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INTRODUCTION: ETHNIC IDENTITY RESEARCH ACROSS DIVERSE PERSPECTIVES

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Social scientists have long explored the meaning, process, and content of social identities (Côté, 2006; Vignoles, Schwartz, & Luyckx, 2011). Given that humans have a desire to belong, affiliate, and individuate (Fiske, 2010), even if to varying degrees and differentially across contexts, it is not surprising that identity remains one of the most extensively studied topics among social scientists. As societies and cultures have become more interconnected, in part because of increased racial and ethnic intergroup contact and migration processes, ethnic identity has surfaced as an important facet of the human experience worthy of the attention of research scientists. Indeed, over the last 3 decades, we have seen rapid growth in research on ethnic identity (Schwartz et al., 2014). But despite this growing body of research, there remain fundamental gaps in our understanding of this critical aspect of the human experience.

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Most strikingly, the field has grown fragmented, and there is a limited understanding of how ethnic identity is conceptualized or measured within and across disciplinary and methodological perspectives (Schwartz et al., 2014). The burgeoning interest in studying ethnic identity, coupled with innovative advances in research design and statistics in social science research, has resulted in rapid advances in the methods and approaches used to study ethnic identity. This volume is intended to increase the transdisciplinary discourse on ethnic identity and to expose ethnic identity researchers to diverse perspectives and innovative methods in the field. To accomplish this goal, we invited chapters from social and applied scientists in diverse fields such as educational anthropology; developmental, community, and social psychology; and sociology. As the chapters of this volume reveal, the result is a collection of articles that serve as a methodological and conceptual toolbox intended to aid those who are conducting the next generation of research focused on ethnic identity.

VOLUME ORGANIZATION

The chapters in this volume were ordered in a particular fashion. In Chapter 1, Umaña-Taylor presents a detailed account of how conceptualizations of ethnic identity have evolved over time, as well as opportunities afforded by measurement and methodological advances in research on ethnic and racial identity. She traces the progression of ethnic and racial identity theory and measurement and discusses new directions in the field. For example, she discusses how a recent collaboration among leading ethnic identity and racial identity scholars resulted in the proposal of the metaconstruct ethnic–racial identity to reflect an individual's ethnic background, as well as the racialized experiences associated with membership in a particular group (Umaña-Taylor et al., 2014). Furthermore, Umaña-Taylor reveals how the focus on measurement of ethnic and racial identity over the last few decades has been critical in framing the perspective that ethnic identity is a multidimensional construct consisting of both process and content. In a recent review of the literature on positive development of minority youth, Cabrera and colleagues (2013) stated that "new findings in the literature show that, overall, minority children show strengths in at least three domains of development: social, language, and ethnic identity" (p. 10). The burgeoning body of work linking ethnic identity to a host of adjustment indices underscores the importance of this topic to the study of socioemotional development, and Umaña-Taylor's chapter helps us to understand the progression of conceptual and methodological advances in the past several decades that have enabled these insights.

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In Chapter 2, Syed underscores methodological opportunities but also discusses limitations resulting from an overreliance on a small number of rating scales designed to capture ethnic identity. Syed states that opportunities have been afforded by these measurement advances, namely, the development of a foundational body of research on ethnic identity. However, he also argues that we must move beyond rating scales to capture the complexities of ethnic identity. Syed then presents a narrative approach to the study of ethnic identity and uncovers voices and stories of individuals related to the experience of ethnicity and race. He notes that this method is particularly apt at giving voice to members of marginalized groups whose voices have not always been reflected in developmental science. Finally, his research persuasively underscores the strength of having individuals define their own contexts and the ability to note which contexts are important to them by use of a narrative approach.

In Chapter 3, Ortiz et al. present a historical account of ethnographic methods and their application to the study of ethnic identity. The authors present a critical ethnography of an intercultural bilingual education classroom that aims to promote indigenous knowledge and traditional schooling within the context of a Chilean elementary school serving rural indigenous Mapuche children. Their results reveal a complexity in youths' ethnic identity as they express pride in their Mapuche culture but also identify with elements of Eurocentric Chilean culture. Through observations and interviews with Kimche Painemilla, a teacher and community sage, the authors reveal his commitment to promoting indigenous culture, language, and knowledge despite resistance from some students and parents. Using the methodological and analytical lens of critical ethnography, Ortiz et al. reveal a transformative experience of ethnic identity within a school setting. Painemilla raised Mapuche youths' historical and political consciousness through the use of counternarratives that challenged conventional epistemologies and, as a result, empowered students and allowed them to reconstruct their ethnic identity.

In Chapter 4, Roth introduces yet another method. Using photo elicitation techniques, Roth challenges the emphasis on identity and instead emphasizes the need to consider cognitive structures or ethnic and racial schemas that individuals use in dividing themselves and others into racial and ethnic groups. To elicit these cognitive ethnic and racial schemas, Roth presents photographs of people of different ethnicities to her participants and asks them to identify and group these individuals according to ethnicities. She then delves into an in-depth discussion with the participants exploring the classifications they made, why they made them, and where they see themselves relative to the groupings they created. Her work nicely illustrates an approach that can be used to gain a more nuanced understanding of participants' ethnic identities by taking into account their understanding and

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interpretations of phenotype combined with sociohistorical contextual factors, particularly as they relate to race, ethnicity, and culture.

