

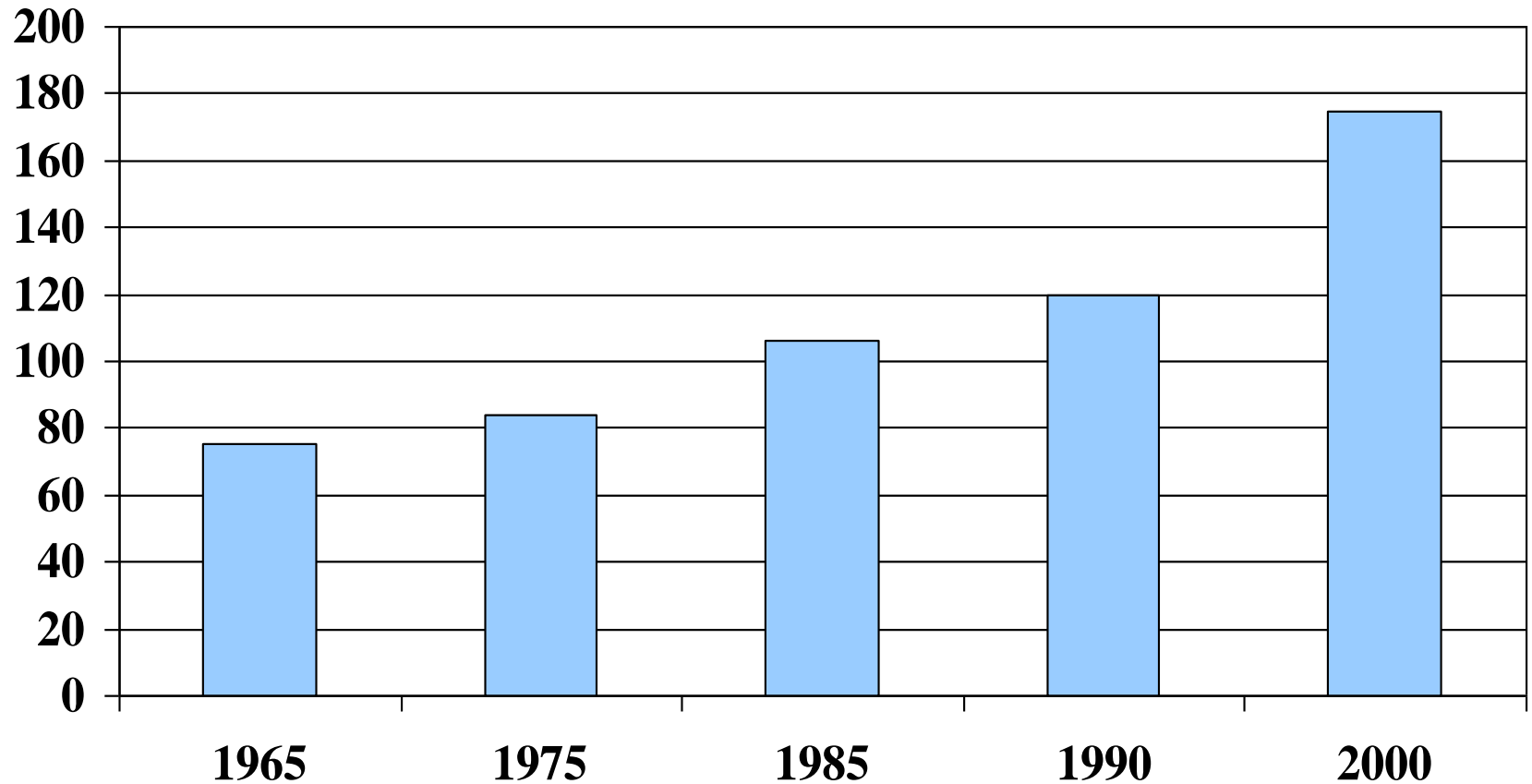
# **TO BE AN IMMIGRANT: GENERATION, LOCATION, AND NEGOTIATION**

**Kay Deaux**

**University of Western Ontario  
March 26, 2009**

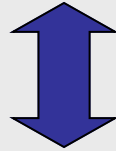


# International migration: 1965-2000 (in millions)

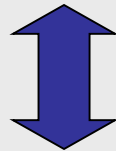


