Table 4.1 Positionality and Enactments Configurations

			Identity Transactions			
Positionality	Buffering	Code Switching	Bridging	Bonding	Individualism	Other
Pre-encounter	−	−	−	−	+	+
Immersion-emersion	+	+	−	+	−	+
Internalization	+	+	+	+	+	+

Source: Authors' compilation.
Note: A minus sign indicates a tendency not to use or engage a transaction modality; a plus sign means this transaction modality is frequently engaged.

Table 4.2 Function Frequency and Importance Rankings

| | Daily Diary | | End of Day | | | |
	Mean Intercept	Rank	Mean Proportion	Rank	Mean Importance	Rank
Buffering	1.28	3	.067	4	1.20	5
Bonding	2.62	2	.315	2	3.50	1
Bridging	1.09	5	.174	3	2.52	3
Code switching	1.27	4	.064	5	1.22	4
Acting as an individual	3.45	1	.354	1	3.44	2

Source: Authors' compilation.

Table 4.3 Correlations of Functions Used in the Daily Diaries

	Buffering	Bonding	Bridging	Code Switching	Acting as an Individual
Buffering					
Bonding	−.142				
Bridging					
Code switching		.528	−.233		
Individual	−.104	−.213	.105	−.632	
No functions		−.278	−.151	−.205	−.338
Functions	.18	.707	.384	.522	−.361

Source: Authors' compilation.
Note: All significant at p < .01.

Table 4.4 Results of OLS and HLM Analyses for Black-Identity Daily-Diary Study

Variables	Buffering	Code Switching	Bridging	Bonding	Individualism
Pre-encounter [assimilation][a]					
Immersion-emersion [militant][a]	B = .255, p = .001	B = .296, p = .002			B = −.235, p = .072
Internalization [bicult-multcult][a]					
Race centrality[a]	B = .021, p = .020	B = .014, p = .040	B = −.039, p = .493	B = .010, p = .015	
People present: whites					
People present: blacks				B = .002, p = .042	
Situation: race-related	B = .014, p = .010	B = .027, p = .039			
Situation: self-initiated				B = .030, p = .064	
Situation: important					
Situation: stressful		B = −.032, p = .023		B = −.034, p = .022	B = .108, p = .077
Emotions: positive					
Emotions: negative					
Valence: positive		B = .138, p = .043		B = .044, p = .009	
Valence: negative					
Feelings toward whites: positive			B = .022, p = .030		
Feelings toward whites: negative	B = .037, p = .000				
Feelings toward whites: neutral					B = .119, p = .032
Feelings toward whites: ambivalent					B = −.107, p = .025
Feelings toward whites: hateful					B = −.128, p = .033
Feelings toward whites: curious			B = .032, p = .025		
Feelings toward whites: did not consider					
Affect toward my group: positive					
Affect toward my group: neutral					
Affect toward my group: confused					
Affect toward my group: proud					
Level of awareness: slightly aware					
Level of awareness: very aware					
Level of awareness: not on my mind					

Table 4.5   Function and Adjective Checklist Correlations for Daily-Diary and End-of-Day Results

