

Migration, segregation, and race

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Migration (SOCL 647)



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Outline

- Brief history of race and ethnic categories
- Cultural adaptation
 - Lee, Bean 2007; Bean, Lee, Bachmeier 2013
- Black hypersegregation
 - Massey, Tannen 2015
- Immigrant youth
 - Passel 2011
- Race and the second generation
 - Waters, Kasinitz 2010
- Inequality of opportunity (extra)
 - Chetty, Hendren, Jones, Porter 2018



Brief history of race and ethnic categories

- The concepts of race and ethnicity are often used interchangeably by demographers, but they are really two different terms
 - Race is associated with physical characteristics
 - Ethnicity is related to behavioral or cultural attributes
- The U.S. Census and the American Community Survey contain two questions dealing with race and ethnicity
 - One question asks whether the person is of Hispanic, Latino or Spanish origin
 - The second question asks about the person's race



Taxonomy

- Carl Linnaeus (1707–1778)
 - Swedish scientist
 - He is recognized as the father of **taxonomy**, branch of science concerned with classification
- He published the first edition of his *Systema Naturae* (*System of Nature*) in 1735
 - It offered the first authoritative and systematic classification of human variation
 - It favored skin color as the distinguishing trait
 - The colors were reddish, sallow, black, and white
 - They represented: Americanus (American Indian), Asiaticus, Africanus, and Europeaeus



Brown

- Johann Blumenbach (1752–1840), added a fifth category to the four categories of Linnaeus
 - Caucasian
 - Mongolian
 - Malay (brown)
 - American Indian
 - Negro (Ethiopian)
- This taxonomy influenced Western science and culture
 - It created the familiar color-denominated racial pentagon
 - White, yellow, brown, red, and black



Continuing influence of Linnaeus and Blumenbach

- Race has been part of every census since the first census conducted in 1790
 - There have been a lot of changes in the statistical categorization of race and ethnicity in the U.S. since 1790
- Despite all changes, we are still using similar racial categories that were first developed in 1776
 - Hispanics
 - Non-Hispanic (NH) race groups: NH-whites, NH-blacks, NH-Asians, NH-Native Americans (or American Indians)
 - These represent the same color groups: brown, white, black, yellow, red



1790 American Census

- Assistant marshals listed the name of each head of household and the number of persons in each household of the following descriptions
 - Free White males of 16 years and upward (to assess the country's industrial and military potential)
 - Free White males under 16 years
 - Free White females
 - All other free persons
 - Slaves

https://www.census.gov/history/www/through_the_decades/index_of_questions/1790_1.html

https://www.census.gov/history/www/through_the_decades/overview/1790.html

<https://www.census.gov/programs-surveys/decennial-census/decade/decennial-publications.1790.html>

<https://www.census.gov/library/publications/1793/dec/number-of-persons.html>

<https://www.census.gov/library/publications/1907/dec/heads-of-families.html>



SCHEDULE of the whole number of *PERSONS* within the several Districts of the *UNITED STATES*, taken according to "An Act providing for the Enumeration of the Inhabitants of the *United States*;" passed March the 1st, 1790.

DISTRICTS	Free white Males of 16 years and upwards, including heads of families.	Free white Males under sixteen years.	Free white Females, including heads of families.	All other free persons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
N. Hampshire	36086	34851	70160	630	158	141885
Maine	24384	24748	46870	538	NONE	96540
Massachusetts	95453	87289	190582	5463	NONE	378787
Rhode Island	16019	15799	32652	3407	948	68825
Connecticut	60523	54403	117448	2808	2764	237946
New York	83700	78122	152320	4654	21324	340120
New Jersey	45251	41416	83287	2762	11423	184139
Pennsylvania	110788	106948	206363	6537	3737	434373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	319728
Virginia	110936	116135	215046	12866	292627	747610
Kentucky	15154	17057	28922	114	12430	73677
N. Carolina	69988	77506	140719	4975	100572	393751
S. Carolina	35576	37722	66880	1801	107094	249073
Georgia	13103	14044	25739	398	29264	82548
	807094	791850	1541263	59150	694280	3893635
Total number of Inhabitants of the United States exclusive of S. Western and N. Territory.	Free white Males of 21 years and upwards.	Free Males under 21 years of age.	Free white Females.	All other Free persons.	Slaves.	Total
S. W. territory	6271	10277	15365	361	3417	35691
N. Ditto	—	—	—	—	—	—

