Remote Acculturation:
So Far in So Little Time, Even Further to Go

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JUS Media? Programme

I A C C P
— 2020+ —
Where is my home?
The dynamics of identities and communications…
Keynote Address, July 28, 2021

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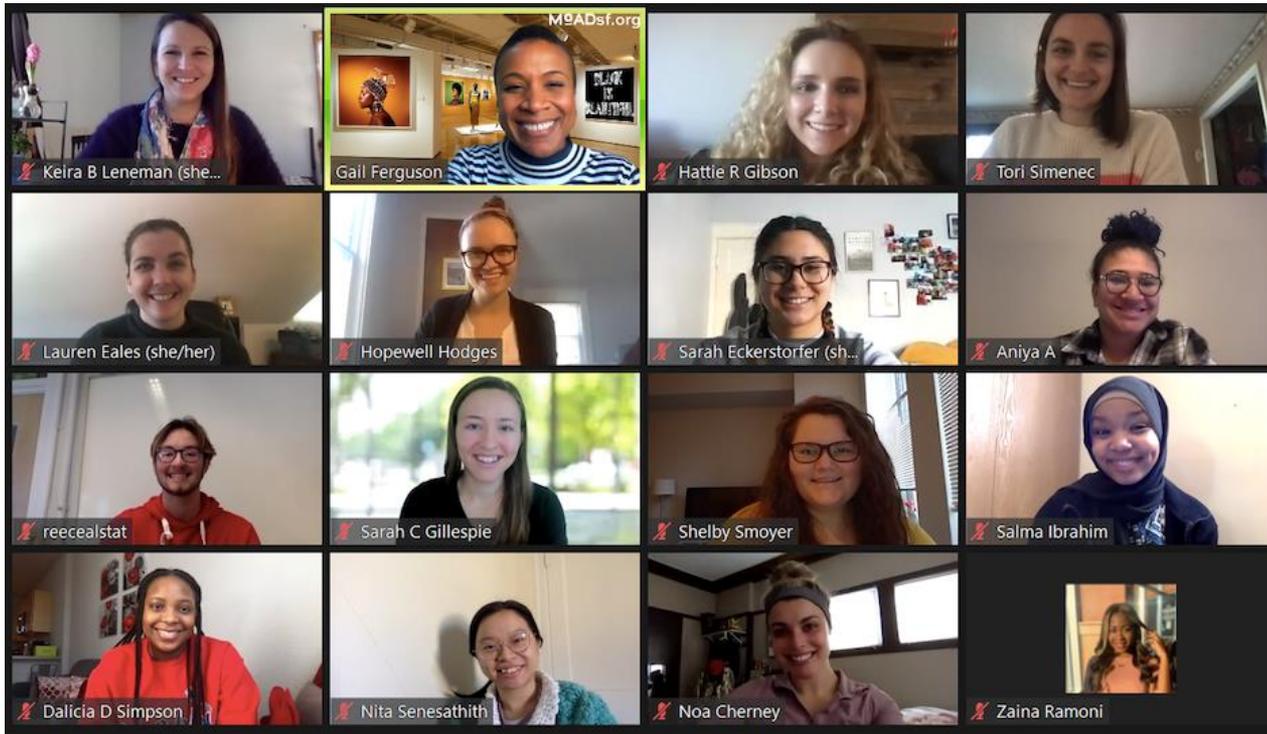
Culture and Family Life Lab (https://innovation.umn.edu/culture-and-family-life-lab/)

- NIH, Christopher Family Foundation, Universities of Minnesota & Illinois
- CFL Lab affiliates at UMN and prior institutions
- Collaborators in Jamaica, United States, and globally
- Partner schools and families

Definitions

"**Acculturation** can now be defined as what happens when groups or individuals of different cultures come into contact—whether continuous or intermittent, firsthand or indirect— with subsequent changes in the original culture patterns of one or more parties" (Ferguson, 2013, p. 249)

Remote Acculturation (RA): A form of acculturation linked to modern globalization resulting from indirect and/or intermittent contact with a distant non-native culture(s) (see Ferguson & Bornstein, 2012 onwards)

Proximal acculturation (PA): traditional form of acculturation studied in immigrant-receiving contexts requiring direct and continuous intercultural contact (Ferguson, Iturbide, & Raffaelli, 2019)

Globalization

"Worldwide and multidirectional flow of people, goods, & ideas" (Jensen, 2019)
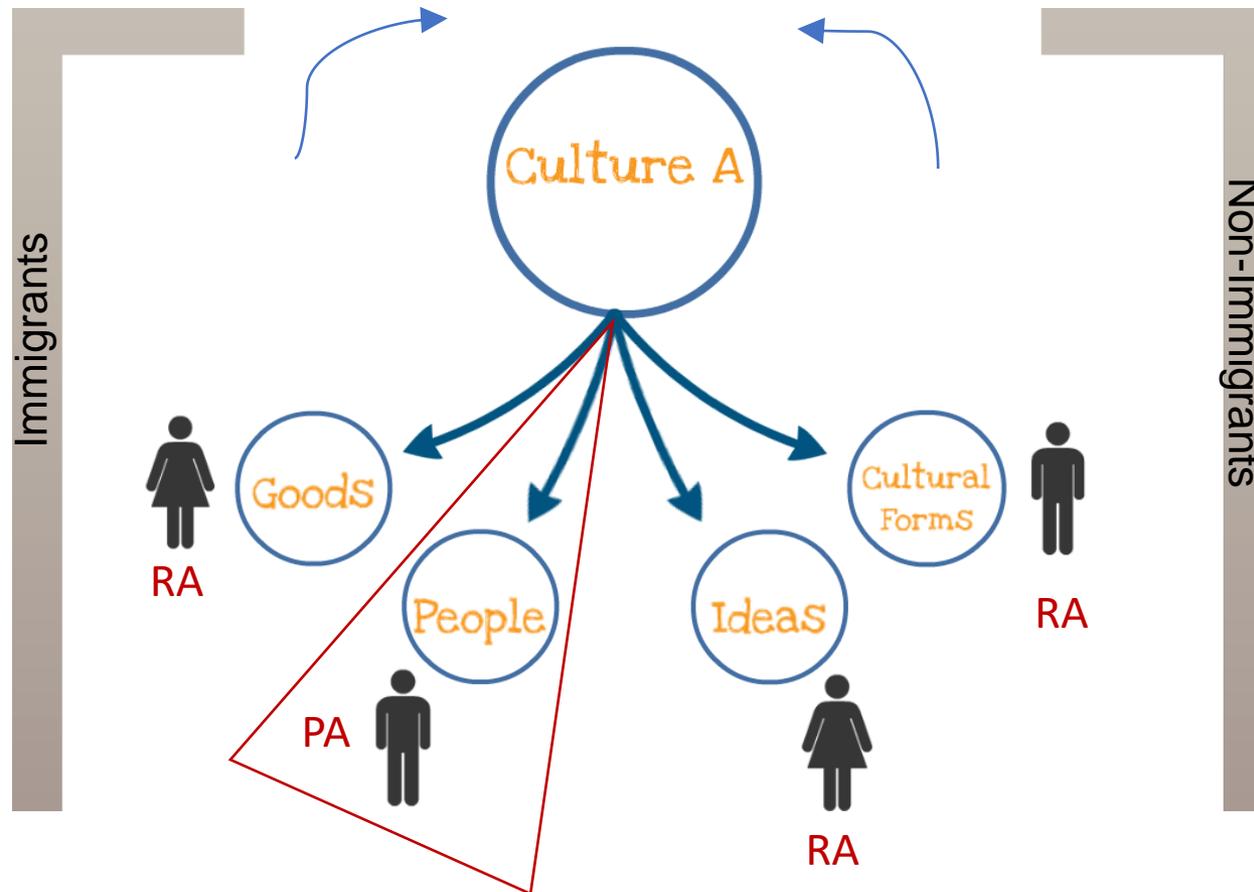
Cultural Globalization: Dimension pertaining to culture (shared way of life, ideas, norms, practices, values, meanings) (Kagistcibasi, 2007)

Keynote Outline

1. **Describe the development of RA theory and research over the past decade:**
    a. The short history of RA
    b. The three phases in one decade

2. **Cast a vision for the future of RA scholarship**
    a. Deepen synergy with PA scholarship
    b. Harness the power of RA for prevention

1a. The Short History of RA

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The Short History of RA

The origin story of RA

- Culture & Family Life Study (2009)

- When your comparison sample steals the show

- How mesearch can enhance research

International Society for the Study of Behavioural Development
ISSBD 2010
21st Biennial Congress
ZAMBIA
July 18-22, 2010

THE UNIVERSITY OF ZAMBIA

The Short History of RA

The lineage of RA: RA and PA are siblings in the cultural transmission family with distinct & shared characteristics

The cultural transmission process occurs both proximally and remotely:
RA in red on right

Culture "A" (own culture) culture transmission

Culture "B" (contact culture) acculturation transmission

Oblique transmission

From other adults

1. General enculturation
2. Specific socialization

Vertical transmission

1. General enculturation from parents
2. Specific socialization from parents (child rearing)

Oblique transmission

From other adults

1. General **acculturation**
2. Specific socialization

Horizontal transmission

1. General enculturation from peers
2. Specific socialization from peers

Individual psychological outcomes

Horizontal transmission

1. General **acculturation** from peers
2. Specific socialization from peers
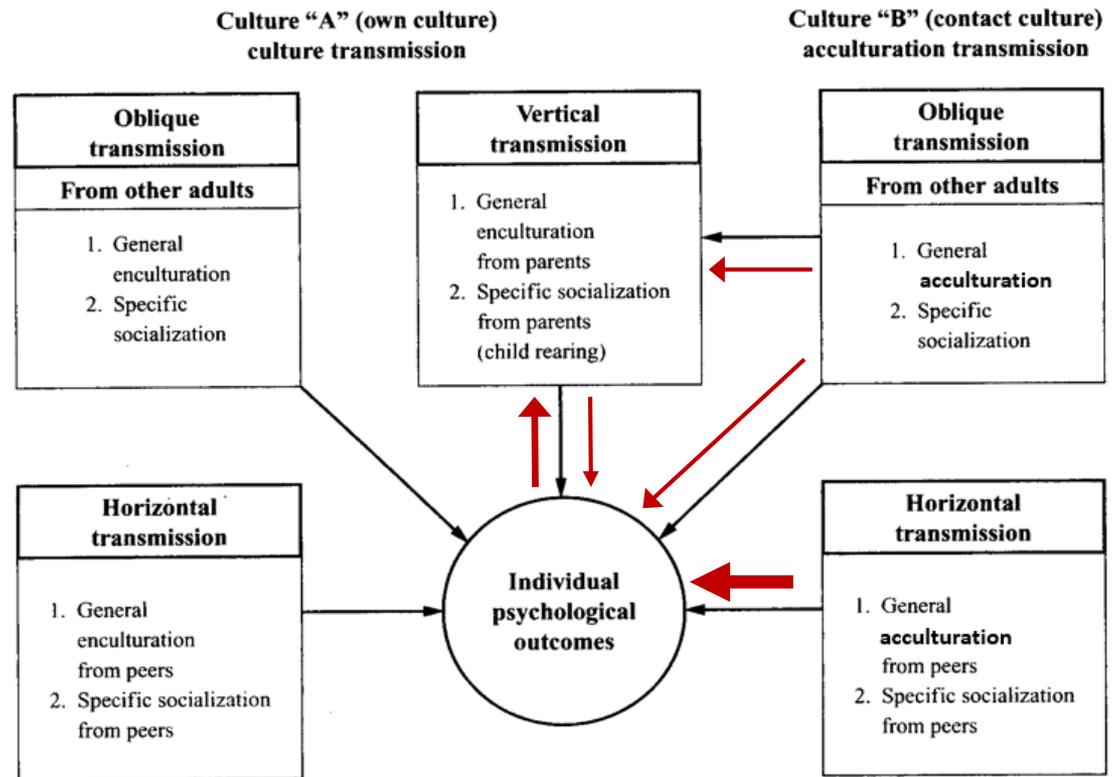
*Adapted so right side reads "acculturation"

.1 Vertical, horizontal, and oblique forms of cultural transmission and acculturation Modified from Berry & Cavalli-Sforza, 1986

The Short History of RA

The lineage of RA: RA and PA are siblings in the cultural transmission family with distinct & shared characteristics

The cultural transmission process occurs both proximally and remotely:

RA in red on right

RE in yellow on left

| | | Culture "A" (own culture) culture transmission | | Culture "B" (contact culture) acculturation transmission |

Oblique transmission
From other adults
1. General enculturation
2. Specific socialization

Vertical transmission
1. General enculturation from parents
2. Specific socialization from parents (child rearing)

Oblique transmission
From other adults
1. General acculturation
2. Specific socialization

Horizontal transmission
1. General enculturation from peers
2. Specific socialization from peers

Individual psychological outcomes

Horizontal transmission
1. General acculturation from peers
2. Specific socialization from peers

*Adapted so right side reads "acculturation"

.1 Vertical, horizontal, and oblique forms of cultural transmission and acculturation Modified from Berry & Cavalli-Sforza, 1986

Figure 3.
*The 4 Ts of Remote Acculturation Vehicles.*

Unique characteristics of RA

Examples from our research studies around the world

Examples from our classrooms around the world

Trade
Fast food (e.g., Ferguson & Adams, 2016)
Goods (e.g., Ferguson & Adams, 2016)

- Food (e.g., fast food and drinks)
- Clothes (e.g., Abercrombie & Fitch, Vans)
- Products and trade goods (e.g., cars)

Technology
General media (Ferguson & Bornstein, 2015)
Music (Ferguson et al., 2016)
Television (e.g., Ferguson & Bornstein, 2015)

- Technology innovations and devices (e.g., Skype, cable television, Apple iPhones, free WiFi, and other devices)
- Media (e.g., "Pimp My Ride," soap operas, sports, music, fashion, hair styles, movies, online and computer games)
- Pop culture (e.g., the Kardashians, sports stars, commercialized holidays, partying, and memes)

Tourism
Incoming tourists (e.g., Ferguson, Desir, & Bornstein ,2014)