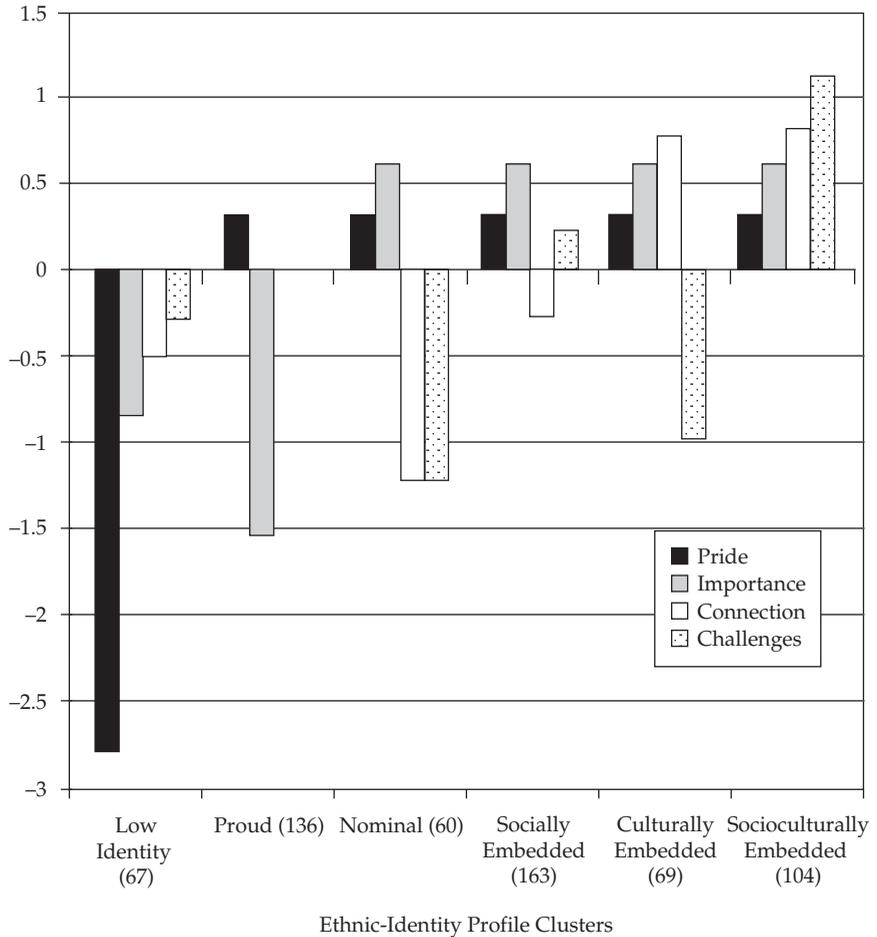| | Daily-Diary Correlations | | | | End-of-Day Correlations | | | |
	Buffering	Bridging	Bonding	Code Switching	Buffering	Bridging	Bonding	Code Switching
Sleepy								
Sluggish								
Aroused			.104[a]		.116[a]			
Sad	.164[b]		−.111[a]		.183[b]			
Calm	−.123[a]							
Nervous	.133[a]				.113[a]			
Quiet			−.134[a]	−.214[b]				
Still						−.149[a]	−.112[a]	
Peppy			.176[b]	.113[a]		.251[b]	.241[b]	
Relaxed	−.154[b]		.192[b]			.113[a]		
Happy	−.216[b]		.327[b]	.156[b]		.172[b]	.088[a]	
Satisfied								
Enthusiastic			.240[b]	.182[b]		.242[b]	.200[b]	
Afraid					.178[b]			.089[a]
Surprised	.090[a]							.138[a]
Disappointed					.156[b]			
Peaceful	−.174[b]		.200[b]					
Proud			.163[b]					
Threatened	.380[b]		−.097[a]					
Encumbered								

Source: Authors' compilation.
[a] <.05
[b] <.01

Figure 5.1   Conceptual Model of Racial Identity and Experiences with
Discrimination
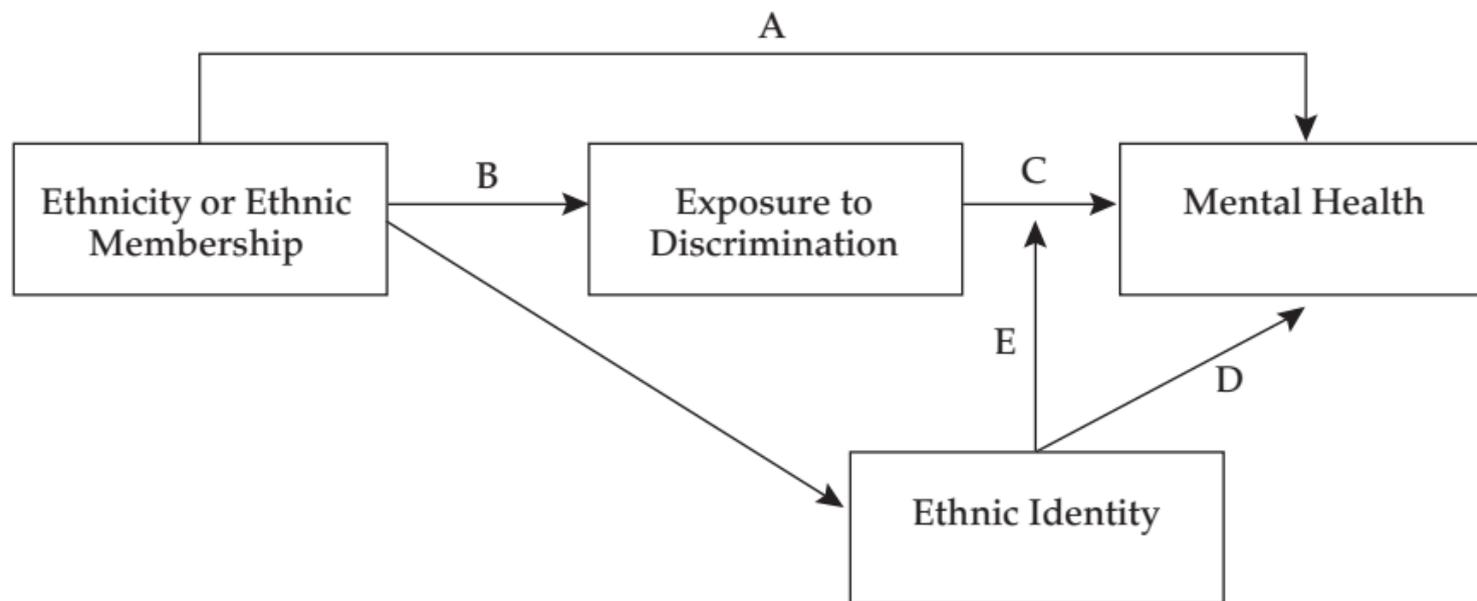
Figure 6.1 Ethnic-Identity Profiles Among African American Eighth-Grade Youths

