

CARNEGIE CORPORATION OF NEW YORK  
437 MADISON AVENUE  
NEW YORK, NY 10022

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MEMORANDUM

DATE: December 3, 1996

TO: Intergroup Relations Meeting Participants

FROM: Anthony W. Jackson *AWJ*

SUBJECT: Briefing Book

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Attached to this memorandum is the briefing book for the intergroup relations project leaders meeting. As you know, the meeting will be held December 12-13, 1996 at the Conference Center of the Carnegie Endowment for International Peace, (2400 N Street, NW, Washington, DC 20037, 202-862-7900). The briefing book is being sent to all conference participants, including those who will only be participating on Thursday evening, December 12.

The briefing book contains a revised conference agenda, list of participants, descriptions of the sixteen research projects supported by Carnegie to improve interracial and interethnic relations among youth and project leaders biographies, some related background reading, and general information about reimbursement and conference logistics. Please bring the book with you to the meeting.

My colleagues and I at Carnegie are very much looking forward to this important meeting and the ideas for further action that will come from it. If for any reason you need to be in touch with me prior to the meeting, please call at (212) 207-6265, or speak to Roz Rosenberg, who has so ably coordinated the conference, at (212) 207-6266. During the meeting, others will be able to reach you **for emergencies only** at the following number, (202) 429-7979.

I look forward to seeing you in Washington, DC.

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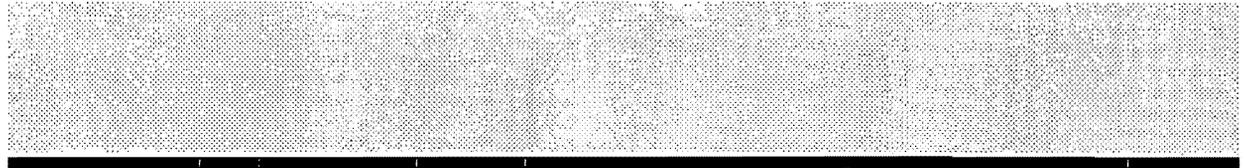
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# AGENDA



3:40 - 5:00

**Project Status and Emerging Issues**

**Panel 2: Middle School Youth**

Ronald Slaby, Education Development Center  
Kelly Brilliant, Education Development Center

Fernando Soriano, Education Training  
and Research Associates

Marsha Weil, Education Training  
and Research Associates

Dennis Barr, Facing History and Ourselves  
Robert Selman, Facing History and Ourselves

Beverly Tatum, Mount Holyoke College  
Phyllis C. Brown, University of Massachusetts,  
Amherst

Constance A. Flanagan, The Pennsylvania State University

Discussant

Kenyon Chan, California State University  
at Northridge

6:00 - 7:30

**Reception and Dinner**

7:30 - 8:30

**Intergroup Relations and the Prevention of Deadly Conflict**

David A. Hamburg, Carnegie Corporation

Friday, December 13, 1996

9:00 - 10:30

**Project Status and Emerging Issues**

**Panel 3: High School Youth**

Michelle Fine, City University of New York  
Linda Powell, Harvard University  
Lois Weis, State University of New York, Buffalo

Howard Pinderhughes, University of California,  
San Francisco

Project Status and Emerging Issues (continued)

Patricia Greenfield, University of California,  
Los Angeles

Alex Stepick, Florida International University  
Stan Bowie, Florida International University

Alfred McAlister, University of Texas at Houston  
Ronald Peters, University of Texas at Houston

Hanh Cao Yu, Social Policy Research Associates

Discussant

James Jackson, University of Michigan

10:30 - 10:45

**Break**

10:45 - 12:15

**Advancing Youth Intergroup Relations Research  
and Linkages to Programs, Policies and the Media**

James Banks, University of Washington  
Marge Baker, National Institute for Dispute Resolution  
Raymon Cortines, Stanford University  
Paul Martin Du Bois, American News Service

12:15 - 1:15

**Lunch**

1:15 - 2:30

**Advancing Youth Intergroup Relations Research  
and Linking to Programs, Policies and the Media**  
Small Group Discussions

2:30 - 3:15

**Group Reports**

3:15 - 3:30

**Next Steps**

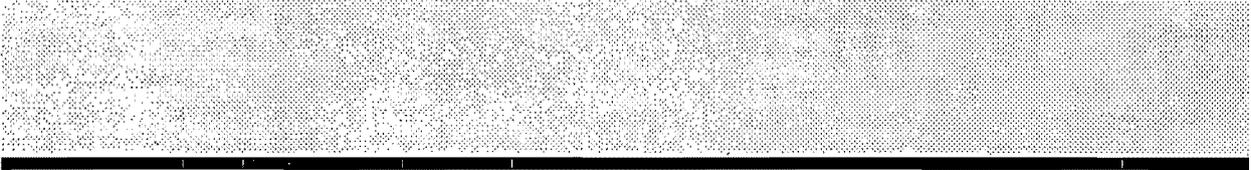
Anthony Jackson, Carnegie Corporation

3:30

**Adjourn**







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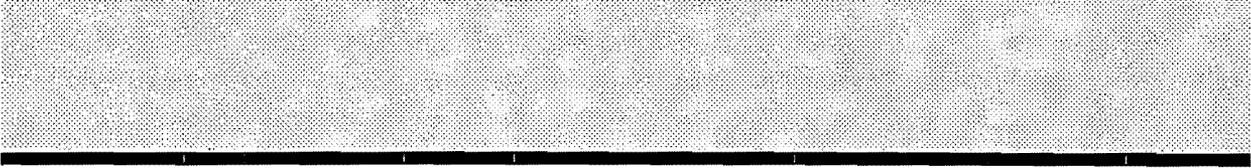
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# PROJECT SUMMARIES

## **Panel 1: Elementary School Youth**

**Michele Foster**, Claremont University Center and Graduate School

**Sherryl Browne Graves**, Hunter College of the City University of New York

**Phyllis A. Katz**, Institute for Research on Social Problems

**Diane Hughes**, New York University

**Edward Seidman**, New York University

**Cindy Carlson**, University of Texas at Austin

**Laura Lein**, University of Texas at Austin

**Michele Foster, Claremont University Center and Graduate School**

This year-long study on intergroup relations in ethnically diverse classrooms will: 1) explore the effect that attending racially and ethnically mixed classrooms, in two southern California communities, has on intergroup relations among children from diverse backgrounds; 2) describe the nature of relations between different ethnic groups, and 3) examine the social processes that occur in ethnically diverse classrooms in order to illuminate how these processes lead to specific patterns on intergroup relations. A wide range of issues will be considered during the course of the study.

The multi-method study will gather and examine both quantitative and qualitative data. The study will concentrate on grades 1 and 4: grade 1 as it represents a child's first public school experience (kindergarten is not mandatory in California), and grade 4 as some research suggests that racial division and hostility began to manifest on the upper elementary grades. Although the study will be based in the school and the classroom, data will also be collected on the macro-level institutional and community forces that effect local classroom social processes, behavior, and interaction through time.

This study is important in that it will contribute to a better understanding of the social process underlying intergroup relations in ethnically diverse classrooms. The project will also serve as a resource for teachers and teacher educators concerned with issues of the classroom management, pedagogical strategies and teacher-student relationships in culturally diverse classrooms.

**Sherryl Browne Graves, Hunter College of the City University of New York**

Substantial research shows that children learn racial content from television and that their attitudes and perceptions can be influenced by it. While more active interventions—for example, role playing and simulated games—are most effective in promoting positive intergroup behavior, a video presentation can be effective in reducing prejudice, especially when it is coupled with activities that encourage subjects to practice nondiscriminatory behavior. This project will support a study of the impact on children and their teachers of a prejudice-reduction video series, *Different and the Same*, produced by Family Communications, the makers of *Mister Rogers' Neighborhood*. This media package, available at low cost or free from the Public Broadcasting Service, consists of nine videocassettes, each thirteen to fifteen minutes long, a teachers' manual, a teacher training video, and a workshop guide.

The purpose of the first of two proposed experiments is to measure the effect of the video intervention on prejudice reduction and intergroup interaction under varying levels of racial and ethnic diversity. The research will be conducted in three schools that vary in racial and ethnic makeup. In each school, the videotapes will be shown and discussed in three classrooms, one each in the first, second, and third grade. A fourth classroom, drawn at random from one of the three grade levels, will serve as the control group. Before and after the intervention (and in the control classroom), children will be asked to select classmates for different social, recreational, and scholastic activities. Researchers will measure the nature, frequency, and duration of intergroup interaction, as well as other contextual variables. The data will be analyzed to determine if the nature and extent of prejudice reduction varies with the racial and ethnic makeup of the classroom.

The second experiment is designed to test the conditions under which the video curriculum is most likely to be effective. Four sites, two schools and two youth-serving organizations, all serving broadly diverse groups of children, will be selected. The study will examine differences in outcomes for second grade children attributable to the differences in context and to differences in conditions of presentation: video alone; video plus learning activities drawn from the teachers' guide; videos plus activities plus a one-day teacher training workshop. It is expected that the last will be the most effective. In both experiments, data will be collected before, during, and after the intervention and six months later to examine the persistence of effects.

## Phyllis A. Katz, Institute for Research on Social Problems

While it often surprises adults to discover that young children are not color-blind, research indicates that, by the time children enter school, many already harbor considerable intergroup bias that affects aspects of their behavior. Despite these findings, very little research exists on the kinds of strategies that may be effective in reducing intergroup bias among young children. The proposed research program will investigate several intervention strategies aimed at fostering more positive intergroup attitudes in young children, in particular those from four to eight years of age, which may be a critical time to prevent or reduce the development of negative intergroup attitudes.

The proposed study builds on years of path-breaking research by the principal investigator, Phyllis A. Katz, the director of the Institute for Research on Social Problems in Boulder, Colorado. Some of the findings of her recent studies are particularly germane to the current proposal. For example: racial categorization begins earlier than previously thought; over 90 percent of six-month-olds respond to skin color cues in a categorical manner. Developmental pathways for European American and African-American children diverge between two and three years of age; at thirty months, European American children show same-race friendship choices that continue over the preschool period, while at thirty-six months, African-American children shift from same-race to other-race friendship choices. And during the first three years, parents of both racial groups are reluctant to talk about race with their children.

This study will explore two major questions. What are the most effective ways of preventing negative intergroup attitudes, and when is the best time for such interventions to be introduced? The study will utilize a pretest/post-test design, whereby the effectiveness of two strategies to modify racial attitudes and behavior will be assessed on children at two developmental levels, kindergarten and first grade (5-6 years) and second and third grade (ages 7-9). Only children from racially heterogeneous classrooms will be studied. The first strategy, a perceptual change treatment, is designed to improve children's capacity to make within-group perceptual differentiation (i.e., within-race) and to reduce between-group racial distinctions. The second strategy will be cognitively oriented and will utilize techniques aimed at increasing children's ability to classify people according to many categories, in addition to race or ethnicity, and to increase their empathy for children of other racial groups.

The goals of the research are to foster more positive attitudes in young children and to provide information about how to reduce the effects of biased categorization. Katz anticipates that both approaches will result in reduced bias levels, relative to a non-treatment control, but that each will be differentially effective in younger and older children. The data to be collected will contribute significantly to the knowledge base concerning children's biases and how to modify them.

**Diane Hughes  
Edward Seidman  
New York University**

The Early Adolescent Development Study (EADS) is a two-year longitudinal study of third, fourth, and fifth graders in an integrated suburban school district. It aims to elucidate developmental and social factors that promote or impede positive inter-group contact and interactions during middle childhood. We are examining three sorts of factors that may illuminate why children become increasingly oriented towards same-race peers as they progress through school. First, we are focusing on ordinary developmental processes to determine whether age-related shifts in the racial homogeneity of children's peer networks is partially explained by the increasing salience of ethnic identity as well as an increasing awareness of status differences between racial groups. Second, we are examining the influence of family and community socialization processes, such as parental racial attitudes and their communications to children about their own and other races. The third area of study will be the influence of school level factors, such as classroom racial composition and climate, grouping and tracking practices, and teacher attitudes and behavior.

The sites for the study are five elementary and two middle schools in an integrated suburban school district in New Jersey. The two middle schools are racially balanced (about 50% European American, 40% African American, and 10% children of other ethnic backgrounds), reflecting the overall population within the district. The schools are more racially homogenous at the elementary level, resulting in three predominantly European American, one predominantly African American, and one racially balanced elementary schools. The study utilizes multiple methods and multiple informants to obtain information on the extent and quality of cross-race interactions and on the correlates of such interactions. Student surveys are administered to third graders at three schools and to all fourth and fifth graders in the district in the fall and spring of each of the two years. Following these students over a two-year period permits us to examine potential changes in friendship networks as fourth graders from diverse types of schools make the transition to middle schools that are racially balanced and as fifth graders make the transition into a formal program of academic tracking. Observational data on a small sub-sample of children will provide qualitative descriptive information on conditions surrounding and the affective nature of cross- and same-race interactions. Semi-structured interviews with teachers, which take place at mid-winter of each year, will provide information on teacher attitudes, the classroom social climate, grouping and instructional practices, and teacher expectations for students. Parent questionnaires, also administered at mid-winter of each year, will provide information on parental attitudes and socialization strategies as well as other related constructs that may influence children's friendship choices and well-being.

In investigating conditions which promote or impede positive cross-race contact during late elementary and early middle school years, the study will provide information to help maximize the possibilities for positive intergroup relations within racially integrated schools. Key questions to be addressed include: Do children's cross-race relationships change over time? Do transitions in educational experiences (e.g., from elementary to middle school, from non-tracked to tracked classrooms) influence intergroup relations and, if so, how? What effect does prior experience in same-race or mixed race elementary school settings have on middle grade friendship patterns?

**Cindy Carlson  
Laura Lein  
University of Texas at Austin**

The proposed research is a multidisciplinary, multi-method, school-based field study of ethnically diverse youth aged 10–14 that will strengthen our knowledge base of continuity and discontinuity in intergroup peer relationship patterns that occur when children transition from ethnically homogenous neighborhood schools to an ethnically diverse middle school beyond the neighborhood. The research builds on literature that points to multiple concerns about the youth of today: cross-racial friendships and intergroup relations, including violence and discrimination, lowered academic achievement of minority students, risks associated with early adolescence, risks associated with the transition to middle school, and the mismatch of middle school curriculum and organization with early adolescent development.

The proposed research has three broad goals. The first is to describe the changing developmental pattern of intergroup peer relations among youth from diverse socioeconomic and ethnic backgrounds as they integrate in a multiethnic middle school. The second goal is to evaluate the degree to which a multi-faceted school-wide intervention, the transition to a Carnegie *Turning Points* model school, improves peer intergroup relations. The third goal is to contribute to the limited research on intergroup and within-group relations of Hispanic youth. The Hispanic student population will increase dramatically in the next decades, and Hispanic youth and families fall into the lowest quartile on almost all indicators of “well-being.”