- Tourists that visit the home country (e.g., how tourists behave and what they wear when visiting that country)
- Visiting other countries

Transnationalism
Talking with friends or family abroad (e.g., Ferguson & Bornstein, 2015)

- Studying abroad and exchange students
- Friends and family abroad
- Employment
- Migration

(Eales, Gillespie…& Ferguson, 2020)

The Short History of RA

The Short History of RA

The lineage of RA: Tenets of RA vis-a-vis foundational acculturation theories

DIMENSIONS
Individual differences in orientation toward multiple cultures

Berry (1980, 1997)

Ferguson (2013)
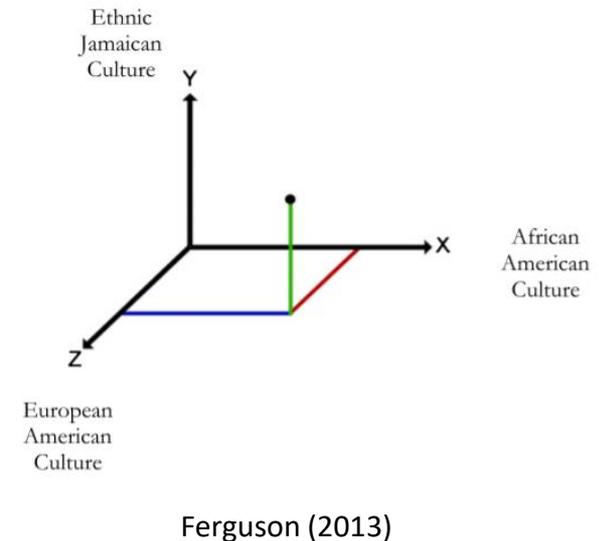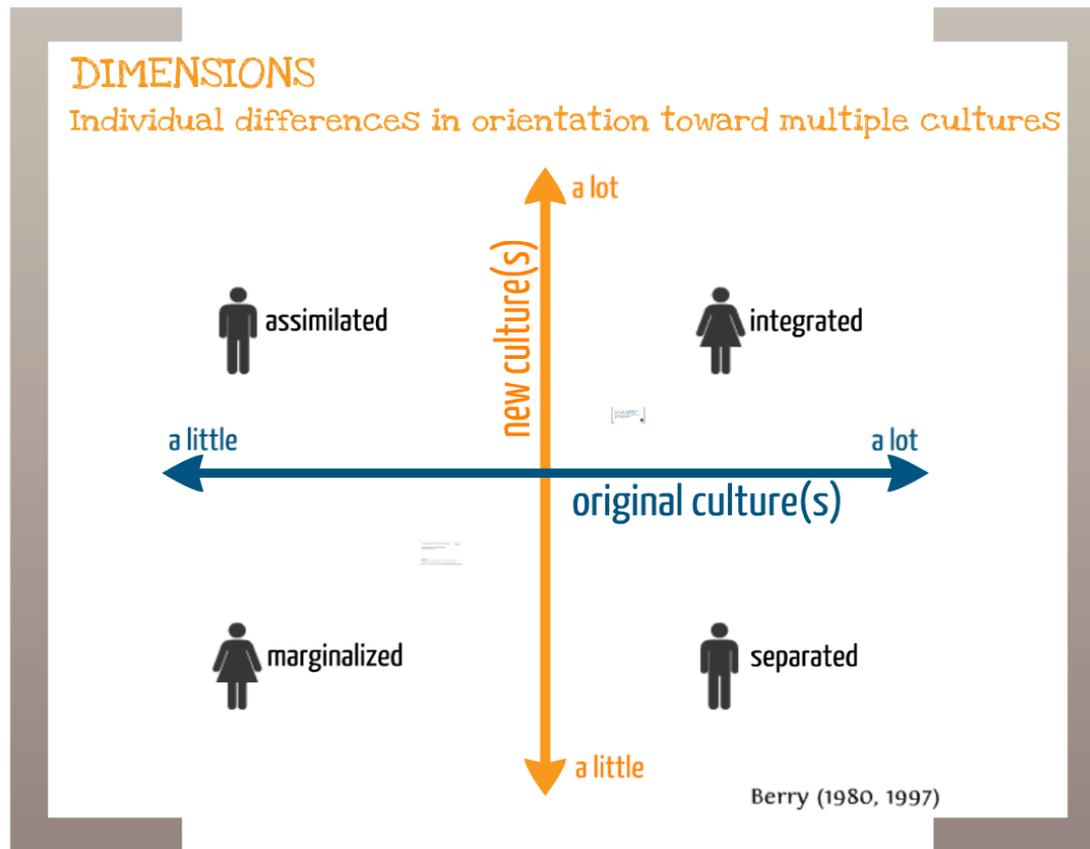
Arends-Toth & van de Vijver framework (2006); Sam & Berry (2016)
Jensen, Arnett, McKenzie (2001) applied to globalization

The Short History of RA

The lineage of RA: Tenets of RA vis-a-vis foundational acculturation theories

DOMAINS

Behavior

Acculturation

Values

Identity

Schwartz et al. (2010)
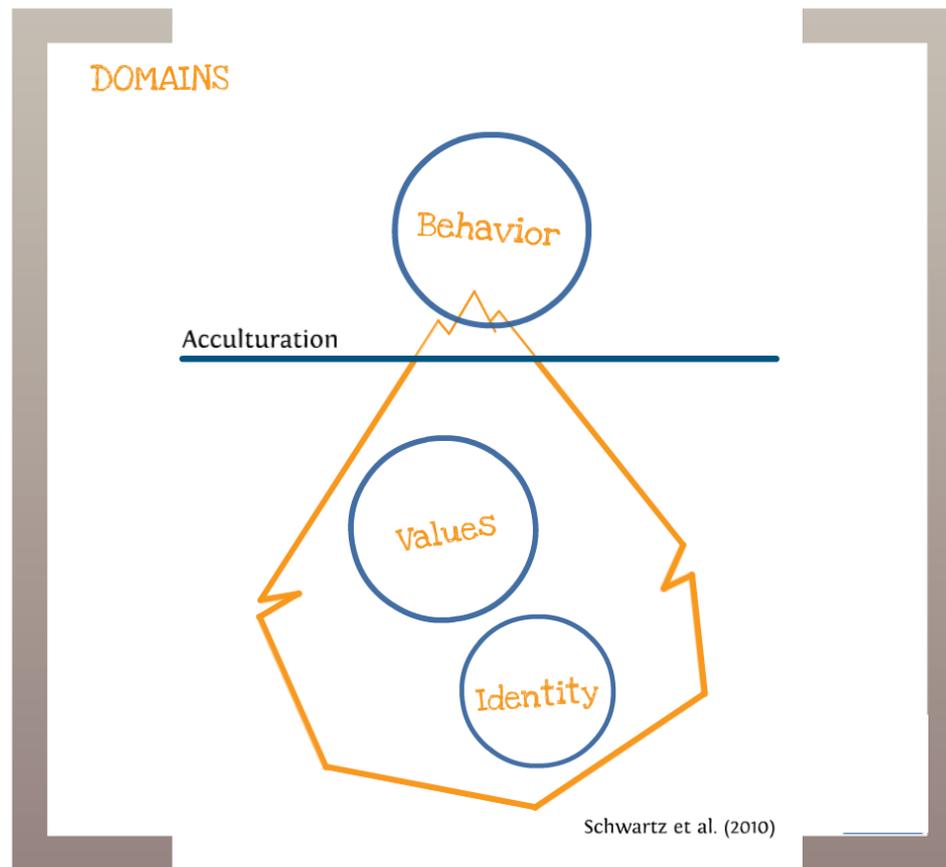
Also Arends-Toth & van de Vijver framework (2006) & Navas et al. RAEM (2005)

The Short History of RA

The lineage of RA: Tenets of RA vis-a-vis foundational acculturation theories
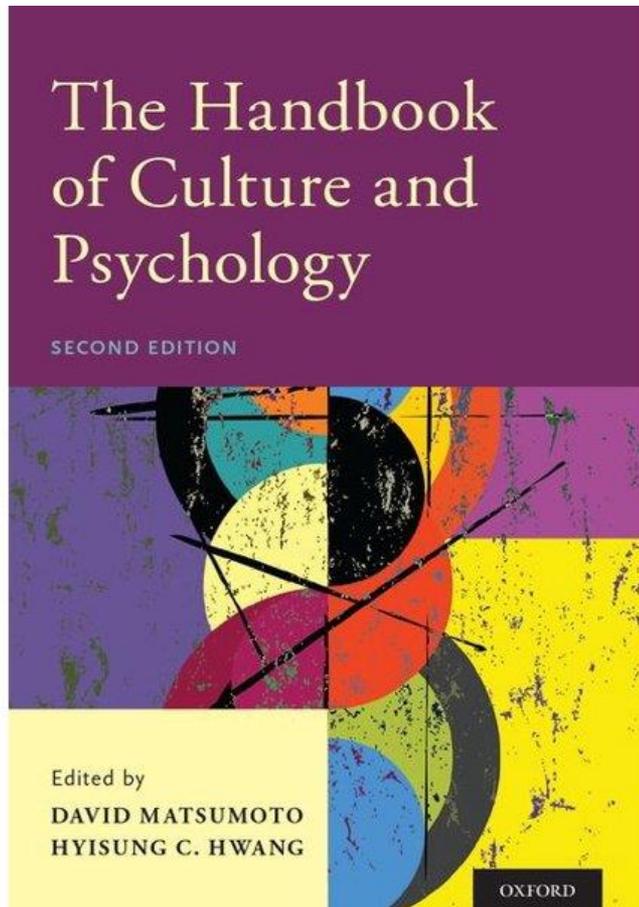
The ABCDs of Acculturation

Ward and Szabó (2019). Affect, Behavior, Cognition, and Development: Adding to the Alphabet of Acculturation.

The Short History of RA

The lineage of RA: Tenets of RA vis-a-vis foundational acculturation theories

PARTIAL AND PLURAL

Polycultural Psychology

Michael W. Morris,[1] Chi-yue Chiu,[2] and Zhi Liu[1]   2015

Polyculturalism

Culture A   Culture B

Figure 2

Network image of individuals with partial and plural cultural affiliations, each with a different combination of cultural influences. Note that individuals can be influenced by another culture assimilatively or contrastively.
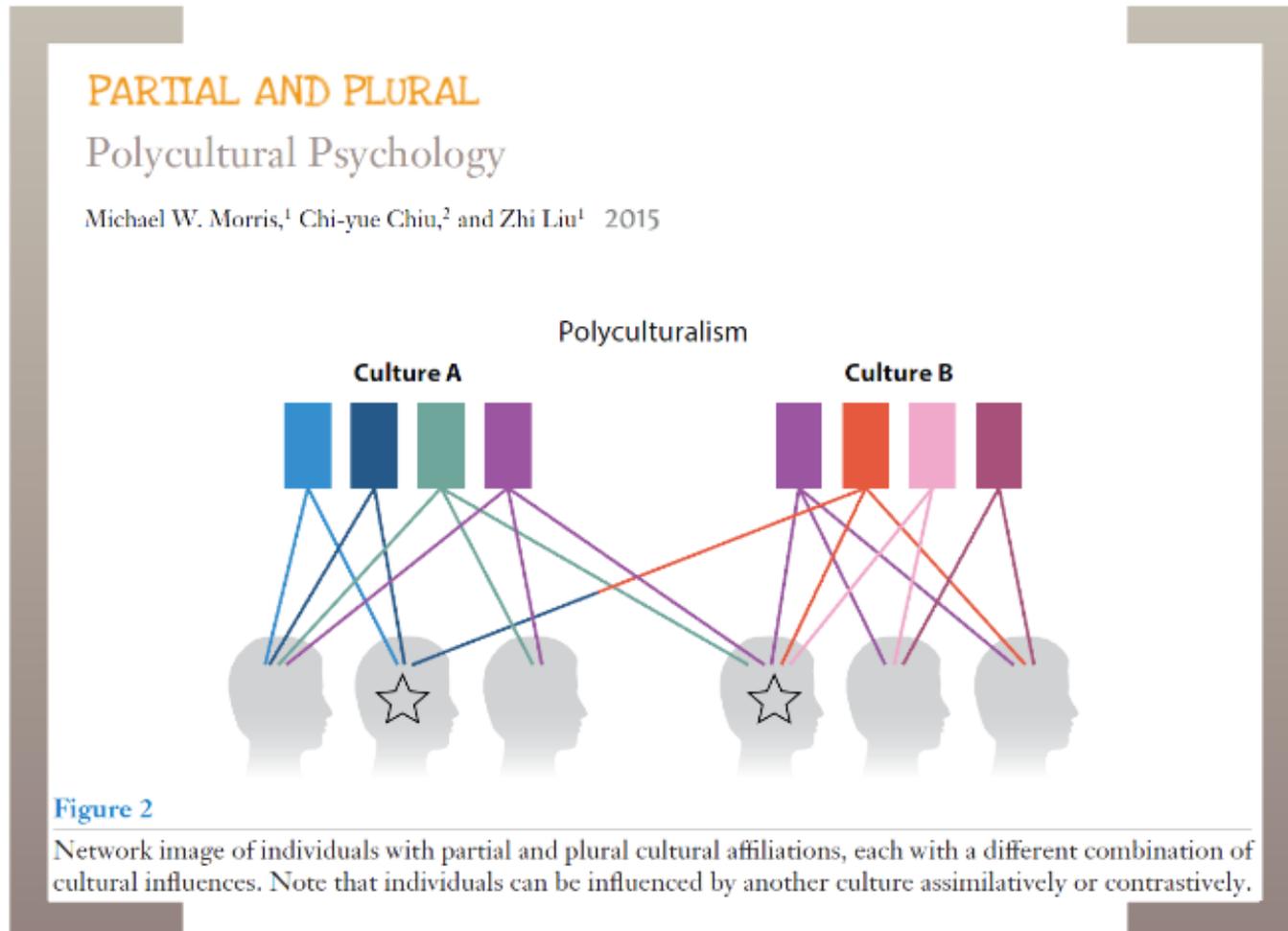
The Short History of RA

The place of RA: Within the study of cultural globalization in cross-cultural psych

RA's primary contribution lies in elucidating individual-level differences in acculturation towards specific remote cultures

VS.