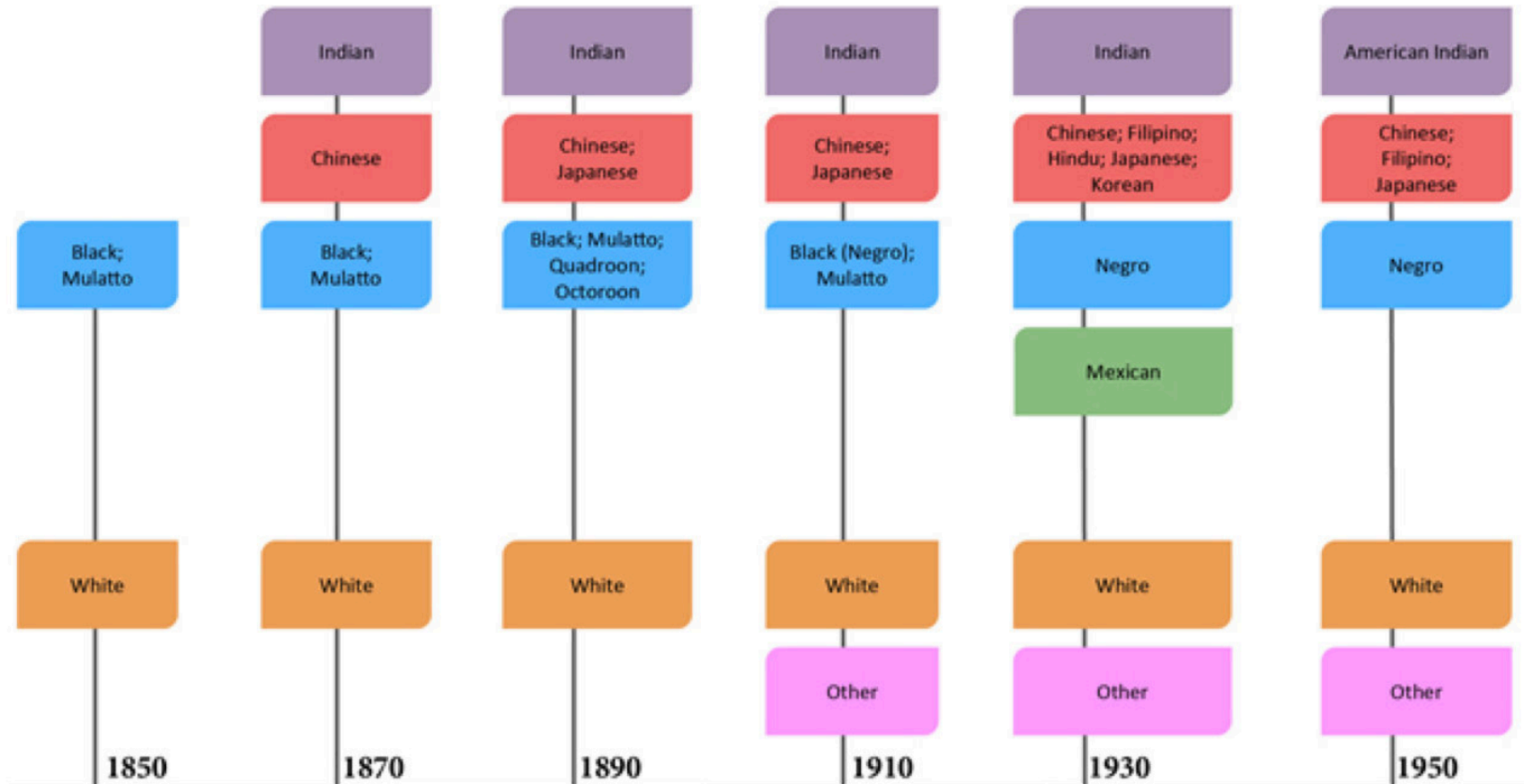


Three-Fifths Compromise

- It was reached among state delegates during the 1787 U.S. Constitutional Convention
 - It ruled how to count slaves to determine a state's population for legislative and taxing purposes
 - Population size would be used to determine the number of seats that the state would have in the U.S. House of Representatives for the next ten years
- It counted three out of every five slaves as a person
 - It gave southern states $\frac{1}{3}$ more seats in Congress and $\frac{1}{3}$ more electoral votes than if slaves had been ignored
 - It gave fewer representation if slaves and free people had been counted equally
 - This allowed slaveholder interests to dominate the U.S. government until 1861



1850–1950 American Censuses



A portion of the U.S. Census Bureau's interactive graphic shows the history of the race question on its survey.

