

Investigating the Influence of Authoritarian Values on the Development of Diversity  
Ideologies

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## Abstract

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18 One or two sentences providing a **basic introduction** to the field, comprehensible to a  
19 scientist in any discipline. Two to three sentences of **more detailed background**,  
20 comprehensible to scientists in related disciplines. One sentence clearly stating the **general**  
21 **problem** being addressed by this particular study. One sentence summarizing the main  
22 result (with the words “**here we show**” or their equivalent). Two or three sentences  
23 explaining what the **main result** reveals in direct comparison to what was thought to be  
24 the case previously, or how the main result adds to previous knowledge. One or two  
25 sentences to put the results into a more **general context**. Two or three sentences to provide  
26 a **broader perspective**, readily comprehensible to a scientist in any discipline.

27 *Keywords:* parent-child, socialization, values, ideology, sociopolitical, diversity,  
28 authoritarian

29 Word count: X

## Investigating the Influence of Authoritarian Values on the Development of Diversity Ideologies

Adults hold strong social and political values that guide their behaviors in the world. How are these values transferred across generations? In the proposed project, we investigate how parents' and children's authoritarian values—those placed on authority, order, and conformity—shape the socialization of racial ideology among racially diverse (Black, White, Latinx, Asian) parent-child dyads, and among families in more versus less diverse environments.

Authoritarian values have long garnered attention given their relations to social-group-based attitudes including outgroup prejudice, policy preferences, and attitudes toward societal change (Hetherington & Weiler, 2009; Stenner, 2005). Traditional accounts posit that authoritarian values only emerge in early adulthood (Altemeyer, 1998). Challenging this perspective, our lab created a novel measure of children's authoritarian values and demonstrated that parents' and children's authoritarian values are correlated as early as age 6, suggesting the roots of these values may be present earlier in life than previously believed.

This finding raises questions about how early-life authoritarian values shape children's other developing ideologies. One place authoritarian values may manifest is in ideologies related to talking about race. Two prominent racial ideologies are colorblindness and color-consciousness (Rattan & Ambady, 2013). Colorblindness is rooted in the belief that race does not matter and should not be considered when making decisions, forming impressions, or navigating the world. Conversely, color-consciousness celebrates racial differences and uniqueness, while recognizing that race and ethnicity impact access to opportunities (Apfelbaum, Norton, & Sommers, 2012). We hypothesize that parents' authoritarian values may predict parents' racial socialization practices, and that parents' and children's authoritarian values may predict parent-child dyads' attitudes about how to talk

about race (i.e., colorblind vs. color-conscious attitudes).

We further predict that the nature of this relation may differ among parent-child dyads with different racial identities, and among dyads living in more vs. less diverse environments. We make this prediction for two main reasons. First, recent studies provide preliminary evidence that authoritarian values may measure different constructs among Black and White adults as. Perez and Hertherington find this in their (2014) study. Second, prior research indicates that racial ideologies vary across parents from different racial groups. Specifically, White American adults endorse colorblind attitudes more than adults from American minority groups, which is reflected in White parents' higher likelihood of engaging in socialization practices that de-emphasize the importance of race (e.g., Hughes et al., 2006; Pahlke, Bigler, & Suizzo, 2012). For these reasons, we predict that authoritarian values may be more strongly predictive of colorblind attitudes among White parent-child dyads than among parent-child dyads from American minority groups.

The above predictions extend research on racial socialization by examining the mechanisms through which parents transmit values and ideologies to their children. There is a large body of literature documenting parents' racial and ethnic socialization practices. However, much less is known about the roots of children's own racial ideologies, or about how other ideologies (e.g., authoritarian values) might contribute to racial socialization practices. By examining parents' and children's attitudes in parallel, we aim to provide novel insight into the transmission and development of socio-political attitudes and racial ideologies.

These are my plots. In Figure 1, you can see XYZ.

In Table 6, we can see the summary of XYZ.

The correlation between parents' authoritarian values score and COBRAS score shows that there is some positive association: as parents' authoritarian values score increases, their COBRAS score increases too (and this effect was significant).

## Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

### Participants

### Material

### Procedure

### Data analysis

We used R (Version 4.3.2; R Core Team, 2023) and the R-packages *dplyr* (Version 1.1.3; Wickham, François, Henry, Müller, & Vaughan, 2023), *forcats* (Version 1.0.0; Wickham, 2023), *ggplot2* (Version 3.4.4; Wickham, 2016), *ggthemes* (Version 5.0.0; Arnold, 2023), *gtsummary* (Version 1.7.2; **R-gtsummary?**), *kableExtra* (Version 1.4.0; Zhu, 2024), *knitr* (Version 1.44; Xie, 2015), *lme4* (Version 1.1.35.1; Bates, Mächler, Bolker, & Walker, 2015), *lubridate* (Version 1.9.2; Grolemund & Wickham, 2011), *Matrix* (Version 1.6.5; Bates, Maechler, & Jagan, 2024), *palmerpenguins* (Version 0.1.1; **R-palmerpenguins?**), *papaja* (Version 0.1.2; Aust & Barth, 2023), *psych* (Version 2.3.12; William Revelle, 2023), *purrr* (Version 1.0.2; Wickham & Henry, 2023), *readr* (Version 2.1.4; Wickham, Hester, & Bryan, 2023), *readxl* (Version 1.4.3; **R-readxl?**), *scales* (Version 1.3.0; Wickham, Pedersen, & Seidel, 2023), *stringr* (Version 1.5.0; Wickham, 2022), *tibble* (Version 3.2.1; Müller & Wickham, 2023), *tidyr* (Version 1.3.0; Wickham, Vaughan, & Girlich, 2023), *tidyverse* (Version 2.0.0; Wickham et al., 2019), and *tinylabels* (Version 0.2.4; Barth, 2023) for all our analyses.