The proposed research builds on two years of qualitative and quantitative research on multicultural climate and intergroup relations in school settings targeted by the proposed research. Student surveys, focus groups, and extensive ethnographic observations of a multiethnic (white, Hispanic, black), socioeconomically diverse (53% low income) middle school (N=1005) and the homogeneous feeder elementary schools have been conducted and provide important baseline data for the proposed research. Given the existing data, a four-year longitudinal sequential research design of the multi-ethnic intergroup relations throughout the early adolescent developmental stage will be possible.

The proposed research will collect two additional annual surveys of the middle school student body, conduct annual focus groups with selected students, and continue ethnographic observations of the classroom, and non-classroom environment across the intervention to track intergroup peer relationship changes. In addition, it is anticipated that the research will expand to two comparison middle schools for the duration of the Carnegie grant. One comparison school is a local Carnegie mentor school with a culturally diverse population and the second is a middle school with no Carnegie model reforms but a sample of students similar demographically to the original target school that is undergoing major school reform. Expected outcomes include the following: (a) a description of the student outcomes associated with, and changes in multiethnic peer relationship patterns throughout early adolescence, with particular consideration given to the multiple ecological social contexts (family, school, neighborhood) in which such intergroup relations are embedded and to the peer relationship patterns of Hispanic youth; (b) evaluation of the impact of a school structural change on peer relationship patterns and perceptions of context, again with the particular goal of improving Hispanic youth outcomes.

## **Panel 2: Middle School Youth**

**Ronald Slaby**, Education Development Center  
**Kelly Brilliant**, Education Development Center

**Fernando Soriano**, Education Training and Research Associates  
**Marsha Weil**, Education Training and Research Associates

**Dennis Barr**, Facing History and Ourselves  
**Robert Selman**, Facing History and Ourselves

**Beverly Tatum**, Mount Holyoke College  
**Phyllis C. Brown**, University of Massachusetts, Amherst

**Constance A. Flanagan**, The Pennsylvania State University

**Ronald Slaby  
Kelly Brilliant  
Education Development Center**

Acts of prejudice may be perpetrated by one individual against another, yet the very nature of prejudice is far broader in its development, enhancement, and consequences. Previous attempts to prevent have typically focused on those who actively participate in conflict. However, the overwhelming majority of people are bystanders who play a pivotal role in maintaining social norms that either sanction or inhibit prejudicial attitudes and behaviors.

The proposed project will be built on the scholarly research of Dr. Ronald Slaby, senior scientist at the Education Development Center (EDC) and lecturer on education and pediatrics at Harvard University. Slaby's innovative research in the areas of violence and interpersonal conflict has broken important new ground by widening the spotlight beyond a narrow focus on the aggressor to include those critical actors on the periphery. Through a greater understanding of the important role played by bystanders in provoking, maintaining, or defusing conflict, he has established a basis for original interventions. Grounded in theory, research, and practice, Slaby's ideas have been translated into effective strategies to confront the epidemic of conflict that threatens our country.

Slaby's approach holds great promise for reducing prejudice which relies more extensively on group norms than for the situational and personal conflicts that underlie so much aggressive and violent behavior. The bystander approach offers both a conceptual framework for defining the problem of prejudice from the important perspective of "bystander," as well as pedagogical strategy for addressing the problem in meaningful and nonthreatening ways.

To bridge the wide gap that currently exists between research and practice, we will apply this framework in the context of two documented intervention strategies: A Cognitive Skills-Building Intervention, designed to enhance the individual cognitive skills and beliefs needed to change the prejudicial thinking and behaviors; and a Cooperative Goal-Directed Intervention, designed to enhance those aspects needed to enhance harmonious intergroup relations—social acceptance, individual and group responsibility, and the development of empathy. We will examine the effectiveness of each intervention separately, as well as their combined effects on a multiethnic group of middle school students.

This research will build upon Slaby's own extensive research and practice in the fields of violence prevention, hate crime reduction, media influenced, and the development of the cognitive foundations of social behavior, as well as the research on "the systematic intervention to promote positive intergroup interaction and prevent intergroup conflict and violence." In addition, it will shed light on Carnegie's questions regarding "the influence of young people's self-perceptions...and peer norms" and "the impact of media" on intergroup attitudes and behavior.

The primary aims of this research are to:

- (1) Provide school systems (administrators, teachers, students, parents), researchers, and other key stakeholders with a new conceptual framework and pedagogical strategies for reducing prejudice and improving intergroup relations based on the bystander approach.
- (2) Unite the bystander approach with a new two-pronged intervention, derived from combining two promising prejudice-reduction strategies: cognitive skill-building and cooperative goal-directed strategies.
- (3) Investigate the separated and combined effects of these two strategies in changing cognitive skills, social acceptance/rejection, and intergroup attitudes and behavior among students.
- (4) Develop, based on interviews and observation of the interventions, several rich examples and case descriptions that illustrate and further examine the quantitative findings.

We predict that each intervention alone will produce positive changes directly related to the intervention; and the combination of both interventions will interact synergistically to produce broader and more extensive changes than either approach alone. Findings will provide a basis for advancing an understanding of the focal points for changing prejudicial thoughts and actions and enhancing positive intergroup relations among early adolescents of diverse racial and ethnic backgrounds. And, because, Slaby will be performing the work at EDC, he is supported by an international organization which also has experience and capacity to conduct research, disseminate its findings, and most importantly translate them into policies and programs that positively affect young people in schools and communities in the U.S. and around the world.

**Fernando Soriano**  
**Marsha Weil**  
**Education Training and Research Associates**

The overwhelming majority of studies on intergroup relations among youth have focussed on relations between African American and European American youth and have been conducted in public schools. With recent demographic shifts, the national focus has extended beyond the relationships between these two groups to include the heightening tensions involving other ethnic groups. The proposed study focuses on the intergroup relations among a highly diverse group of young people who are on court-ordered probation and who attend special "court" schools in northern California.

The study population will consist of adjudicated adolescent males, aged thirteen to eighteen, primarily from Oakland and San Jose counties. Young people on probation are targeted in the study because they are more likely to be exposed and to participate in intercultural group conflict. They are also more likely to be aggressive and violent, making it easier to assess the link between cultural factors and conflict. The court schools these young people attend are small facilities, averaging forty students.

In the first phase of the study, 100 boys from each of the four predominantly racial and ethnic groups in the schools—African American, Asian American, European American, and Latino—will be surveyed to assess their attitudes and behavior toward other groups, their sense of ethnic identity, and their bicultural self-efficacy (this is a measure of the extent to which an individual is able to function effectively within his own culture realms). Subjects will be drawn from several court schools in the two counties. Information from the survey will illuminate the nature of intergroup relations within these special settings and will be used to tailor the intervention.

In the second phase of the project, fifty boys from each of the four racial or ethnic groups will be selected and randomly assigned to either an experimental or a control group on their school. The 100 boys in the experimental groups will participate in a three-part intergroup conflict intervention program. The program consists of a sixteen-week course that provides information about different cultural groups and training in cross-cultural communication; a three-to four-day cultural "challenge" component that will confront diverse groups of young people with tasks requiring cooperative participation to achieve a common goal; and a community service component in which the students design and implement a community service project over a sixteen-week period. Using self-reports and observations, the intervention will test the two hypotheses: that ethnic identity and bicultural self-efficacy influence intercultural conflict and social problem-solving behavior, and that an intervention that fosters positive ethnic identity, provides knowledge that validates different cultural backgrounds, teaches social and communication skills, and provides a format for cooperative interaction can diminish intercultural conflict within a violence-prone adolescent population.

**Dennis Barr**  
**Robert Selman**  
**Facing History and Ourselves**

In a society, and indeed a world, where intergroup tension and conflict seem only to be rising, it is essential that young people develop their capacities to engage as active thoughtful, and compassionate individuals and that they be able to work productively with people of different racial and ethnic backgrounds. Many school and community programs now exist which aim to prevent intergroup conflict and foster positive interracial and inter-ethnic relations. There is, however, a dearth of studies which evaluate these programs specifically, and even fewer studies that are grounded in theories of human development. A developmental conceptual model is at the heart of the research summarized here, research which will examine the processes and outcomes of a program designed to promote positive intergroup relations in both school and community-based settings.

The program site for the research, *Facing History and Ourselves* (FHAO), engages adolescent students of diverse backgrounds in an examination of racism, prejudice, and antisemitism, in order to promote the development of student capacities to be active participants in a pluralistic, democratic society and to balance self-interest with genuine concern for the welfare of others. Both the school and community-based variations of FHAO offer unique opportunities for research on intergroup relations.

Two interrelated studies comprise the research. Study One involves two qualitative case studies using participant-observation of program processes in two FHAO contexts: the peer leadership/FHAO program at the Dimock Community Health Center (approximately ten youth) and one eighth-grade FHAO classroom (approximately twenty students). We are observing all program sessions, interviewing a sub-sample of youth in each setting, and gathering two types of writing samples (journals and responses to questions about stories related to intergroup relations). Data will be analyzed for thematic and development shifts in the youth's perspectives in intergroup relations and the content and processes of the FHAO program over a period of six months. A new developmental measure that uses FHAO curricular materials is being developed.

Study Two is a quasi-experimental study, using a pre-test design, of the impact of the two forms of FHAO on moral and psychological development and behavioral outcomes associated with positive intergroup relations. Moral reasoning is being measured using the Defining Issues test; psychosocial development is being assessed using a multiple choice and short answer instrument that targets the youths' understanding, management, and personal meaning of peer and family relationships and fighting; behavioral outcomes are being measured using questionnaires that elicit self-reports of both risk-taking behavior and civic participation. The sample for Study Two is comprised of approximately 100 students in four FHAO classrooms, 100 students in four comparison classrooms, and ten youth in the peer leadership program. Studies One and Two are designed to be synergistic-qualitative analyses of adolescent perceptions and program processes in Study One will help to explain the outcomes revealed in Study Two.

In an increasingly diverse and complex world, it is essential that people be able to rise above individual differences in order to work together with understanding and respect. This research aims to provide new windows into the role that programs can play in promoting the development in such capacities which are believed to underlie positive intergroup relations.

**Beverly Tatum, Mount Holyoke College**  
**Phyllis C. Brown, University of Massachusetts, Amherst**

School-based efforts to improve intergroup relations among youth are usually focused directly on the young people themselves, ignoring the potentially critical influence that teachers' and parents' attitudes and actions may have on student behavior. This project examines the combined effect on young people's intergroup relations of interventions involving students, teachers, and parents.

The site of the research is Northampton, Massachusetts, a small economically and ethnically diverse city with an increasing school population of color (presently 24 percent). One component of the study focuses on the development of adolescents' ethnic identity. Middle school students from six racial/ethnic groups will be recruited each year to participate in a Cultural Identity Group (CIG) program. The CIG program involves students in weekly small-group discussion and learning activities over a 16-week period, first in same-race and later in "blended" groups. Students have the opportunity to discuss the impact of race and racism, to explore their own sense of race and ethnicity as well as explore the meaning of race and ethnicity to others. Brown's previous research found the CIG program to be successful in helping students cultivate communications skills that lead to better intergroup relations.

The second component of the study consists of a semester-long professional development course that requires participants (24 teachers/semester) to examine closely their own sense of ethnic and racial identity and their attitudes toward other groups, as well as develop effective anti-racist curricula and educational practices. In Tatum's previous research, the teachers' course has proven to support student learning and to improve intergroup relations. Both the CIG training for students and the professional development course for teachers are undergirded by emerging theories of racial and ethnic identity that suggest young people and adults alike need "safe spaces" to explore personal attitudes and to reflect upon their own and others' behavior from multiple perspectives.

The third component of the study involves a series of parent meetings designed to provide the parents of middle school students with information about intergroup relations in the school, to encourage positive intergroup interactions among adults as a way of modeling desirable behavior, and to serve as a way of identifying parent and community resources who might help with the CIG project.

Using surveys, interviews, and ethnographic data collection methods, the research project will investigate changes in students' and teachers' attitudes and behavior attributable to the various components of the study. In addition to reports intended for an academic audience, products of the research will include curriculum guides for establishing both CIG programs and the professional development course for teachers.

**Constance A. Flanagan, The Pennsylvania State University**

Training youth for citizenship figures prominently in the mission statements of most school systems and youth-serving organizations in America. Although this kind of preparation is considered a developmental imperative in a democratic society, almost no research has been conducted during the past two decades on what are arguably some of the core aspects of that competence: perspective-taking, intergroup understanding, and a commitment to the civil rights of diverse groups. Even less is known about how youth from ethnic and racial minority groups develop a sense of trust in civic institutions and memberships in their communities and how these factors influence intergroup relations.

The project will examine adolescents' perceptions of intergroup relations on the context of their views of what constitutes a "just world" and their beliefs about the essential fairness of American society. It builds on the principal investigator's work on adolescents' view of social justice and the "social contract." In this research a diverse group of American young people are being compared to a similarly diverse group of their peers in seven other nations, four of which are former "Soviet-bloc" countries. Building on the study's preliminary analyses of factors related to American adolescents' attitudes toward immigrants and other "out groups," the project will explore in greater detail the relationship between young peoples' concepts of justice and their attitudes and behaviors toward different racial and ethnic groups.

The study will address such questions as: Do young people feel that the same rules and rights apply to everyone, regardless of the group they belong to? Is there a relationship between political cynicism and youth's perceptions that their group is getting a raw deal? What factors in developmental settings promote adolescents' perspective-taking (i.e., their ability to see issues from more than their own point of view) and their skills at arriving at consensus or compromise? Using focus groups, surveys, and essays responses to open-ended questions that pose political and social dilemmas, the research team will gather data on samples of early and late adolescents from five communities which represent very different ecologies for youth development. These communities differ markedly in socioeconomic levels, racial and ethnic composition, and opportunities for intergroup contact. The research design involves collaboration among the researchers, youth, teachers, and 4-H Extension agents at several stages in the project: in the interpretation of findings from the earlier cross-national study; in identifying specific issues to be addressed in the proposed study; and in discussions of the findings' potential implications for policies and programs. The study should yield rich data on the meaning adolescents attach to being a member of a particular group, their assessment of the extent to which that group enjoys the rights and participates in the responsibilities of American society, and their beliefs about the extent to which other groups deserve similar rights and responsibilities.