Standardized Means on Cluster Variables

Legend:
- Pride
- Importance
- Connection
- Challenges

X-axis (Ethnic-Identity Profile Clusters):
Low Identity (67), Proud (136), Nominal (60), Socially Embedded (163), Culturally Embedded (69), Socioculturally Embedded (104)

Table 6.1 Identity-Negotiation Strategies as a Function of Context

Strategy Employed	Contextual Characteristics				
	In-Group in Majority	In-Group in Minority	Interracial Contact	Domain-Specific Stereotypes	General Experiences
Elimination					
Denial					
Decreased importance					
Reaffirmation	XXX	XX		X	XXXX
Remooring					
Intensified group contact		XX	XX		XXX
Social change					
Code switching		XXXX		XXX	
Individualism	XXX	XXX	X	XX	XXXXXXX
Redefinition		XXXXX	X	XXX	XXXXXXX
Humanist worldview		XXX		X	XXXXXX
Discounting		XX	X	X	X

Source: Authors' compilation.
Note: Number of X's indicates respondents' mentions of a strategy.

Table 6.2   Identity-Negotiation Strategies and Functions

Strategy Employed	Function			
	Buffering	Bonding	Bridging	Individualism
Elimination				
Denial				
Decreased importance				
Reaffirmation	XX	XXXXXXX		X
Remooring				
Intensified group contact	X	XXXX	X	X
Social change				
Code switching	XX		XXXX	X
Individualism	XXXXXX		XX	XXXXXXXX
Redefinition	XXXXXXXXX			
Humanist worldview	XXXX		XX	XXXXXX
Discounting	XXXXX			

Source: Authors' compilation.
Note: Number of X's indicates respondents' mentions of a strategy.

Table 6.3 Mean Scores on Achievement, Psychological Adjustment, and
Problem Behaviors for Ethnic-Identity Profiles

	Low Identity	Nominal	Proud Identity	Socially Embedded	Culturally Embedded	Fully Embedded
Grade-point average	−.16[a]	−.07	−.12[a]	−.14[a]	.16[b]	.36[b]
Psychological adjustment	−.13[a]	−.12[a]	.21[b]	−.07[a]	.40[b]	−.04[a]
Problem behaviors	−.03	0	−.24[a]	.15[b]	−.21[a]	.09[b]

Source: Authors' compilation.
Note: Standardized scores are reported for all measures; figures with different superscripts across each row denote statistically significant differences.

