

1: Explaining Racial and Ethnic Differences in Serious Adolescent Violent Behavior – Add Health

"Differences in breast cancer incidence rates between most racial/ethnic groups were largely explained by risk factor distribution, except in African-Americans," the study notes.

Universities As the student population in the United States continues to become more ethnically diverse, the central challenge facing education is how to provide schooling experiences that maximize the participation and academic success of all students. The representation of ethnic minority students rose from 22 percent in 1975 to 38 percent in 2000, and is expected to increase dramatically through the year 2010, when more than two-thirds of the total public-school student population will be African American, Asian American, Hispanic, or Native American. Meanwhile, comparison studies continue to show a consistent gap in school achievement for various ethnic school populations. Derived from the Greek term *ethnos*, meaning people, ethnicity refers to a sense of membership in and identification with a distinct group in which members perceive themselves, and are perceived by outside observers, to be bound together by a common origin, history, and culture. Cultural features that define an ethnic group include shared expectations for behavior, such as family roles, health practices, and work and recreational activities; shared values, such as religion, politics, and concepts of achievement, beauty, time and space; and shared symbols, such as language, art, music, and modes of dress. Although broad ethnic categories such as African American, Asian American, Hispanic, Native American, and white are used conventionally in the United States, there are, in fact, important national, linguistic, religious, tribal, regional, and generational differences within each of these broad categories.

Cross-Cultural and Cultural Process In the social sciences, two main approaches, distinct in their assumptions, foci, and methodologies, are used to investigate the role of ethnicity and culture in education: In a cross-cultural approach, ethnicity and culture are viewed as separate from human behaviors. Cross-cultural researchers focus on the influence that ethnicity and culture have on human behavior. Alternatively, the cultural-process approach treats ethnicity and culture as interdependent with social processes; in other words, ethnicity and culture influence human interactions, and, at the same time, are constructed within those interactions. Cross-cultural researchers tend to view ethnicity as relatively stable and fixed, while cultural-process researchers tend to view ethnicity as more dynamic with its content and boundaries continually under revision and redefinition. Cross-cultural researchers usually employ quantitative methodologies, such as survey questionnaires and experiments, with a focus on the attributes of individuals. Cultural-process researchers almost exclusively utilize qualitative methodologies, such as observations and interviews, with a focus on actions and interactions in context. Ultimately, the combination of both a cross-cultural approach and a cultural-process approach is beneficial for a more in-depth understanding of the role of ethnicity and culture in education.

The Achievement Gap The results of numerous cross-cultural studies indicate that many ethnic minority students are not faring well in U.S. schools. Ethnic group differences are found in school grades, standardized achievement tests, course enrollment, grade retention rates, high school graduation, and level of educational attainment. The achievement gap appears in the early school years, increases during the elementary school years, and persists through the secondary school years. While achievement gaps narrowed between 1975 and 1990, the average scores of African-American and Hispanic students have remained significantly below those of non-Hispanic white students. Rates of grade retention tend to be higher for African-American and Hispanic students particularly males, when compared to other groups. High school dropout rates tend to be highest for Hispanic students, followed by African-American students. African-American males tend to be disproportionately represented in special education classes. With the exception of Asian Americans, ethnic minority students are not adequately represented within programs for gifted and talented education GATE. In general, Asian-American students fare well academically, displaying high levels of performance on standard achievement indicators. With respect to the educational attainment level of students, high school graduation rates since 1975 have greatly increased overall for ethnic minority youth, however the rates in 1990 were lower for Hispanic and African-American students than for Asian-American and white students. Asian-American students, in general, show higher college graduation rates, as well as higher graduate degree attainment, than