### **Panel 3: High School Youth**

**Michelle Fine**, City University of New York

**Linda Powell**, Harvard University

**Lois Weis**, State University of New York, Buffalo

**Howard Pinderhughes**, University of California, San Francisco

**Patricia Greenfield**, University of California, Los Angeles

**Alex Stepick**, Florida International University

**Stan Bowie**, Florida International University

**Alfred McAlister**, University of Texas at Houston

**Ronald Peters**, University of Texas at Houston

**Hanh Cao Yu**, Social Policy Research Associates

**Michelle Fine, City University of New York  
Linda Powell, Harvard University  
Lois Weis, State University of New York, Buffalo**

In a world that continues to be fractured along the lines of race, ethnicity, social class, and gender, some integrated schools and community sites are nonetheless successful in promoting positive interracial and interethnic relations among youth. Given that such settings are scarce, it is critical to understand their dynamics as naturalistic laboratories for the development of supportive, democratic environments organized by and for youth. The proposed study will seek to understand the structures, ideologies, and practices that enable young people to position themselves within diverse, cooperative communities, despite adverse social, political, and peer pressures.

The study will be conducted in a community arts program in Buffalo, and in two high schools, one in Montclair, New Jersey, and the other in Philadelphia. The Molly Olga Arts Center is a neighborhood art school attended by approximately 300 children and 100 adults; it was founded in 1960 in the Fruit Belt section of Buffalo, which is predominantly African American. By making fine arts instruction accessible to everyone at no cost, the center provides a unique environment where people of all backgrounds come together to learn and experience a sense of community. The second research site is a ninth grade world literatures course at Montclair High School. The course was created by faculty members to provide an intellectually challenging, multicultural experience for a heterogeneous group of students. It was established as an alternative to the conventional English classes, in which students are "tracked" based on previous academic achievement. The third site, Kensington High School, is located in a low-income community in Philadelphia in which interracial tensions run high. Despite these tensions, the broadly diverse student population is surprisingly free of racial strife, partly because of weekly Family Group meetings, which are student-led schoolwide discussions about race, power, and other issues pertinent to adolescents.

Based on previous research in these and similar places, the three settings were chosen as possible models for new kinds of participatory structures for youth. They have each achieved structural and social integration across race and ethnic groups and between young people and adults. These are communities in which "difference" is viewed as a strength that enriches the texture of the community; in which tolerance, negotiation, and mutual support lie at the heart of the community; and in which democratic participation is a defining aspect of decision making and daily life. Building on an in-depth examination of the research literature supported, in part, by a ongoing grant from the Spencer Foundation, the investigators will develop a framework for understanding relations in these "communities of difference" and how such communities can be strengthened.

The three principal investigators, assisted by graduate students, will work separately in their own sites but will also collaborate. Relying primarily upon intensive ethnographic methods, including focus groups with teachers and staff members and interviews with current and former students, community activists, and artists, the research is designed to examine these communities through the analytic lenses of the young people's personal biographies of

race and ethnic identity and their current conceptions of cross-racial relations, the adults' personal biographies of race and ethnic identity and their current conceptions of cross-racial relations, and, most fundamentally, the structural conditions that are the prerequisites of such interracial communities of difference. The study will also examine the extent to which such contexts can generate youth leadership and democratic participation.

**Howard Pinderhughes, University of California, San Francisco**

The research will examine the ethnic and racial attitudes, the extent of contact, the nature of relations among youth at Mission High School, and the influence of young people's self perception, family values, immigrant background, or peer norms on their relations with youth from different backgrounds. The research combines basic survey research on ethnic and racial attitudes, qualitative research on the structure and content of ethnic and racial identities among youth at Mission High School and an intervention designed to increase the school population's awareness of the current state of ethnic and racial attitudes among students at the school and an increase in exposure and awareness of the many cultures represented in the school's population.

The principal investigator will work with a multicultural group of students to conduct research on the state of race relations at Mission High. The group will then use the findings of the research to structure a dialogue among the school community about ethnic and racial identity, and the possibility of developing greater crosscultural awareness and interaction. The project would be conducted in two phases. First, beginning in the fall of 1996, the group will conduct a study of ethnic and racial attitudes using an existing survey instrument, which was developed by the principal investigator to measure ethnic and racial attitudes in New York City and Oakland, California. The results of the survey would be disseminated to the school community in the spring of 1997 and will be used in classrooms by teachers as the basis for discussions and dialogues on race relations at the school. During the second phase, the group will conduct videotaped individual and group interviews with students about their ethnic and racial identity in the spring and fall semesters of 1997. This section of the project will focus on questions about how the youth see themselves, what their race and ethnicity means to them, how they have experienced race and ethnicity and how they developed their perceptions of race and ethnicity. At the end of the second year of the project, the videotapes will be edited and presented to the school community in an assembly as a part of a week long schedule of events which will be structured as a dialogue to build a multicultural community at Mission High School.

This project is designed to involve members of the school faculty and student body in the process of research and the development of a plan of action based on a critical dialogue within the school about the state of intergroup relations at Mission High. The expected outcome of the two-year project is a clearer focus on intergroup relations within Mission High School, the development of an action plan for the adoption and development of programs and curricula to increase crosscultural awareness and interaction, and a reduction in the level of intergroup conflict at the school. The project will also produce rich survey and qualitative data about ethnic and racial attitudes, identity and intergroup contact at an innercity high school with a very diverse student population which includes a high percentage of immigrant youth.

Patricia Greenfield, University of California, Los Angeles

Since the seminal work of Gordon Allport in the 1950s, a large body of research has been conducted that generally supports his "contact theory," which posits four criteria for positive intergroup relations: equal status, cooperative behavior in pursuit of common goals, contact that permits learning about others as individuals, and support for intergroup contact from authorities. The proposed study will examine intergroup relations among students in one context—school sports teams—that appears to fulfill these criteria yet has received relatively little attention by researchers. The study assumes that sports teams—where all members work together seemingly as equals in pursuit of victory—provide a precondition, but not a guarantee, of positive intergroup relations. Pilot studies on high school girls' volleyball teams have found that, even when equal status and shared goals exist, cultural differences in values can often be the source of interethnic misunderstandings that lead to conflict and misunderstanding. The research will examine this finding further and consider the extent to which culturally based differences in values can be overcome through facilitated team discussions and self-reflection.

During the first phase, the study sample will consist of a boys' and a girls' basketball team and a boys' and a girls' volleyball team in each of two Los Angeles-area high schools. The schools will be selected so that the teams will be likely to include African American, Asian American, European American, and Hispanic members. Over the course of one season, the research team will observe players' interactions—especially examples of cross-cultural harmony or conflict—during games, practices, and pre- or postgame meetings. Observations will be supplemented by interviews with players, parents, and coaches. Students will also be asked to keep journals in which they interpret the cause and effect of significant interpersonal events on the team. The extent to which students and their parents value individualism versus collectivism in solving problems will also be assessed, based on their responses to several hypothetical social dilemmas and standardized psychological scales.

Knowledge gained in the first phase will be applied toward the development of a program of activities designed to enhance students' and coaches' understanding of cultural influences on human behavior and development. The study sample in the second phase will be twelve teams; however, the teams from two high schools will serve as the experimental group, and those from the third school will serve as the control group. The primary intervention in the experimental group will be a series of intensive discussions of the social dilemmas described earlier; the researchers, and later the coaches, will help team members consider responses from both individualistic and collectivistic perspectives and examine the underlying values that give rise to different approaches. Players in the control school will respond individually to the scenarios, as they did in phase one, but will not discuss them. Using data-gathering methods similar to those used in phase one, researchers will evaluate the effect of the intervention on students' attitudes and intergroup behavior over the course of the year. Based on previous work, the researchers expect that this kind of conceptual change activity will foster the development of greater cultural awareness and reduce the attribution of prejudice and discrimination in students' interpretations of each other's behavior.

Alex Stepick  
Stan Bowie  
Florida International University

As new immigrants increasingly concentrate in native-born minority neighborhoods, interaction among difference ethnic groups becomes both more frequent and more important. While substantial research has accumulated on the interactions between whites and blacks in the U.S., few studies address the dynamics of multicultural education multilingual settings.

Will these ethnic changes in the U.S. population make intergroup interactions more contentious? Will black immigrants assimilate to African-American culture and interact positively with African Americans? Will new Hispanic immigrants assimilate into the culture of native Hispanics and interact positively with them? Will Hispanic-African-American interaction be different from previously studied white-black interaction? Will the Americanizing second generation immigrant youth, have difference attitudes and behaviors toward intergroup interaction than their immigrant parents? How will schools that used to have primarily white students and whose staffs are still dominated by whites respond to the new, increasingly multiethnic student body? Will their programs and policies promote or discourage positive intergroup interactions?

We propose to examine interethnic relations over two years among native and immigrant minority youth in the Miami metropolitan area of Dade County, Florida. We will study these relationships in two primary contexts: (1) four high schools, a mainstream institution, still largely controlled by the non-Hispanic white population, and (2) the family and community, where youth interact primarily with co-ethnics. In each context, we will triangulate three methods: (1) longitudinal participant observation of youth in the schools, their homes, and their communities, (2) intensive interviews of the youth, school personnel, parents, and other adults who work with the communities' youth, and (3) focus groups of youths and, separately, of parents. Integrating data from these two contexts and triangulated methods will permit us to understand not only school policies and programs as articulated by school personnel, but also to see how in fact, on a day-to-day basis, these policies and programs actually influence intergroup relations. Similarly, by observing and interviewing a sample of adolescents for two years through their school days, onto the streets of their respective communities and into their households, we will be able to determine not only youth and adult norms of intergroup interaction, but also their actual behaviors in context.

Drawing from the literature on the *contact hypothesis*, we specifically will examine the importance of: (1) equal-state contact, (2) cooperation versus competition (3) institutional support for positive relations and (4) the opportunity for individual interactions. The literature on *segmentary assimilation* alerts us to the importance of examining the relationship between immigrant and native minority groups, in addition to the more extensively researched field of black minority-white mainstream relationships.

Dade County, Florida constitutes a strategic research site for addressing questions of interethnic relations among native immigrant minority youth. It has the highest population of foreign born residents of any major metropolitan area in the U.S. Its primary immigrants groups contain both Hispanic and black immigrants. Hispanics and blacks also compromise a majority of the population for both the County and its schools. Dade County has minorities living in inner-city, in the suburbs, and in rural communities. Adolescents for Dade County's primary ethnic groups—African Americans, Cubans, Haitians, other Caribbean blacks, Nicaraguans, and Mexicans—constitute the research population. We will conduct the research in four neighborhoods that contain different mixes of these groups and that vary on critical social and economic variable. One neighborhood is urban inner-city black, one is suburban Hispanic, one is suburban black and the fourth rural black and Hispanic.

**Alfred McAlister  
Ronald Peters  
University of Texas at Houston**

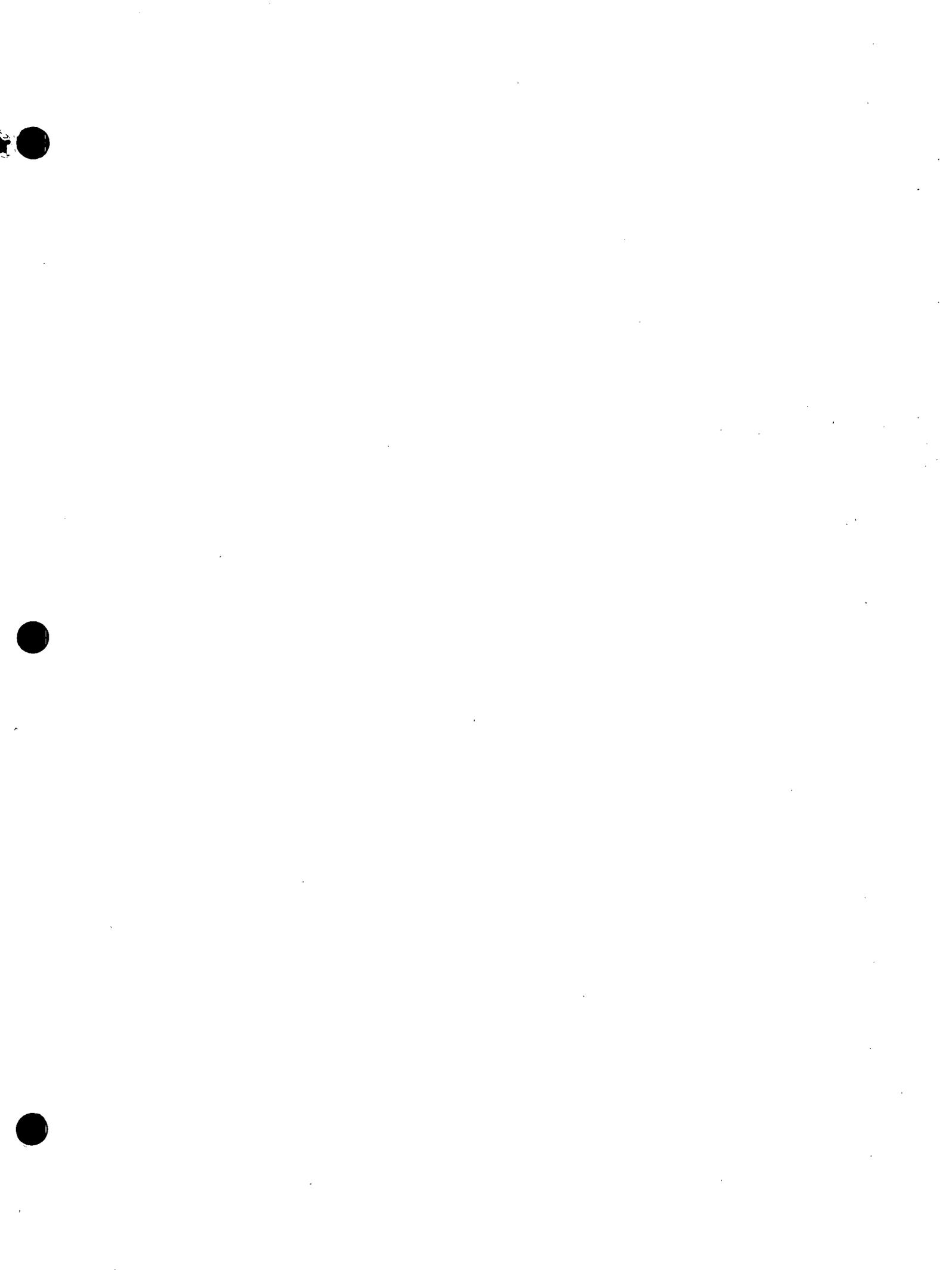
Intergroup hostilities, intolerance and discrimination pose serious long-term threats to mental and physical health in our society. In recognition of this threat, the United States Public Health Service's Year 2000 National Health Promotion and Disease Prevention Objectives include the further development of school and ethnic violence prevention programs. The proposed study will attempt to reduce interracial and interethnic conflict among adolescents by adapting a public health approach to disease reduction and prevention. Sites for the research are the most diverse high schools and neighborhoods in Houston and other Texas cities. The study design calls for one school and community in Houston to participate in STUDENTS FOR PEACE during the first year.