## Results

## Discussion

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**Footnotes**

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Table 1

Children's Gender	N	P
Boy	81	0.58
Girl	59	0.42

Table 2

Parent 1 and Children's Race/Ethnicity	N	P
Child Biracial, Multiracial, or Other	35	0.25
Same Race/Ethnicity (White or Caucasian)	104	0.75

Table 3

Children's Race/Ethnicity	N	P
Hispanic or Latino	1	0.01
White or Caucasian	105	0.76
Black or African American	2	0.01
Bi- or Multi-Racial	31	0.22

Table 4

Parents' Yearly Household Income	N	P
Less than \$15,000	1	0.01
\$20,000 to \$24,999	2	0.01
\$35,000 to \$49,999	3	0.02
\$50,000 to \$74,999	17	0.12
\$75,000 to \$99,999	17	0.12
\$100,000 to \$149,999	31	0.23
\$150,000 or more	64	0.47
Prefer not to answer	1	0.01

Table 5

Parents' Political Orientation	N	P
Extremely Conservative	1	0.01
Conservative	10	0.07
Slightly Conservative	12	0.09
Moderate, Middle of the Road	10	0.07
Slightly Liberal	27	0.20
Liberal	50	0.36
Extremely Liberal	23	0.17
Haven't thought much about it/I don't know	1	0.01
Prefer not to answer	3	0.02

Table 6

Parents' Education Level	N	P
High School or GED	1	0.01
At least one year of college	3	0.02
Associate's Degree or equivalent 2-year degree	5	0.04
Bachelor's Degree or equivalent 4-year undergraduate degree	36	0.26
Some graduate training (not completed)	6	0.04
Graduate Degree	88	0.63

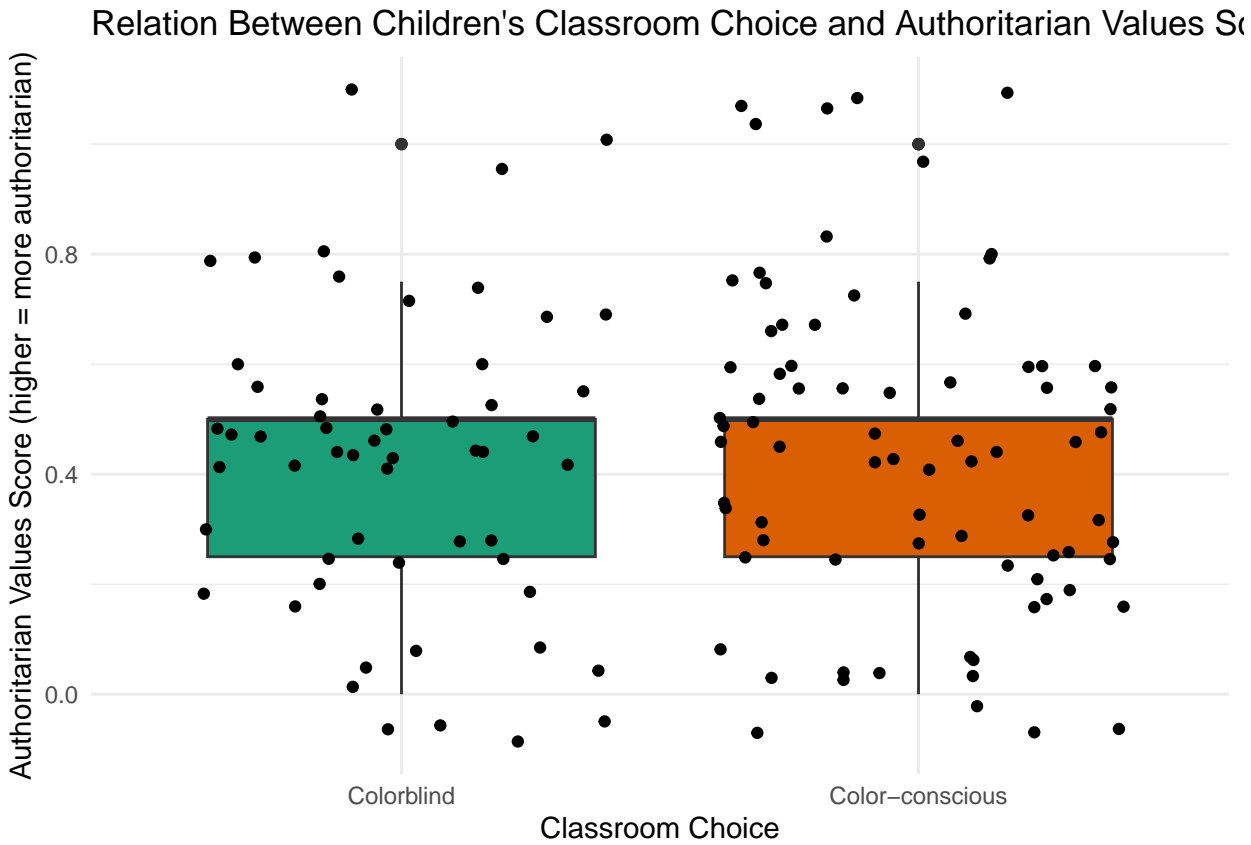


Figure 1. This is the caption.