U.S. Census Bureau/Screenshot by NPR

Source: <https://www.npr.org/sections/codeswitch/2015/11/09/455331023/a-graphic-shows-how-much-the-race-question-on-the-census-and-america-has-changed>.

More on race question

- 1970
 - Hispanic origin question
- 1980
 - Ancestry question
- 1990
 - Asian and Pacific Islander groups
 - “Other Asian” category
- 2000
 - Allowed to mark one or more races
- What Census Calls Us: A Historical Timeline
 - By Pew Research Center
 - <http://www.pewsocialtrends.org/interactives/multiracial-timeline/>



Current federal standards

- 1997 Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity
- Standard has five minimum categories for data on race
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
- There are two categories for data on ethnicity
 - Hispanic or Latino
 - Not Hispanic or Latino



Debate about more changes

- Census Bureau spent years studying how to collect data on race and ethnicity more accurate
- Combination of two census questions about race and ethnicity (Hispanic origin)
 - “Hispanic, Latino, or Spanish” as an option for race and ethnicity
 - Many Latinos have left race blank or chose “some other race”
 - “Some other race” was the 3rd largest group in 2000 and 2010
- Inclusion of “Middle Eastern or North African” (MENA) category
 - It would be separated from White
 - MENA category is important for integration and civic participation

Source:

<https://www.census.gov/programs-surveys/decennial-census/2020-census/planning-management/final-analysis/2015nct-race-ethnicity-analysis.html>

<https://www.npr.org/2018/01/26/580865378/census-request-suggests-no-race-ethnicity-data-changes-in-2020-experts-say>

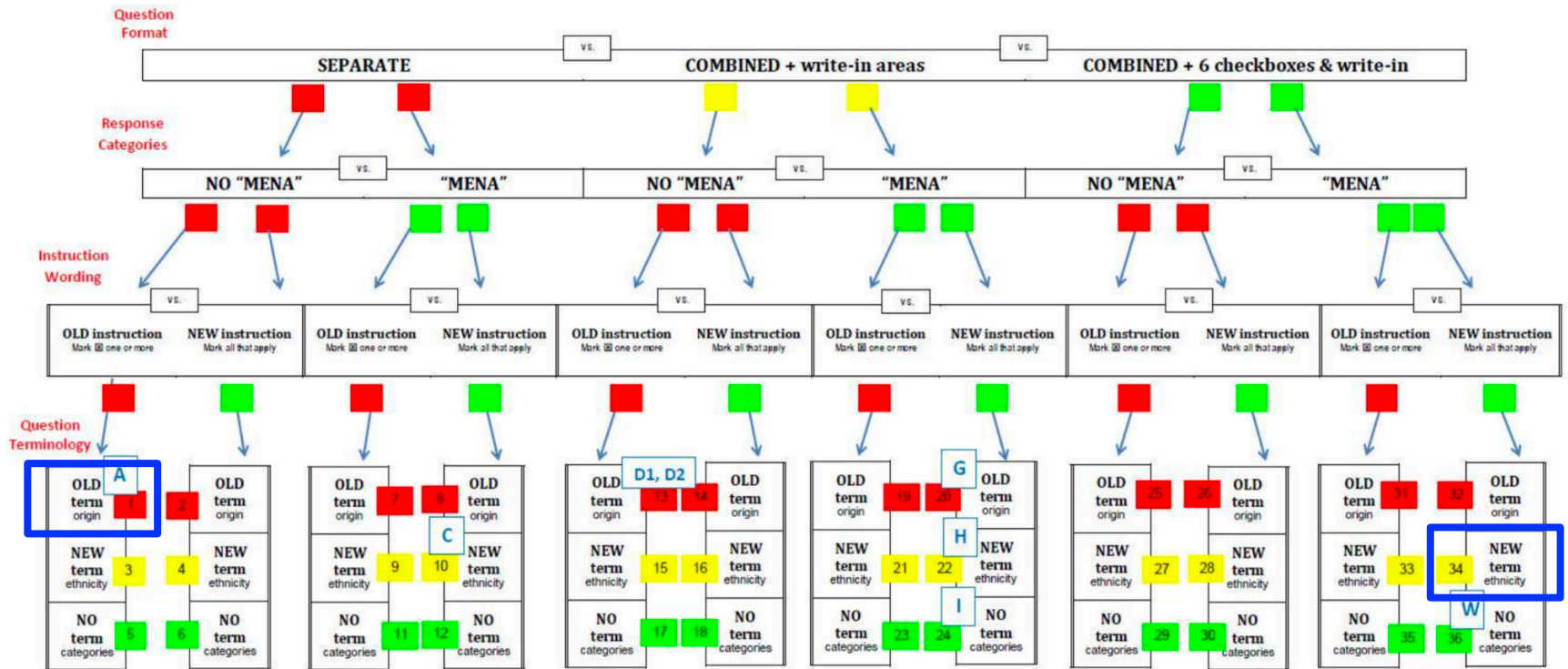
<https://www.npr.org/2017/11/22/564426420/how-the-u-s-defines-race-and-ethnicity-may-change-under-trump>