The central activity of the program is the presentation and discussion of role model stories, initially by graduate student research assistants and later by trained peer leaders who will form their own STUDENTS FOR PEACE organization. These stories will be carefully crafted to show how young people and adults are learning to change attitudes and improve skills for amicable group relations. Students, parents, and other community members will be given printed materials describing the role model stories and asked to provide feedback on the modeled behaviors. Those who are especially responsive will be invited to participate in a leadership group to encourage diffusion of new intergroup attitudes and skills.

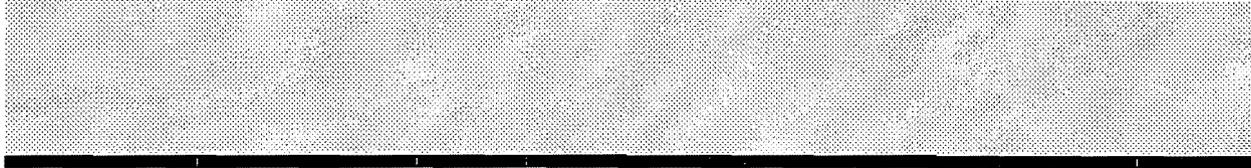
A mass communication campaign will have local and city-wide components. Journalism students at the high school will produce a newsletter and video magazine consisting of role model stories based on the experiences of students and adults in the school and local community. The newsletters and videos will be disseminated monthly in schools and community settings and will serve as the focus for discussions facilitated by the peer leaders. English- and Spanish-language newspapers and television stations will systematically report the students' and role models' efforts to reduce intergroup hostility and to promote peaceful conflict resolution. This will include special public affairs programming, feature stories, and news reports.

Program effectiveness will be assessed by comparing responses of students and adult residents in treatment and comparison schools/communities to a school and telephone survey administered before and after the program is implemented (in winter months of 1996 and 1997). The survey will elicit responses on such issues as tolerance of minority cultures, stereotyping, approval and use of violence, experience of prejudice and intergroup hostility, etc. In spring 1998, after the second surveys have been administered, the intervention will be introduced into other schools.

Alfred L. McAlister, and Ronald J. Peters direct the study in collaboration with the Houston Inter-Ethnic Forum, an organization dedicated to advancing intergroup relations in the greater Houston area.







PREVENTING CONTEMPORARY  
INTERGROUP VIOLENCE

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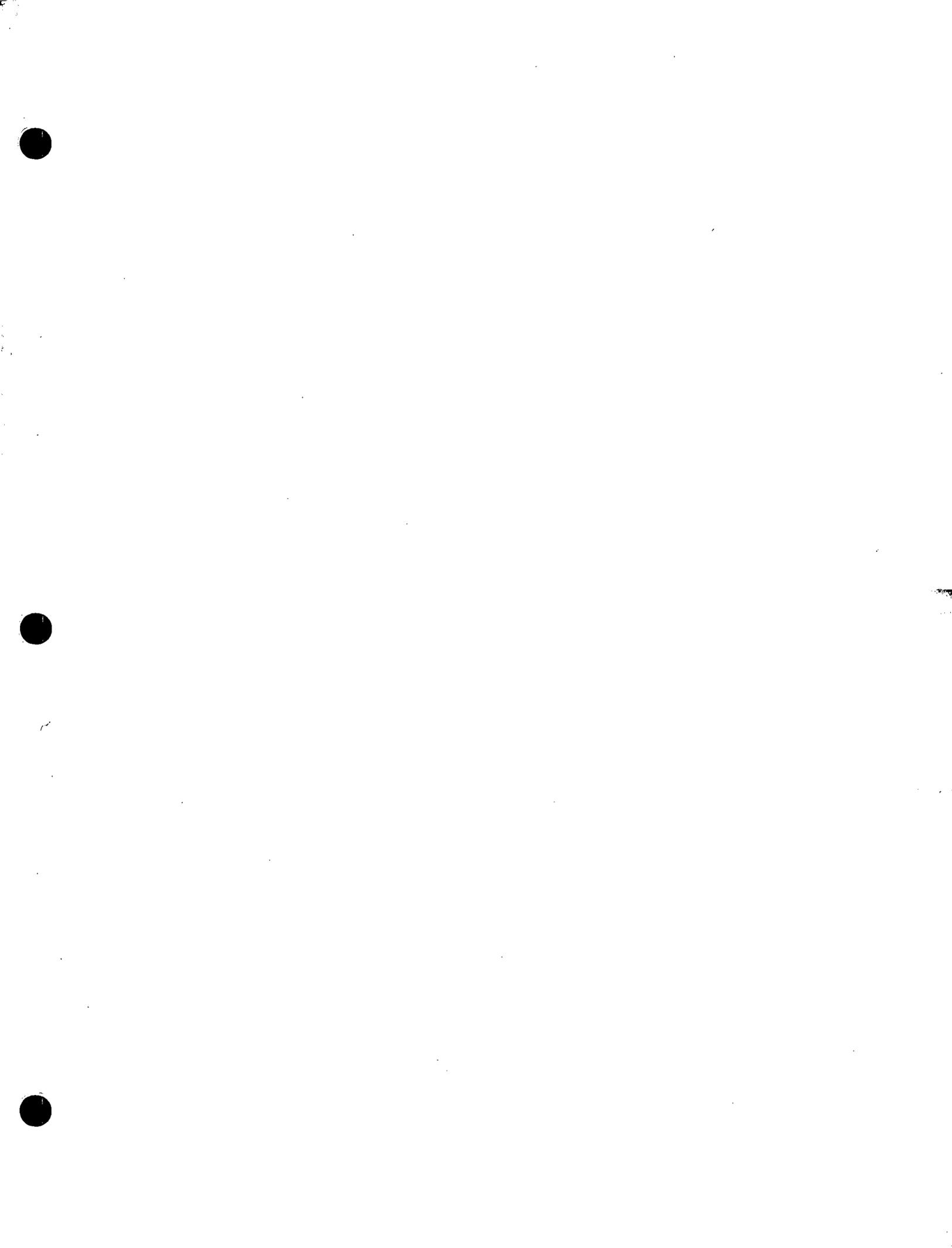
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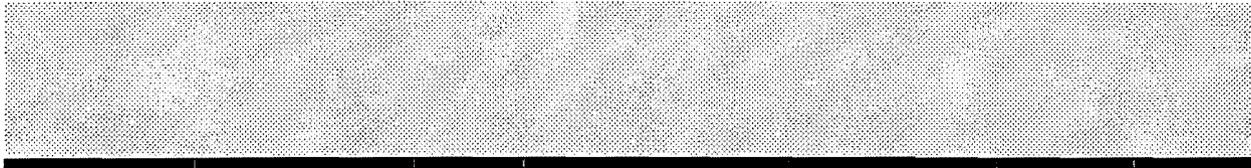
Preventing  
Contemporary  
Intergroup  
Violence

BY DAVID A. HAMBURG, PRESIDENT

REPRINTED FROM THE 1993 ANNUAL REPORT







TOWARD A COMMON DESTINY: AN  
AGENDA FOR FURTHER RESEARCH

## Toward a Common Destiny: An Agenda for Further Research

Anthony W. Jackson

As we look to the future, the idea of a common destiny for our nation's children is an appealing one. It conjures up a vision of a society where equality of educational and economic opportunity are the rule rather than the exception, and where relations between groups, if not universally positive, are at least relatively free from conflict. Somehow, the deep historical schisms that now divide racial and ethnic groups within our country will be healed, and Martin Luther King Jr.'s compelling dream of children of all colors learning and playing together in America's schools will be realized.

A less appealing vision of a common destiny is one of increasing inequality between groups and escalating conflict and violence. The dream becomes a nightmare; and schools, a focal point of prejudice, distrust, and intergroup hostility.

These conflicting images of American society have long defined the polar opposites of possible futures for American youth. What is perhaps different now, as compared to the past, is the troubling sense that *it could go either way*. As racial and ethnic diversity has increased in recent years, there has also been a profound change in the structure of economic opportunities for both high- and low-skill workers, bringing intensely increased competition for what many

see as diminishing shares of a secure future. As expectations for upward social and economic mobility decline, tensions between adults and children of "competing" groups increase—a situation that, when combined with easy access to lethal weaponry as a means of settling differences, sets the stage for deadly conflict. In the face of these socially debilitating forces, continued progress toward positive intergroup relations cannot be assumed as it was in the past, at least since the end of the Second World War.

Relations between children of different racial and ethnic groups could get worse, but they do not have to. What will be required to achieve a common destiny worth striving for, rather than one to be feared? And as long-term changes in the economy play themselves out, what can be done in the near term to prevent or reduce intergroup tensions and promote positive intergroup contact?

In May 1993 the Carnegie Corporation of New York convened a group of scholars from a range of academic disciplines to review existing research on relations between racial and ethnic groups in American schools. The intent of the meeting was to provide the corporation, and the scholarly community more generally, a broad base of knowledge upon which new efforts to promote positive intergroup relations among diverse groups of children and youth could be established. The papers commissioned for the meeting appearing in this volume, along with chapters commissioned specifically for the book, respond to one or both of these basic questions: (1) What is known about the causes of positive or negative intergroup relations? And (2) what are effective ways of promoting positive relations between diverse groups of children and youth?

This review affirms that there is, indeed, a significant body of factual information and unifying theory that addresses both the causes and potential solutions for poor intergroup relations. Equally apparent, however, is the need to build on the rich tradition of research in intergroup relations to address the rapidly changing demographic characteristics of our society. Most of the research on youth intergroup relations, for example, involves only African

American and white children. Relatively few studies address the dynamics of multicultural and multilingual settings, yet more and more schools and communities encompass a very wide variety of racial, ethnic, and linguistic backgrounds.

It is to be hoped that increased diversity in American schools and communities, structural changes in the economy, and the proliferation of violence will add a greater sense of urgency to the identification of promising lines of inquiry in intergroup relations in the 1990s than appears to have existed in the 1980s, at least among institutions that support such research. Included in that group of institutions are foundations and the federal government, both of which have been key supporters of such research in the past. One of the primary intentions in publishing this volume is to stimulate a renewal of interest in research on the causes and consequences of prejudice, the prevention of intergroup conflict, and the promotion of positive intergroup relations.

This chapter outlines several important potential lines of research emanating from the previous chapters. It makes no attempt to be comprehensive but, rather, suggests directions for research that will contribute to a new base of knowledge on intergroup relations for the 1990s and beyond. As in previous chapters, this concluding chapter focuses especially on the opportunities and challenges in schools for fostering positive relations. In particular, it suggests an agenda for research on intergroup relations that addresses three broad areas: (1) historical and contemporary patterns of contact, (2) developmental and contextual influences on intergroup relations, and (3) strategies for promoting positive relations in schools, especially in the context of the current education reform movement.

### Historical and Contemporary Patterns of Contact

The history of poor relations between racial and ethnic groups in our country is well known to all of us. Yet as we search for ways to prevent or resolve tensions today, David Tyack's analysis (in Chap-

ter One) reminds us that so many of our current problems in fostering harmonious relations in schools are grounded in past prejudices and inequitable educational practices. Tyack shows that the images and stereotypes that groups hold for each other, exaggerated over time, exert tremendous influence on current intergroup attitudes and behavior.

To better understand the power of the past on the present, we need to more fully investigate how historical events and prevailing worldviews have influenced the images and expectations that racial and ethnic groups hold for each other (and about themselves) and how these understandings are conveyed to children. How and by whom are prejudiced images created to justify unequal treatment of devalued groups? Are such images consciously created to excuse inequities, or do they stem from "habits of mind" deeply rooted in the human species for purposes of protection and survival? How are past prejudices legitimated in their retelling to children?

Relations between groups throughout American history have also been profoundly affected by demographic factors, including immigration and emigration trends, and by patterns of movement and habitation. We need to examine further when these trends have resulted in conflict between groups and when instead they have fostered cooperation and mutual support. What factors appear to account for the different outcomes? How applicable are historical patterns of racial and ethnic interaction to contemporary circumstances?

A historical view of demographic shifts leads naturally to a fine-grained analysis of contemporary demographic patterns, possibly allowing us to predict where the greatest risks and opportunities for positive intergroup relations exist. What is the current racial and ethnic composition of the United States, and what can we expect for the future? Shirley Heath (in Chapter Two) and Jomills Braddock, Marvin Dawkins, and George Wilson (in Chapter Nine) provide important windows on these critical questions and suggest numerous additional avenues for research. In schools, for example, what is the true extent of integration, and what are the "normal"

patterns of contact and interaction between students of different racial and ethnic groups? How do patterns of interaction compare inside and outside the school? Across settings, what inhibits or facilitates positive intergroup relations, and how do experiences in one setting influence those in another? How do demographic and economic changes interact with characteristics of housing, schools, and other social institutions to facilitate or limit intergroup contact and influence the quality of relations?

Heath's chapter accentuates our need to know more about how youths experience intergroup relations today and what meaning they construct from their interactions. What are the prevailing norms regarding prejudice among youth, what level of hostility or friendliness now prevails, and how do these dimensions influence the nature of such interactions? To what extent do young people's experience and interpretation of intergroup relations differ depending on their own racial and ethnic backgrounds and those of the other groups involved? Perhaps most intriguing, under what circumstances do race and ethnicity really matter to young people, and when do other factors such as school of attendance, neighborhood residency, and gang or organizational membership become more salient?

### Developmental and Contextual Influences on Intergroup Relations

A new agenda for research on intergroup relations will need to look carefully at what we know about the developmental origins of intergroup attitudes, beliefs, and behavior. The analyses by Cynthia García Coll and Heidy Vásquez García (Chapter Four), Nancy Gonzales and Ana Cauce (Chapter Five), Eugene Garcia and Aída Hurtado (Chapter Six), William Cross (Chapter Seven), and Kenyon Chan and Shirley Hune (Chapter Eight) each contribute to our knowledge of how children's understanding of themselves and others evolves over time and is constructed through a complex interaction between "internal" cognitive and emotional stages and "external" family, community, and social influences.

### *Developmental Processes and the Formation of Ethnic Identity*

At great risk of oversimplification, key questions for research in this domain involve the place of race and ethnicity within the negotiation that developing children experiences between forces that pull them toward affiliation with others and forces that push them away. We know a great deal, for example, about the developmental pathways of empathy, altruism, prosocial skills, and cooperative behavior—the emotional and cognitive processes that have the potential to bind human beings to each other—but relatively little about how these processes specifically contribute to attitudes and behaviors that members of different races and ethnic groups have toward each other. So too are there well-developed traditions of research on the origins of in- and outgroup categorization, stereotyping, and prejudice leading to conflict and violence—the roots of separatism and hatred—but their implications for intergroup relations require much greater exploration.