Source: UN Population Division, 2002

**MACRO LEVEL**  
(Government policy,  
Social representations)



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



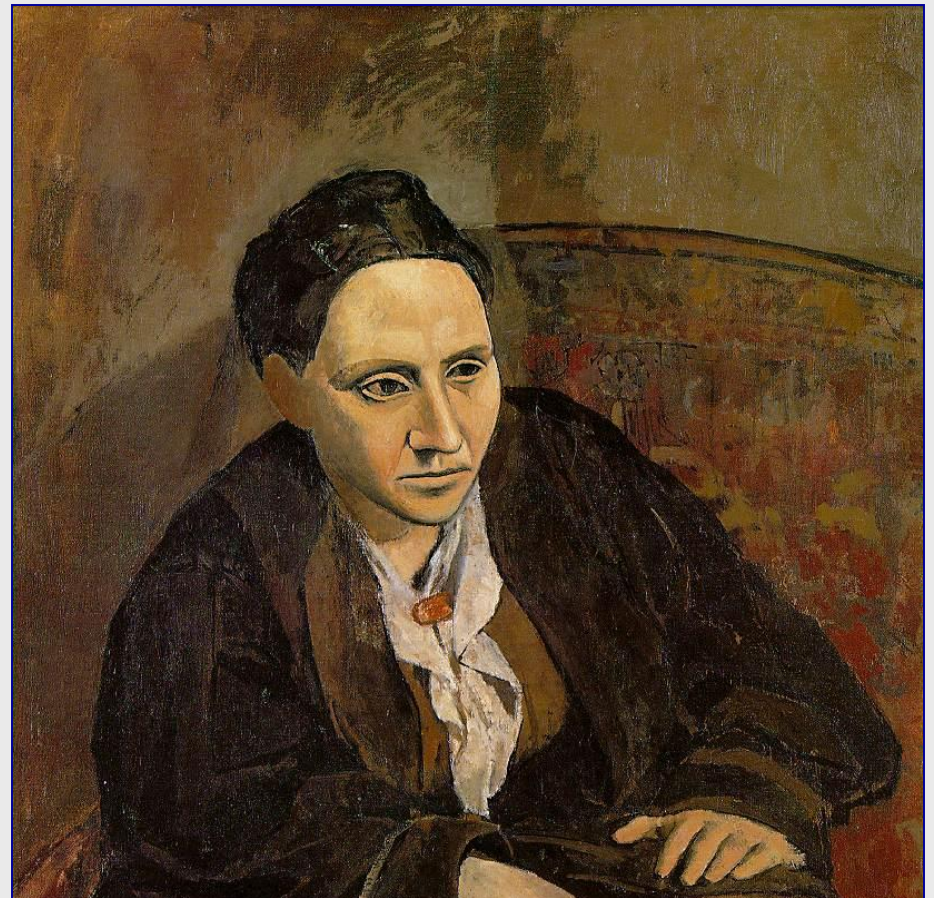
**MICRO LEVEL (self-definition,  
academic performance)**