- Cultural diffusion (encompasses many levels of analysis)
- Theory of social change (societal/community level responses)
- Contextual-developmental tradition (community universals/specifics)
- Globalization-based acculturation (broad global culture)

1b. Three Phases in One Decade

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The Phases of RA Scholarship

Three staggered, interlocking phases

Phase I: 2010 - 2014
Lay a foundation through focused documentation in 1 region

Phase II: 2015 - present
Going wider & deeper across regions and time, into health

Phase III: 2020 - present
Goals: Scaling and extending RA-related interventions

Phase I of RA (2010-2014) Focused Documentation

Defining features:

- Documented the presence of RA & correlates – Jamaica & the Caribbean, a region with a remote connection to U.S.
- Basic descriptive unidisciplinary research
- Favored an emic lens: Caribbean-born PI
- Single-culture & comparative cross-sectional
- Quantitative and qualitative

Case Study:
Jamaica

Phase I of RA Scholarship
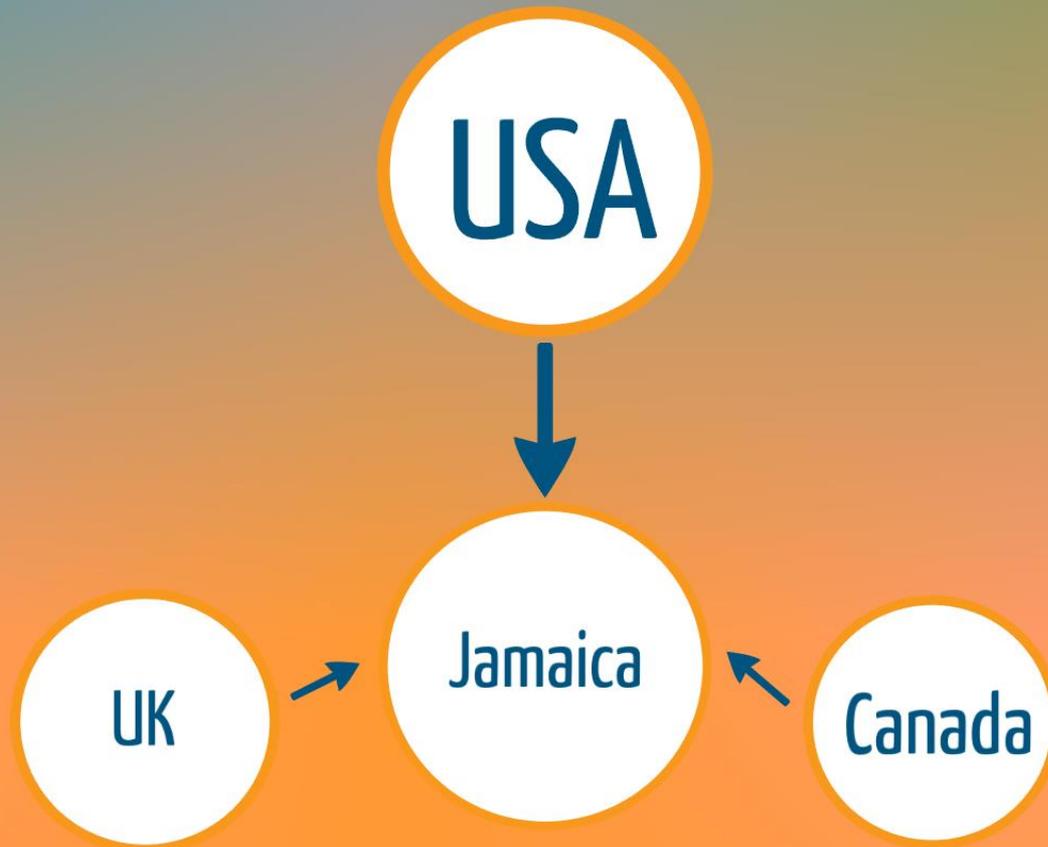
Remote acculturation: The "Americanization" of Jamaican Islanders

Gail M. Ferguson[1] and Marc H. Bornstein[2]

Abstract
Twenty-first century globalization forces of technology and trade transport cultures across territorial borders. Cultural exchange now occurs in the absence of first-hand continuous contact that accompanies population migration. We propose and test a modern type of acculturation—*remote acculturation*—associated with indirect and/or intermittent contact between geographically separate groups. Our findings uncover indicators of remote acculturation in behavior, identity, family values, intergenerational discrepancies, and parent–adolescent conflict among families from one culture (Jamaican Islanders) to a geographically separate culture (European American) that emulate traditional acculturation of emigrants from the same ethnic group (Jamaican Immigrants) now settled in that foreign nation (United States of America).

Inaugural paper on RA, IJBD (2012)
Data from sequential explanatory
mixed methods study called
"Culture and Family Life Study"

Dr. Gail Ferguson
U of Minnesota, USA

Dr. Marc Bornstein,
NICHD, NIH, USA

Sample Quantitative Self-Report scales

ARSJA (Ferguson et al., 2012)

| I like to identify myself as African American. |
| I like to identify myself as White American. |
| I like to identify myself as Jamaican American. |
| I like to identify myself as Jamaican. |

LIB (Birman et al., 2005, 2010)

| I think of myself as being Jamaican/Somali (insert culture name) |
| I feel good about being Jamaican/Somali |
| Being Jamaican/Somali plays an important part in my life |
| I feel that I am part of Jamaican/Somali culture |
| If someone criticizes Jamaicans/Somalis I feel they are criticizing me |
| I have a strong sense of being Jamaican/Somali |
| I am proud of being Jamaican/Somali |

RA adapted many measurement methods from PA!

1 in 3 adolescents & 1 in 10 mothers integrated (vs separated)

cluster analyses inputting 8 acculturation indicators

Higher European American Orientation

More conflict between youth and parents

Lower Jamaican Orientation?

"Americanized" Jamaicans

associated with the acculturation gap

Equal to European Americans

Larger discrepancies between youth & parents

Lower family obligations
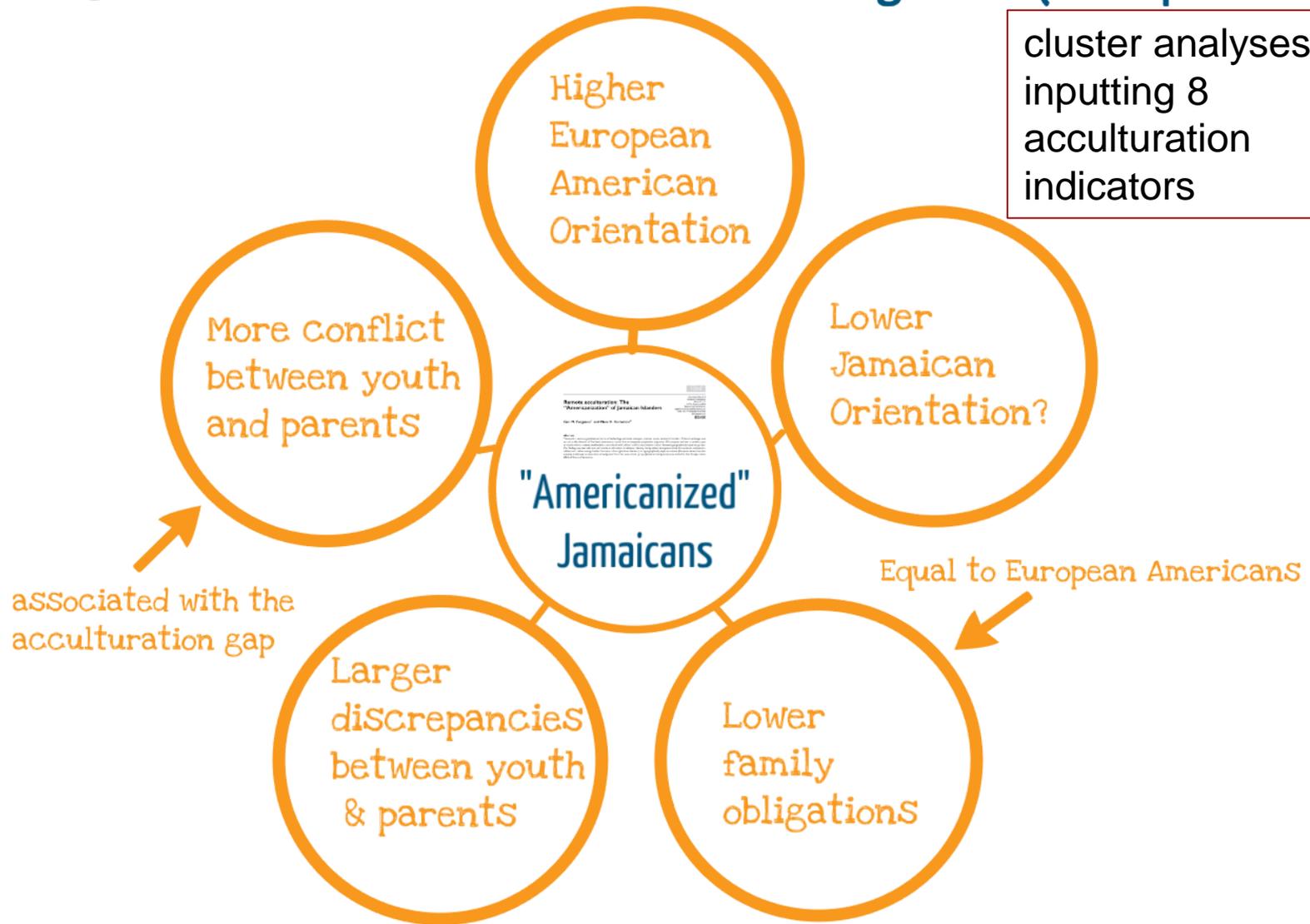
(Ferguson & Bornstein, 2012)

Qualitative Identity Maps (Culture & Family Life Study)

Using the materials provided, please draw a map (or picture) of your many cultural and social identities. This should be an illustration of how you see yourself as a Jamaican or a "Jamerican" young person. You are free to design the picture as you want. You can use drawings, colors, symbols, words…or whatever you need to reflect the many sides of yourself.

American

Jamaican

Physical features

DANCE

Colour

Food

Hair

Music

Television

Dressing

Music

Hardworking

opportunities

living condition

Speak

Education
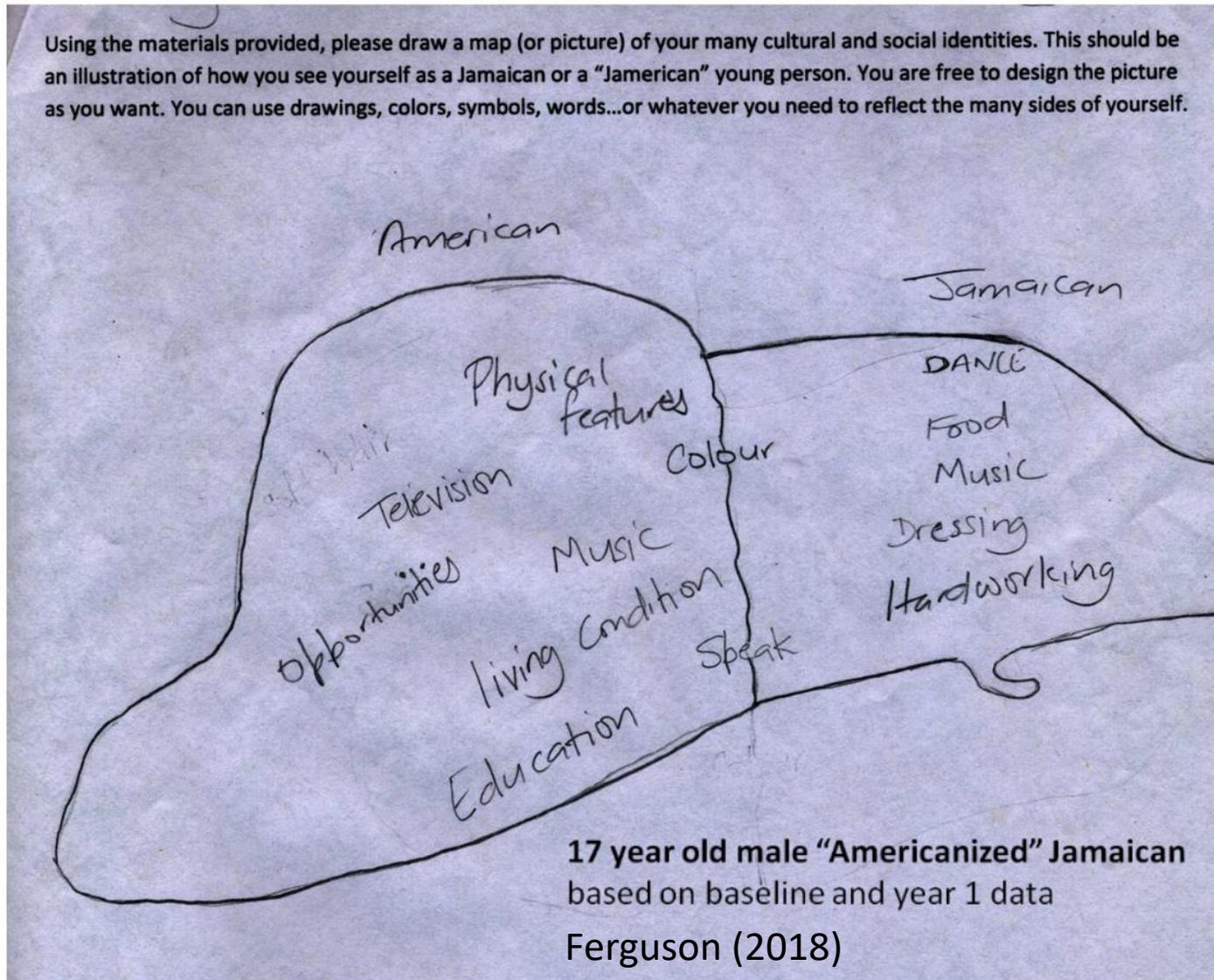
17 year old male "Americanized" Jamaican based on baseline and year 1 data