We need also to examine how developmental processes cluster together and reinforce one another toward the development of specific beliefs. For example, do children develop general tendencies toward affiliation or disaffiliation with individuals or groups that they perceive as different, or do children more often have internal benchmarks for the “degree of difference” of one group versus another that governs their behavior toward them? If the latter, how do children learn their repertoire of responses to different groups? Perceived differences in the intelligence, competence, and moral development of others are especially fertile ground for racial and ethnic prejudice. How do children acquire these perceptions, and what are the most effective ways of countering misconceptions and resulting stereotypes?

Heath describes a multiethnic group of youths who, at considerable risk, defy group norms regarding interpersonal and group affiliation in order to join together to write and act out a play based on their own experiences. What drives these young people to step out-

side the lines? Why are some youth more resistant to the “hardening” of prejudice in the face of social, peer, or family pressures? More generally, is outgroup stereotyping necessary if children are to be socialized toward positive within-group affiliation? If not, what is required in order to build on within-group affiliation and thereby form a basis for positive intergroup relations?

The development of a secure identity is critically important to every child's maturation and to his or her relations with others. But how critical is ethnic and racial identity? As several of this book's authors have observed, a healthy ethnic identity can be viewed as an important aspect of a multicomponent identity that involves one's race, ethnicity, gender, religion, and myriad other characteristics. New research on identity development will need to examine how children form “multicomponent identities” and why some children are more successful in developing a complex, integrated identity than others. Specifically regarding the ethnic and racial components of identity, how important is it to children's self-esteem—that of both white children and children of color—to value these aspects of themselves highly? Is a relatively malleable identity structure always more beneficial to children's healthy development? Or, as Gonzales and Caucé speculate, are there “psychic costs” associated with traversing identity boundaries?

### *Contextual Influences on Attitudes and Behavior*

It is certainly true, as Coll and Garcia state, that current developmental theories find virtually every developmental outcome to be a function of individual developmental processes in transaction with environmental influences. Their separation here is for heuristic purposes only. Future research on family, peer, community, and societal influences on children's intergroup attitudes and behaviors should parallel and in many instances intersect with research on stages of cognitive processing and children's constructions of self-identity.

For most children, the family is clearly the most salient con-

textual influence on the development of attitudes and behaviors toward members of their own and other racial and ethnic groups. Given the growing diversity within the United States, the potential for research on how family interactions influence the quality of intergroup relations is virtually limitless. For example, how do family influences on the development of children's intergroup attitudes vary between and within ethnic and racial groups? What influences the content and endurance of images and stereotypes that groups have for each other, and how are children socialized within families to accept these views or to form their own opinions?

An intriguing related line of research would look at differences in self-identification and intergroup relations across generations within individual families. How do different generations within a family experience intergroup relations differently, and what impact can these differences have on the nature of interactions within that family? As Heath asks, Is there a gap in the way race and ethnicity are understood between generations?

Further research is also warranted in the important area of peer-group influences on intergroup relations. In this volume, Janet Schofield (Chapter Ten) and others note important studies that link peer influence to both the reduction and the increase of intergroup prejudice. Clearly the psychological processes at work here need further explication, and we should expect them to be rather complicated given the myriad settings in which peer influence is important and the wide mix of races and ethnicities that may be involved.

Children's intergroup relations are also undoubtedly affected by images conveyed in various media. A recurring concern in contemporary discussions about intergroup relations is the belief that national leaders' unofficial sanction of intolerance for racial and ethnic minorities, conveyed in the media during the 1980s, may have exacerbated intergroup tensions. The question of whether national figures can have such negative influence on young people's attitudes—and if so, how—clearly warrants additional research, as does that of the potential for positive influence by leaders who support efforts to end prejudice. As James Lynch suggests (in

Chapter Three), a partial answer to the latter question may be forthcoming from longitudinal research on Canadian youths' attitudes toward intergroup relations, given that nation's official policy of support for multiculturalism.

Media images of individuals from various racial and ethnic backgrounds and of relations between them are conveyed both in the content of news and entertainment shows and in the method of their presentation. Like the influence of media-depicted violence, the effect of media images of various racial and ethnic groups on children's intergroup attitudes and behaviors is controversial and greatly in need of sophisticated research and analysis. A possible starting point would be to assess the current content of racial and ethnic group images in electronic and print media. Are there distinctive patterns in the manner in which groups are portrayed? What are the conditions that appear to lead to conflict between groups, and what conditions lead to cooperation instead? Regarding the effect of media images on youth, does repeated stereotyping of certain racial and ethnic groups cause young people to "lump them all together" and disregard intragroup variation? Conversely, does depiction of minorities in a variety of roles lead to greater recognition of intragroup differences by young media consumers?

### Strategies for Promoting Positive Intergroup Relations in Schools

Ultimately, the goal of research on intergroup relations is to provide a base of knowledge for efforts designed to prevent or reduce conflict between groups and to promote positive interaction. As several authors in this volume note, a useful method for evaluating the potential value of an intervention is to assess the degree to which it meets several conditions first described by Allport in 1954 and later affirmed in numerous research studies. Robert Slavin (in Chapter Eleven) summarizes these conditions as follows: equal role status for students of different races, cooperation across racial and ethnic lines, contact across racial lines that permits students to learn

about one another as individuals, and support from authorities for intergroup contact.

How can schools and other educational institutions serving children promote intergroup interaction that satisfies Allport's conditions? James Banks (in Chapter Twelve) as well as Schofield, Slavin, and others report numerous successful attempts to achieve this goal, targeted primarily on curriculum, pedagogy, and student grouping. As these authors acknowledge, however, existing barriers and potential opportunities to promote positive intergroup relations can be found not only in these three areas but in virtually all aspects of the educational system. Thus a comprehensive set of reforms to address intergroup relations is required.

A holistic examination of educational policies and practices in view of their potential to promote intergroup affiliation is especially timely, given the current, far-reaching movement to reform American education. Driving this movement is the recognition that, with continuing advances in technology, higher intellectual development for all students, including racial and ethnic minority children, is necessary if an internationally competitive workforce is to be achieved in the next century. However, the "thinking work" of the future will also routinely require communication and collaboration between workers, so the extent to which proposed reforms promote understanding and tolerance within an increasingly pluralistic population of children is arguably just as critical as their value in producing higher academic achievement.

In the following pages, many of the components of educational reform that appear to hold significant currency among experts and practitioners alike are examined for their potential to promote positive intergroup relations. These include proposed reforms in curriculum, student assessment, instructional methods, school organization and student grouping, school governance, teacher professional development, and the involvement of parents and influential community members. Possible lines of future research are drawn from the analysis of each reform component. Allport's conditions for successful intergroup contact are used throughout to frame the discussion.

### Curriculum

The development of curriculum standards that describe what students at various grade levels should know and be able to do is a pivotal element of the current reform movement. Curriculum standards are intended to make clear to educators, parents, and students alike what the outcomes of education are supposed to be. These standards are also intended to be the basis for establishing acceptable levels of student performance—performance standards—that determine grade promotion and graduation. In some reform schemes, the number or percentage of students reaching the appropriate performance standards would serve as a benchmark for determining rewards and sanctions for educators.

The definition of curriculum standards has definite implications for intergroup relations. If the standards define curricula that engage students of all races and ethnicities equally in learning, one would expect greater equality in students' performance. This, in turn, should promote greater equality in students' status, the first of Allport's criteria for successful interventions. However, as Banks and Heath forcefully argue, merely infusing or adding multicultural material to curricula is unlikely to scratch beyond the surface of students' interests, particularly in middle and high school. Attention needs to be paid to the capacity of the curriculum to help all groups understand the meaning and impact of racial and ethnic status and to equip them with skills to address inequities. Obviously the extent to which curriculum standards explicitly define mutual respect and understanding between groups as important tools will also directly affect the quality of intergroup relations.

Research on the potential of new curriculum standards to promote intergroup relations would need to focus first on their actual content. How are the experiences, circumstances, and contributions of racial and ethnic minorities addressed? As the standards are implemented, the focus will naturally shift toward their impact—specifically, in terms of whether and how these new standards stimulate education that engages all students, leading to the acquisition

of knowledge across racial and ethnic lines that helps them know each other as individuals.

Curriculum standards are also intended to establish equally high expectations for all students and, in turn, equal demands for high performance from teachers. To the extent that students are aware of and accept the standards, their expectations for themselves should also be equally high. Both of these outcomes should contribute to the leveling of status differences between students. In practice, the question of whether or not curriculum standards translate into higher teacher and student expectations will require careful examination. If standards alone are not sufficient to raise expectations, further study will be needed to determine the additional knowledge or training required for standards to have their intended effects.

### *Student Assessment*

As Schofield describes, student assessment has historically differentiated students along racial and ethnic lines in their perceived ability levels because of the persistent relationship among measures of academic achievement, the extent and nature of learning opportunities afforded by social and economic status, and students' race or ethnicity. Today, the hope is for new forms of student assessment that will provide opportunities to equalize students' status and contribute to better intergroup relations.

A consensus is emerging that these new forms of assessment should be "authentic"; that is, they should test students' ability to use knowledge to solve real (or realistically simulated) problems rather than to address abstract problems that have marginal intrinsic value. Authentic assessment seems to offer the prospect of tailoring the content and context of "test problems" to students' individual interests and cultural background. There is also agreement that the new forms of assessment should be performance based, and that they should provide students numerous opportunities and forms of expression to exhibit their strengths. In short,

authentic performance-based tests should provide opportunities to individualize assessment in such a way as to reduce bias that may operate along racial and ethnic lines and, in theory, produce more equitable outcomes. Schofield notes a third facet of assessment that could help equalize students' status across racial and ethnic lines: basing students' evaluation on improvement relative to curriculum goals as well as to their absolute attainment.

Research on the extent to which new forms of assessment promote greater student equity should first determine if these new assessments actually provide greater and more authentic opportunities than current testing practices for students from all backgrounds to show what they know and are able to do. If so, additional studies could help determine whether these new assessments help foster positive intergroup relations by showing, for example, that students from all backgrounds are more alike than different in their ability to excel intellectually.

### *Instructional Methods*

The chapters by Schofield and Slavin describe a number of instructional techniques that promote good intergroup relations. Cooperative learning is the best researched among these techniques. Both authors note, however, that despite the solid body of evidence on the effectiveness of cooperative learning for intergroup contact and academic achievement, more research is needed to understand *how* it achieves its effects. Also unclear is the question as to why cooperative learning appears to have somewhat different effects depending upon the race and ethnicity of the students involved.

In addition to cooperative learning, reformers are calling for more project-based work to engage students in real-world problems and give them the opportunity to use knowledge in context. There is a clear link in this recommendation to the new ways of thinking about assessment addressed earlier, so one would expect project-based instruction to help reduce students' status differences in

much the same manner as performance-based assessment is expected to have this effect. Project-based instruction should also provide opportunities for students to cooperate across racial and ethnic boundaries as equals if the situations are structured appropriately. If, on the other hand, social hierarchies related to race and ethnicity are replicated in project-based work, there is significant potential for creating or reaffirming negative attitudes that students hold for each other.

Community service as a mode of instruction, or "service learning," is now viewed by many as a necessary component of comprehensive school reform. Service learning is a form of project-based learning that has the explicit intent of addressing an important issue or remedying a significant problem that exists in the school or larger community. As a form of project-based instruction, service learning should provide opportunities for students to work cooperatively and learn about each other across racial and ethnic lines, so its potential to foster positive intergroup relations is substantial.

As service learning and other forms of project-based learning become more entrenched in schools, many opportunities will arise for educators to examine not only the impact these instructional methods have on intergroup relations but also the conditions that inhibit or facilitate their effect. We may find that the *nature* of a service learning activity has an impact on the quality of students' interactions beyond the effect of their working cooperatively together. When the service learning project itself addresses racial and ethnic prejudice, for example, peer condemnation of prejudice, it may add to the implicit push toward positive intergroup relations provided by the service learning experience alone.

### ***Student Grouping and School Organization***

Establishing schools that are richly diverse communities of learners is the basis upon which all specific strategies to promote positive intergroup relations rely. Racial and ethnic diversification is occurring in many American schools today in the wake of massive

demographic shifts in cities and in many regions of the country. Legal mandates to desegregate also account for some of the increasing pluralism in our nation's schools, but the pace of desegregation has slowed significantly in recent years. (The need for research to determine contemporary patterns of intergroup contact in multicultural settings was noted earlier in this chapter.) In addition to these demographic studies focused on children, there is a pressing need to understand contemporary attitudes of adults toward pluralism and intergroup contact in schools generally and desegregation policy specifically. Such studies should perhaps start with government officials sworn to enforce desegregation and other mandates against discrimination. Is there, today, unequivocal support for interracial contact, one of Allport's prerequisites? And how well aligned are the views of authorities with the general public?

Reformers have been largely silent on the subject of desegregation as a tool for educational change. Yet there has been a consistent call for the elimination of the primary means by which *resegregation* occurs in already diverse schools—namely, through tracking. Slavin describes the potential for improved intergroup relations that "untracking" may afford. He also notes the potential hazards for intergroup relations and student achievement if students from lower tracks, often minority children, are placed in classrooms in which teachers have neither the education nor the resources to teach heterogeneous groups of students. Careful, longitudinal research on the impact of untracking on intergroup dynamics is clearly warranted.

The creation of smaller schools, and the division of existing schools into schools-within-schools or houses, is another tenet of the reform movement that bears examination for its intergroup potential. Underlying the "small is better" recommendation is a belief that learning should be a constructive process relying heavily both on collaboration between students-as-colleagues and on "coaching" by teachers. Small or subdivided schools are thought to provide the intimacy and consistency in contact necessary for students to routinely work cooperatively and to engage in other forms of constructivist learning. Do smaller school units, in practice, ful-

fill Allport's conditions for cooperative contact and cross-group learning? If so, is there a demonstrable effect on intergroup relations? And if not, why not? In other words, what are the barriers that inhibit small schools' potential to foster positive intergroup relations?

### *School Governance*

Schofield draws attention to the critical role that principals and teachers can play in creating a school climate conducive to positive intergroup relations. Administrators and faculty will have an even greater opportunity to influence the culture of the school within decentralized management systems characteristic of most current reform plans. At the extremes, school staffs may create and run new schools that are loosely coupled to district or state bureaucracies, as in the charter school movement. More often, school-based management teams will be increasingly invested with decision-making authority over key aspects of school policies.

School-based governance is theoretically a means not only of bringing educational decision making closer to the processes of teaching and learning but also of democratizing decision making—that is, of investing authority in a broader range of individuals within the school. As such, it increases the potential for faculty members of diverse racial and ethnic backgrounds to participate in important school matters on an equal-status basis with their colleagues and, in doing so, to model such behavior for students. Perhaps even more important to the intergroup climate in the school will be the *policies* that school governance bodies create. The question is whether or not such policies will explicitly and forcefully address discrimination and prejudice, on the one hand, and the promotion of positive contact across racial and ethnic lines, on the other.