# **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**

**1<sup>st</sup> generation:** born in another country

**2<sup>nd</sup> 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)**

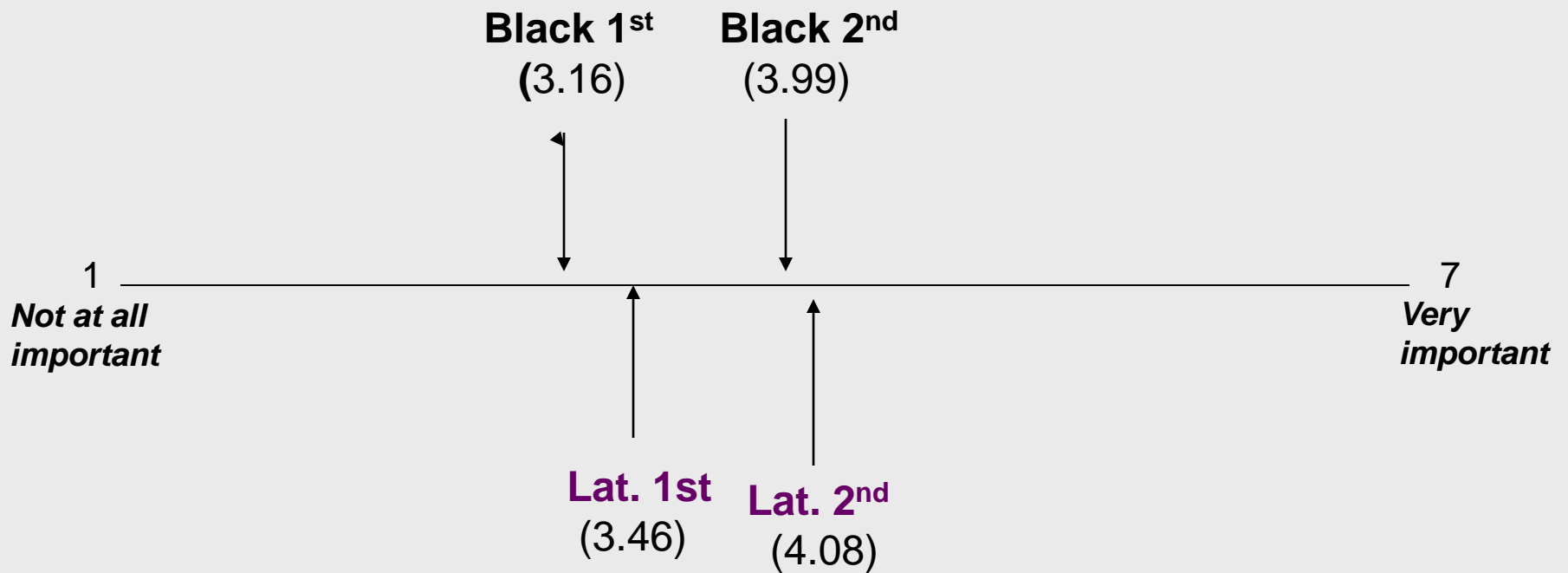
**Second**  
**(2.61)**



**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

	<b>1<sup>st</sup> Gen.</b>	<b>2<sup>nd</sup> Gen.</b>
<b>Too Latino for Americans</b>	<b>2.81</b>	
<b>Too American for Latinos</b>	<b>2.83</b>	

Note: Latino = Dominican and Mexican immigrants

(Wiley, 2008)

# Generational shifts in identity comfort

	<b>1<sup>st</sup> Gen.</b>	<b>2<sup>nd</sup> Gen.</b>
<b>Too Latino for Americans</b>	<b>2.81</b>	<b>3.52</b>
<b>Too American for Latinos</b>	<b>2.83</b>	<b>3.21</b>

**\*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 1<sup>st</sup> and 2<sup>nd</sup> generation immigrants (Wiley, Perkins, & Deaux, 2008)**