Figure 7.1   Neighborhood Racial-Ethnic Congruence Moderates the Relationship Between Depressive Symptoms and Group-Esteem for Black Adolescents
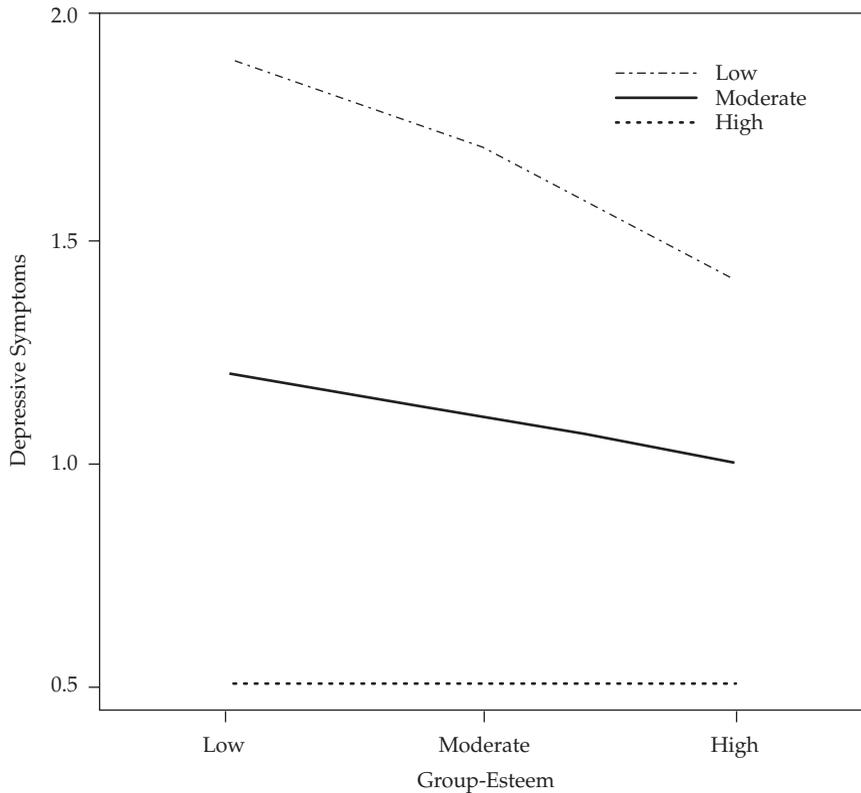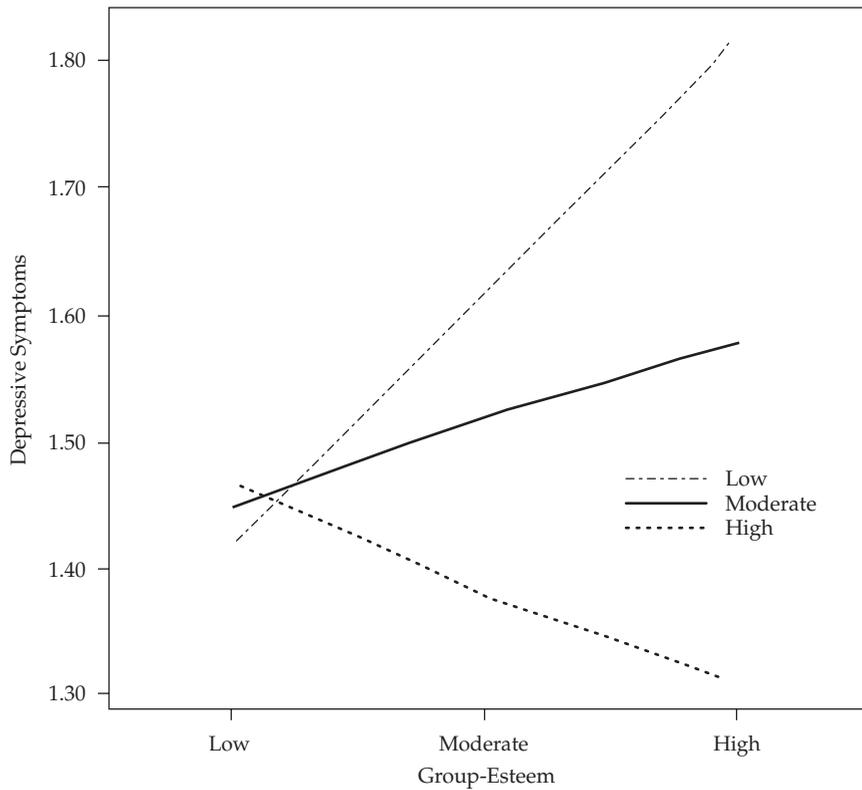
Figure 7.2 Neighborhood Racial-Ethnic Congruence Moderates the Relationship Between Depressive Symptoms and Group-Esteem for Latino Adolescents