white students. It may be noted that for some of the cross-cultural studies, comparisons were not made across all of the major ethnic groups due to the relatively small sample sizes of Native American students and, in some cases, Asian-American students. A number of issues require consideration in light of these general findings of ethnic group differences in school achievement. First, many studies do not account for socioeconomic differences, such as family income, parental employment and education, when examining ethnic groups. Given that the average socioeconomic status SES differs substantially among ethnic groups, the failure to disentangle ethnicity and SES can lead to erroneous interpretations. SES is a significant predictor of academic success, and ethnic minority families are disproportionately represented in the lower SES bracket. Moreover, schools with the highest proportion of low-income students are more likely to have fewer qualified teachers, have substantially fewer resources computers, enrichment materials, and be located in a neighborhood with fewer informal educational resources such as museums and libraries. Economic pressures at home, compounded by poor neighborhoods and poor schools, makes the separation of socioeconomic factors from ethnic cultural factors even more difficult. Thus, it is imperative for future studies to examine comparability as well as account for the disparities among ethnic groups with respect to SES levels. Many educators and policymakers often perceive technology as a promising tool for leveling inequities in educational achievement. However, studies show that children who come from lower-income families which are disproportionately ethnic minority families have fewer computers in the home. The provision of updated educational technology within schools is uneven at best, and this, combined with unequal access within the home, limits such computer-based activities as homework completion, research, word processing of reports, and presentations. Second, while many comparative studies typically focus on the major ethnic groups as broad groups, it is important to acknowledge that individual differences within each ethnic group are substantial. Such categorization may give the illusion of overall cultural similarity and obscure substantial national, tribal, or other subgroup differences. Studies that examine differences within an ethnic group are useful for a variety of reasons. First, within-group studies may serve to weaken the uniform, and often stereotyped, views associated with particular ethnic groups. Third, within-group studies may provide a further understanding of the cultural processes underlying achievement-related outcomes. Theoretical Models Explaining the Achievement Gap Researchers have attempted to explain the consistent achievement gap among ethnic groups from a number of different perspectives. The explanations offered may be grouped into three theoretical models. The first, a cultural deprivation, or deficit, model, explains the poor performance of ethnic minority students as the result of an impoverished and restricted home life. The underlying theory is that "culturally deprived" or "socially disadvantaged" students do not achieve because they lack a cognitively stimulating environment. Research may identify, for example, a lack of parental support, a low value placed on education, a language-poor environment, or even low intellectual capacity. The use of whites as the norm against which other ethnic minority groups are compared may perpetuate a deficit model in which ethnic minority groups are perceived as second-rate to the majority group. The second theoretical model, the cultural difference model, points to differences in values, expectations, languages, and communication patterns between teachers and students or between schools and families as a source of difficulty for ethnic minority students. The underlying theory is that the social organization, learning formats and expectations, communication patterns, and sociolinguistic environment of schools are incongruent with the cultural patterns of different ethnic groups, and therefore limit the opportunities for student success. For some researchers in this area, the important differences exist at the level of interpersonal communication, where teachers and students are unable to fully understand each other. Important communicative differences may be identified at many levels, including formal language. A number of studies have also suggested that differences between social worlds, such as home and school, can be difficult for ethnic minority students to negotiate. For example, where U. Socialization practices also vary across ethnic groups, so that, for example, the parenting styles acceptable within one ethnic group may vary significantly from the parenting styles valued by schools and educators. Additionally, some parenting practices may focus on social and observational learning and apprenticeship examples, and thus favor visual rather than auditory information processing. Insofar as early learning experiences may vary systematically by ethnic group, ethnicity can have important consequences for