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

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

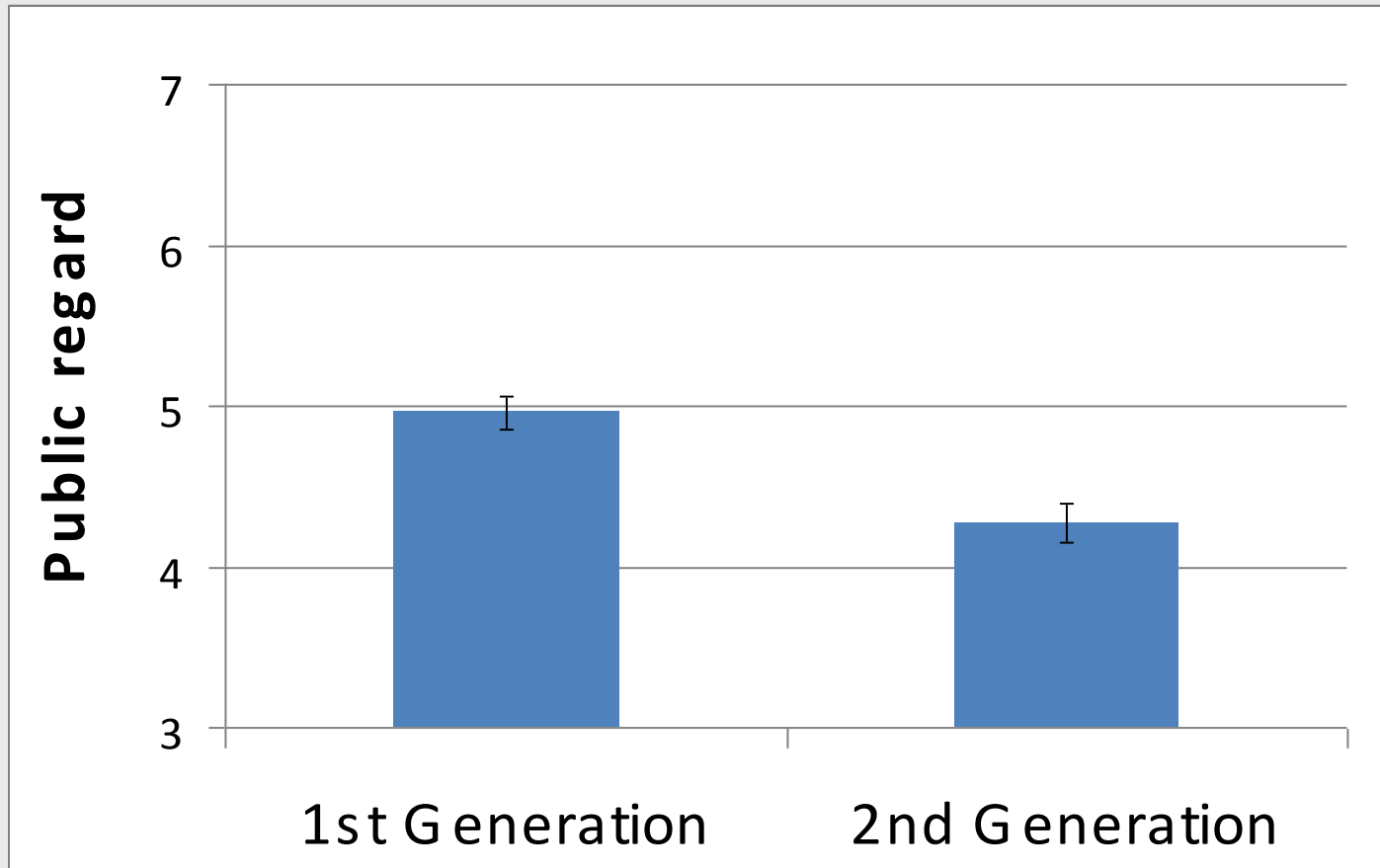
\*  $p < .05$ , \*\*  $p < .01$



# 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

<b>Black students</b>	<b>.02</b>
<b>White students</b>	<b>.50</b>
(Crocker et al., 1994)	
<b>1<sup>st</sup> gen. WI students</b>	<b>.31*</b>
(Deaux et al. 2007)	
<b>2<sup>nd</sup> gen. WI students</b>	

\*  $p < .05$

# Correlation: private regard x public regard

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

\*  $p < .05$

# 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 <sup>st</sup> Generation	2 <sup>nd</sup> Generation
<b>Asian/PI</b>		
<b>Black</b>	.51**	-.05
<b>Latino</b>		
<b>White</b>		

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

Wiley, Perkins, & Deaux (2008)

# Correlations between Public and Private CSE in 4 ethnic groups

	1 <sup>st</sup> Generation	2 <sup>nd</sup> Generation
<b>Asian/PI</b>	.41**	.35*
<b>Black</b>	.51**	-.05
<b>Latino</b>	.30	.14
<b>White</b>	.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 1<sup>st</sup> to 2<sup>nd</sup> generation (not from own or other ethnic groups)**
- **In 1<sup>st</sup> generation self-esteem is linked to ingroup regard; in 2<sup>nd</sup> generation it's linked to perceived regard from White Americans**
- **“Double trouble”**



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

# **Economic outcomes of 1<sup>st</sup> and 2<sup>nd</sup> generation West Indian immigrants in the U.S.**

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

# Why the difference? (Model, 2008)

- **Selective migration in 1<sup>st</sup> generation**
- **Dilution of talent in 2<sup>nd</sup> generation**

