Handbook of Racial & Ethnic Minority Psychology

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Handbook of Racial & Ethnic Minority Psychology
This series of scholarly books is designed to advance theories, research, and practice in racial and ethnic minority psychology. The volumes published in this new series focus on the major racial and ethnic minority groups in the United States, including African Americans, Hispanic Americans, Asian Americans, and Native American Indians. The series features original materials that address the full spectrum of methodological, substantive, and theoretical areas related to racial and ethnic minority psychology and that are scholarly and grounded in solid research. It comprises volumes on cognitive, developmental, industrial/organizational, health psychology, personality, and social psychology. While the series does not include books covering the treatment and prevention of mental health problems, it does publish volumes devoted to stress, psychological adjustment, and psychopathology among racial and ethnic minority groups. The state-of-the-art volumes in the series will be of interest to both professionals and researchers in psychology. Depending on their specific focus, the books may be of greater interest to either academics or practitioners.

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Handbook of Racial and Ethnic Minority Psychology
by Guillermo Bernal, Joseph E. Trimble, A. Kathleen Burlew, & Frederick T. L. Leong
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Series Editor's Introduction

As I have indicated in previous Introductions to volumes in the Racial & Ethnic Minority Psychology Series (REMP), a brief review of studies published on racial and ethnic differences in journals cataloged by PsychInfo provides a clear indication of the increasing importance of the subfield of racial and ethnic minority psychology. Between 1970 and 1990 (21 years), PsychInfo cataloged 6,109 articles related to racial and ethnic differences. Between 1991 and 2001 (11 years), the number of such articles was 7,892. As a convenient means of representing the increase in attention paid to racial and ethnic minority issues in psychology, one can easily divide the number of articles published during the time period by the number of years. Such a computation reveals that between 1970 and 1990, an average of 290 articles were published each year on racial and ethnic differences. For the period from 1990 to 2001, that number had jumped to an annual average of 717, or an increase of nearly 150%. All indications are that this pattern of growth will continue.

There is also other converging evidence that racial and ethnic minority psychology is becoming an important and central theme in psychology in the United States. Within the American Psychological Association (APA), the Society for the Psychological Study of Racial and Ethnic Minority Issues was formed as Division 45. The division has now acquired its own journal devoted to ethnic minority issues in psychology—namely, *Cultural Diversity and Ethnic Minority Psychology*. Also, we have seen the publication of five APA bibliographies devoted to racial and ethnic minority groups. The first was focused on Black males (Evans & Whitfield, 1988), and a companion volume focused on Black females (Hall, Evans, & Selice, 1989). In 1990, APA published a bibliography on Hispanics in the United States (Olmedo & Walker, 1990) followed by one on Asians in the United States (Leong & Whitfield, 1992). The fifth bibliography focused on American Indians (Trimble & Bagwell, 1995). In recognition of these developments, the REMP book series was launched at Sage Publications in 1995.
The REMP series is designed to advance our theories, research, and practice related to racial and ethnic minority psychology. It focuses on, but is not limited to, the major racial and ethnic minority groups in the United States (i.e., African Americans, Hispanic Americans, Asian Americans, and American Indians). For example, books concerning Asians and Asian Americans are also considered, as are books on racial and ethnic minorities in other countries. The books in the series contain original materials that address the full spectrum of methodological, substantive, and theoretical areas related to racial and ethnic minority psychology. With the exception of counseling and psychotherapeutic interventions, all aspects of psychology as it relates to racial and ethnic minority groups in the United States are covered by the series. This includes topics in cognitive, developmental, industrial/organizational, personality, abnormal, and social psychology. The series includes books that examine a single racial or ethnic group (e.g., *Chinese America: Mental Health & Quality of Life in the Inner City*) as well as books that undertake a comparative approach (e.g., *Intelligence Testing & Minority Students*). As a series devoted to racial and ethnic minority groups in the United States and other countries, this series will not cover the usual cross-cultural issues and topics such as those covered by the Sage Series on Cross-Cultural Research and Methodology.