<https://www.npr.org/2018/02/01/582338628/-what-kind-of-white-2020-census-to-ask-white-people-about-origins>



Dimensions and testing paths

Figure 3. 2015 NCT Key Dimensions and Research Treatment Paths for Design Testing



The ones marked with a blue box have examples in the following slide

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

Mark **X** one or more boxes AND print origins.

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ↴

9. What is Person 1's race?

Mark **X** one or more boxes AND print origins.

- White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ↴
- Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ↴
- American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ↴

- | | | |
|--|---|--|
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Korean | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Chamorro |
| <input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ↴ | <input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. ↴ | |

- Some other race – Print race or origin. ↴

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

Separated

vs.

Combined & MENA

8. What is Person 1's race or ethnicity?

Mark all boxes that apply AND print **ethnicities** in the spaces below. Note, you may report more than one group.

- WHITE** – Provide details below.
 - German Irish English
 - Italian Polish French

Print, for example, Scottish, Norwegian, Dutch, etc.

- HISPANIC, LATINO, OR SPANISH** – Provide details below.

- Mexican or Mexican American Puerto Rican Cuban
- Salvadoran Dominican Colombian

Print, for example, Guatemalan, Spaniard, Ecuadorian, etc.

- BLACK OR AFRICAN AMERICAN** – Provide details below.

- African American Jamaican Haitian
- Nigerian Ethiopian Somali

Print, for example, Ghanaian, South African, Barbadian, etc.

- ASIAN** – Provide details below.

- Chinese Filipino Asian Indian
- Vietnamese Korean Japanese

Print, for example, Pakistani, Cambodian, Hmong, etc.

- AMERICAN INDIAN OR ALASKA NATIVE** – Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Tlingit, etc.

- MIDDLE EASTERN OR NORTH AFRICAN** – Provide details below.

- Lebanese Iranian Egyptian
- Syrian Moroccan Israeli

Print, for example, Algerian, Iraqi, Kurdish, etc.

- NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER** – Provide details below.

- Native Hawaiian Samoan Chamorro
- Tongan Fijian Marshallese

Print, for example, Palauan, Tahitian, Chuukese, etc.

- SOME OTHER RACE OR ETHNICITY** – Print details.

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

2020 Census: Same question

- Separated question for race and ethnicity
- No Middle Eastern or North African (MENA) category

FOR IMMEDIATE RELEASE: FRIDAY, JANUARY 26, 2018

Census Bureau Statement on 2020 Census Race and Ethnicity Questions

January 26, 2018

Release Number: CB18-RTQ.02



RESPONSE TO QUERY

Jan. 26, 2018 – The 2020 Census race and ethnicity questions will follow a two-question format for capturing race and ethnicity for both the 2018 Census Test and the 2020 Census, which adheres to the [1997 Standards for the Classification of Federal Data on Race and Ethnicity](#) (Statistical Policy Directive No. 15) set by the Office of Management and Budget. The Census Bureau will not include a combined question format for collecting Hispanic origin and race, or a separate Middle Eastern or North African category on the census form. The upcoming 2018 Census Test in Providence County, R.I., which begins on March 16, will reflect the proposed 2020 Census race and ethnicity questions.

The Census Bureau remains on schedule as it implements the operational plan and will provide the planned 2020 Census questionnaire wording to Congress by March 31, 2018, as directed by law. The Census Bureau will continue to further its extensive research on how to collect accurate race and ethnicity data across its surveys.