# But if....

- **age is the same**
- **and if neither generation chose to immigrate**
- **and if both groups are children of 1<sup>st</sup> 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

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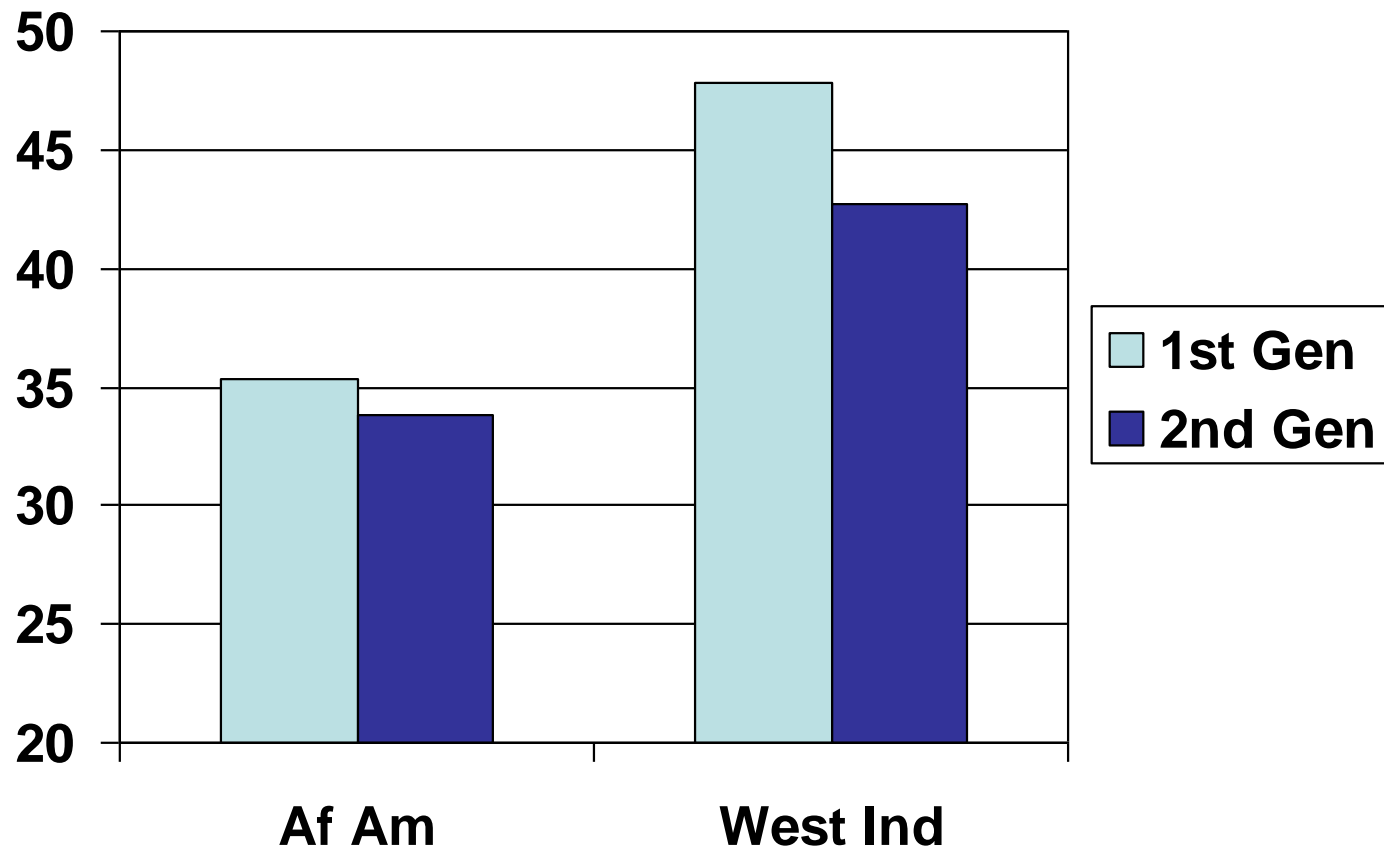
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**Definitely**  
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**Definitely**  
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# Metastereotypes of African Americans and West Indians held by 1<sup>st</sup> and 2<sup>nd</sup> generation 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**



