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“Thank God I’m Mexican”: Cognitive Racial Reappraisal Strategies of Latino Engineering Students

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Abstract for DBER Group Discussion on 2017-02-16

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Title
“Thank God I’m Mexican”: Cognitive Racial Reappraisal Strategies of Latino Engineering Students

Abstract
Despite the fact that Latinos pursue science, technology, engineering, and mathematics (STEM) degrees as often as their peers, Latino degree completion rates lag behind those of other demographic groups. In an effort to better understand Latino persistence in STEM, this qualitative study explored the non-cognitive persistence strategies of Latino men pursuing engineering degrees at two highly selective, four-year institutions. Specifically, this study explored Latino engineering students’ understanding and responses to race and racism, with attention to ways in which understanding and responses differed by immigrant generation. A total of 37 semi-structured interviews were conducted and analyzed. Findings indicate that immigrant generation shaped levels of ethnic belonging and critique of racism in society. Responses to racism are referred to as cognitive racial reappraisal strategies.
“Thank God I’m Mexican!”
Racial Reappraisal Strategies of Latino Engineering Students

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URMs in STEM

Emphasis: Failure vs. Success

Race as static variable
Latinos in Engineering

Largest and fastest growing pop.

Engineering enrollment
How do issues of racial and ethnic identity play out among Latino males in highly selective engineering programs?
Physiosocial Ecological Framework for Understanding the Ontological Nature of Race (Kendig, 2011)

Critical Race Theory in Education (Gloria Ladson-Billings & William F. Tate, IV, 1995; Solórzano & Villalpando, 1998)
Research Questions

1. How do Latino male engineering students understand race and racializing experiences?
2. How might understanding of race and racializing experiences differ by immigrant generation?
3. How might understanding and responses to race and racializing experiences shape persistence in engineering?
Methodology

• Data Collection
  • 37 semi-structured interviews
  • 2 highly selective 4-year, research intensive, PWIs: Latinos <20% incoming 1st year students

• Participants
  • Mexican American descent
  • Enrolled full-time in any engineering subfield

• Data Analysis
  • Open and focused coding (Schensul, Schensul, & LeCompte, 1999)
I’ve always had a weird feeling toward segmented…because sometimes it does feel really exclusive because like for our MRP they have this thing called the learning center. It is like a study space with free printing and computers and white boards. It is a really good resource but…friends who are Indian or Pilipino and we would be like OH WE ARE GOING TO STUDY IN THE LIBRARY BECAUSE WE CAN’T GO STUDY IN THERE….It feels weird to be like oh there is this place where I can go get free printing and stuff but you guys cant go in there.
One of the lessons that my dad told me when I was really young...he used circles as a metaphor and said only worry about the things that are in your circle - the things you, personally can change. And then things that are outside of the element, there is no point in worrying anyway. I cant change the people that have negative stereotype against me but I can use the resources that are given to me. It is like a life philosophy I try to live by. The only problem is that my circle is getting bigger so I am getting more stressed because now I can actually affect my life a lot more than I could when I was, say, 8 years old. That is the only thing.
They recruit you before you even enter the school, so I was just like, ‘oh I am already classified as this thing.’ But they provide so many helpful resources that now, I am like, ‘Thank God I am Mexican and that they put me into this little group.’ In terms of my engineering success I would say I owe almost all of it to the MRP program. At first I was annoyed that was put into this but being in it I am grateful that I was grouped into this.
Cognitive Racial Reappraisal Strategies

Strategies by which a student, in order to protect a core academic (engineering) identity, engages in cognitive reappraisal strategies to construct for others and/or themselves a revised (more positive) racialized identity, status, or positionality in order to persist despite of and/or because of a racially hostile institutional context.
Historical Legacy of Racial Discrimination

- Ideological Consequences
- Interactional Consequences
- Structural Consequences

Ecological System

- Individual

Immigrant Generation and Ethnic Identity

Cognitive Racial Reappraisal Strategies

Understanding and Responses to Race and Racism

Persistence in Engineering
Resilience
demonstrated by ability to reappraise their racialized status and use experiences with racial discrimination as a motivation for social change

Important differences by immigrant generation in how participants understood and responded to race and racism
Minority Retention Programs (MRPs)

Assessments of effectiveness of MRP should consider extent to which these programs stigmatize

Limited opportunities to engage with social identities

MRP strategies for positive cross-racial interaction and leadership capacity building