Ferguson (2018)

b. ID 474

Note: Top to Bottom: Mixed Group, Souls, Gospel, Dancehall, Hip Hop, Reggae, R&B

Americanized Jamaican adolescent boy
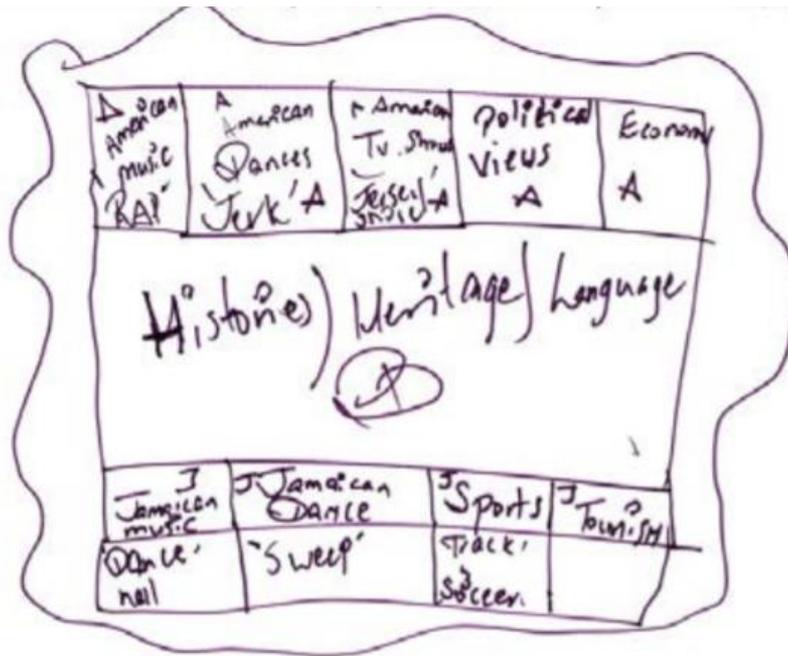
Ferguson (2018)

Note: A = American Music 'rap', American Dances 'Jerk', Political Views, Economy. B = Histories/Heritage/Language. J = Jamaican Music

Americanized Jamaican adolescent boy

Ferguson (2018)

Culturally traditional Jamaican adolescent boy

Ferguson (2018)

Culturally Traditional Jamaican adolescent boy

Ferguson (2018)

b. ID 503
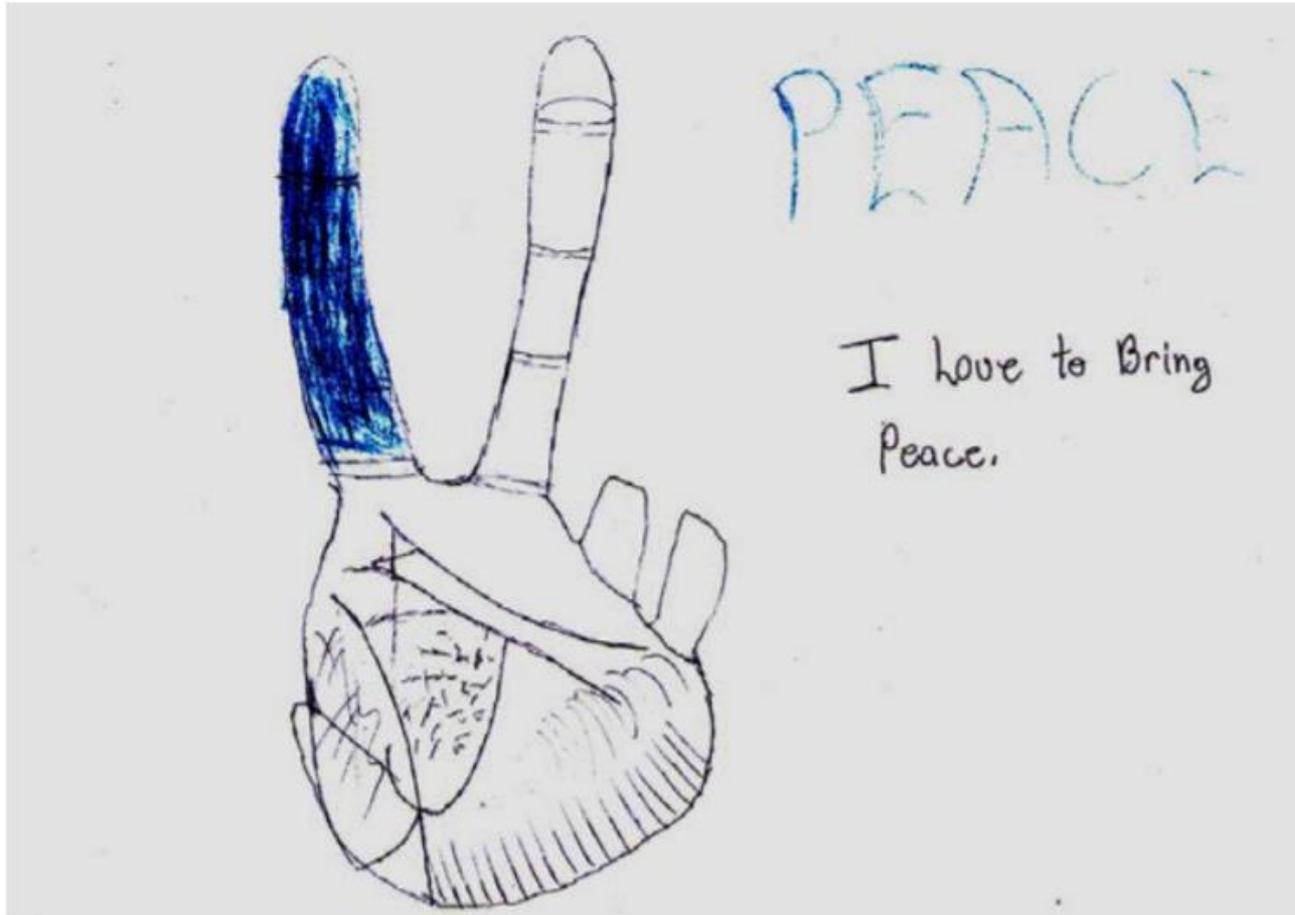
Note. Top bubbles L-R: "Jamaican people are the best", "We are the hypest people", and "We are very happy". Bottom bubbles L-R: "We are proud of our country (sport)", and "We are the most religious country (Christian)"

Culturally Traditional Jamaican adolescent boy

Ferguson (2018)

Individual and Societal Level RA (focus groups)

"My Culture I don't know.
My Body Is In Jamaica but My Mind Is In America."
 Adolescent ID 582

"Jamaican culture is changing.
We are embracing more of the American way of life. "
Mother ID 784

Ferguson (2018)

Cultural Construals in RA

Construal of U.S. teens & culture came from Hollywood film images (wild, spoiled White youth with permissive parenting): ** *"…99.9% of Americans are very spoiled, everybody know dat…", p. 75).* ** *"Like um you see people skydiving and bungee jumping and all these tingz, yeah…they take more risks with their lives…maybe it's because I don't really interact with them like personally, but seeing them on television, and there are so many shows with true life stories, you know how they actually (are) in the home."*

Construal of Jamaican teens & culture came from Dancehall music culture (loving fun and fashion but also tough – resilient and macho/anti-gay – with restrictive parenting): ***"Jamaicans overall are fighters and that what makes us Jamaicans … Cause of like the history we're coming from …Jamaicans always fighting trying to um you know elevate themselves, push, cause you know, they don't really have, um us Jamaicans barely have anything, most of us are poverty stricken so they always have to be fighting… Trying to elevate themselves to get better in life."* (p. 72) ***…if like wi fi go somewhere Miss she ago want mi go wid har… But if me ago someweh now she nah go wah mi go out… she nuh wah mi GO OUT.* (p. 73)

Ferguson & Iturbide, 2013)

Barriers to RA

- Negligible remote cultural orientation in *rural* Haiti
- U.S. orientation linked to exposure to U.S. tourists, food

Ferguson, Desir & Bornstein (2014)

Dr. Charlene Désir
Nova Southeastern University, FL, USA

What did we learn from Phase I?

- RA is possible (to US cultures for non-migrants in ~monocultural setting)
- Remote separation (more common) and remote integration in Caribbean
- Remote cultural orientation resembles the proximal form but is weaker
- Remote cultural orientation is more common among youth vs adults
- Remote cultural orientation is somewhat more elective
- Target remote culture can be mainstream culture of a multicultural society
- Adoption of a remote culture depends on remote cultural exposure
- Construals of remote cultures are stereotypical and heavily media-based (and so are construals of local culture!)
- RA is associated with family dynamics in the Caribbean
- Utility of the emic lens and cultural insider status

Strengths of this phase: Richness of sequential explanatory mixed methods design; multiple acculturation domains assessed; strong regional understanding

Limitations of this phase: Cross-sectional: snapshot methods measuring acculturation indicators but not acculturation processes or dynamics

Phase II of RA (2015-) Wider, Deeper, into Health

Defining features:

- Layered atop ongoing Phase 1 efforts
- Replications & extensions; Jamaica still innovation hub
- New RA contexts – document RA in other regions
- Add etic lens – study RA in cultures outside PI experience
- RA's associations with health
- RA mechanisms/processes – integenerational lens
- Applied, cross-disciplinary, multi-method, experimental, longutudinal case study research methodologies
- Translation into preventive intervention to foster positive adaptation among remotely acculturating youth & parents

Remote Acculturation 101: A Primer on Research, Implications, and Illustrations from Classrooms Around the World

Lauren Eales
University of Minnesota, Twin Cities, eales009@umn.edu

Sarah Gillespie
University of Minnesota, Twin Cities

Sarah Eckerstorfer
University of Minnesota, Twin Cities

Ema M. Eltag
University of Minnesota, Twin Cities

Global Educators Group
Global secondary education institutions

Lauren Eales, M. A.
U of Minnesota, USA

Phase II of RA Scholarship

Figure 4
Remote Culture Flows

a)

North American and Caribbean Remote Culture Flows

⫸	Research Studies
➤	Our Classrooms
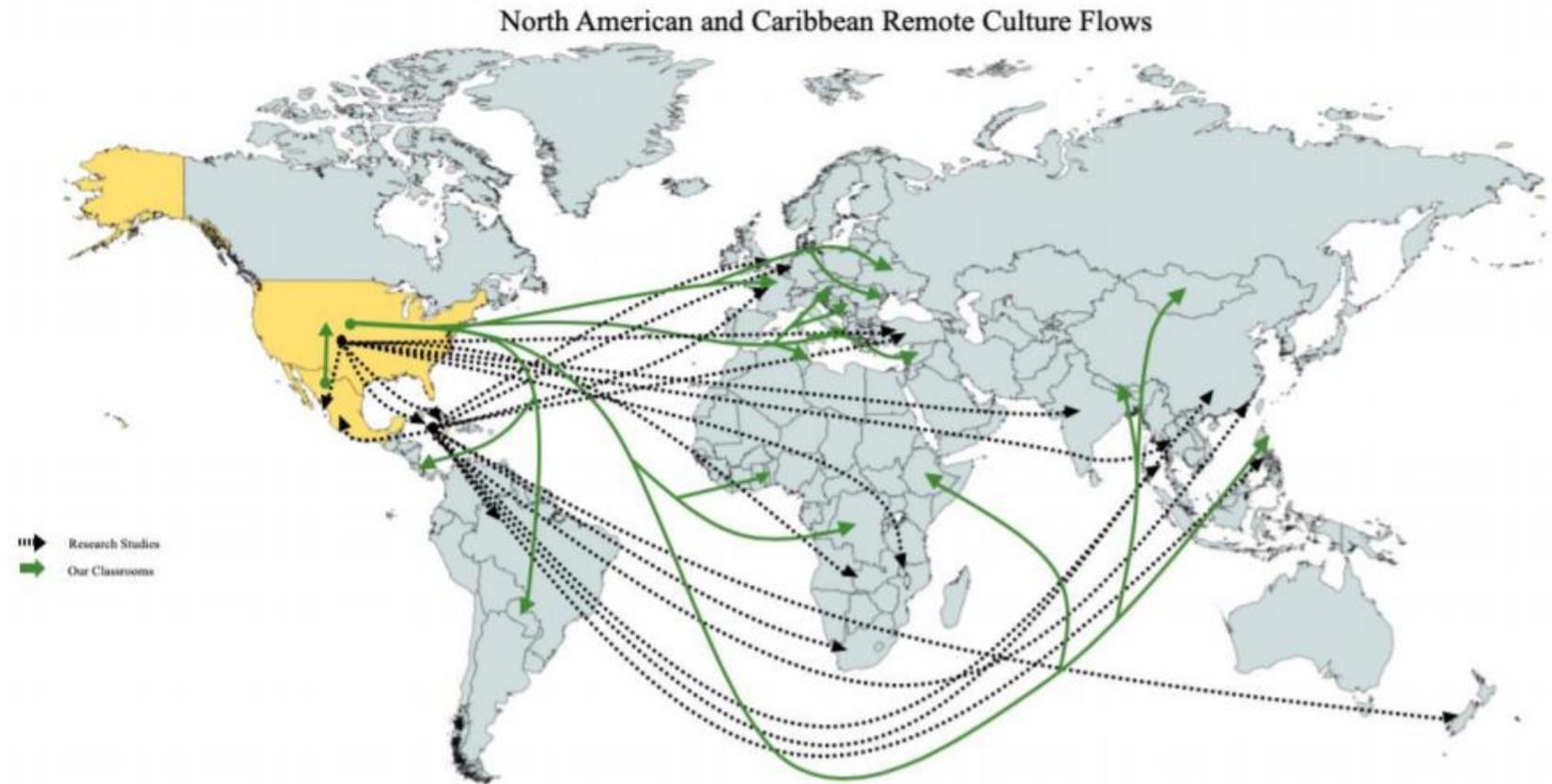
Black arrows – RA research articles
Green – real-world classroom accounts