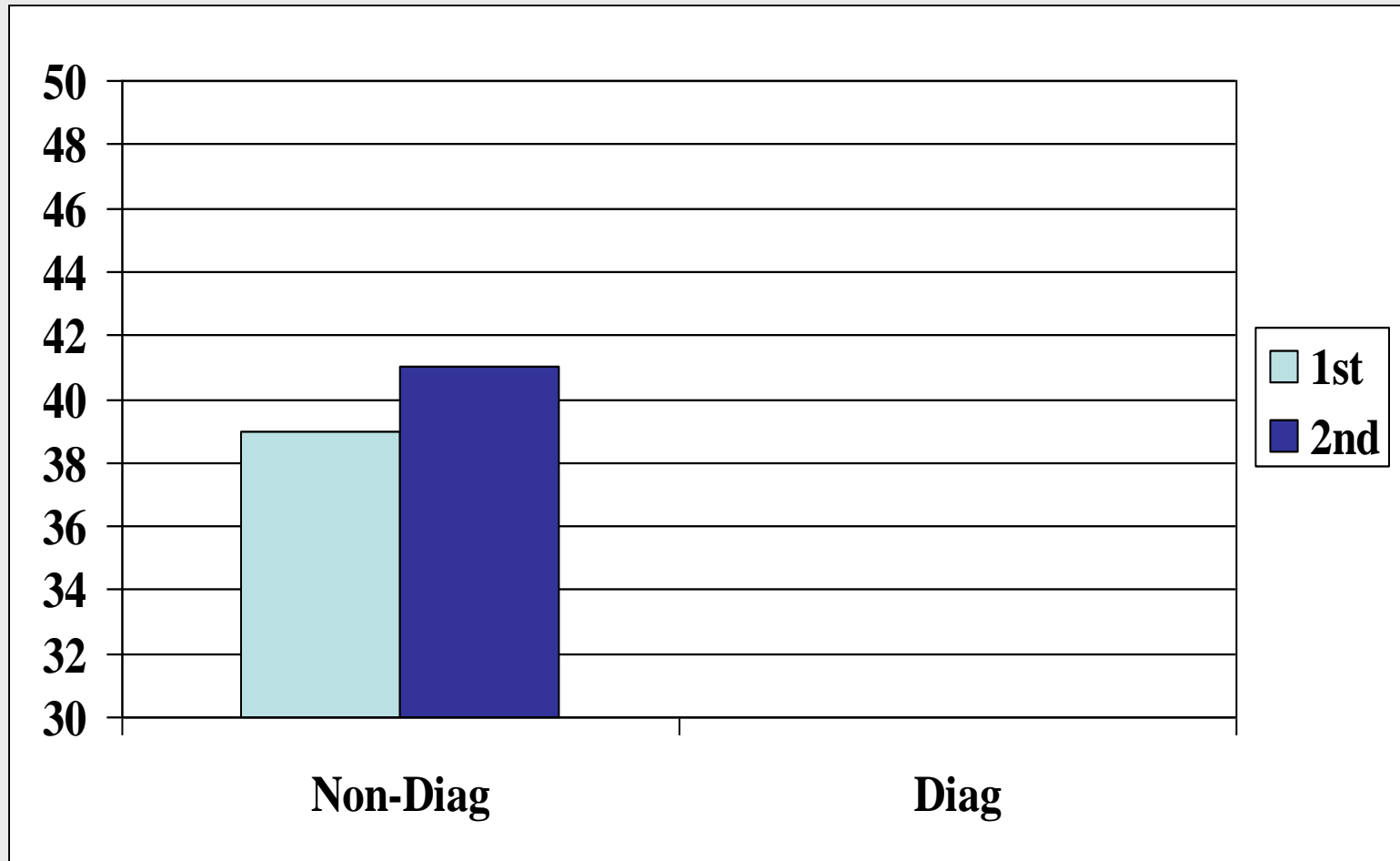
# *Generation and Stereotype Threat*

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

