TO BE AN IMMIGRANT: GENERATION, LOCATION, AND NEGOTIATION

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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 (Millenials, 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)  

1  

5  

Definitely West Indian  

Definitely African American
Importance of American identity for Black and Latino immigrants

Black 1\textsuperscript{st} (3.16)  

Black 2\textsuperscript{nd} (3.99)  

Lat. 1\textsuperscript{st} (3.46)  

Lat. 2\textsuperscript{nd} (4.08)  

1  Not at all important  

7  Very important
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

<table>
<thead>
<tr>
<th></th>
<th>1st Gen.</th>
<th>2nd Gen.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Too Latino for Americans</strong></td>
<td></td>
<td>2.81</td>
</tr>
<tr>
<td><strong>Too American for Latinos</strong></td>
<td>2.83</td>
<td></td>
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Note: Latino = Dominican and Mexican immigrants

(Wiley, 2008)
### Generational shifts in identity comfort

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<tr>
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<td>2.81</td>
<td>3.52</td>
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<td>2.83</td>
<td>3.21</td>
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*Note: Latino = Dominican and Mexican immigrants*

*p=.014* (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

<table>
<thead>
<tr>
<th></th>
<th>Whites</th>
<th>Blacks</th>
<th>Asians</th>
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<tr>
<td>$r =$</td>
<td>.50**</td>
<td>.02</td>
<td>.59**</td>
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*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

<table>
<thead>
<tr>
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<th>Correlation Coefficient</th>
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<tr>
<td>Black students</td>
<td>.02</td>
</tr>
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Correlation: private regard x public regard

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<td>2nd gen. WI students</td>
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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

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<tr>
<th>Ethnicity</th>
<th>1st Generation</th>
<th>2nd Generation</th>
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<td>Asian/PI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>.51**</td>
<td>-.05</td>
</tr>
<tr>
<td>Latino</td>
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<td></td>
</tr>
<tr>
<td>White</td>
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Correlations between Public and Private CSE in 4 ethnic groups

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</tr>
<tr>
<td>Latino</td>
<td>.30</td>
<td>.14</td>
</tr>
<tr>
<td>White</td>
<td>.44**</td>
<td>.05</td>
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**p<.01; *p<.05

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

- Perceived regard from White Americans drops from 1\textsuperscript{st} to 2\textsuperscript{nd} generation (not from own or other ethnic groups)
- In 1\textsuperscript{st} generation self-esteem is linked to ingroup regard; in 2\textsuperscript{nd} generation it’s linked to perceived regard from White Americans
- “Double trouble”
Stereotype threat and academic task performance
Economic outcomes of 1^{st} and 2^{nd} generation West Indian immigrants in the U.S.

- 1^{st} generation do much better than native-born African Americans

- 2^{nd} generation do only slightly better than native-born African Americans
Why the difference? (Model, 2008)

• Selective migration in 1\textsuperscript{st} generation
• Dilution of talent in 2\textsuperscript{nd} generation
But if….

- age is the same
- and if neither generation chose to immigrate
- and if both groups are children of 1\textsuperscript{st} 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)  Second (2.61)

1

Definitely West Indian

Definitely African American
Metastereotypes of African Americans and West Indians held by 1\textsuperscript{st} and 2\textsuperscript{nd} 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\textsuperscript{st} generation** West Indians will be protected from/insensitive to stereotype threat effects

- **2\textsuperscript{nd} 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 1\textsuperscript{st} and 2\textsuperscript{nd} gen. West Indians

Deaux et al., SPQ, 2007
Stereotype threat: Performance (%) correct for 1\textsuperscript{st} and 2\textsuperscript{nd} gen. West Indians

Deaux et al., SPQ, 2007
Performance with white vs. black testers: 1\textsuperscript{st} vs. 2\textsuperscript{nd} 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\textsuperscript{st} and 2\textsuperscript{nd} 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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