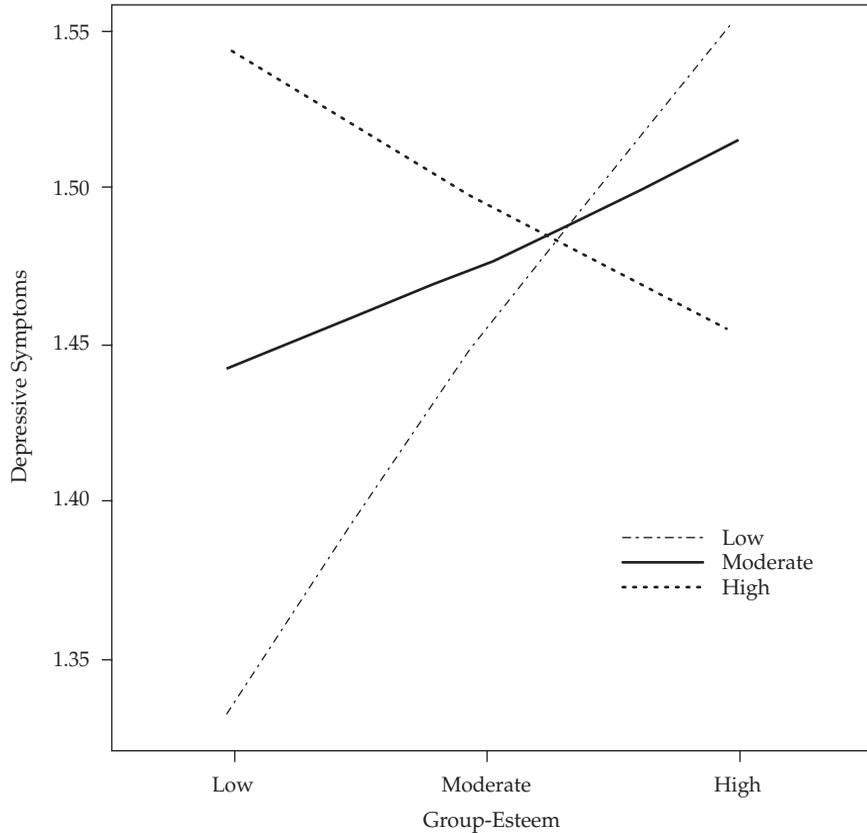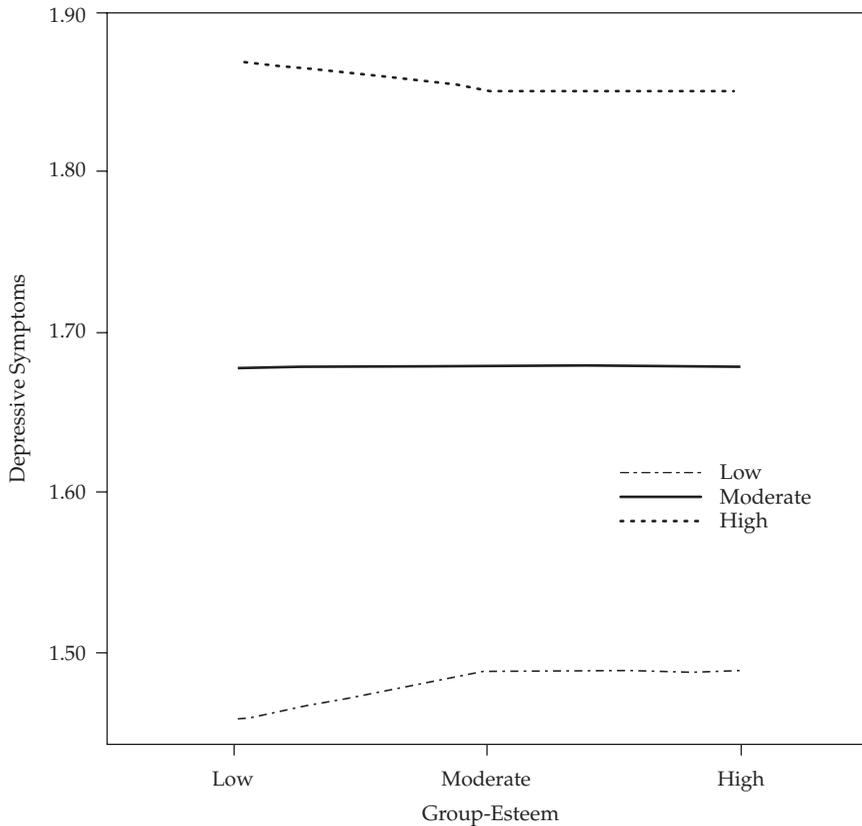
Figure 7.3   Neighborhood Racial-Ethnic Congruence Moderates the Relationship Between Depressive Symptoms and Group-Esteem in Latinos Who Speak Spanish
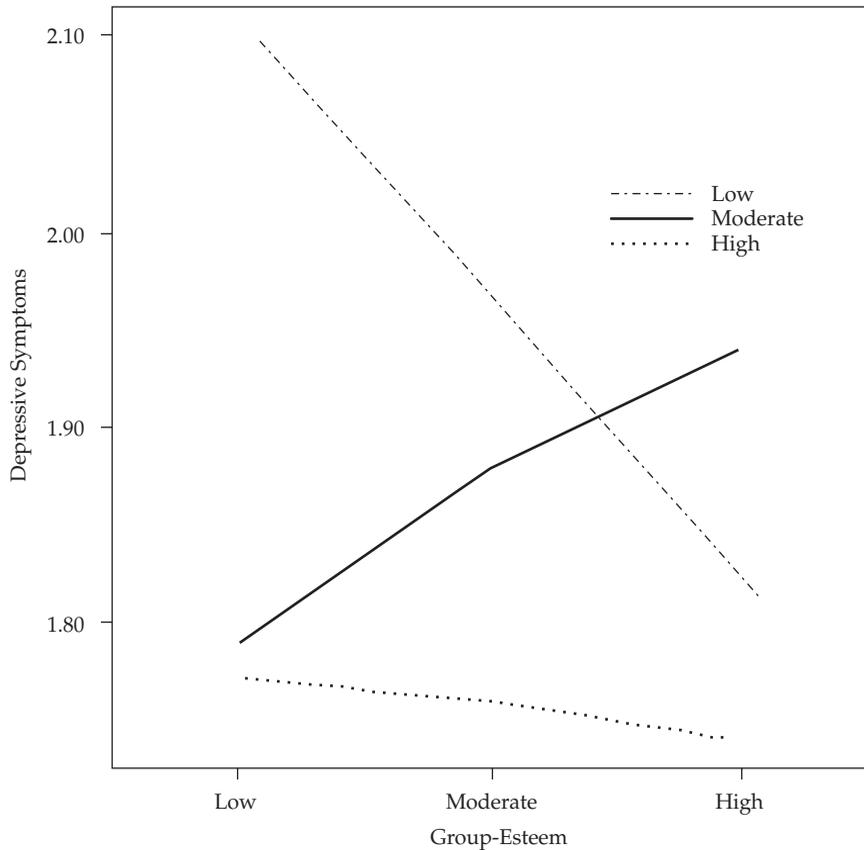
Figure 7.4   Neighborhood Racial-Ethnic Congruence Moderates the
Relationship Between Depressive Symptoms and
Group-Esteem in Latinos Who Do Not Speak Spanish