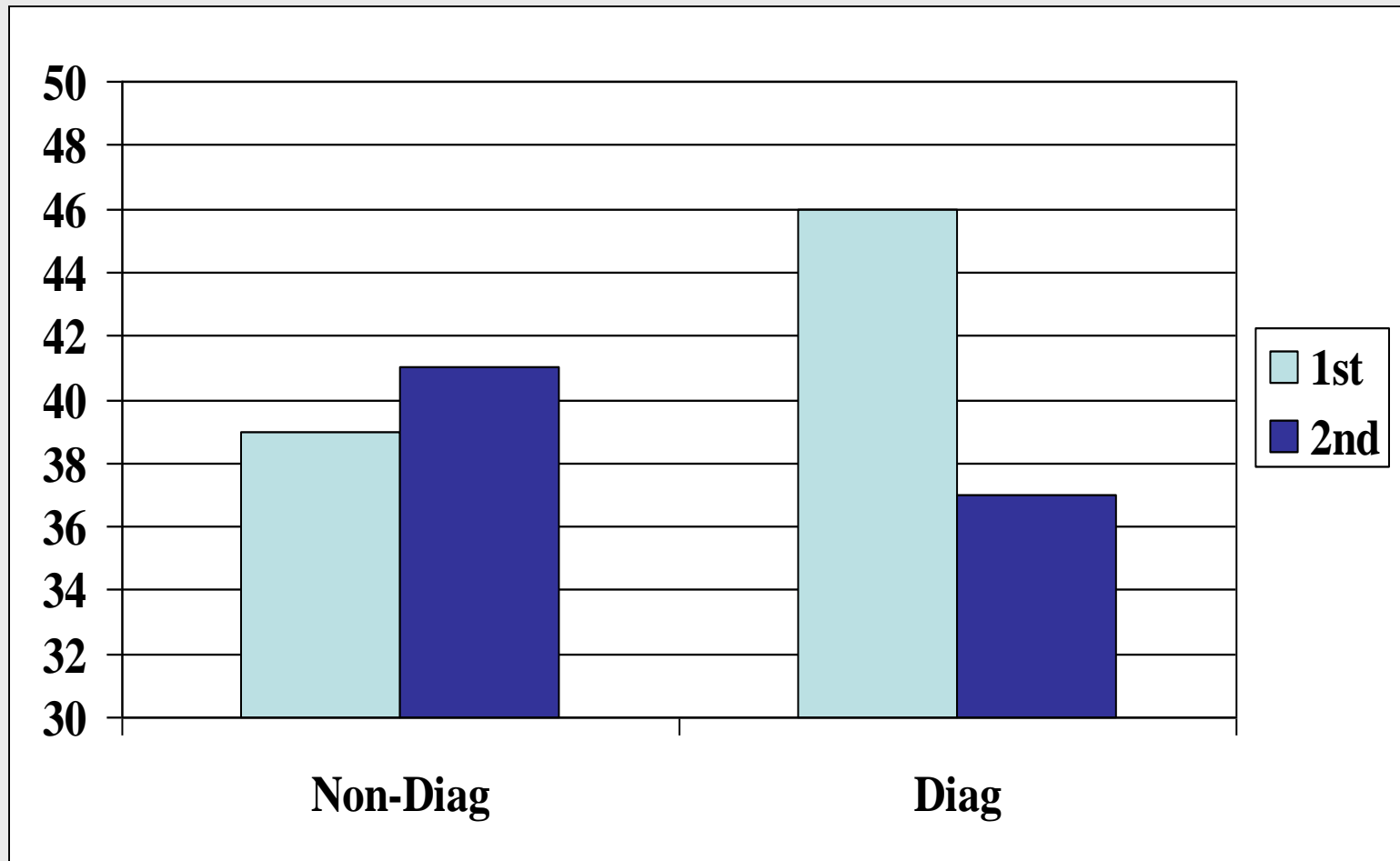
# ***Experimental procedures: Stereotype threat (ST) study***