Source: <https://www.census.gov/newsroom/press-releases/2018/2020-race-questions.html>.

Issues with the 2020 Census

- Quality and accuracy of the 2020 Census might be compromised
 - Delays in census operations due to the COVID-19 pandemic
 - Federal government decided to end activities on September 30, 2020
 - It could undercount vulnerable populations (e.g., minorities, rural areas)
- The 2020 Census Deadline Extensions Act was introduced by Senators Brian Schatz (D-HI) and Lisa Murkowski (R-AK)
 - It requires the Census Bureau to continue 2020 Census field operations until October 31, 2020, giving the Census Bureau more time to collect and process data, leading to a more complete and accurate count
 - It extends the deadline for the delivery of apportionment data to the U.S. House of Representatives from December 31, 2020 to April 30, 2021
 - It extends the statutory delivery of redistricting data to states from March 31, 2021 to July 31, 2021

Citizenship question

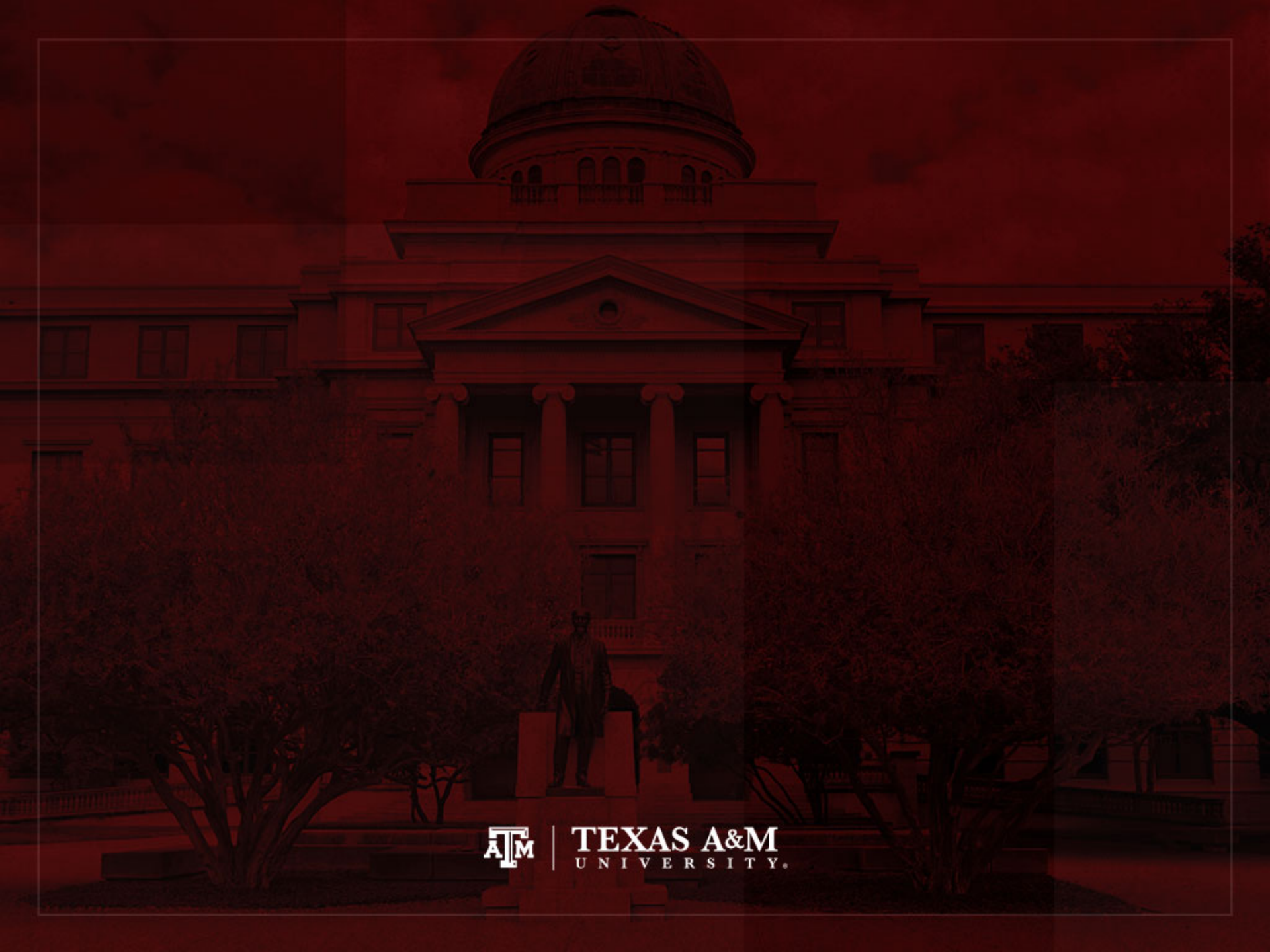
- Deceased G.O.P. Strategist's Hard Drives Reveal New Details on the Census Citizenship Question
- “**Thomas B. Hofeller** achieved near-mythic status in the Republican Party as the Michelangelo of gerrymandering, the architect of partisan political maps that cemented the party’s dominance across the country.
- But after he died last summer, his estranged daughter discovered hard drives in her father’s home that revealed something else: **Mr. Hofeller had played a crucial role in the Trump administration’s decision to add a citizenship question to the 2020 census.**
- Files on those drives showed that he wrote a study in 2015 concluding that **adding a citizenship question to the census would allow Republicans to draft even more extreme gerrymandered maps to stymie Democrats.**
- And months after urging President Trump’s transition team to tack the question onto the census, **he wrote the key portion of a draft Justice Department letter claiming the question was needed to enforce the 1965 Voting Rights Act — the rationale the administration later used to justify its decision.”**