learning in and out of school. Some researchers argue that the cultural difference model presumes ethnic differences to be inherently problematic when, in fact, it is the perception of differences and how people act on such perceived differences that is an important source of difficulty for minority students. These researchers typically utilize a cultural-process approach and focus on social interactions. Barriers to school success are identified by examining how students, teachers, and parents understand patterns of language use and socialization. In any case, the cultural difference model has made important contributions to understanding the relationship between ethnicity and school achievement by pointing out that children from different ethnic groups may vary in culturally patterned ways, some of which are relevant for educators. A third theoretical model, which can be termed sociosystemic, moves outside the classroom in an effort to identify the social, economic, and political forces that contribute to the achievement gap. Researchers have come to recognize how differences in perceived economic opportunity affect the level of school engagement for ethnic minority students. Specifically, members of voluntary minority groups, including those who immigrated for improved economic opportunity, often do better in school than members of involuntary minority groups, such as those who were colonized or whose residency was forced. Research utilizing a sociosystemic model has also identified schools as the places where societal pressure to assimilate is most keenly perceived and often resisted. Many researchers and practitioners, for example, have noted that student peer groups link school achievement to the acceptance or rejection of various identities. Each of the theoretical models on the achievement gap—cultural deficit, cultural difference, and sociosystemic—corresponds with specific policies federal, state, regional, district, school, curricula, and teaching practices seeking to narrow the gap. Many federal and state programs, such as Head Start, focus on the compensation of deficits. From the cultural difference model, schools and teachers are encouraged to make better use of the knowledge and practices of diverse cultures and to form home-school connections. The various forms of multicultural education also derive from a basic cultural difference model, as do some bilingual education programs. Also included in this model are recent efforts to develop theories and practices of culturally-relevant pedagogy, an approach to teaching that modifies both curriculum and communication to reflect the diverse cultural practices of students. The cultural difference model appears to decrease the pressure on children to conform to mainstream culture standards, yet increase the pressure on teachers and schools to transform their practices to better reflect the diversity that is present around them. For those with a sociosystemic perspective, repairing the achievement gap demands a commitment to an ongoing examination of the social and political systems, along with direct action to counter systemic bias. Few formal policies or programs with this model exist, although critical theory and critical pedagogy are actively promoted within this perspective. Critical theory seeks to make systemic injustice visible and critical pedagogy encourages teachers and students to understand and contend with stereotyping, racism, sexism, and other forms of prejudice. Because of the tremendous variation within any ethnic group, it would be inappropriate to make generalizations about the needs and abilities of any individual student based solely on his or her membership in a given ethnic group. That said, there is no doubt that variation does exist along several lines, and educators should be aware of this. Perhaps most important of all, members of the teaching and learning community should be reflective of their own perceptions and actions with respect to all learners. It must be recognized that just as schools themselves vary, so do the students within them. In the end, ethnicity and culture must become part of the face of education in order to reflect and better serve our youth as they encounter an increasingly diverse world.

2: Explaining ethnic differences: Changing patterns of disadvantage in Britain, Mason

This book focuses on the changing terrain of ethnic disadvantage in Britain, drawing on up-to-date sources. It goes further than texts that merely describe ethnic inequalities to explore and explain their dynamic nature.

In general, persons of higher socioeconomic status are less exposed to health-threatening conditions and have more resources to buffer health threats. For instance, persons with more education have greater ability to self-monitor and manage highly effective but complicated therapies for such conditions as diabetes and HIV. Goldman and Smith, Variation in this ability may involve other factors in addition to education, however. In general, the intervening mechanisms that have been studied through which socioeconomic status affects health—such as behavior risk factors Lantz et al. In addition, these intervening mechanisms could operate independently of socioeconomic status. Additional factors may also obscure the effects of status. For instance, recent immigrants often have lower incomes, at least initially, but enjoy health advantages for other reasons. Working-age immigrants, particularly those with employment visas or who enter as spouses of U.S. citizens. Assessing the role of socioeconomic factors in group health, therefore, requires attention to health in countries of origin and to the average healthiness of the original immigrants, the diversity in health status among them, and their subsequent health trajectories over their lifetimes and those of their descendants. In addition to these individual-level mechanisms, considerable research in the last decade argues that macrolevel socioeconomic factors affect individual health outcomes Marmot, ; Wilkinson, One form of the hypothesis is that inequality, as measured in various ways, has a negative effect on individual health outcomes, especially for those at the bottom of the social and economic hierarchy. In this view, the cumulative stress of being at the bottom of the hierarchy eventually takes a toll in poorer health. This is an important scientific hypothesis with far-reaching implications. However, much of the influential early work on this subject suffered from severe limitations, including inadequate conceptualization of and difficulties in separating individual from macrolevel influences. Recent work by Deaton and Paxson argues that, at least for U.S. residents, increased respiratory and other health problems result from residing near hazardous waste sites Dolk et al. However, the exact contribution of such environmental conditions to racial and ethnic differences in health status, and the extent to which they add to other socioeconomic effects or possibly explain them, is still unclear. Clarify the degree to which socioeconomic status accounts for racial and ethnic differences in health outcomes over the life course. Some differences are not explained by socioeconomic status, or even run counter to the expected. Would better measures of education, or other aspects of status, provide clarification? Would incorporating measures of earlier socioeconomic status, perhaps status prior to immigration, explain more of the differences? Is better modeling needed of presumed nonlinear relationships? What differences in health outcomes would still not be explained even if all these questions could be answered? The possibility that the effects of socioeconomic factors are misestimated because of differential survival by race and ethnic group also requires consideration. One complication is that dimensions of socioeconomic status are not identical in their effects on racial and ethnic health differences. Analysts need to know the most appropriate aspect of status to consider—“income, wealth, education, or occupation. Health differences by race or ethnicity will look different if one or the other indicator is controlled. Policy makers need to know which aspect of status matters most. It makes a great deal of difference to policy whether differences are largely due to income, in which case increasing the income of the poor gains greater weight from its possible Page 60 Share Cite Suggested Citation: That identical levels on the same indicators may have different implications across groups also requires attention. Variability in the effect of socioeconomic status over the life course is an additional complication. In late life, which aspects of status have the most influence on health? Children may also acquire from their parents habits and personal characteristics that directly affect health. How intergenerational transmission of all these factors is patterned by race or ethnicity may be important, given the influence of early life factors on late-life health. Reciprocal causation between socioeconomic status and health is an important aspect of the lifelong effect of status, and whether it operates similarly across the life course for different racial and ethnic groups needs study. Identify