Eales et al. (2020)

European Remote Culture Flows

Black arrows – RA research articles
Purple – real-world classroom accounts

Eales et al. (2020)

African, Asian, and South American Remote Culture Flows

Research Studies
Our Classrooms
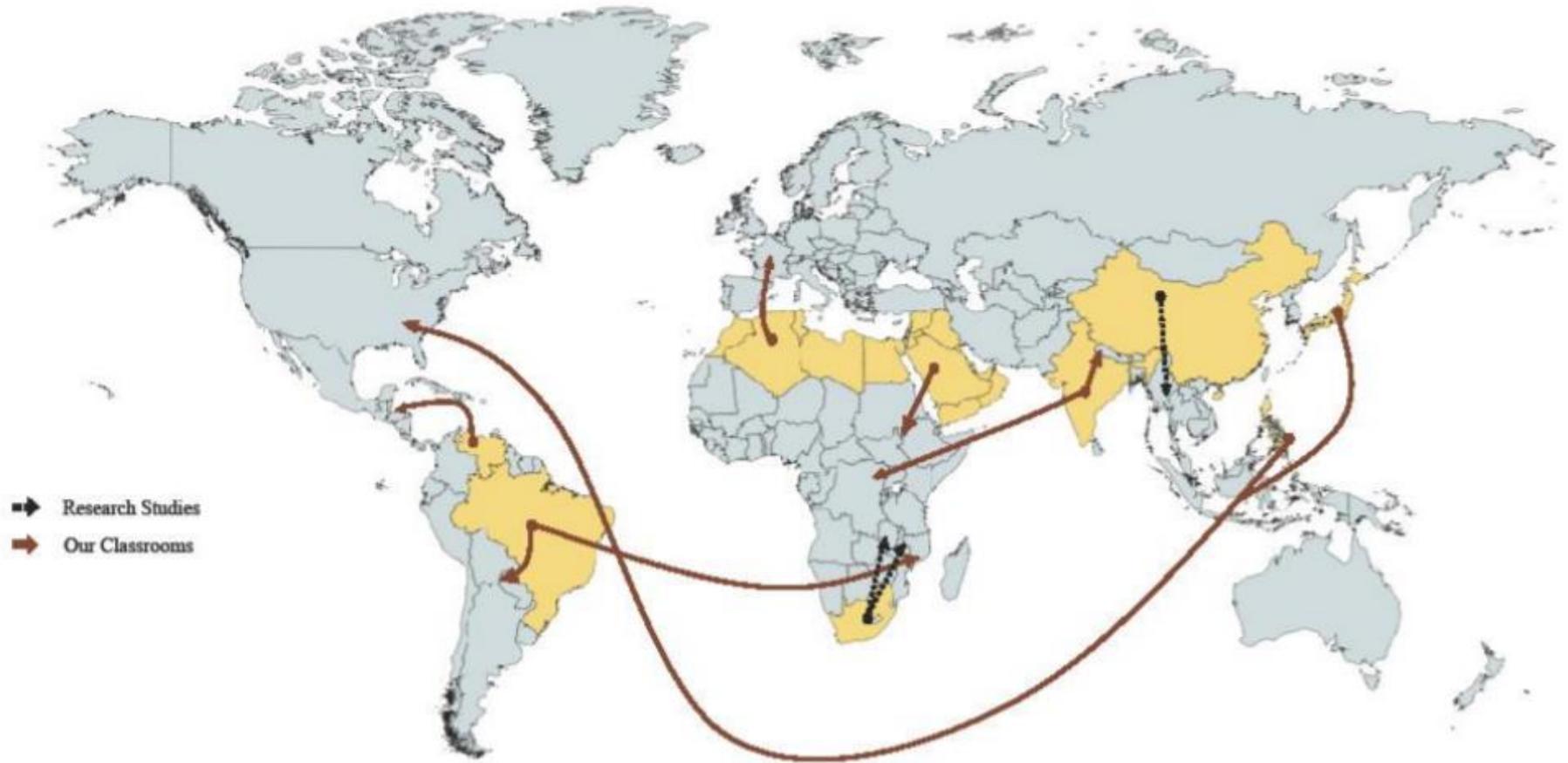
Black arrows – RA research articles
Brown – real-world classroom accounts

Eales et al. (2020)

Phase II of RA Scholarship

Figure 5.
Assets and Liabilities of Remote Acculturation

Assets of adopting the remote culture

Education
- *Articulate**
- Higher/better educational attainment
- Inspired/motivated to learn
- *Higher language proficiency**
- More interest in learning abroad

Behavior and values
- *Easily express their opinions and ideas**
- Curious, independent, ambitious, courageous
- *Increased openness**
- Better developed critical thinking
- Value freedom of speech
- *Socially flexible, strong perspective taking, tolerant*

Global connections
- *Readiness/intention to travel or work abroad**
- Friends from different cultures
- *Develop a global understanding**
- Stronger connection to global networks and information
- Keep in contact with people from a remote culture

Cultural competence
- Knowledgeable of global issues
- Know and value many things about other countries
- Open/interested in learning about remote culture(s)
- Broader world view
- *Stronger intercultural skills including code-switching*
- Attempts to protect/revitalize own cultural identity

Liabilities of adopting the remote culture

Health and well-being
- *Poor eating habits (e.g., eating too much junk food)**
- Do not know local foods
- *Bullying targets because perceived as weak (boys)*

Behavior and values
- Obsessed with money/success
- Narcissistic, arrogant
- *Do not fit in socially**
- More behavioral problems
- More violence, drugs, alcohol, vulgar language
- Waste time on social media
- Avoid social interaction

Attitudes towards home and remote cultures
- Stereotype the remote culture, treat one example as the rule
- Perceive English to be more "noble"
- Accept the remote culture uncritically
- *Favor a foreign culture over their own**
- Feel insecure around their home culture

Cultural connections and identity
- Lose touch with background
- Shy away from using local language
- *Weaker national identity**
- *Less traditional family values**
- *Less interest in preserving traditions, customs**

(Eales, Gillespie, Eckerstorfer, Eltag, Global Educators Group, & Ferguson, 2020)

Italics – RA research studies

*Asterisk – real-world classroom accounts

RA to U.S. Cultures in South Africa

Article

Americanization in the Rainbow Nation: Remote Acculturation and Psychological Well-Being of South African Emerging Adults

Gail M. Ferguson[1,2] and Byron G. Adams[3,4]

Dr. Byron Adams,
U of Amsterdam, NL

Abstract

This article expands remote acculturation research by exploring the presence, vehicles, and well-being implications of Americanization in a racially diverse group of post-Apartheid emerging adults in Johannesburg, South Africa ($N = 370$, $M_{age} = 19.8$ years: 63% Black, 21% White, 11% Indian, and 5% Coloured). Cluster analyses revealed three Americanized South African clusters constituting 71% of the sample (i.e., African-Americanized, European-Americanized, and Multicultural-Americanized), and one culturally traditional cluster (29%). Receiving U.S. goods and consuming U.S. fast food were the primary vehicles of Americanization. European-Americanized youth had higher life satisfaction than Traditionals and lower psychological distress than African-Americanized youth, after controlling for race. However, remote acculturation was not linked to family values or family conflict. Taken together with prior research, the bicultural and multicultural patterns of remote acculturation profiles appear to be culture universals, although the form (e.g., remote culture targeted) and well-being implications of remote acculturation (i.e., psychological and family) appear to be culture-specific.

European-Americanized South Africans had higher life satisfaction (race & SES controls)
African-Americanized South Africans had higher psychological distress (race & SES controls)

Phase II of RA Scholarship

RA to 3 Remote Cultures in Malawi

Dr. Kim Ferguson
Sarah Lawrence
College, USA
(Study Abroad)
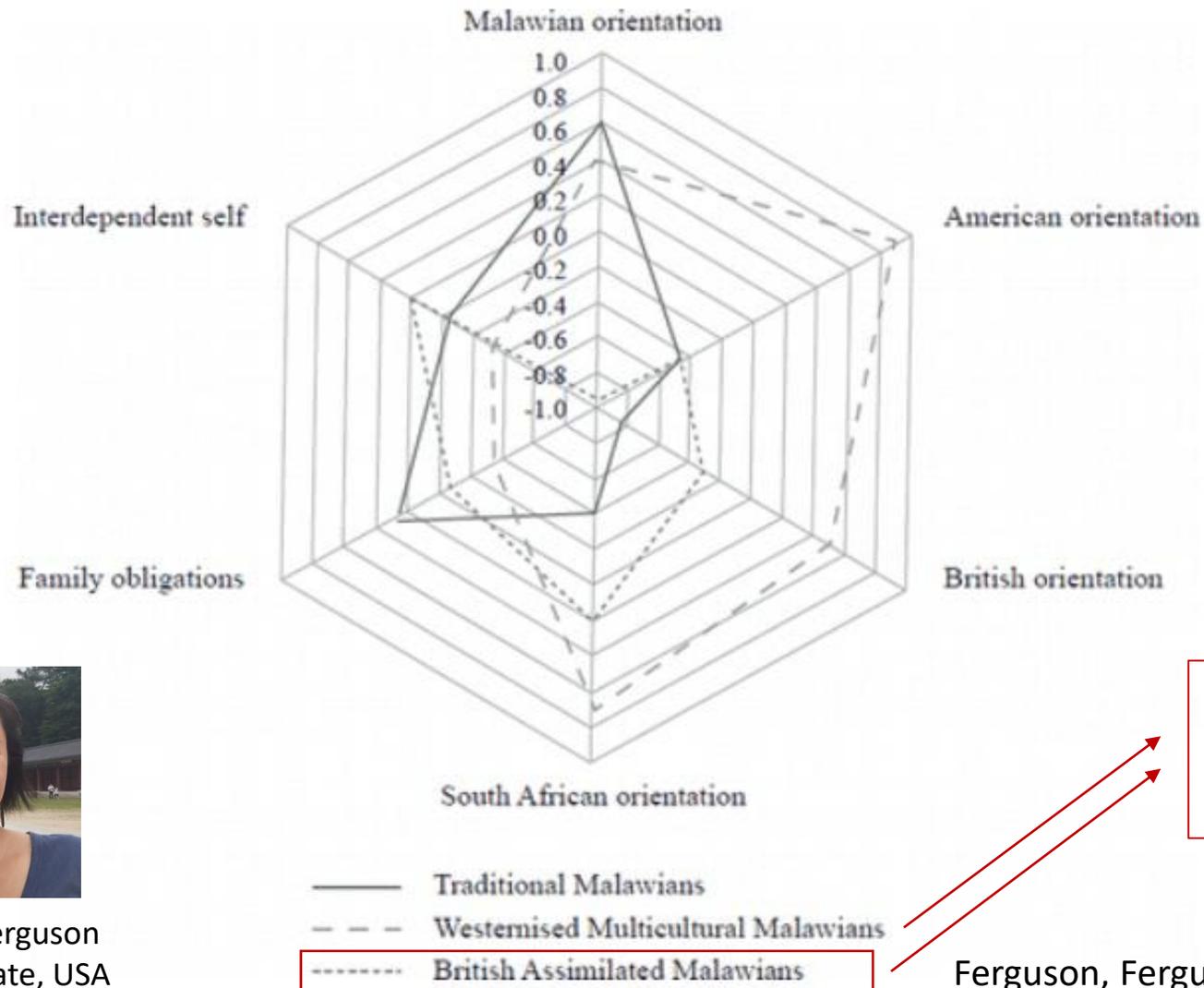
Dr. Yuna Ferguson
Truman State, USA

higher autonomy support from parents

Ferguson, Ferguson, Ferguson (2017)

Traditional Malawians
Westernised Multicultural Malawians
British Assimilated Malawians

RA to U.S. Culture in Turkey

Perceived Parental Remote Acculturation Gaps Among Divorced Coparents and Children's Adjustment in Turkey

Dr. Cagla Giray
U of Illinois
Weber Shandwick

Cagla Giray[1] and Gail M. Ferguson[1]

Abstract

The possibility of differential remote acculturation to a distant culture is yet an
divorced coparents must bridge as they raise their children in globalizing urban se
explored the association between parental remote acculturation and perceived
acculturation gaps in two acculturation domains (behavior, identity), in relat
adjustment in Turkish divorced families. Altogether, 177 urban divorced m
reported their own and their ex-partners' remote acculturation to U.S. and
and their joint children's internalizing (social withdrawal, anxiety) and externa
behaviors. Perceived remote acculturation gaps were operationalized with ma
interaction methods. Sequential regression analyses accounting for parental c
revealed that mothers' perceptions of fathers' American identity was posi
with children's social withdrawal. Regarding perceived acculturation gaps, one
dimension pairing—strongly U.S.-identified "AmeriTurk" mothers paired with s

Parent-parent RA gaps are adaptive for children!