Subjective & objective questions

- Subjective measures
 - Race
 - Hispanic origin
 - Ancestry or ethnic origin (American Community Survey)
- Objective measures
 - Nativity: parents' place of birth (Current Population Survey)
 - Language: home language, English competence
- Most Americans tend to simplify their origins and report a single identity
 - Identities associated with physical appearance are more difficult to leave out than language or culture





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Cultural adaptation

- In the United States and elsewhere
 - Some form of adaptation typically begins whenever a new group of immigrants arrives
- At one extreme is **cultural separatism**
 - Newcomers are socially isolated from the residents either through their own volition or through separatist practices of the host society
- At the other extreme is **cultural amalgamation**
 - A new society and culture result from the massive intermingling and intermarriage between two or more groups



Levels of cultural adaptation

- Between these extreme processes of cultural adaptation are **pluralism** and the **melting pot**
- In **pluralism**, the society allows its constituted ethnic groups to develop, each emphasizing its own cultural heritage
- In the **melting-pot** process, the host and immigrant groups share one another's cultures and, in the process, a new group emerges



Multiracial society

- “Color line” defines black/white relations in the U.S.
- Immigration from recent decades increased diversity in race-ethnicity
- What recent trends in intermarriage and multiracial identification reveal about ethnoracial color lines in contemporary immigrant America?
- Data sources
 - 2000 U.S. Census and in-depth interview data from multiracial individuals with Asian, Latino or black backgrounds
 - Literature review



Intermarriage & multiracial

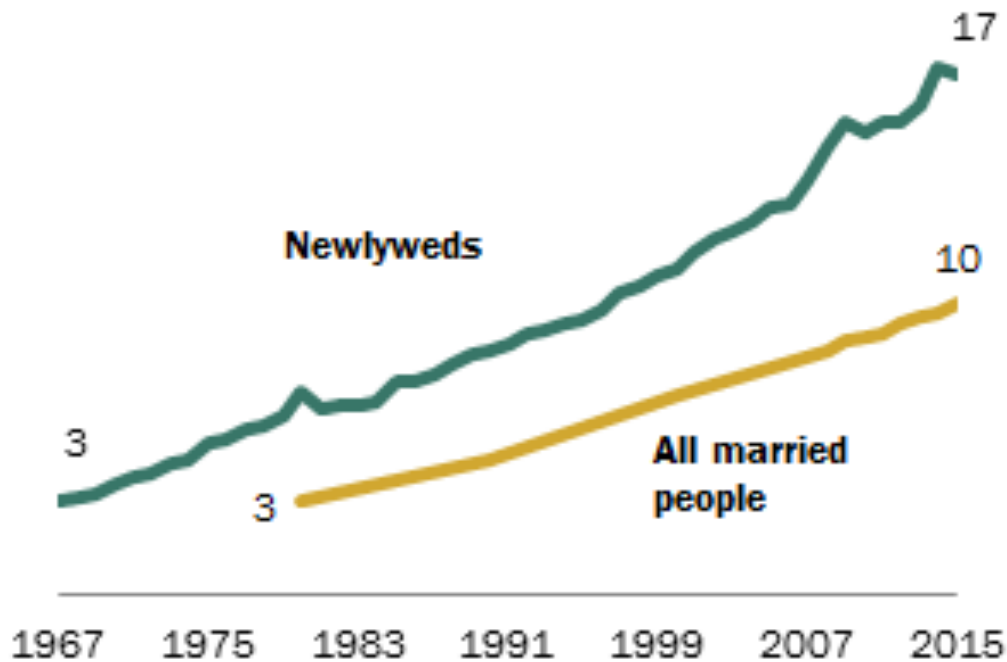
- Indicators of boundary dissolution
 - Intermarriage happens more often
 - Multiracial identification more common
 - More frequent among immigrants than blacks
- Black exceptionalism
 - Barriers to complete incorporation continue to exist
 - Rates of intermarriage: lower
 - Multiracial identification: lower
 - Residential segregation: higher
 - Educational attainment: lower
 - Health outcomes: worse