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

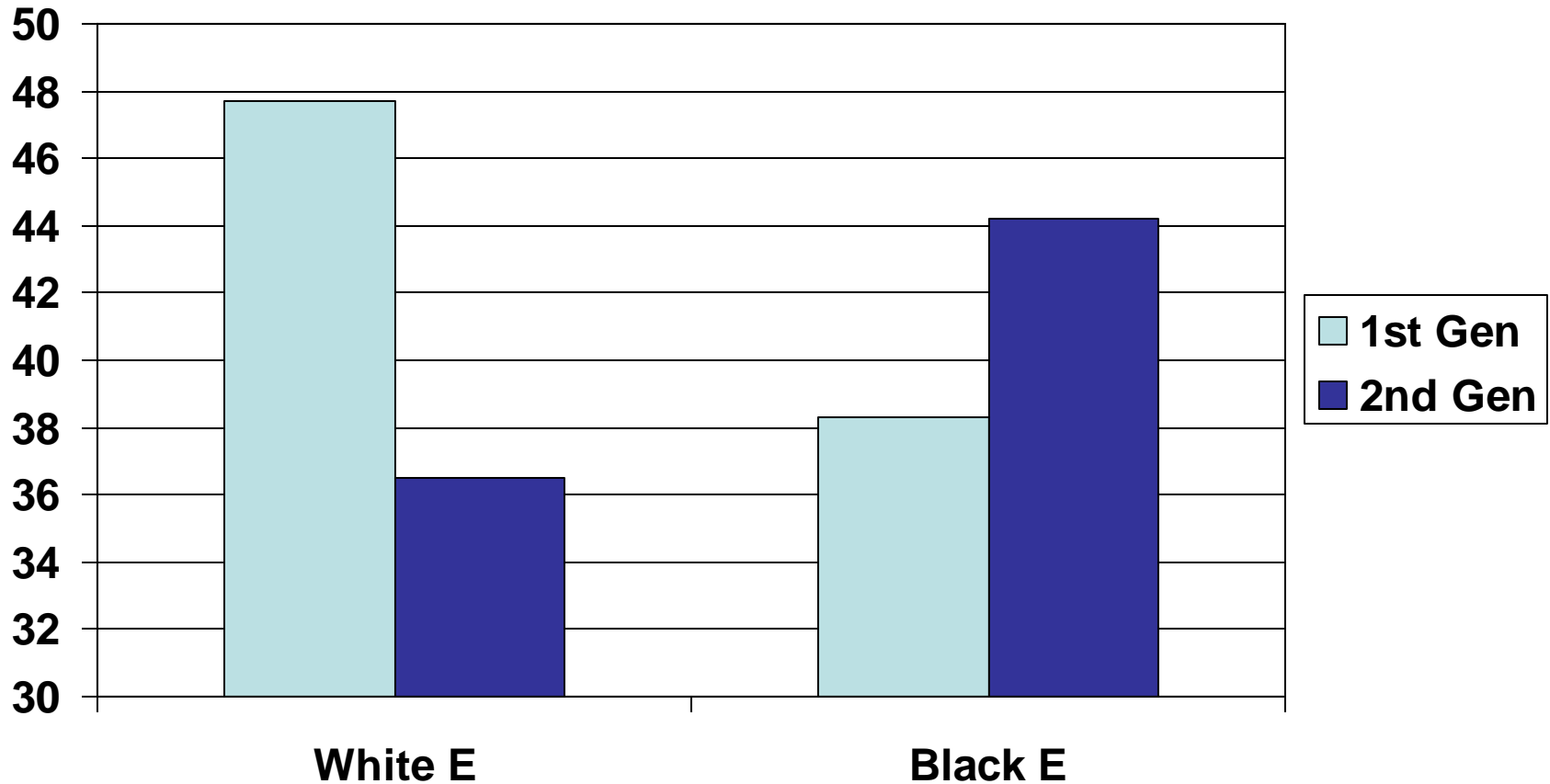
# Stereotype threat: Performance (% correct) for 1<sup>st</sup> and 2<sup>nd</sup> gen. West Indians



# Stereotype threat: Performance (% correct) for 1<sup>st</sup> and 2<sup>nd</sup> gen. West Indians



# Performance with white vs. black testers: 1<sup>st</sup> vs. 2<sup>nd</sup> 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**
- **1<sup>st</sup> and 2<sup>nd</sup> 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)

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