Children's Social Withdrawal (y-axis) vs. Fathers' Turkish Identity (x-axis). Mothers' American Identity: Low (black), Average (red dashed), High (AmeriTurk) (green). $\beta = -.25, p < .05$; ns.
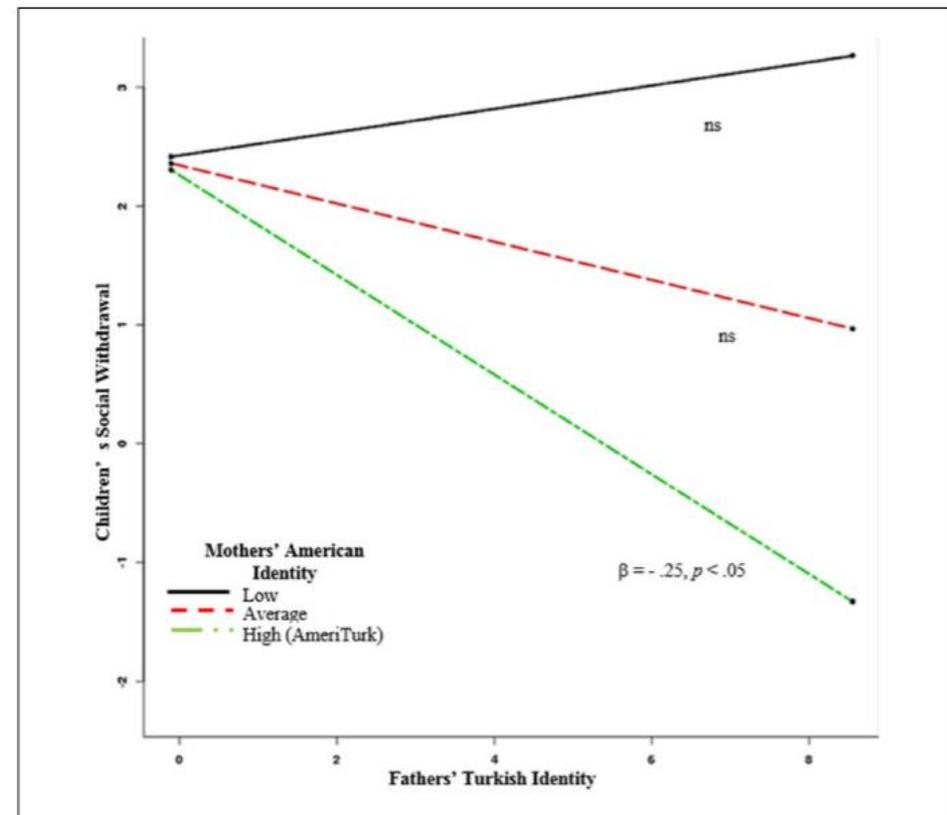
RA to Jamaican Culture (11 countries)

"Get Up, Stand Up, Stand Up for Your Rights!" The Jamaicanization of Youth Across 11 Countries Through Reggae Music?

Gail M. Ferguson[1], Diana Boer[2], Ronald Fischer[3,4],
Katja Hanke[5], Maria Cristina Ferreira[6], Valdiney V. Gouveia[7],
Hasan Gürkan Tekman[8], Andrew Chang[9], Ronaldo Pilati[10],
Michael H. Bond[11], Byron G. Adams[12,13],
Jimena de Garay Hernández[14], Ma Luisa González Atilano[15],
Luz Irene Moreno García[15], Magali Clobert[16], Claire Prade[17],
Vassilis Saroglou[17], and Markus Zenger[18,19]

Prof. Diana Boer
University of Koblenz-Landau
Germany

Jamaican Reggae music may reinforce Openness to Change values universally and some culture-specific values: self-enhancement in global south-Jamaica, SA, Phillipines VS. self-transcendence in global north Europe, NZ (Attitude function theory: Katz, 60; Herek, 87)

RA to Jamaican Culture (11 countries)

(a) Value similarity with Jamaican value associations vs. cultural distance to Jamaican individualism-collectivism

(b) Value similarity with Jamaican value associations vs. geographical distance to Jamaica
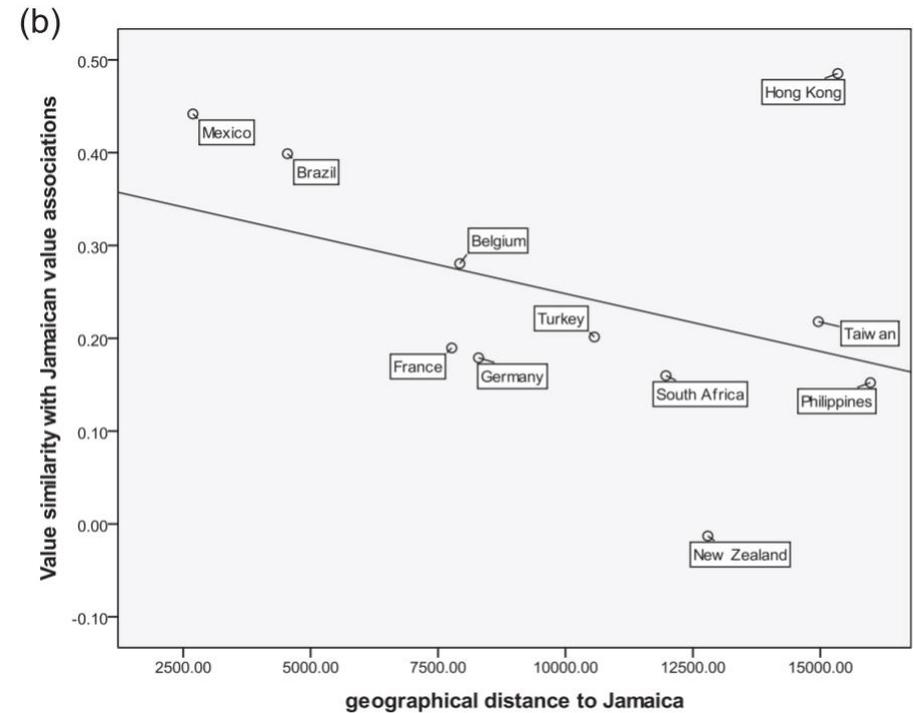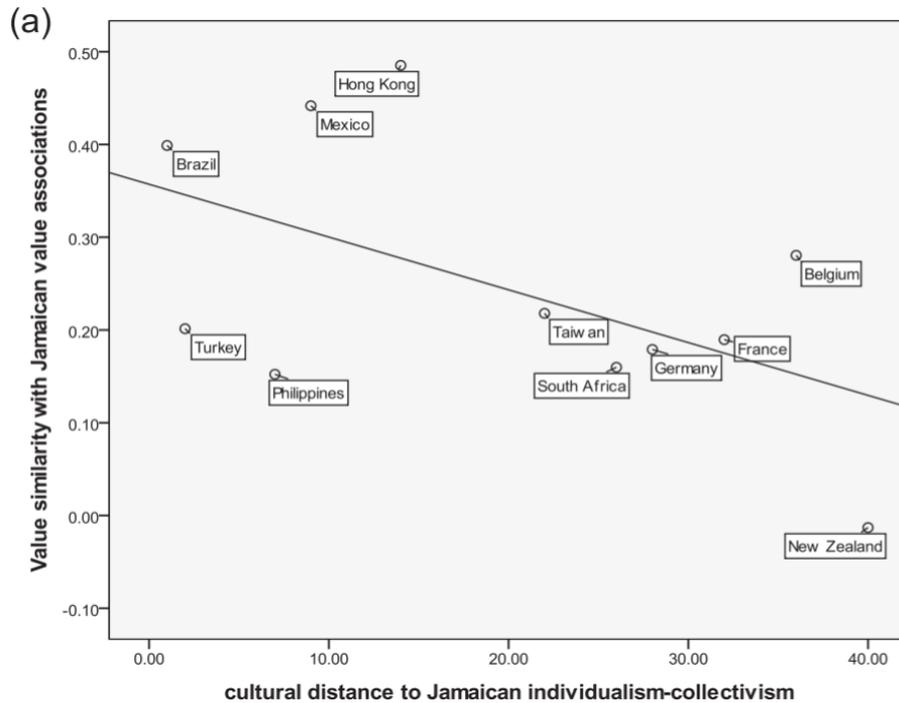
Cultural proximity (individualism/collectivism) and geographical proximity both facilitated similarity in values associations with Reggae music, hence, RA (note: low cultural distance associated with new culture engagement in PA also – Suanet & van de Vijver, 2009)

RA Stability Overtime

Moderate stability of RA statuses across time

8 longitudinal case studies: Jamaican island teens at 3 time points over 2 years

6 of the 8 adolescents (75%) retained their RA status across the 2 years (~14 yrs @ baseline)
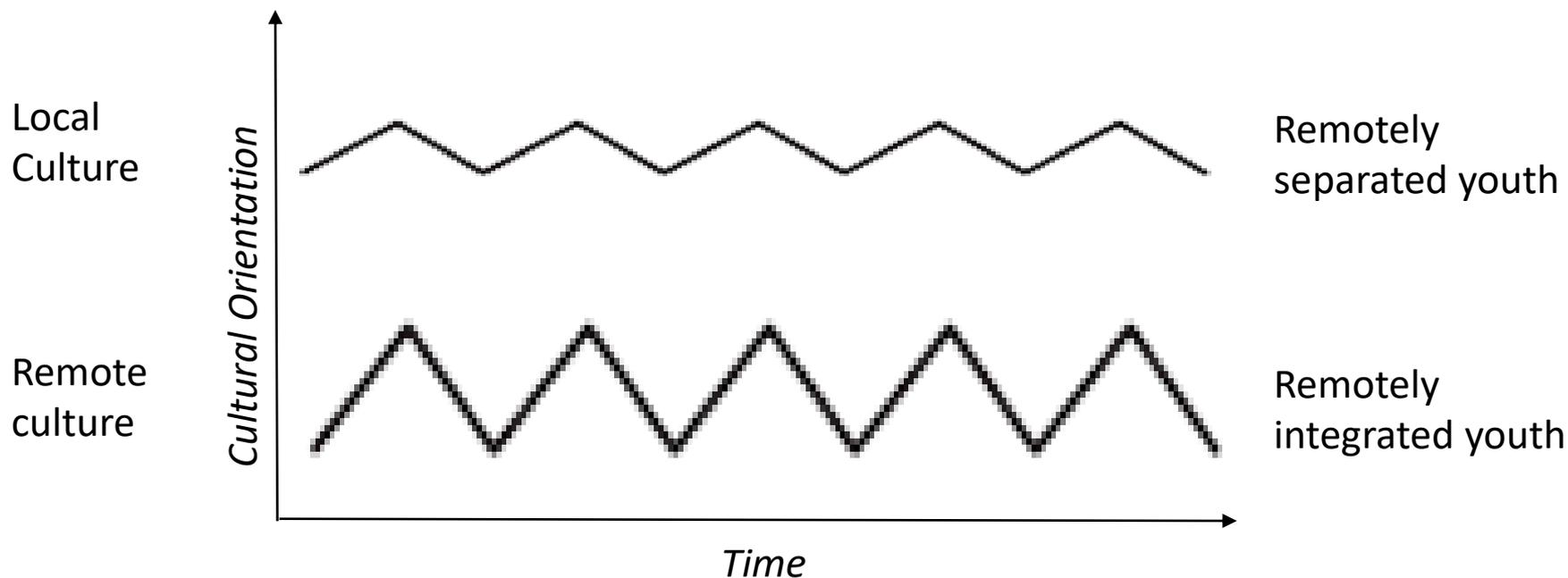
Ferguson (2018)

RA Intergenerational Findings

Mothers are aware, concerned, involved, and influential in youth RA
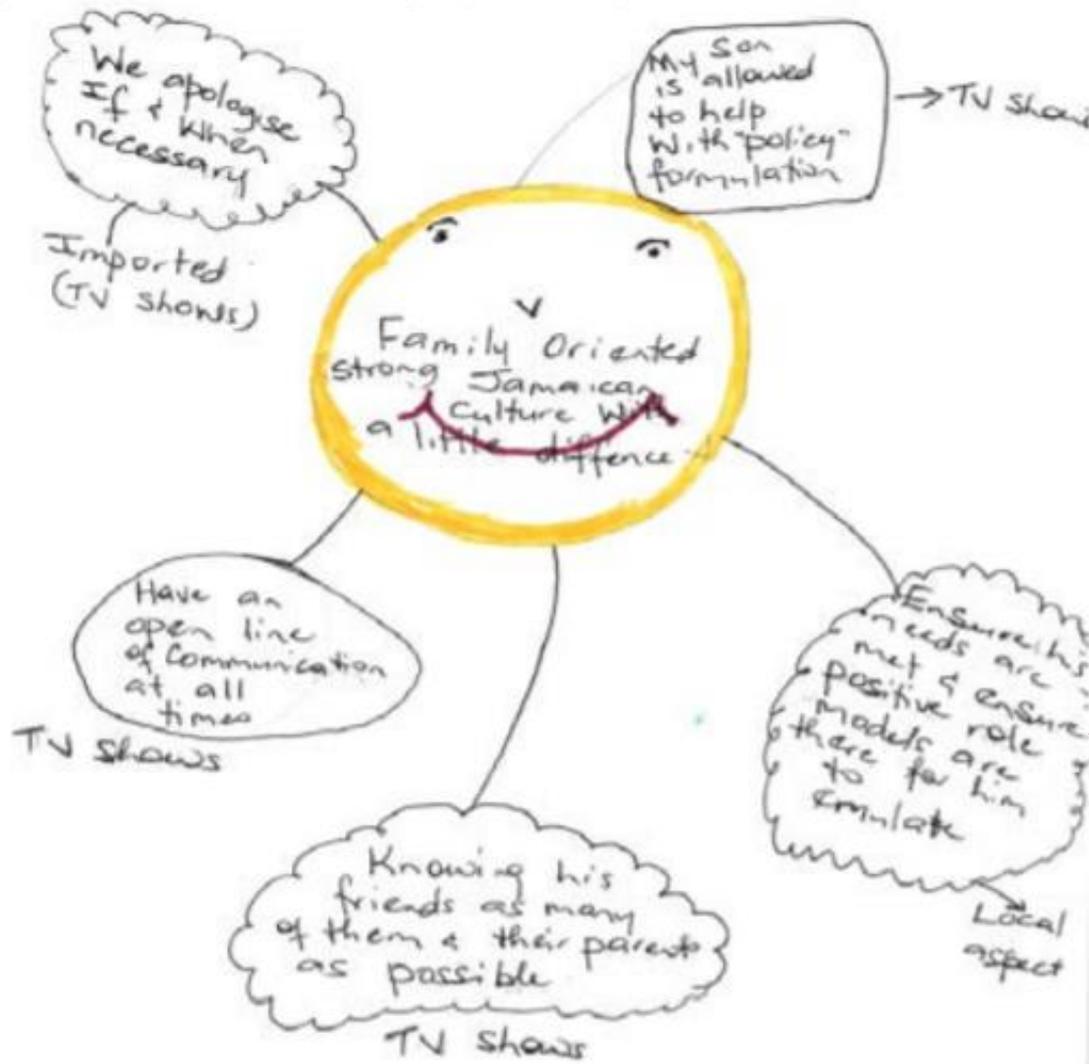
- Youths' local orientation is associated with better sociocultural adaptation whereas mothers' remote orientation is associated with worse youth adaptation (Ferguson & Dimitrova, 2019)