The policies of school governance committees regarding intergroup relations and their effect constitute a ripe area for research, particularly with respect to schools that are designed to provide a choice to parents and students based on the nature of the school program. How often do schools choose to emphasize positive inter-

group relations as an "attraction," and what is the response from parents and students? Casting the same question in the negative, we might ask, Under what conditions does catering to choice result in a de-emphasis on positive intergroup relations?

### *Professional Development*

There is perhaps no issue on which education reformers agree more than the need for vastly improved pre- and inservice professional development for teachers. Virtually all other recommendations for change require better-trained teachers. The potential of these recommendations to promote positive intergroup relations is likewise dependent on the development of better, very different forms of teacher preparation than currently exist. Without reforms in professional development, neither academic achievement nor intergroup relations is likely to improve.

Kenneth Zeichner (in Chapter Fifteen) argues persuasively that current efforts to prepare teachers for work in pluralistic school settings are generally very weak. The need for research leading to effective programs is enormous. According to Zeichner, such research would need to focus on the characteristics of institutions dedicated to preparing teachers, the kinds of training experiences within and outside these institutions that have to be developed to help prepare teachers to work in pluralistic settings, and the processes of recruitment, selection, induction, and mentoring necessary to ensure a diverse, well-prepared teacher work force.

Two strategic methods for improving professional development systems would be to reform the way that teachers are certified and licensed to teach, and to change the manner by which teacher education programs are accredited. For example, standards for initial and advanced teacher certification established in each state could require teachers to demonstrate competency in teaching diverse groups of children. Toward this end, states could follow the lead of the National Board for Professional Teaching Standards, which, in its assessments for advanced, nationally recognized teacher certifi-

cation, addresses teachers' abilities to work well in multicultural settings. Accreditation of teacher education programs could depend, in part, on whether prospective teachers are provided high-quality training for teaching in multicultural classrooms, including methods that foster good intergroup relations.

Mandates of this kind will be empty gestures, however, if a knowledge base on how to teach children from diverse cultures is not created. The hope is that new teacher-training requirements could act as a stimulus to the creation of such knowledge. Changes in certification, licensure, and accreditation will therefore need to be carefully evaluated to document any changes in the content of training that result from new standards. More important, research will be needed to examine whether changes in the content of teachers' training improve the quality of teaching in multiracial, multiethnic schools.

New professional development opportunities for practicing teachers are equally critical to the reform of inservice teacher education. There is wide agreement that one-shot workshops offered or required by the district office are of marginal value and that school staffs themselves must be deeply involved in designing their own inservice training. In the process of designing school-based programs of professional development, teachers would be provided the opportunity to reflect on the requirements of effective teaching in the context of their own students' needs. If teachers win the right to design their own programs, it will be very interesting to study how they approach their own needs for training to teach children from diverse backgrounds and to promote positive relations between them. In short, we must ask, What methods will be most effective, and how can promising new models of inservice professional development be shared broadly with other groups of teachers who may be interested in learning from their colleagues' experiences?

### *Parent and Community Involvement*

As with reform movements of the past, the current call for change champions greater and more meaningful school involvement of par-

ents and members of the community. Schofield describes several ways that parents and other key authority figures can influence the climate within a school by encouraging positive intergroup contact and by modeling respectful relations themselves.

As recommendations for decentralized management of schools are enacted across the country, particular attention should be paid to parents' involvement in school-based governance committees and to the impact they have on policies for addressing the needs of diverse groups of children and for promoting positive intergroup relations. In multiethnic schools, are parents from different backgrounds equally active on school committees? More important, what impact do parents and community members have on the school climate and on school policies related to intergroup relations?

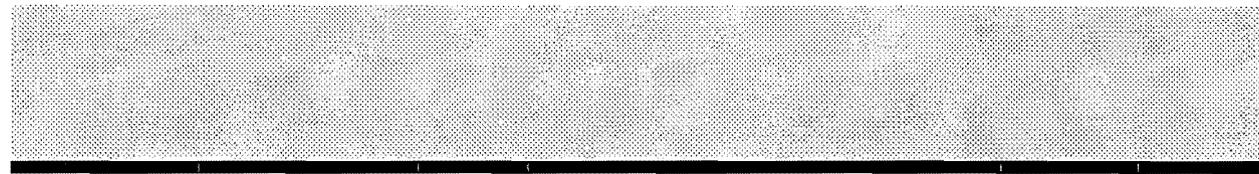
### **Conclusion**

The study of relations between children and youth of different racial and ethnic backgrounds has always been important, but never more so than today. In fact, because ethnic and racial diversity is now so characteristic of our society, any research on the dynamics of childhood development in and outside of schools that does not consider intergroup relations would seem seriously flawed from the outset.

As stated earlier, the lines of research outlined in this chapter are in no way exhaustive of the possibilities for scholarly contributions to a new knowledge base on intergroup relations. The broad agenda laid out here is intended to stimulate thinking about the importance of such research and to illuminate only a few of the areas in which it is badly needed. The hope is that this volume will help catalyze a resurgence in support for such research, along with a new era of scholarship on ethnic and racial relations.







# PROJECT LEADER BIOGRAPHIES

## DENNIS J. BARR

Dennis Barr, the Principal Investigator for the Carnegie "Improving Intergroup Relations" research study, did his undergraduate studies at Occidental College and his graduate work in Human Development and Psychology at the Harvard Graduate School of Education (HGSE). Dr. Barr's overarching professional interests are in the bridging theory, research, and practice for the effective delivery of mental health, risk prevention, and health promotion services to children and adolescents.

Dr. Barr served as the Project Director for the W.T. grant "Teens Risk Taking Project" which was longitudinal study examining the psychological foundations of at-risk early adolescents' engagement in a drop-out prevention program. The current Carnegie study applies the evaluation framework and methods developed in the W.T. Grant study in new ways.

As an Instructor in education at HGSE in the Risk and Prevention Program, Dr. Barr taught a course for three years entitled "Engaging With Resistance: Interacting With At-Risk Youth." This course was designed to help graduate students working in helping relationships with youth to reflect on their practice using developmental and sociological theories and research.

As a consultant at the Medical Foundation in Boston, Dr. Barr assisted in statewide prevention initiatives, including writing a violence prevention curriculum and a community service curriculum for the John F. Kennedy Library. Dr. Barr also consulted for two years with Facing History and Ourselves, the site of the current Carnegie research, reviewing previous research studies related to the organization and conducting pilot evaluation research. In addition, Dr. Barr has consulted on a number of evaluation projects, including a study of the Early Childhood Prevention Project, a federally funded violence prevention program.

Dr. Barr is currently a staff psychologist at the Judge Baker Children's Center in Boston, providing psychotherapy to emotionally and behaviorally troubled children and their families. He also directs the Pair Therapy Program at the center, which focuses on helping children develop interpersonal competencies necessary for making and maintaining friendships, and consults with residential treatment centers on pair therapy.

Dr. Barr grew up in California and now lives in Cambridge, MA with his wife, Firkins Reed.

## STAN L. BOWIE

Dr. Bowie earned a Ph. D. in Administration from the Barry University School of Social Work (Miami, Florida), an M.S.W. in Policy, Planning and Administration from the Atlanta University School of Social Work, and a B.A. Degree in Social Work from Shippensburg University of Pennsylvania. Bowie is currently an Assistant Professor in the School of Social Work at the Florida International University in Miami. Throughout his career, Bowie has worked in various urban settings. He has worked in administrative capacities with children, adolescent, and family programs for Metro-Dade County's Department of Housing and Urban Development, the City of Opa-Locka, and several private, non-profit community-based organizations. His research has focussed on urban issues. He has directed research efforts, including Co-Principal Investigator of a three-year study on academic orientation among immigrant and minority youth; an analysis of social work and health services in the Republic of Haiti; a study of recruitment and retention factors with African-American graduate social work students; and a study of post-hurricane interventions with elderly and disabled public housing residents. Bowie is a grant-writing consultant for a variety of human service organizations and is active in a number of community service activities. He has served on the Board of the PACE Center for Girls, Inc.; the Peace Education Foundation, and currently serves as President of the Biscayne Institute, Inc. Bowie teaches Ph.D., M.S.W., and undergraduate level courses at the in the policy and practice sequence. His courses include Social Work Macro Practice, Social Welfare Policy and Services, Social Program Planning and Development, and Grant-Writing.

## KELLY BRILLIANT

Ms. Brilliant has extensive experience researching, writing, and developing curricula on the subjects of violence prevention, youth at-risk, hate crime and prejudice reduction. Her work focuses on bringing the systems of education, criminal justice, victim services, and youth organizations together to assist adolescents and reduce violence. With funding from the Carnegie Corporation of New York, Ms. Brilliant is Project Director for the project *Above Prejudice and Beyond Tolerance: A Bystander Approach for Reducing Prejudice and Improving Intergroup Relations*. In this project, Ms. Brilliant is developing, with colleague and Education Development Center Senior Scientist Dr. Ronald Slaby, an intervention and research study on the effects of two promising approaches to prejudice reduction among adolescents. Currently, Ms. Brilliant is directing an Office for Victims of Crime (OVC)-funded curriculum project entitled *Healing Hearts/Mending Minds: A Curriculum for Young Victims*. This project is designed to help adolescents heal each other from the effects of victimization and provide them with strategies for reducing violence in their schools and communities. As curriculum developed for the ongoing OJJDP-funded project, *Hate Crime Prevention: A Juvenile Justice Approach*, Ms. Brilliant is involved in all aspects of the conceptualization, development, pilot-testing, and evaluation of a national curriculum for juvenile institutional settings and school systems. In her roles as curriculum developer for the OVC-funded project, *A Model Protocol and Training Curriculum to Improve the Treatment of Victim Bias Crime*, Ms. Brilliant was involved in the conceptualization and implementation of a national curriculum for law enforcement officers and victim service providers. For this project Ms. Brilliant also produced an assessment report that summarized model protocols and existing curricula and made recommendation for the development of a national bias crime curriculum. Ms. Brilliant has developed a resource package for the Centers for Substance Prevention (CSAP) that examines the link between substance abuse and violence among adolescents, summarizes violence programs, and describes promising intervention and prevention strategies.

## **PHYLLIS C. BROWN**

Phyllis C. Brown, is currently a doctoral candidate in Cultural Diversity and Curriculum Reform at the University of Massachusetts-Amherst. Before assuming her responsibilities with the Carnegie project, she also taught Introduction to Multicultural Education at the University of Massachusetts. She is co-founder and, for three years, the coordinator of a Cultural Identity Group Project, a collaboration between the University of Massachusetts and Fort River Elementary School in Amherst, Massachusetts. Brown is an anti-racist trainer/consultant who speaks regularly at national/local conferences and to elementary/secondary educators. She has also developed seminars for school systems on how to implement cultural identity groups for youth, the implications of racial identity development for improving school success among students who are under represented in the development of multicultural curriculum. Before coming to the University of Massachusetts-Amherst, she was Assistant Dean of Student Affairs and Director of the Intercultural Center at Brandeis University. She also holds a Masters of Management in Human Services from the Florence Heller School for Advanced Studies in Social Welfare at Brandeis University.

## CINDY CARLSON

Cindy Carlson, Ph.D. is Professor of Educational Psychology at the University of Texas at Austin where she has previously held the positions of Associate and Assistant Professor. She teaches graduate courses in family psychology, family therapy, child and adolescent social development, peer relations in child development, and multicultural barriers to learning. Dr. Carlson's research interests have consistently focused on the linkages between the family, school, and peer ecological systems in child development. She has special expertise in the areas of family assessment and family intervention and has co-authored two books: *Family Assessment: A Guide for Researchers and Clinicians* (with H. Grotevant), and *Family-School Intervention: A Systems Approach* (with M. Fine). More recently her research has focused on family-school linkages in early adolescence and multicultural issues in the transition from elementary to middle school.

Dr. Carlson received her Ph.D. from Indiana University in 1982, completed an American Psychological Association-approved clinical psychology internship at the University of Tennessee College of Medicine in 1980-81, and is a licensed psychologist. She is a Fellow in the American Psychological Association and a recent Notable Scholar at the University of British Columbia.

## MICHELLE FINE

Michelle Fine is Professor of Psychology at the City University of New York, Graduate Center and the Senior Consultant at the Philadelphia Schools Collaborative. Her recent publications include *Off-White: Reading on Society, Race, and Culture* (forthcoming), *Chartering Urban School Reform: Reflections on Public High Schools in the midst of change* (1994), *Beyond Silenced Voices: Class, Race and Gender in American schools* (1992), *Disruptive Voices: The Transgressive Possibilities of Feminist Research* (1992), and *Framing Dropouts: Notes on the Politics of an Urban High School* (1991). She has provided courtroom expert testimony for cases including the Anthony T. Lee, et. al. and the United States of America and the National Educational Association, Inc. v. Macon County Board of Education; Shannon Richey Faulkner and the United States of America v. James E. Jones, et. al. for The Citadel, The Military College of South Carolina; *Ulcena v. Babylon School District, High School and Babylon School Board*; and the Board of Education of the Borough of Englewood Cliffs v. Board of Education of the City of Englewood v. Board of Education of the Borough of Tenafly. In addition, she works nationally as a consultant to parents' groups, community groups and teacher unions on issues of school reform. In 1994, she received the Janet Helms Distinguished Scholar Award.

## CONSTANCE A. FLANAGAN

After twelve years of working in the fields of mental health, child psychiatry, and education, I returned to graduate school in Developmental Psychology at the University of Michigan and completed a Ph.D. in 1987. My dissertation and early research focussed on the impacts of deindustrialization on family life and adolescent development. With longitudinal data I was able to link parents' experiences of job-layoffs, demotions, and rehiring to changes in the quality of their relationships with their adolescent children and with other psychosocial outcomes for youth. However, I became rather dissatisfied with documenting the spillover of social change on families and youth while simultaneously feeling there was little I could do about it.

In the past five years I have shifted the focus of my work in an attempt to revitalize and reframe theories of political socialization. With the help of a W.T. Grant Faculty Scholars Award and support from the Johann Jacobs Foundation, I have been directing an eight-nation study on the developmental antecedents of citizenship. Looking at how young people interpret the 'social contract', i.e., the rights and responsibilities of societies and their members. We have cast a broad net in this work, looking at issues of citizenship in a global world and relating the values young people construct in proximal settings (families, schools, peer groups, community service, etc.) to their interpretations of what is just in terms of the principles of the market, the role of the state, and their own role in civil society. Results for this cross-national program of work led to the proposal to the Carnegie Corporation.