the mechanisms through which socioeconomic status produces racial and ethnic differences in health among the elderly, and identify other factors that complicate its effects. Socioeconomic status may have an effect because of its links to commonly recognized health behaviors, other psychosocial factors, multiple dimensions of access to health care, geographic residence, environmental conditions, and nativity and duration of residence, especially for Hispanics and other immigrant groups. In what circumstances, or for which subgroups, are racial and ethnic differences robust to controls for such variables? Which controls are most important and why? If none of them adequately explain the effects of status, how does it come to modify health outcomes? This analysis will require attending not just to socioeconomic variation in disease prevalence but to variation in the disease process: The relevant mechanisms may differ at each stage. Whether macrolevel mechanisms are important is another aspect worth studying. Can aggregate effects be verified, and is income inequality the most appropriate aggregate indicator? If such aggregate effects exist, how do they workâ€”at the local, regional, or societal levels, or even at the workplace level, and through what mechanisms? How are such aggregate macromarkers related to other aggregate variables, such as social capital and group cohesion, and how do such factors vary by race and ethnicity? Page 54 Share Cite Suggested Citation:

3: What is the Difference between Race and Ethnicity?

Ethnicity is the term for the culture of people in a given geographic region, including their language, heritage, religion and customs. To be a member of an ethnic group is to conform to some or.

Scientific racism Alfred Binet " , inventor of the first intelligence test. Claims of races having different intelligence were used to justify colonialism , slavery , racism , social Darwinism , and racial eugenics. Racial thinkers such as Arthur de Gobineau relied crucially on the assumption that black people were innately inferior to whites in developing their ideologies of white supremacy. Even enlightenment thinkers such as Thomas Jefferson , a slave owner, believed blacks to be innately inferior to whites in physique and intellect. Binet warned that results from his test should not be assumed to measure innate intelligence or used to label individuals permanently. Different immigrant nationalities were sometimes thought to belong to different races, such as Slavs. A different set of tests developed by Robert Yerkes were used to evaluate draftees for World War I, and researchers found that people from southern and eastern Europe scored lower than native-born Americans, that Americans from northern states had higher scores than Americans from southern states, and that Black Americans scored lower than white Americans. In his influential work *A Study of American Intelligence* psychologist Carl Brigham used the results of the Army tests to argue for a stricter immigration policy, limiting immigration to countries considered to belong to the "nordic race". On the other hand, many scientists reacted to eugenicist claims linking abilities and moral character to racial or genetic ancestry. They pointed to the contribution of environment to test results such as speaking English as a second language. As the de-segregation of the American South was begun in the s the debate about black intelligence resurfaced. This study was used by segregationists as an argument that it was to the advantage of black children to be educated separately from the superior white children. The Bell Curve debate Another revival of public debate followed the appearance of *The Bell Curve* , a book by Richard Herrnstein and Charles Murray , who strongly emphasized the societal effects of low IQ focusing in most chapters strictly on the non-Hispanic white population of the United States. *Knowns and Unknowns* ", acknowledging a difference between mean IQ scores of whites and blacks as well as the absence of any adequate explanation of it, either environmental or genetic. The Bell Curve prompted the publication of several multiple-author books responding from a variety of points of view. *The Science of Mental Ability* was published a few years later in *Why Schools and Cultures Count* Intelligence quotient and Intelligence The concept of intelligence and the degree to which intelligence is measurable is a matter of debate. While there is some consensus about how to define intelligence, it is not universally accepted that it is something that can be unequivocally measured by a single figure. Arthur Jensen was a proponent of the view that there is a correlation between scores on all the known types of IQ tests and that this correlation points to an underlying factor of general intelligence , or g. In most conceptions of g it is considered to be fairly fixed in a given individual and unresponsive to training or other environmental influences. In this view test score differences, especially in those tasks considered to be particularly "g-loaded" reflect the test takers innate capability. Other psychometricians argue that, while there may or may not be a general intelligence factor, performance on tests rely crucially on knowledge acquired through prior exposure to the types of tasks that such tests contain. This view would mean that tests cannot be expected to reflect only the innate abilities of a given individual, because the expression of potential will always be mediated by experience and cognitive habits. It also means that comparison of test scores from persons with widely different life experiences and cognitive habits is not an expression of their relative innate potentials. Race classification of humans and Race and genetics The majority of anthropologists today consider race to be a sociopolitical phenomenon rather than a biological one, [34] a view supported by considerable genetics research. The official position of the AAA, adopted in , is that advances in scientific knowledge have made it "clear that human populations are not unambiguous, clearly demarcated, biologically distinct groups" and that "any attempt to establish lines of division among biological populations [is] both arbitrary and subjective. With current methods of genetic analysis it is possible to determine the composition of genetic ancestry of an individual with significant precision. This is because different genes occur with