- Mothers use "resistance" or "selective adoption" approaches in parenting (Ferguson, 2018)

Interdisciplinary RA Research

Feel American, Watch American, Eat American? Remote Acculturation, TV, and Nutrition Among Adolescent–Mother Dyads in Jamaica

Gail M. Ferguson and Henna Muzaffar
University of Illinois at Urbana-Champaign

Maria I. Iturbide
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Culture
(Remote Acculturation)

US Cable

Unhealthy Eating
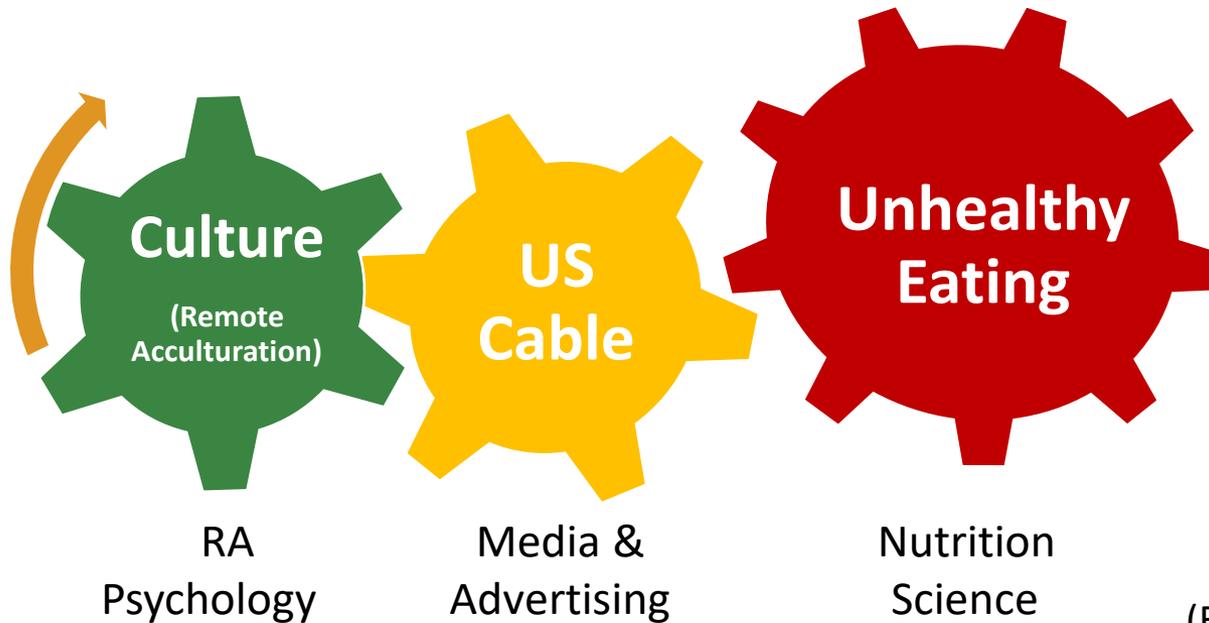
Prof. Julie Meeks
U of the West Indies

RA Psychology

Media & Advertising

Nutrition Science

(Ferguson et al. 2018)

Phase II of RA Scholarship

Mapping the Societal Context of RA

Local and
standardized
strategies
A content analysis
of newspaper food
and beverage advertising
in Jamaica

By Regina Jihea Ahn(iD), Michelle R. Nelson
and Gail M. Ferguson
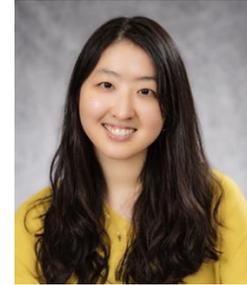
Dr. Regina Ahn
U of Miami, USA

Dr. Michelle Nelson
U of Illinois, USA

ORIGINAL ARTICLE

International Journal of **Consumer Studies** WILEY

Consumer exposure to food and beverage advertising out of
home: An exploratory case study in Jamaica

Michelle R. Nelson[1] (iD) | Regina Jihea Ahn[2] | Gail M. Ferguson[3,4] | Arianne Anderson[5]

Phase II of RA Scholarship

Mapping the Societal Context of RA

Figure 2
Pepsi's #SayItWith advertisement

Figure 3
KFC's congratulations message to students taking GSAT exam

KFC = Kentucky Fried Chicken; GSAT = Grade Six Achievement Test.



Figure 7
The Best Dressed Chicken advertisement

U.S. Media Enjoyment without Strong Media Literacy Undermines Adolescents' and Mothers' Reported Efforts to Reduce Unhealthy Eating in Jamaica

Gail M. Ferguson
University of Minnesota

Michelle R. Nelson, and Barbara H. Fiese
University of Illinois at Urbana-Champaign

Julie M. Meeks Gardner
University of the West Indies, Open Campus

Brenda Koester
University of Illinois at Urbana-Champaign
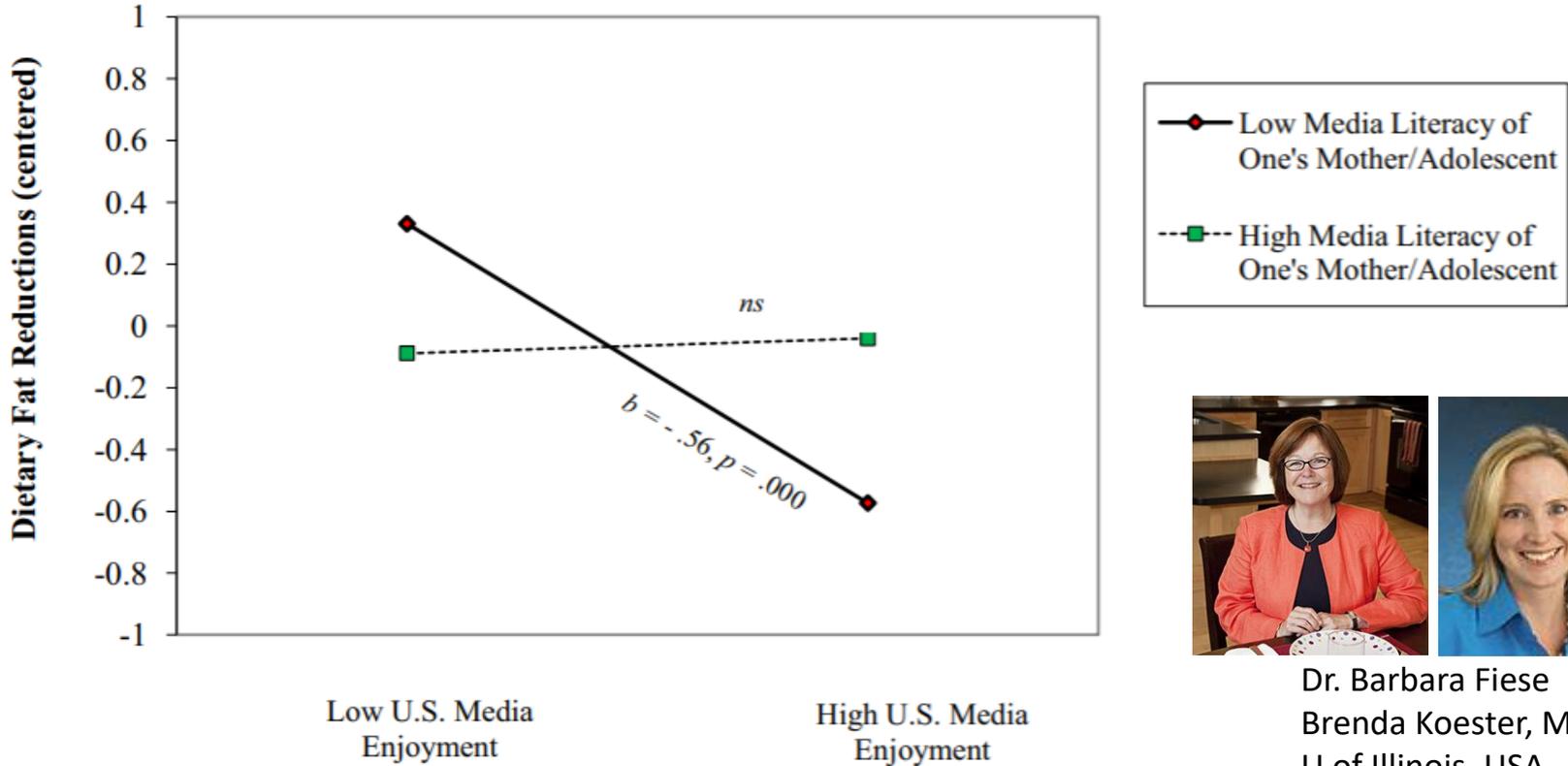
Dr. Barbara Fiese
Brenda Koester, M.S.
U of Illinois, USA

Phase II of RA Scholarship

JUS Media? Programme

JUS Media? Programme

- ✓ Food-focused media literacy
- ✓ Americanized/Jahmerican families
- ✓ Adolescents & mothers
- ✓ 2-session weekend workshop
- ✓ 8-week texting supplement after
- ✓ Main principles of media literacy relevant to food ads on US cable

The J(amaican and) U(nited) S(tates) Media? Programme teaches families to question the food messages in media and advertising, especially U.S. cable, to be smarter and healthier.

Transdisciplinary Team Science for Global Health: Case Study of the JUS Media? Programme

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JOURNAL OF ADOLESCENT HEALTH

www.jahonline.org

ELSEVIER

Original article

Food-Focused Media Literacy for Remotely Acculturating Adolescents and Mothers: A Randomized Controlled Trial of the "JUS Media? Programme"

Gail M. Ferguson, Ph.D. [a,*], Julie M. Meeks Gardner, Ph.D. [b], Michelle R. Nelson, Ph.D. [c], Cagla Giray, Ph.D. [d], Hari Sundaram, Ph.D. [c,e], Barbara H. Fiese, Ph.D. [f], Brenda Koester, M.S. [f], Steve P. Tran, Ph.D. [g], and Rachel Powell, Ph.D. [h]

Phase II of RA Scholarship

JUS Media? Programme RCT (Jamaica)

Remote Culture Orientation used as inclusion criterion in 5 mo RCT

7th Graders & mothers screened, 92 at-risk dyads enrolled who endorsed US orientation (behaviour domain: US media enjoyment), US cable viewing, & unhealthy eating:

A. Control
B. Workshop-Only
C. Workshop + follow-up SMS/texts

Questionnaires & Food recalls @T1-T4

JUS Media? Programme RCT

Adolescents' Cooked Vegetable Recall

Mothers' Cooked Vegetable Recall
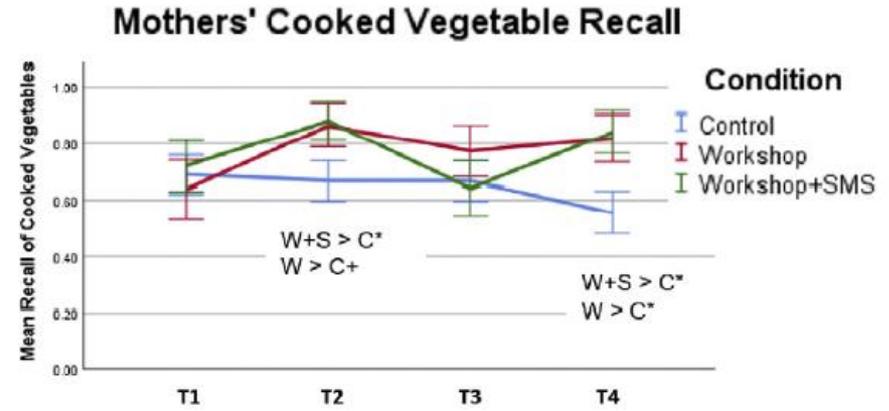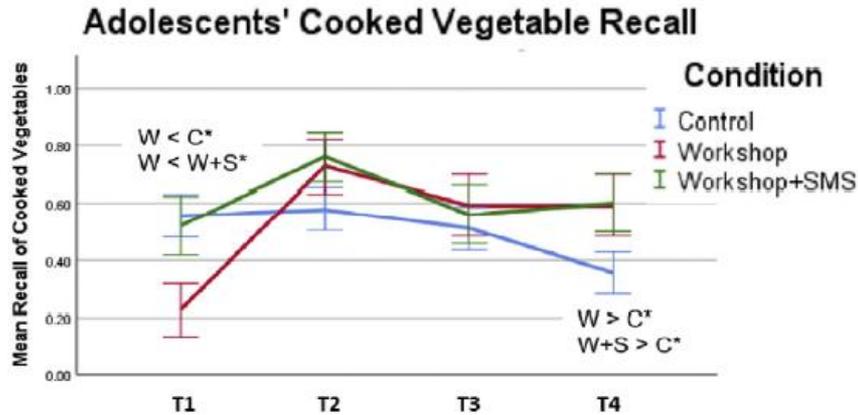
Medium Effects: Cohen's *d*s = .43-.63