Besides a shift in my research, my professional life took a turn when a year ago when I accepted a faculty position in the College of Agricultural Sciences at Penn State University. Although I frequently have to explain what a developmental psychologist is doing in Agriculture, the opportunity that this position affords to work with Cooperative Extension Agents has added a richness and a groundedness to the kinds of research questions I ask. I am also working on developing a graduate program in Applied Human Development which would build on the mission of the land-grant university and develop a new model linking researchers and practitioners.

## MICHELE FOSTER

Michele Foster is professor of anthropology of education at the Claremont Graduate School. She previously held appointments at the University of California-Davis and at the University of Pennsylvania. She was a recipient of a National Academy of Education Spencer Postdoctoral Fellowship and University of North Carolina Minority Postdoctoral Fellowship. In 1991, she received the Early Career Achievement Award from the Committee on the Role and Status of Minorities. Her work has appeared in the *Journal of Education*, *Theory into Practice*, *Educational Theory*, *Linguistics in Education*, *NWSA Journal* and elsewhere. She is the author of *Black Teachers on Teaching* (February 1997), editor of *Readings on Equal Education*, Volume 11: *Qualitative Investigations in Schools and Schooling* and co-editor of *Unrelated Kin: Ethnic and Gender Identity in Women's Personal Narratives*, and *Growing Up African American in Catholic School*. Her work has been supported by the Spencer Foundation and fellowships from the National Endowment for the Humanities and Smithsonian Institution. She is currently conducting a major study in the San Francisco Unified School district which is funded by the Office of Educational Research and Improvement through the Center for Research on Educational Diversity and Excellence housed at the University of California-Santa Cruz. This study is examining how teachers, who are involved in a professional development program designed to expose them to cultural and linguistic information about African American students, translate this knowledge into appropriate curricular, instructional, and pedagogical practice and the effect of this changed practice on the academic achievement of African American students.

## SHERRYL BROWNE GRAVES

Dr. Sherryl Browne Graves is currently an Associate Professor and Chairperson in the Department of Education Foundations and Counseling Programs in the Division of Programs in Education at Hunter College of the City University of New York. Dr. Graves is also co-director of the Hunter Consortium site of the Northeast and Islands Regional Educational Laboratory. In addition, Dr. Graves, is co-project director for the DeWitt Wallace Readers' Digest, Pathways to Teaching minority teacher recruitment and training grant, and for the U.S. Department of Education New Urban Educators training grant. Dr. Graves received her Ph.D. from Harvard University in Clinical Psychology and Public Practice. Before coming to Hunter College she taught at the New York University and the University of Rafael Urdaneta in Maracaibo, Venezuela. Her research interests include the impact of media and technology on children and youth, and the role of women from underrepresented groups in higher education. Dr. Graves is actively involved in the area of multicultural education. In addition to writing on the topic, she has conducted workshops addressing issues of diversity in a variety of educational settings. Dr. Graves has served as a consultant to a variety of television broadcast and production groups including the Children's Television Workshop, Lancit Media, WGBH, ITVS (Independent Television Service) and the Corporation for Public Broadcasting. Dr. Graves has served as a research consultant or evaluator for a variety of projects including projects related to bilingual education, computer equity expert and interdisciplinary teaching around social history.

## PATRICIA GREENFIELD

Patricia Greenfield received her Ph.D. in social psychology/personality research from Harvard University in 1966. Since that time, she has been a researcher at the Harvard Center for Cognitive Studies and a faculty member at Stanford University, University of California, Santa Cruz, and UCLA, where she has been a member of the Psychology Department since 1974 and professor since 1978.

Her continuing interest has been in culture and human development. This interest has led to cross-cultural studies in Senegal, Mexico, and Italy, as well as to studies of media effects, the development of language and construction activity (in both humans and chimpanzees), and intercultural contact in Los Angeles schools. Her research in Mexico has focussed on a Zinacantecan Maya community in Chiapas Mexico where, between 1969 and 1993, she carried out a two-generation study on informal education, learning, and cognitive development, focusing on the effects of long-term economic change.

Her recent work has applied her research findings concerning intergroup contact between Latino immigrant families and the schools to the development of teacher training. The goal of this training is to help teachers understand the sociopsychological dynamics that occur when Latino immigrant families bring on collectivistic value assumptions. These studies and their application constitute the foundation for her research grant from Carnegie Corporation to improve intergroup relations among youth.

She is a Fellow of the American Association for the Advancement of Science, the American Psychological Association, the American Psychological Society, and the American Association of Applied Psychology. She serves on the executive board of the Jean Piaget Society, and is the North American Representative of the International Association for Cross-Cultural Psychology. In 1992, she was awarded the American Association for Advancement of Science Prize for Behavioral Science Research and the American Psychological Association Award for Distinguished Teaching in Psychology.

## DIANE HUGHES

Diane Hughes, Ph.D. is Associate Professor of Psychology Community in the Graduate School of Arts and Sciences at New York University, where she has been on the faculty since 1988. Prior to coming to New York University, she worked as a Research Scientist on the Work and Family Life Studies at Bank Street College of Education in New York. Dr. Hughes' research focuses on how family processes, particularly marital quality and parental socialization, are influenced by family members' involvement in external settings, such as work, child care, and school. She has published a number of articles and chapters on relationships between occupational stress and marital/parent-child interactions. Her most recent work has two foci: (1) the extent to which minority parents' exposure to prejudice and discrimination, in the workplace and elsewhere, influences what and how they teach children about race relations and (2) influences of school structures and processes and parental racial socialization on children's racial attitudes and peer choices.

Dr. Hughes received her Ph.D. in Community and Developmental Psychology from The University of Michigan in 1988. She received a B.A., with majors in Psychology and African American Studies, in 1979.

## PHYLLIS A. KATZ

Phyllis A. Katz received her Ph.D. from Yale University in clinical and developmental psychology. Katz was associate professor at New York University and professor of education and psychology at the Graduate Center of the City University of New York. She is currently director of the Institute for Research on Social Problems in Boulder, CO. She is also a clinical professor of psychiatry at the Health Sciences Center, University of Colorado and adjunct professor of sociology. Her research has focused on children's gender-role development and racial attitude acquisition. She is founding editor of *Sex Roles: A Journal of Research*, and editor of the *Journal of Social Issues*. In addition to the Carnegie project, she is currently completing a longitudinal study of race and gender attitudes development during the first six years of life.

In addition to research and editing, Katz has been active in the American Psychological Association and has served on the Executive Council of Divisions 9 and 35. She has been president of Division 9, was on the APA Finance Committee, served as representative to the APA Council, and currently is a member of Women in Psychology.

## LAURA LEIN

Laura Lein is a social anthropologist (Harvard University, Ph.D., 1973) whose work has concentrated on the interface between families in poverty and the institutions that serve them. Following her graduate work, she spent several years at the Center for the Study of Public Policy in Cambridge, Massachusetts, followed by ten years at the Wellesley College Center for Research on Women. She moved from Wellesley to The University of Texas at Austin in 1985. She is a senior lecturer and research scientist at the School of Social Work and in the Department of Anthropology .

Beginning with her dissertation research on the school experiences of the children of migrant harvesters, she has continued to explore family-serving institutions with some emphasis on school-based services. In the last few years, her work has included assessment of the School of the Future Program, funded by the Hogg Foundation in four Texas sites; participation in twenty-five exemplary Texas public schools serving low income populations; and exploration of children's transition to middle school in the Barriers to Learning project sponsored by the LBJ School of Public Affairs.

With a colleague, Kathryn Edin, at Rutgers University, she has just completed a project examining the strategies by which low-income mothers gather and expend resources. The manuscript, *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work* is scheduled for publication, March 1997, by the Russell Sage Foundation. Further research efforts have grown out of this work. Mothers' budgets indicate that absent fathers are of greater assistance to mothers than is obvious on the surface. Edin and Lein are continuing with a study of the resource utilization of the absent fathers connected with low-income, mother-headed families.

In addition to teaching on poverty-related issues, Lein teaches in the areas of research design, cultural diversity, and school-based programs.

## ALFRED L. MCALISTER

Alfred L. McAlister is Professor of Behavioral Sciences and Director of the World Health Organization Collaborating Center for Health Promotion Research and Development at the University of Texas (Houston) School of Public Health. Educated at the University of Texas in Austin (B.S. in Psychology awarded in 1972) and at Stanford University (Ph.D. in Psychology and Communication, 1976), he also received postdoctoral training in epidemiology and preventive medicine at Stanford Medical School. Professor McAlister served as an Assistant Professor of Behavioral Sciences at the Harvard School of Public Health for five years (1977-82) before returning to Houston, Texas to work in the School of Public Health and in satellite campuses and institutional collaborations in San Antonio, Dallas, and Austin. He teaches behavioral sciences and communication in masters, doctoral and postdoctoral programs with extensive use of distance education and guided practices.

Professor McAlister has provided leadership in behavioral science applications for many research and public health service activities involving population and community-level behavior change related to the prevention and control of cardiovascular disease, cancer and HIV infection. He has developed and repeatedly demonstrated the effectiveness of combined mass communication and community organization activities based on social cognitive theory and applying techniques of journalism and grass-roots leadership development. Community studies, involving tobacco control and other behavior change related to chronic disease have been carried out in California, Finland and Texas, including binational cooperation with Mexico and Russian states and former republics. HIV-prevention campaigns developed by Professor McAlister for the Centers for Disease Control have shown positive results in New York, Dallas, Denver, Seattle and Long Beach, California.

For the past several years, Professor McAlister has returned to a long-neglected interest in violence prevention. Recent studies include evaluation of a school-based program on conflict resolution for adolescents and a community-level experiment in Cali, Colombia. In collaboration with the Pan American Health Organization and the University of Costa Rica, he helped develop the "ACTIVA" study to measure and compare cultural attitudes and norms related to violence in ten Latin American cities. He also developed and helps lead a xenophobia prevention research program in North Karelia, Finland. He is now beginning a school and community study of ethnic violence prevention in diverse Houston neighborhoods.

### **Notable publications:**

McAlister, A., Perry, C. Killen, J., Slinkard, L. A. and Maccoby, N. Pilot study of smoking, alcohol and drug abuse prevention. *American Journal of Public Health* 1980; 70(7): 719-721.

McAlister, A., Puska, P., Salonen, J., Tuomilehto, J. and Koskela, K. Theory and action for health promotion: Illustrations from the North Karelia project. *American Journal of Public Health* 1982; 72(1): 43-50

McAlister, A. Population behavior change: A theory-based approach. *Journal of Public Health Policy* 1991; 12(3) 345-361.

Centers for Disease Control and Prevention. Community-level prevention of human immunodeficiency virus infection among high-risk populations: The AIDS Community Demonstration Projects. *MMWR Recommendations and Reports*. May 10, 1996; 45(RR-6).

Velez, L., McAlister, A. and Hu, S. Measuring attitudes related to violence in Colombia. *Journal of Social Psychology*, in press.

Guerrero, R., McAlister, A., Concha Eastman, A. and Espitia, V. E. Personal disarmament deters homicide in Cali, Colombia. *American Journal of Public Health*, in review.

## HOWARD LLOYD PINDERHUGHES

Assistant Professor

Department of Social and Behavioral Sciences,  
School of Nursing, N631Y

University of California, San Francisco

San Francisco, CA 94109

(415) 502-5074

### EDUCATIONAL BACKGROUND

University of California, Berkeley	B.A.	1984	Political Science
University of California, Berkeley	M.A.	1987	Sociology
University of California, Berkeley	Ph.D.	1991	Sociology

### HONORS AND AWARDS:

- William T. Grant Faculty Scholars Award, William T. Grant Foundation, New York, NY 1996-2001
- AHCPR/Pew Health Policy Postdoctoral Fellowship, Institute for Health Policy Studies, University of California, San Francisco, 1993-1995
- UC President's Postdoctoral Fellowship, University of California, 1991-1993
- Doctoral Associate, Community Service Society, New York, NY, 1990-1991
- Chancellor's Affirmative Action Dissertation Year Fellowship, University of California, Berkeley, 1989-1990
- National Institute for Mental Health, Graduate Training Program and Field Research, Institute for the Study of Social Change, University of California, Berkeley, 1985-1987

### PUBLICATIONS:

*Down with the Program: Racial Attitudes and Group Violence Among Youth in Bensonhurst and Gravesend*, in Contemporary Gangs in the United States, edited by D. Monti and S. Cummings, State University of New York Press, 1993.

*The Anatomy of Racially Motivated Violence in New York City: a Case Study of Youth in Southern Brooklyn*, Journal of Social Problems, Journal of Social Problems, 40:4 November 1993.

*From Bensonhurst to Berkeley*, in third edition of Portraits of White Racism, by David Wellman. Chapter coauthored with David Wellman. Cambridge University Press, 1993.

Race in the Hood: Conflict and Violence Among Urban Youth. University of Minnesota Press, Forthcoming in 1997.

*Ideology and Racial and Ethnic Identity: The Link Between Competition and Conflict*, Under Review by the American Sociological Review

*Racial Attitudes Among African American Youth: A Case Study of Youth in East Harlem*, under review by the Journal of Ethnic and Racial Relations.

## LINDA C. POWELL

Linda C. Powell, Ph.D. is Lecturer on Education, Graduate School of Education, Harvard University. She is also president of Resources for Change, a research and consulting firm committed to transformational change in community organizations. She is deeply involved in group relations work in this country and abroad, and is a member of the A.K. Rice Institute. With Michelle Fine, Lois Weis and Mun Wong, she is co-editor of *OFF WHITE: Essays on Society Race and Culture*, forthcoming from Routledge Press.

## EDWARD SEIDMAN

Edward Seidman is professor of Psychology at New York University. Previously, he was Vice President and Dean of Research, Development, and Policy at Bank Street College of Education, and a Professor of Psychology at the Universities of Illinois at Urbana-Champaign and Manitoba. He has served as a Senior Fulbright-Hays Research Scholar at the University of Athens, Greece. He was the editor of the *Handbook of Social Intervention* and co-editor of *Redefining Social Problems*. His earlier intervention research on the diversion of adolescents in legal jeopardy from the juvenile justice system received several national awards. He is also the recipient of the award for Distinguished Contributions to Theory and Research in Community Psychology. The foci of his current research and scholarship include the social development of adolescents in the urban context, and in particular, in public schools, primary prevention and social policy.