different frequencies in different geographically defined populations, and by correlating a large amount of genes through cluster analysis it is probable to determine with high likelihood the geographic origins of an individual through DNA. Race in studies of human intelligence is almost always determined using self-reports, rather than based on analyses of the genetic characteristics of the tested individuals. According to psychologist David Rowe, self-report is the preferred method for racial classification in studies of racial differences because classification based on genetic markers alone ignore the "cultural, behavioral, sociological, psychological, and epidemiological variables" that distinguish racial groups. Loring Brace [42] and geneticist Joseph Graves disagree with the idea that cluster analysis and the correlation between self-reported race and genetic ancestry support biological race. The cluster structure of the genetic data is dependent on the initial hypotheses of the researcher and the populations sampled. When one samples continental groups, the clusters become continental; if one had chosen other sampling patterns, the clusters would be different. Kaplan therefore concludes that, while differences in particular allele frequencies can be used to identify populations that loosely correspond to the racial categories common in Western social discourse, the differences are of no more biological significance than the differences found between any human populations. e. Hunt agrees that racial categories are defined by social conventions, though he points out that they also correlate with clusters of both genetic traits and cultural traits. Hunt explains that, due to this, racial IQ differences are caused by these variables that correlate with race, and race itself is rarely a causal variable. Researchers who study racial disparities in test scores are studying the relationship between the scores and the many race-related factors which could potentially affect performance. These factors include health, wealth, biological differences, and education. It remains unclear whether group differences in intelligence test scores are caused by heritable factors or by "other correlated demographic variables such as socioeconomic status, education level, and motivation. The first is that these reflect real differences in average group intelligence, which is caused by a combination of environmental factors and heritable differences in brain function. A third position holds that differences in average cognitive ability between races do not exist, and that the differences in average test scores are the result of inappropriate use of the tests themselves. Finally, a fourth position is that either or both of the concepts of race and general intelligence are poorly constructed and therefore any comparisons between races are meaningless. Nevertheless, greater variation in IQ scores exists within each ethnic group than between them. They stated that the black-white IQ difference is about 15 to 18 points or 1 to 1. According to Arthur Jensen and J. Philippe Rushton the black-white IQ difference is largest on those components of IQ tests that are claimed best to represent the general intelligence factor g. Knowns and Unknowns " and the editorial statement " Mainstream Science on Intelligence " gave more or less similar estimates. The few Amerindian populations who have been systematically tested, including Arctic Natives, tend to score worse on average than white populations but better on average than black populations. Cultural differences may also factor in IQ test performance and outcomes. Therefore, results in the United States and Europe do not necessarily correlate to results in other populations. Richard Lynn and Tatu Vanhanen have argued that populations in the third world, particularly populations in Africa, tend to have limited intelligence because of their genetic composition and that, consequently, education cannot be effective in creating social and economic development in third world countries. They estimated IQs of 79 other nations based on neighboring nations or via other means. They saw a consistent correlation between national development and national IQ averages. Carlson, found that compared to American norms, the average IQ of sub-Saharan Africans was about The same review concluded that the Flynn effect had not yet taken hold in sub-Saharan Africa. Hunt, pp. By measuring the relationship between educational data and social wellbeing over time, this study also performed a causal analysis, finding that when nations invest in education this leads to increased well-being later on. For example, they state that such studies " Flynn effect For the past century raw scores on IQ tests have been rising; this score increase is known as the "Flynn effect," named after James R. In the United States, the increase was continuous and approximately linear from the earliest years of testing to about when the gains stopped and some tests even showed decreasing test scores. For example, in the United States the average scores of blacks on some IQ tests in were the same as the scores of whites in The Flynn Effect has often been used as an argument that the racial gap in IQ test scores must be