Adolescents' Food-Focused Media Literacy

Mothers' Food-Focused Media Literacy
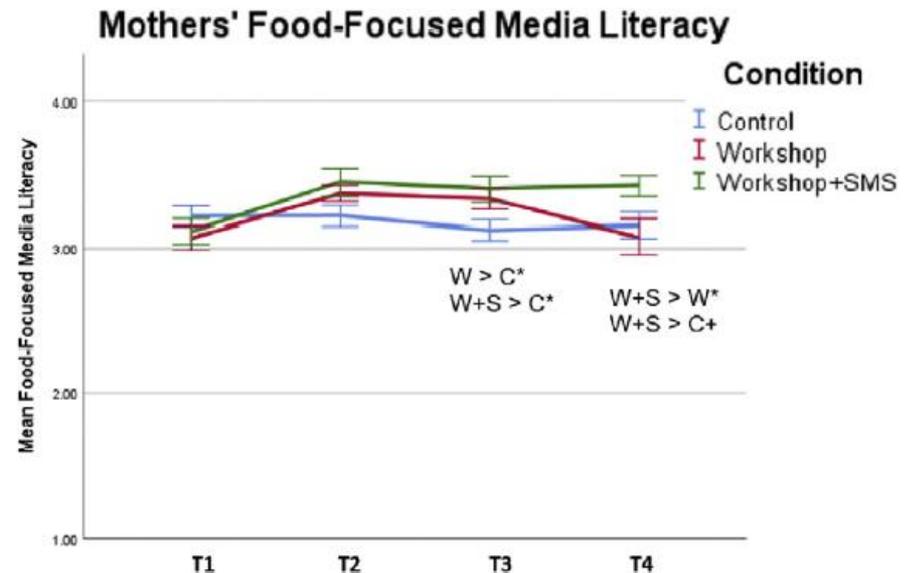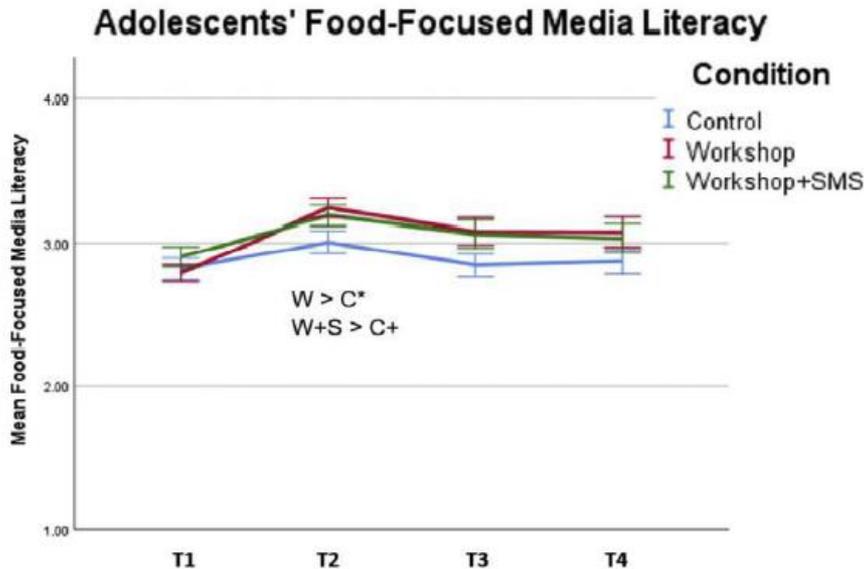
Effects for fruit consumption readiness & nutrition knowledge also (Ferguson et al., 2021)

Phase II of RA Scholarship

What did we learn from Phase II?

- RA occurs in multiple world regions
- RA occurs to non-US target remote cultures, RA is not neo-colonialism
- Remote integration + separation are universals, assimilation culturally specific
- RA occurs in multicultural settings and is multidimensional
- Remote cultural orientation can be stronger than proximal
- Target remote culture can be a minority culture of a multicultural society
- RA is ecocultural – involves interaction and adaptation in context
- RA is associated with mental health and well-being, family dynamics, nutrition
- RA can be effectively used to target interventions
- RA-related health risks can be mitigated through targeted media literacy training
- Utility of the etic lens and cultural outsider status (to compare and contrasts findings of each study to assess culture universals/spec of RA)

Strengths of this phase: Richness of large cross-cultural design to explore culture universals/specifics, answer critiques re neo-colonialism with JA as remote culture, RA as cultural determinant of health, translation into intervention, experimental

Limitations of this phase: Intervention limited to 1 region; benefits of RA were back-burnered

Phase III of RA (2020-) Scaling Preventive Interventions

Defining features:

- Layered atop ongoing Phase I and Phase II efforts
- Focuses on scaling JUS Media? Programme
- Digitization as a tool for scaling and global accessbility
- Harnessing cultural adaptation in animated form; keep the universals of the content/theory and adapt the specific instantiations in each culture
- Community-engaged cross-cultural team science approach with culture brokers and community teen advisors to maximize both emics and etics

Digitizing JUS Media?

Globalization-based solution for a globalization-based problem.

Sarah Gillespie, B.A.
Sarah Eckerstorfer
U of Minnesota, USA
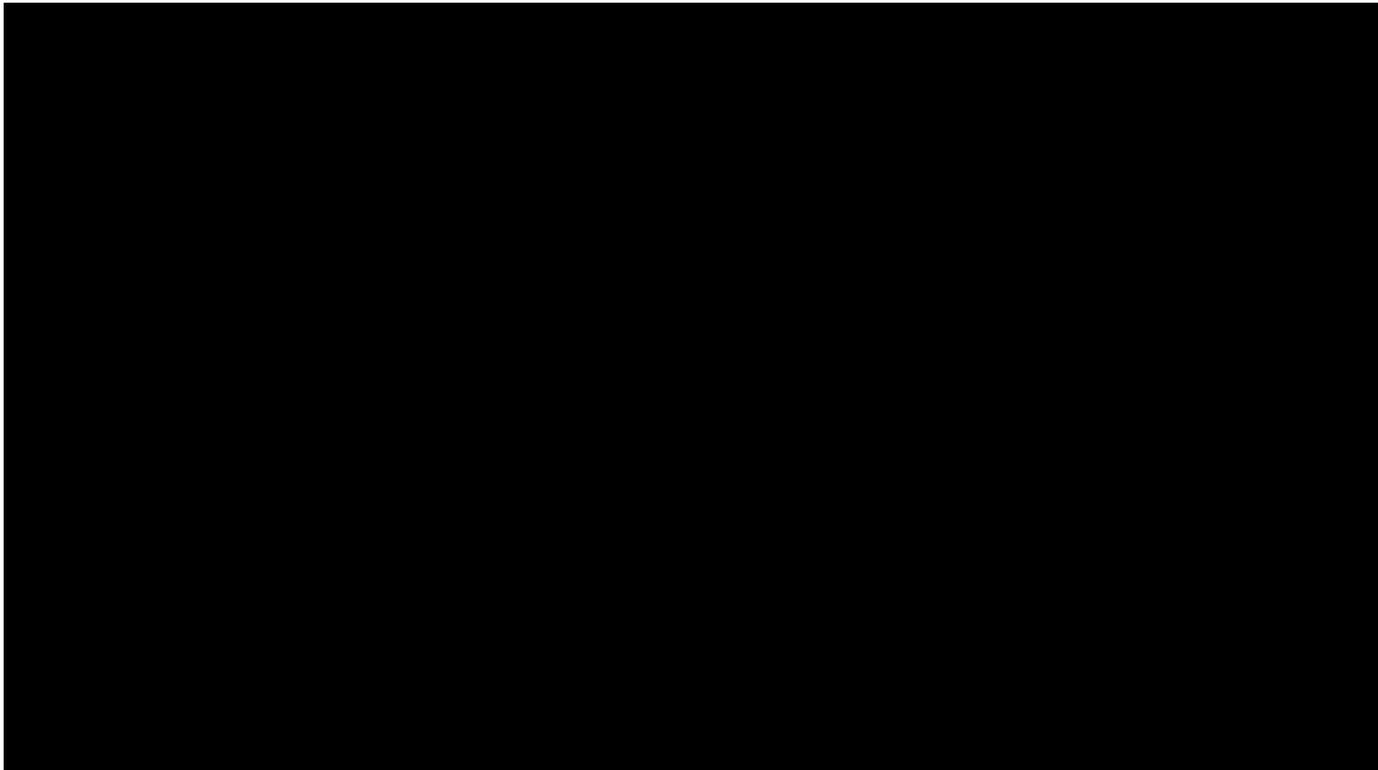
Listen for the Teen Actor/Consultant, Colene Powell, Jamaica!
(Gillespie & Eckerstorfer, 2020, SRCD – see CFL Lab website for video)

Arianne Anderson
Ed. Consultant, Jamaica

Culturally Adapting JUS Media?

Digital JUS Media? Programme → JUS Media? Global Classroom
Innovative blueprint storyboard method (RA → PA 3D acculturation)
Ecological Validity Model (Bernal et al., 1995), Cultural Sensitivity (Resnicow (2000)

Content: Ramadan Module for Somali-Americans

Introduction #2

Image/s: Suggested substitutions for meals during Ramadan.

Script: Try making changes by modifying your portion sizes and including whole fruits and lots of hydration while enjoying traditional staples like samosas. You can make small adjustments to staple foods like samosas by baking instead of frying them. It's all about balance.

Remember that you only have a relatively short time each day to eat and drink to provide your body with all the essential nutrients and fluids it needs to be healthy, so the quality of your diet is especially important during Ramadan.

Your body might be feeling different as you fast during Ramadan. Remember to slow down and notice feelings in your body that might be telling you that you are dehydrated or tired and may need to adjust your eating habits.

Audio or Music: Voiceover .

Animation or action:

Notes/Changes:

Add dates.

Tori Simenec, B.A.
U of Minnesota, USA

Salma Ibrahim

Roli Dwivedi, M.D.

See Gillespie, Simenec et al. IACCP 2020+ presentation, and live discussion Sat @ 9:45 AM Central Time!

(Simenec et al., in prep)

Phase III of RA Scholarship

What are we learning in Phase III?

- Embrace technology – fight fire with fire
- RA is compatible with PA, makes adaptations straightforward
- Integration of emic and etic perspectives at all research stages is critical
- RA innervates transdisciplinary team science
- Still to come:
  - ✓ Acceptability and efficacy of digital JUS Media? in Jamaica
  - ✓ Feasibility and acceptability of scaling JUS Media? Global Classroom in US

Strengths of this phase: Creativity explosion, high undergraduate researcher involvement and leadership, intensive community-based participation, blueprint storyboard facilitates cultural adaptations, resilience to pandemic set-backs

Limitations of this phase: Translational transdisciplinary cross-cultural team science is slow science but we hope for payoff in scaling and impact

2. A Vision for the Future of RA

a. Deepen synergy with PA scholarship
b. Harness power of RA for prevention

JUS Media? Programme

IACCP
2020+
Where is my home?
The dynamics of identities and communications…
Keynote Address, July 28, 2021

Institute of
Child Development
UNIVERSITY OF MINNESOTA
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Deeper Interlocution between RA and PA Scholarship is in the Best Interest of Acculturation Psychology

Theoretically, RA may provide a 'purer' test of the implications of intercultural contact without confounds of immigration-related hassles of PA

- Universal aspects of biculturalism and multiculturalism across RA & PA (universal benefits, but some unique liabilities: Ferguson, Iturbide, & Raffaelli, 2019)
  - ✓ Implications for BII & MII theories (Benet-Martinez & Haritatos, 2005; Horenczyk, 2001; Jubran, et al., 2020; Yampolsky et al., 2016)

- Universal acculturation conditions across RA & PA (e.g., discrimination as more immigration-related vs. global pandemic more universal?)
  - ✓ Implications for framework of acculturation variables (Arends-Toth & van de Vijver, 2006)

- RA & PA theories are compatible and provide a firm theoretical base for future transnational/diasporic research and intervention

Deeper Interlocution between RA and PA Scholarship is in the Best Interest of Acculturation Psychology

Methodologically, modern youth in diverse societies -- including immigrants -- are often engaged with both proximal and remote cultures simultaneously

- The future study of multiculturalism research must include PA *and* RA. Studying multiculturalism in a "more multicultural manner" = actual youth experience
    - ✓ RA & PA co-exist in non-migrants (Ferguson & Adams, 2016)
    - ✓ RA & PA co-exist in immigrant & refugee youth (underway in my lab)
    - ✓ As minority>majority, majority youth struggling with belonging, ↑ RA?

- RA & PA have largely shared research methods

- RA & PA are compatible in informing intervention methods for smooth transnational/diasporic scaling

Deeper Interlocution between RA and PA Scholarship is in the Best Interest of Acculturation Psychology

Future growth initiatives of RA & PA are very similar

- Deeper ecological contextualization (Berry, 2011; Ward & Geereart, 2016)

- Diversified measurement & methodologies (multi-method, experimental, longitudinal, daily diary, SMS interventions – e.g., Abu-Rayya, 2017; Doucerain et al., 2017; Schwartz et al., 2019)

- Acculturation dynamics (Noels, 2015; Schwartz et al., 2019; Ferguson & Nguyen, 2016; Sahin et al., IACCP 2018)

- Interdisciplinarity (e.g., bilingualism: acculturation and neuroscience: Riggs et al., 2014; Telzer et al., 2013)

- Deeper integration with developmental science (Bornstein, 2017; Titzman & Lee, 2018; Juang & Syed, 2019; Ward & Szabo, 2019)

We Should Harness the Power of RA for Prevention and Intervention

RA is a cultural determinant of health

- Adding RA to global heath studies can *enhance risk profile*

- Adding RA to mainstream U.S. culture as inclusion criterion along with other heath risk factors can further *target health interventions* for global youth

- Utilizing RA theory in intervention design can help the researcher understand and *account for the audience's motivations that may impact behavior change*:
  - ✓ Ignoring RA to mainstream US culture is foolish in nutrition programmes
  - ✓ Ignoring RA to African American culture or Jamaican culture in resilience-promoting interventions for African Diaspora youth may miss a source of empowerment

- Using RA to target interventions is *cost effective*

Thank You!

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JUS Media? Programme

IACCP 2020+
Where is my home?
The dynamics of identities and communications…
Keynote Address, July 28, 2021

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Appendix: Other Resources & Scholars

Other Remote Acculturation Scholars beyond the CFL Lab
- Elma Lorenzo-Blanco
  - ✓ Lorenzo-Blanco, E. I., Arillo-Santillán, E., Unger, J. B., & Thrasher, J. (2019). Remote acculturation and cigarette smoking susceptibility among youth in Mexico. *Journal of Cross-Cultural Psychology.*
- Noura Soubra
  - ✓ IACCP 2020+ Virtual: "Are you a Lebanese Americanized, Religious Americanized, or Muslim Traditional?"

Globalization and Youth Development
- Adriana Manago
- Jessica McKenzie
  - ✓ Manago, A.M. & McKenzie, J. (in press). Culture and digital media in adolescent development. In *Handbook of adolescent digital media use and mental health*. Cambridge University Press.

Globalization-Based Acculturation & Global Orientations
- Sylvia Chen
- Simon Ozer