## RONALD G. SLABY

Ronald Slaby is a Senior Scientist at Education Development Center and a Lecturer on Education and Pediatrics at Harvard University, where he teaches courses on "Preventing Violence in America," and "Television and the Developing Child." A developmental psychologist, Dr. Slaby brings more than twenty-five years of experience to investigating, implementing, and evaluating parent, peer, and media effects on the developing child's social behavior, as well as to developing programmatic efforts to reduce and prevent violence. He has coauthored a national agenda for the prevention of violence in America for the Centers for Disease Control, and a national report on violence and youth for the American Psychological Association. He has presented testimony to the U.S. Senate on the prevention of youth violence and to the U.S. House of Representatives on television effects and remedies. For his distinguished contribution to the field, Dr. Slaby was recently elected as a Fellow by the American Psychological Association. His books and curricula include:

- (1) *Early Violence Prevention: Tools for Teachers of Young Children:*
- (2) *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*
- (3) *Viewpoints: A Guide to Conflict Resolution and Decision Making in Adolescents*
- (4) *Social Development in Young Children*

Dr. Slaby has served on children's media panels for the National Endowment for the Humanities, the National Endowment for the Arts, the National Campaign to Reduce Youth Violence, and the American Children's Television Council. He also serves as advisor to several award-winning children's television programs, including:

- *Shining Time Station*
- *Long Ago & Far Away*
- *The Perkins Family*
- *Ready to Go*
- *Ghostwriter*
- *The Magical Adventures of Munfie*
- *Parenting Works*
- *CNN Newsroom*

## FERNANDO I. SORIANO

Dr. Fernando I. Soriano is the principal investigator of the Carnegie project and is currently a senior research associate with Education Training and Research Associates, Inc. in Santa Cruz and is an adjunct professor at the Center for Research on Child and Adolescent Mental Health at Children's Hospital in San Diego. He recently moved from the midwest where he was for several years an associate professor of Behavioral Science and Counseling Psychology at the University of Missouri in Kansas City. He has published extensively and conducted research on social problems challenging youth, such as gangs and violence. He has been a member of the Commission on Violence and Youth for the American Psychological Association, which recently concluded its work and published its findings, which received a significant amount of media attention. Soriano is not a stranger to the west coast. During his sabbatical from the University of Missouri he was a visiting professor of psychology and education at Stanford University where he taught classes, conducted research and worked with Professor Albert Bandura on their notion of bicultural self-efficacy—a concept central to the focus of the Carnegie project. At Stanford University, Soriano was the first visiting professor to have received two consecutive annual distinguished faculty awards for his teaching and research. Besides the Carnegie project, Soriano also has research projects in San Diego and in the midwest where he continues his work on the role of culture in social problem behavior among ethnic minority youth.

## ALEX STEPICK

Dr. Stepick is currently director of the Immigration and Ethnicity Institute at Florida International University in Miami. His co-authored book, *City on the Edge*, on how immigration has changed Miami, has won two national awards. He has published four other books in the past, each of which has received critical acclaim and he is currently working on another. The American Anthropological Association and the Society for Applied Anthropology awarded him the Margaret Mead Award for his work with Haitian refugees. His law review article on U.S. refugee and asylum law is used as a definitive reference in classrooms at major law schools throughout the U.S. In the fall of 1995 he received over one half million dollars in funding from the National Science Foundation and the Andrew Mellon Foundation for a major research project to determine why some minority children excel at school while others in the same circumstances drop out. Stepick has also testified before the U.S. Congress and the United Nations High Commissioner for Refugee Affairs and his work has been used by the British House of Commons.

Stepick received his B.S. in Anthropology at the University of California at Santa Cruz, and his Ph.D. in Social Sciences at the University of California at Irvine. He had a postdoctoral fellowship at Duke University, was a Visiting Professor at Johns Hopkins University, and a Fulbright Fellow in Oaxaca, Mexico. During 1994-1995, he was a visiting scholar at the Russell Sage Foundation in New York.

## BEVERLY DANIEL TATUM

Beverly Daniel Tatum, Ph.D. is professor of psychology and education at Mount Holyoke College in South Hadley, Massachusetts. Her teaching and research interests include the psychology of racism, racial identity development among black youth in predominantly white settings, and the impact of anti-racist professional development on teacher attitudes and classroom practice. The recent recipient of a two-year grant from Carnegie Corporation, Tatum is currently working on a school-based demonstration project involving anti-racist education for teachers, parents and youth.

She has lectured widely on these topics and is the author of several articles, including *Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom* (Harvard Educational Review, Spring 1992). She is also the author of *Assimilation Blues: Black Families in a White Community* (Hazel Maxwell Publishing, 1992) and is currently working on a second book about issues of racial identity in schools. Tatum is also a licensed clinical psychologist, currently living in Northampton, MA with her husband and their two children.

## MARSHA WEIL

Dr. Marsha Weil serves as co-investigator on Education Training Research (ETR) Associates' project, "Ethnic Identity, Bicultural Self-Efficacy and Intergroup Conflict and Violence." She provides conceptual direction and assistance in the areas of program development, staff training, and process and outcome measures. An expert in curriculum and instruction, Dr. Weil is nationally recognized for her research and practice in teacher education, instructional methodology, staff development and training and school effectiveness. She has conducted research on teachers' instructional practices, staff development, effective schools and school-based HIV/AIDS prevention programs. Her book, *Models of Teaching*, now in its fifth edition, is regarded as a classic in the field and is widely used in preservice and inservice teacher education. Dr. Weil has worked at many levels within the educational system, including the university, school district and County Office levels. Since 1992, she has served as Executive Director of the Program Services Division of ETR Associates, a not-for-profit health education organization internationally known for its research, training, publication and information services in the field of health education and health promotion.

## HANH CAO YU

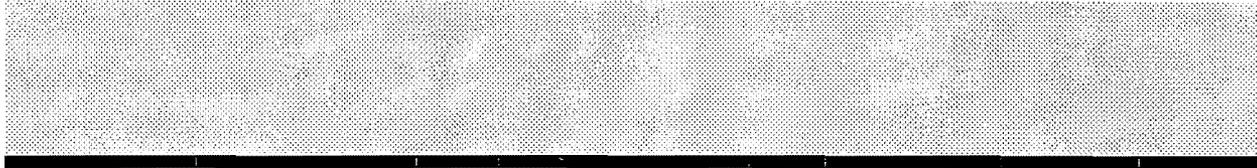
Hanh Cao Yu is an educational researchers and social scientist at Social Policy Research Associates in Menlo Park, CA. Her current research interests focus on the intersection of civics and multicultural education, and improving groups relations. She has contributed to such journals as *Phi Delta Kappan*, *American Educational Research Journal*, and *Anthropology and Education Quarterly*. She is co-author of *Students' Multiple Worlds: Case Studies of Eight Adolescents* (forthcoming, Teachers College Press in 1997).

One of her current research projects, supported by the San Francisco Foundation and The Walter and Elise Haas Fund, looks at the synergistic effects of school programs to promote student understanding and commitment to civic participation and greater respect of diversity. She received her doctorate in Administration and Policy Analysis from the Stanford University School of Education. Her dissertation is entitled *The Complexity of Diversity: Understanding the Multiple Worlds of Vietnamese High School Students*. In this work, she combined quantitative and qualitative methods to provide an in-depth analysis of school strategies which address Vietnamese immigrant students' academic and adjustment needs. This research documented students' perceptions of the relevance and effectiveness of school strategies and recommended specific methods of reorganizing school resources to meet needs of increasingly diverse student populations.

Dr. Yu is a member of the American Education Research Association and was the 1994-95 Education Program Multicultural Fellow at the San Francisco Foundation.







GENERAL INFORMATION REGARDING  
REIMBURSEMENT OF EXPENSES

## GENERAL INFORMATION

### Research to Improve Intergroup Relations Among Youth Project Leaders Meeting

*Carnegie Endowment for International Peace  
Conference Center  
2400 N Street, N.W., Eighth Floor  
Washington, D.C.*

December 12-13, 1996

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- **EXPENSE REIMBURSEMENT:** Carnegie Corporation of New York will reimburse participants who are not federal government or foundation employees for reasonable costs of travel incurred in connection with attendance at this meeting. When appropriate, requests for travel reimbursement should be adjusted equitably to reflect additional activities undertaken for other organizations.

Reimbursement will be made upon receipt of a signed expense statement and supporting documentation. The reimbursement policy for the Improving Intergroup Relations Among Youth Project Leaders Meeting provides for: commercial air or train fare (economy or coach class) or auto travel (including parking and tolls) and cab fare. If your travel arrangements were made through Riverside Travel, Carnegie Corporation has been billed directly; therefore, there is no need to list this expense on the travel expense statement.

A travel expense statement is enclosed in your briefing book. It should be sent to Roz Rosenberg upon completion of your trip for reimbursement of your expenses. **Dated original receipts must be provided for taxi fares, meals, tolls, and parking.** If you use your car, you will be reimbursed at 31 cents per mile. **Personal expenses, such as phone calls, valet service, movie rentals, mini-bar, and insurance, are not reimbursable.** We would appreciate guests paying all personal expenses before departing from the ANA Hotel.

- **MEALS:** The following meals are included in the conference activities and will be provided by the Corporation.
  - Thursday, December 12: Cocktail Reception and Dinner
  - Friday, December 13: Continental Breakfast and Lunch

For guests from western locations who need to arrive early, the Corporation will cover reasonable costs for dinner (up to \$30.00) on Wednesday, December 11 and breakfast (up to \$15.00) and lunch (up to \$20.00) on Thursday, December 12. Please remember to obtain a receipt for your meals.

- **DIET:** For those who requested special dietary considerations, identify yourselves to the waiter or waitress serving your table at the dinner on Thursday, and lunch on Friday. Substitute meals have been ordered per your earlier request.
- **MESSAGES:** A message board will be posted at the reception area of the Conference Center (8th floor). Guests needing further assistance should contact a Carnegie Corporation staff person (Nidia Marti, Katie Sheridan, or Roz Rosenberg).

The contact numbers at the ANA Hotel:

- Phone: (202) 429-2400
- Fax: (202) 457-5050

The contact number, **for emergencies only**, is (202) 429-7979. This is the Carnegie Commission on Preventing Deadly Conflict office located on the 6th floor.

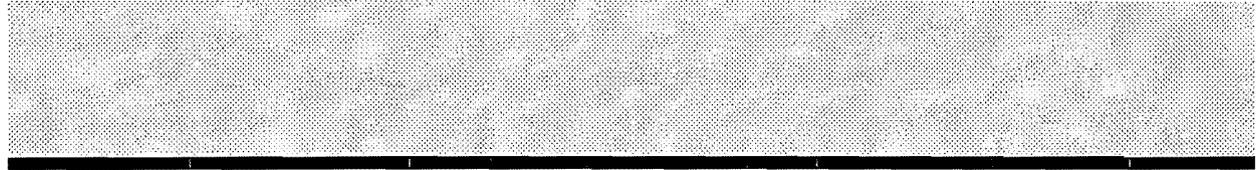
- **TELEPHONES:** There are three telephones available at the conference center for your use. To make a long distance call, you must use a credit or calling card.
- **TRAVEL:** Should you need to change your travel plans and your original arrangements were made through Riverside Travel, you may do so by calling Linda Bloch (800) 969-3540 or (212) 752-7100. Otherwise, you may contact the airlines directly.
- **CHECK-OUT:** Check-out time at the ANA Hotel is 1:00 p.m. The meeting on Friday, December 13, will end by 3:30 p.m. There is express check-out and video check-out service available to assist you with expediting your departure. The hotel will deliver your express check-out packet under the door of your guest room prior to 6:00 a.m. on the day of your departure. After verifying your account, simply sign the folder and drop it in the express check-out box located in the lobby foyer near the guest elevators. A copy of your account will be mailed to you within 48 hours.

Video check-out can be accessed by touching the Guest Services menu on your television. Likewise, the hotel will mail you the account information within 48 hours. Since you will need to check out Friday morning before the meeting ends, a baggage check service is available through the Concierge desk on the lobby level.

- **TAXIS:** Taxis will be available in front of the ANA Hotel at the conclusion of the meeting. Hotel personnel will be available to assist you in departing.
- **PROBLEMS:** Should you have any problems with your accommodations or need special assistance, please feel free to contact Carnegie Corporation staff (Nidia Marti, Katie Sheridan, or Roz Rosenberg). They will be available at the conference center, or you may leave a message for them on the message board in the reception area.







# TRAVEL EXPENSE FORM

**CARNEGIE CORPORATION OF NEW YORK**  
437 Madison Avenue  
New York, New York 10022  
212/371-3200

**EXPENSE STATEMENT FOR NONEMPLOYEES/CONSULTANTS**

Please refer to guidelines on reverse side

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Social Security No.: \_\_\_\_\_

Mail check to: \_\_\_\_\_

Purpose of Consultancy: \_\_\_\_\_

Traveling, From:	To:	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____

**RECEIPTS MUST BE SUBMITTED FOR ALL ITEMS except auto travel**

Please itemize on reverse side of form

Transportation

Airlines, Rail Travel (From Reverse Side)	\$ _____
Auto Travel: _____ Miles @ 31c per mile	_____
Taxis and Buses (From Reverse Side)	_____
Parking and Tolls	_____
Other (Explain) _____	_____

Lodging and Meals

Hotel (Room and Tax Only x _____ nights)	_____
Meals (From Reverse Side)	_____

Miscellaneous

Telephone	_____
Communications (DHL, Federal Express)	_____
Other (Explain) _____	_____

TOTAL EXPENSES \$ \_\_\_\_\_

Consultant's signature: \_\_\_\_\_

For Corporation Use Only:

Approved: \_\_\_\_\_ Program/Meeting Code: \_\_\_\_\_

Date: \_\_\_\_\_ If Program is DCA, add Activity Code: \_\_\_\_\_

**AIRLINES, RAIL TRAVEL**

Date	from/to	Amount

Carried to front side

Date	TAXES AND BUSES from/to	Amount

Carried to front side

Date	Breakfast	MEALS Lunch	Dinner	Total

Carried to front side

**CONSULTANCY EXPENSES**

The Corporation reimburses consultants for reasonable costs incurred in connection with agreed-upon Corporation activities, such as travel, lodging, meals, and communications. Requests for reimbursement should be adjusted equitably to reflect activities undertaken during the same period for other organizations.

Reimbursement will be made upon receipt of this signed expense statement and supporting documentation (**original** hotel bills, airline ticket coupons, etc.)

The Corporation's reimbursement policy provides for certain types of expenditures as follows:

- ◆ Commercial Air Fare Economy or coach class for flights under six hours; business/club class for flights exceeding six hours
- ◆ Ground Transportation 31c per mile for use of own car. Receipts must be submitted for taxis and for other transportation costs
- ◆ Hotel Single occupancy rate
- ◆ Meals Actual costs incurred. Receipts must be submitted for all meals
- ◆ Communications Reimbursement for phone, fax, and other communications must include a description of the purpose of the communications. Receipts must be submitted.

Please Note: Personal expenses (valet, laundry, movie rentals, insurance, newspapers, child and pet care fees, entertainment expenses, etc.) are **NOT** reimbursable.