environmental too, but this is not generally agreed – others have asserted that the two may have entirely different causes. A meta-analysis by Te Nijenhuis and van der Flier concluded that the Flynn effect and group differences in intelligence were likely to have different causes. This had previously been doubted. A separate phenomenon from the Flynn effect has been the discovery that the IQ gap has been gradually closing over the last decades of the 20th century, as black test-takers increased their average scores relative to white test-takers. For instance, Vincent reported in that the black-white IQ gap was decreasing among children, but that it was remaining constant among adults. In the same period, the educational achievement disparity also diminished. But he argued that this has stalled and that there has been no further narrowing for people born after the late s. In his review of the historical trends, Hunt , p. The African American means are about 1 standard deviation unit 15 points on the IQ scale below the White means, and the Hispanic means fall in between. A review of the literature found that the IQ gap had diminished by 0. It has also concluded however that, while IQ means are continuing to rise in all ethnic groups, this growth is occurring more slowly among year-old students than among younger students and the black-white IQ gap is no longer narrowing. As of , a study published in by Heiner Rindermann, Stefan Pinchermann, and James Thompson have estimated the IQ means of year-old black, white, and Hispanic students to range respectively from They explain that the gap may persist due to the crack epidemic , the degradation of African-American family structure , the rise of fraud in the educational system especially with respect to No Child Left Behind , the decrease in unskilled real wages and employment among African-Americans due to globalization and minimum wage increases, differences in parental practices such as breastfeeding or reading to children , and "environmental conditions shaped by [African-Americans] themselves. These factors are not mutually exclusive with one another, and some may, in fact, contribute directly to others. Furthermore, the relationship between genetics and environmental factors may be complicated. For example, the differences in socioeconomic environment for a child may be due to differences in genetic IQ for the parents, and the differences in average brain size between races could be the result of nutritional factors. However, currently, the question is whether these factors can account for the entire gap between white and black test scores, or only part of it. One group of scholars, including Richard E. Nisbett , James R. Flynn , Joshua Aronson, Diane Halpern, William Dickens, Eric Turkheimer have argued that the environmental factors so far demonstrated are sufficient to account for the entire gap, Nicholas Mackintosh considers this a reasonable argument, but argues that probably it is impossible to ever know for sure; another group including Earl B. Hunt , Arthur Jensen , [19] J. Philippe Rushton and Richard Lynn have argued that this is impossible. Meanwhile, while Hunt considers this a vast overstatement, he nonetheless considers it likely that some portion of the gap will eventually be shown to be caused by genetic factors. Test bias A number of studies have reached the conclusion that IQ tests may be biased against certain groups. Furthermore, the tests are equally valid predictors of future achievement for black and white Americans. Today, test bias in the sense that some test items systematically give White test takers an unfair advantage because of the way the test has been elaborated is no longer considered a likely cause of the test score gap. But both scholars maintain that there is no evidence that current tests are systemically biased against black test takers. Stereotype threat and minority status Main article: Stereotype threat conditions cause larger than expected IQ differences among groups. They may even deliberately reject certain behaviors that are seen as " acting white. In Sackett et al. Cohen have not been shown to be effective by attempts to replicate his studies purporting them to be successful. Rather it may be the case that differences in intelligence, particularly parental intelligence, may also cause differences in SES, making separating the two factors difficult. Hunt also reviews data showing that the correlation between home environment and IQ becomes weaker with age. The same review also points out that adoption studies generally are biased towards including only high and high middle SES adoptive families, meaning that they will tend to overestimate average genetic effects. They also note that studies of adoption from lower-class homes to middle-class homes have shown that such children experience a 12–18 pt gain in IQ relative to children who remain in low SES homes. Black and Hispanic children have much higher levels than white children.

