

## Editorial Statement

This issue contains two peer reviewed essays and two Comments. These pieces deal with issues of Culture and Identity in various settings, as does the Extended Review, crucially provides the necessary contextualisation necessary for moving these discussions forward.

The first essay, 'Failure is not an Option: Parental Expectations of Nigerian Voluntary Immigrants to the United States' by Dolapo Adeniji-Neill, analyses these issues in the context immigration and its consequences. The author seeks an explanation for the success in education attributed to new African immigrants to the United States, and their children. Dr. Adeniji-Neill investigates the relationship among three factors: parental expectations; socio-cultural experiences; and (adult) children's internalisation of their parents' aspirations for them. The conclusion is that Nigerian culture has a strong influence on the upbringing and fulfilment of expectations for the children of the participants. It is important to note that these debates have focused in the past on the performance of children of 'West Indian' immigrants to the United States in the mid-twentieth century.

The second essay, 'Class Status and the Construction of Black Masculinity' by Trevor B. Milton, looks at the issues of Culture and Identity in the context of Black Masculinity. Milton argues, 'Black Masculinity and its attributes are decreasingly influenced by one's racial designation and are more influenced by class status'. He identifies the spread of these attitudes across racial boundaries and links 'poor opportunity structure' with limitations on the expression of patriarchal male power. This linkage raises fundamental questions about the centrality of patriarchy in the United States and other Western countries, which pride themselves on their commitment to gender equality, at least in principle. The separation of racial designation and class status for analytic purposes in this essay raises questions about the utility of such an approach in societies organised on the basis of structural racism.

The Comment piece by David L. Brunsma and Priya Dua, 'The Structure and Process of Racial Identification of Multiracial Infants in the United States: A Research Note', analyses the ways in which that new parents of multiracial babies classify their six to twenty-two-month old infants. The authors found a range of categorisation among parents with differing ethnicity identifications, and conclude that these illustrate 'the nature of race relations, processes of racialization, the structure of racial stratification, and the enigmatic relationship between racial identity and racial identification'.

Thomas J. Keil and Jacqueline M. Keil's 'The Characteristics of the Congressional District and Tea Party Victories in 2010', analyses the centrality of racial identity in the origins, character and successes of the Tea Party in the United States' 2010 mid-term elections. Keil and Keil examined the webpages of 137 Tea Party backed candidates to determine the commonalities and differences in their campaign materials on their websites. They were not surprised to find the positive effect of percentage White on the electoral success of the Tea Party candidate but were by the absence of an effect of status, especially in terms of income and unemployment levels. They conclude that:

'In some sense, then, the 2010 election was a racial referendum – a reaction by Whites who wanted to 'take back' 'their country' from the usurpers who had won the 2008 election.... There is a sense among White voters that Whiteness has been devalued as a form of social capital by Mr. Obama's election and that Blacks, especially, as well as other minorities are receiving disproportionate benefits from his administration'.

The Extended Review by Antoinette L. Allen is a review essay on *Acting White: The Curious History of the Racial Slur* by Ron Christie. This fits it with the theme of Culture and Identity in that Christie argues

that there is a Black mindset that:

'prides itself on victimization, government quotas to move ahead, cultural self-exclusion, and disdain for self-identity and, most tragically, acceptance of mediocrity and inferiority, where performing well academically is akin to a black child's acting white'

Allen provides a detailed review of Christie's thesis. Reading it in conjunction with the other pieces in this issue will provide a clear contextualisation of the arguments and facilitate critical discussion.