

Reyes, Daisy. 2017. "Disparate Lessons: Racial Climates and Identity-Formation Processes Among Latino Students." *DuBois Review: Social Sciences Research on Race* 14:447-470.

PRIMARY ARGUMENT: The author argues that the identity-formation process Latino students use to co-construct and negotiate their ethnic-racial understanding varies by the distinct racial campus climate which result in disparate identity outcomes.

IMPORTANT DEFINED CONCEPTS:

- Panethnicity: A term used to group several ethnic groups together that share the same language, religion, geographic and cultural origins. (i.e. Asian and Latino people)
- Ethnoracialization: A process in which a person discovers who they are and where they belong in society. This process is shaped by externally assigned racial and/or ethnic labels.
- Tokenization: when a member of a certain racial or ethnic group is marginalized or invited in a group for the sole purpose of appearing diverse or inclusive. For example, the paper mentioned LAC Latino students expressed feeling as though they were "the diversity" on campus.

PRIMARY FINDINGS:

1. At Liberal arts colleges, the racialized organizational setting is characterized by an institutional prioritization of diversity coupled with affluence and privilege among the predominantly White student body. This fosters cooperation and solidarity among Latino students. Reyes refers to this as "inclusive Latino identification".
2. Research universities promotes diversity but its organizational structures unintentionally foster competition for resources among Latino student organizations. Latino students patrol intraethnic boundaries and question their peers' panethnic authenticity. Reyes refers to this as "qualified Latino identification".
3. Regional public universities serves mostly local Latino students. Its racialized organizational setting matches the adjacent community outside the campus gates; thus Latino students do little re-learning or "discursive reinterpretation" of their ethnic-racial knowledge when compared to LAC and RU students. They spend most of their time with people from their own ethnic culture. Reyes refers to this as "rejection of panethnic identity."

KEY QUOTE: "Each campus creates a distinct environment that facilitates particular interactions between students and the campus at large; in turn, through these interactions, students construct what it means to identify as a Latino within that organizational space." (465)

QUESTION: Given that this study focuses exclusively on California schools, how might Reyes expect differences in the racial climates and identity-formation processes among Latino students in regions like the South where schools will rarely ever be "mostly Latino" like the regional publics?