians



Performance with white vs. black testers: 1st vs. 2nd generation



What did we learn from this study?

- **Generation (a difference of ~12 years in U.S.) makes a difference in performance of West Indian immigrants**
- **Some relationship with strength of WI identity**
- **1st and 2nd generation respond to different features in their environment**

Generational differences:

- **Ethnic identity shifts**
- **Acceptance of identity by others may become more problematic**
- **Perceived evaluation by others may decrease (depending on ethnic group)**
- **Social comparisons to White Americans increase**
- **ST effects for black immigrants**

WHY DO THE GENERATIONS DIFFER? Some speculations

- **Parental experiences that influence child's expectations**
- **Different experiences with discrimination**
- **Headwinds (Walton & Spencer, 2009) and Tailwinds**
- **Reference groups and Group identification**

THEORETICAL MODEL OF DEVELOPMENT:

AGE WHEN EVENT EXPERIENCED

- *Childhood*
- *Entry to adulthood*
- *Mature adulthood*

FOCUS OF IMPACT

- *Values*
- *Identities and life choices*
- *Behavior and opportunities*

(Stewart, 2003)

Thanks to research collaborators

**Nida Bikmen
Alwyn Gilkes
Yvanne Joseph
Hector Martinez
Yasser Payne
Krystal Perkins
Claude Steele
Ana Ventuneac
Shaun Wiley**

and the Russell Sage Foundation