Figure 7.5   School Racial-Ethnic Congruence Moderates the Relationship Between Depressive Symptoms and Group-Esteem for European American Adolescents

Table 7.1 Component Loadings, Means, Standard Deviations, and Alphas for
Racial- and Ethnic-Identity Items and Subscales

	Prominence	Group-Esteem	Ambivalent Ethnic Attitudes
Racial- and ethnic-identity items			
1. I have talked with my parents about race and ethnicity.	.82		
2. I have talked with friends about race and ethnicity.	.75		
3. I have thought about whether group membership will affect my future goals.	.71		
4. I have been taught about my background.	.63		
5. I am comfortable with my own group.		.79	
6. I feel good about my race or ethnicity.		.76	
7. I will raise my children to be aware of their race and ethnicity.		.75	
8. I would prefer to belong to another group.			.86
9. I am confused about my group.			.85
Percentage variance	35.30	19.50	10.20
Mean	2.59	3.41	1.66
Standard Deviation	.87	.72	.87
∝	.76	.71	.51[a]

Source: Authors' compilation.
[a]This statistic is a bivariate correlation coefficient.

Table 8.1   Censorship and Social Identities

Type of Censorship	Percentage Describing
Any	47
Sexuality	30
Race-ethnicity	21
Gender	11
Other	5.3

Source: Authors' compilation.

Table 8.2 Strategies for Coping with Identity-Related Problems in Graduate School

Strategy and Groups	Percentage Using Strategy	χ^2	p
Instrumental inaction			
Students of color (N = 37)	38		
White students (N = 38)	5	9.99	.001
Instrumental inaction			
Sexual-minority students (N = 10)	60		
Heterosexual students (N = 66)	17	7.06	.007
Social coping			
Women students (N = 46)	39		
Men students (N = 30)	13	5.88	.015
Indirect action			
Women students (N = 46)	28		
Men students (N = 30)	10	3.64	.056
Collective action			
Women students (N = 46)	17		
Men students (N = 30)	3	3.44	.064

Source: Authors' compilation.
Note: χ^2 values corrected for continuity as necessary.