4: Teaching Tolerance and Diversity-How to explain other cultures to kids

Ethnic Categories are Unable to Explain Behaviour or Social Processes Those who deny that ethnicity exists do not deny that at a certain level of lived social experience and organization, there is a phenomenon of ethnicity (Brubaker,).

Content provided on this site is for entertainment or informational purposes only and should not be construed as medical or health, safety, legal or financial advice. Click here for additional information. He stared at the family in front of us. As you might imagine, I was mortified. I figured I had two choices. I could stop right there and answer his question, completely objectifying the woman, or I could try to pretend he was pointing at the emus, whisk him off to the next exhibit and put off explaining until I figured out how. It can be really uncomfortable, especially right in front of a member of the culture in question. After the zoo incident more soon on what I decided to do in the moment , I asked some experts for advice. Here are a few of their tips on how parents can help kids understand diversity: Start with things, not people Rather than jumping right into skin color or religion, try introducing the concept of difference to very small children through objects. Even the supermarket can be a multicultural experience, Costello suggests. Experts encourage age-appropriate openness. Big words for an uncomfortable reality, but he understood. Costello cautions against censorship. Instead, she suggests finding a stopping point and discussing the passage with your child, using the moment to teach him or her about historical context. Talk about diversity before the topic comes up Be proactive when discussing difference with children. Of course, it can also create some embarrassing ones. Rather than making a big production of talking about diversity, often it is best to teach about human differences the same way you taught your toddler his colors “ as a wonderful facet of everyday life. I decided not to pretend my son was pointing at the emus and instead invited him to ask the woman why she was dressed in a burka. This was a good approach “ but also a risky one. You have to use your judgment. Fortunately, the woman at the zoo was cool. Article Posted 8 years Ago Share this article.

5: Ethnicity and ethnic groups “ an explanation of these terms | Equality and Intercultural

The Cities Programme was set up in by the Economic and Social Research Council (ESRC) - with the support of the (now) Office of the Deputy Prime Minister - to chart the changing circumstances of UK cities and in particular to explore the relationships between economic competitiveness.

6: Understanding Racial and Ethnic Differences in Health in Late Life - NCBI Bookshelf

Some social scientists are sceptical of the explanatory power of ethnicity and seek to explain ethnic differences by references to non-ethnic factors such as discrimination.

7: Race and intelligence - Wikipedia

Factors related to the metropolitan environment, including racial/ethnic concentration, are among the most important in explaining differences between white and minority youth. Medicaid financing is also an important contributor to Hispanic-white differences.

Descriptive catalogue of rare engravings in first states and proofs forming the collection at 40, Grosven Colonial legacies and spatial transformations : from the big house to the flat Why we cant resist a great question: 11 reasons to stop telling and start asking Raymond Roussel and the republic of dreams Particle physics in a historical perspective The Chicago Machine Stop the world, I want to get on Spirit-Centered Wholeness Terrorism and the news media Excel 2000, Basics One-Day Course (One Day Course) Hafilullah Amin 33 The Southern Marches of Imperial Ethiopia Business systems: the fabric of management I remember Christmas The dawning of a new century: 2000-2007. Process modeling, simulation, and control for chemical engineers Literary Market Place 2003 Alternative medicine definitive guide to chronic fatigue, fibromyalgia, and Lyme disease Fillable form editing There are no bad schools in Raleigh Saxophone diagrams Prentice Hall Nurses Drug Guide 2006 (Prentice Hall Nurses Drug Guide (Retail Edition)) Kelly services salary guide 2017 indonesia The balance of leadership in an army at war Alcoholics and business Manuals.ucdavis.edu ppm 400 400-20. Shine on you crazy diamond sheet music Public library services for immigrant populations in California War and Remembrance Part 3 of 3 Tales of Aztlan (Dodo Press) A list of Biblical quotations and allusions found in the works of Tennyson. Mystery of the lost pearl 40k chaos codex 6th edition Bobby sands one day in my life Rainer Werner Fassbinder : the subject of film Andrew J. Mitchell From television to the Internet Wheres Benjy Bunny? Reel 477. May 28-June 23, 1884 Handbook of construction operations Undercover Ireland