Similarly, in Chapter 5, López et al. explore the visual experience of ethnicity, but in relation to phenotype. In particular, the authors explore the association between phenotype and ethnic identity among Puerto Rican women. Using purely quantitative as well as a mixed method approach across three different studies, the authors demonstrate that one's physical appearance affects how accepted and embedded one might feel in one's ethnic group and that others' reactions to one's physical appearance can influence how one labels and sees oneself in terms of ethnicity. The authors underscore the need for triangulation in the study of physical appearance and ethnic identity, and they emphasize that researchers should rely on multiple measures in their assessment of appearance (self-report, observational, and quantifiable appearance data, e.g., by use of a spectrophotometer to measure skin pigmentation). In the qualitative component of their study, López et al. discuss that participants thought a great deal about their physical appearance in relation to their ethnic identity, further elucidating the linkages between how one looks and how one experiences one's ethnic identity.

In Chapter 6, Rogers and Way use qualitative methods but focus on the use of semistructured interviews to examine ethnic identity development among African American boys. The authors highlight, similar to Syed's narrative approach, that semistructured interviews privilege the knowledge and perspective of participants (Marecek, Fine, & Kidder, 2001). They note that this approach involves a standardized set of questions but also allows for follow-up questions and probes to capture participants' understanding of their ethnic identity. They highlight the diverse methods that exist to analyze semistructured interview data (e.g., open coding, content analysis, grounded theory, constant comparison, case studies). They then present findings from their own research on ethnic and racial identity conducted with African American adolescent boys using grounded theory/content analysis (Strauss & Corbin, 1990) and the Listening Guide method (Gilligan, Spencer, Weinberg, & Bertsch, 2003). These analytic methods were implemented via an interpretive community, a diverse group of scholars who read and coded interview excerpts. Their findings reveal how resistance and accommodation to racial stereotypes intersected with gender stereotypes in the context of a single-gender and single-race charter school and shaped these boys' experience of ethnic and racial identity.

In Chapter 7, Kornienko et al. also emphasize context, but here they emphasize the peer context of how ethnic identities develop using quantitative methods. Their approach relies on advances afforded by social network analysis (SNA) to the study of peer selection and influence. SNA is a type of systems science methodology that allows for the examination of reciprocated and nonreciprocated ties among peers in a given ecology (Urban, Osgood,

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& Mabry, 2011). In their study, they focus on friendships formed within the ecology of a middle school. Their method consists of asking youth to nominate peers who are friends within their grade. Because these nominations are obtained from most students at the school, SNA allows these scholars to closely examine friendship ties, their structure, and their position (e.g., network centrality) that individuals occupy within their peer network. Unlike sociometric approaches, which rely on nominations by participants whom they perceive to possess certain qualities (e.g., popularity), SNA enables scholars to arrive at indices of network position (e.g., popularity) by using actual data on friendship ties reported by students. This approach is uniquely equipped to account for selection factors in how ties are formed among peers and consequently affords unique measurement of peer influence on ethnic identity processes over time. In this longitudinal study, the authors reveal that, over the span of 8 months, adolescents tended to become similar to their friends in terms of how central they considered their ethnic identity to their sense of self. This evidence of peer influence on changes in ethnic identity centrality was ascertained while controlling for initial selection into friendship networks on the basis of race and ethnicity (i.e., static race/ethnic attributes of one's peers), as well as similarity on ethnic identity centrality.

Similarly, in Chapter 8, Douglass and Yip highlight the role of context in shaping ethnic identity processes by using quantitative methods. The authors introduce the multilevel integration method, which consists of the integration of daily diaries, longitudinal surveys, and large-scale data (e.g., school-level data) to understand ethnic identity among youth. Their empirical illustration reveals how analytic advances in multilevel modeling afford a unique opportunity to understand ethnic identity as a dynamic aspect of the self, how it changes across days and over time, and how these processes are sensitive to stable aspects of contexts (e.g., school ethnic/racial composition) in which youth are embedded.

Thus, the volume begins with a historical account of the field of ethnic identity (Chapter 1); moves into a series of chapters that illustrate contextually rich, predominantly qualitative approaches to study and conceptualize ethnic identity using diverse methods (Chapters 2–6); and then transitions into the illustration of two cutting-edge quantitative approaches for studying ethnic identity (Chapters 7 and 8), which provide innovative examples of how quantitative methods can be used to capture contextually rich accounts of ethnic identity. The closing chapter (Chapter 9) summarizes key advances presented in each chapter and discusses future directions for research on ethnic identity. We felt that this structure would reveal the ways in which diverse methodologies can be put to use to get at contextually rich accounts of ethnic identity, rather than to rely on the juxtaposition of one method's presumed limitations as the rationale for using an alternate method.

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Although the chapters in this volume do not represent an exhaustive collection of all methods used to study ethnic identity, they highlight several major innovations and underscore important directions in the area of study. These innovative methods and approaches are fundamentally changing how we measure and conceptualize ethnic identity.

INTENDED AUDIENCE

Given the interdisciplinary perspective assumed in this volume, the chapters will appeal to a diverse audience of scholars, students, and the general public. Readers in the following areas of focus may find the ideas in these pages appealing and useful: developmental psychology, especially those interested in self-concept and personal identity; social psychology, especially social identities; cultural, clinical, and counseling psychology, in particular, how social identities influence health; human development and family studies, principally including the study of adolescents' and emerging adults' socioemotional development, and the interface of context and development; sociology, especially identity research from a sociological lens; cultural anthropology, in particular, the study of immigration, acculturation, and cultural change; ethnic studies, including issues related to cultural identification; education, mainly in terms of how social identities may shape educational experiences and affect educational outcomes; and communication studies, primarily the study of language use and linguistic acculturation. This volume will be useful to instructors of courses on adolescence, emerging adulthood, broader developmental and educational psychology, counseling and therapy, sociology and psychology of race, ethnicity and race relations, among others.

We learned a great deal from planning, pursuing, and reviewing the work presented herein. It is our hope that the information in this volume will contribute to exciting opportunities for new scholars embarking on this topic as well as for seasoned scholars interested in transforming their lines of research.

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