As editor of the REMP series, it gives me great pleasure to introduce the fourth volume: the *Handbook of Racial and Ethnic Minority Psychology*. Its publication serves not only as the “anchor” volume for the series but also as another indicator of the increasing importance and impact of the subfield on mainstream psychology. The breadth of the *Handbook* speaks to the richness of the work being done in the subfield. With 32 chapters covering the whole range of topics represented in psychology, the *Handbook* has been divided into six parts: (a) conceptual, professional, and training issues; (b) ethnic minority research and methods; (c) social and developmental process; (d) stress and adjustment; (e) clinical interventions; and (f) applied and preventive psychology. I am confident that this volume will serve as a standard reference and eventually become “a classic” within the field. As the most comprehensive state-of-the-art review for racial and ethnic minority psychology, it is a most welcomed addition to the series and, it is hoped, will stimulate further interest and expansion of the subfield of racial and ethnic minority psychology.

— Frederick T. L. Leong
Series Editor
REFERENCES


Such dynamic changes are occurring within the U.S. population that diversity in ethnic/cultural backgrounds will soon be the norm, with some states already fast reaching such changes. By the year 2030, 14.4% of the population are expected to be African American, 18.9% Hispanic, 7.0% Asian/Pacific Islander, and 1.0% Native American. By the year 2050, the number of ethnic minorities is expected to be 50% of the U.S. population (U.S. Bureau of the Census, 1996). Moreover, 75% of those entering the workforce is anticipated to be ethnic minorities and women, and 45% of students in public schools would be from culturally diverse backgrounds (Sue, Parham, & Bonilla-Santiago, 1998). During the 1990s, the Asian American population itself grew by 45%, thus becoming the fastest-growing American ethnic population in the United States, and the expectation is that this group will triple within the next 50 years. There are more than 34 million African American persons and more than 29 million Hispanic persons currently living in the United States (U.S. Bureau of the Census, 2000). Thus, the various minority populations that have been a small segment of the population are quickly becoming a larger majority requiring equal attention, appreciation, and representation in educational, research, political, and human services environments. In fact, the term ethnic minority group is already being replaced by the newer term people of color.

Psychology has often been defined as the discipline and profession that involves the systematic study of human behavior. However, the history of American psychology demonstrates that for about a century, the study of human behavior really meant the study of the behavior of White persons. Early psychological data relied on Euro-American samples and did not consider ethnic minority populations as normative. Guthrie (1976) called attention to this attitude in the title of his incisive book Even the Rat Was White. Furthermore, research on ethnic minority issues was initially devalued in academic circles as not meeting psychological standards for "good research," and hence such research studies were often not counted in considerations for the promotion of faculty doing such research.

In addition, minority scholars often experienced rejection of their submitted manuscripts on minority samples, based on the criticism that a
White sample had not been included, and hence valid conclusions could not be drawn. Indeed, American psychology was a psychology of the majority population and nonrepresentative of the ethnic minority populations. There was no ethnic minority psychology.

The current volume therefore represents a significant statement about the current status of ethnic psychology in several ways. The volume's very title, Handbook, demonstrates that ethnic psychology has developed to the extent that a substantive knowledge base is available. The part and chapter headings display a full range of relevant topics, including theoretical models, research methodologies, professional practice, and applied psychology issues. It is noteworthy that ideas and directions unique to ethnic populations have already reached the level of development as to truly reflect an ethnic minority psychology. Among these are descriptions and discussion of multiculturalism and ethnic and racial identity development, as well as specific attention to topics involving developmental, educational, social, clinical, counseling, and community psychology. No longer is it sufficient to assume that data on the majority culture are adequate for understanding ethnic populations. Instead, the Handbook aims at providing the needed conceptual and theoretical foundations, normative data, research findings, and pragmatic strategies distinctive to work with persons of color.

Not to be overlooked is the historical background that is the baseline against which to evaluate the current achievements within ethnic psychology.

This background is comprehensively covered in the Handbook regarding the general sociopolitical environment in the United States as well as the history of the ethnic psychology movement. Of added relevance in this volume is the extensive discussion of the many implicit meanings underlying the terms ethnic, racial, or cultural psychology, meanings that are a foundation of ethnic minority psychology. Also to be found in the chapters are discussions of racism and discrimination, which might be interpreted as more political than psychological; however, prejudice and social injustices are in fact variables relevant to ethnic minority experiences and therefore to ethnic minority psychological studies.

Further evidence of the status of ethnic psychology is the authors' ability to document their information by citing relevant published research.

The presence of such publications confirms that such research has now achieved respectability among journal editors and publishers of scholarly materials. Furthermore, articles have been published not only in ethnically oriented journals but also in other mainstream periodicals previously focused on data based only on the majority population.