Interracial marriage

Since 1967, a steady rise in intermarriage in the U.S.

% who are intermarried among ...



Note: Data prior to 1980 are estimates. See Methodology for more details. For "all married people," 1980, 1990, 2000, and 2008-2015 data points are shown.

Source: Pew Research Center analysis of 2008-2015 American Community Survey and 1980, 1990 and 2000 decennial censuses (IPUMS).

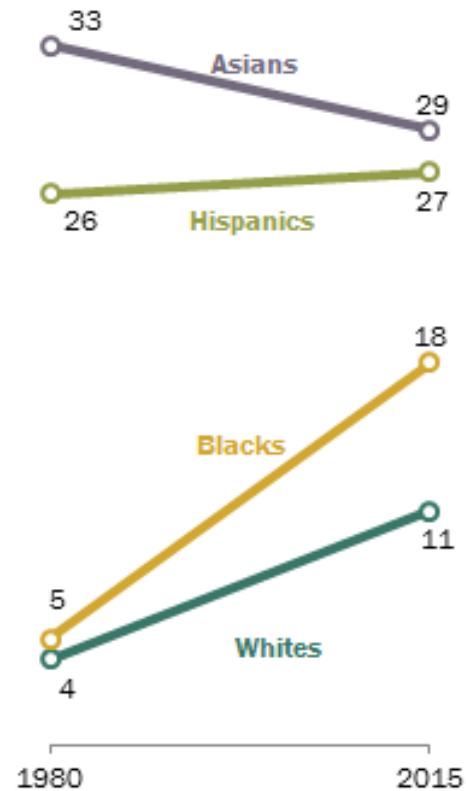
"Interracial marriage in the U.S. 50 Years After Loving v. Virginia"

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Intermarriage by race/ethnicity

Dramatic increases in intermarriage for blacks, whites

% of U.S. newlyweds who are intermarried



Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Asians include Pacific Islanders. The 2015 time point is based on combined 2014 and 2015 data.

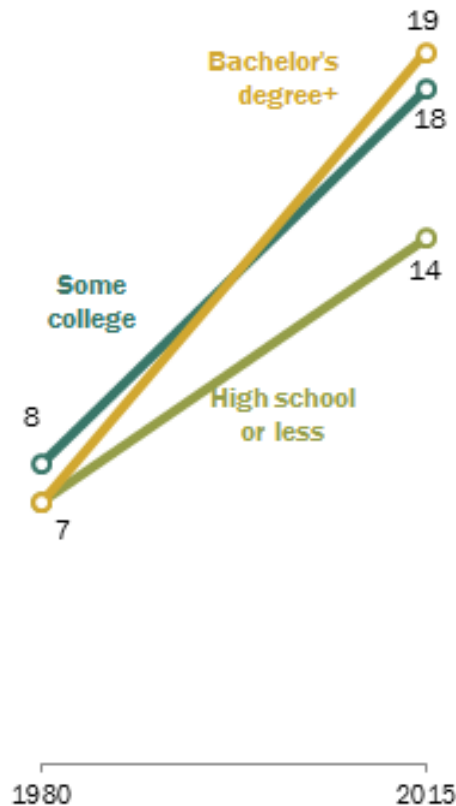
Source: Pew Research Center analysis of 2014-2015 American Community Survey and 1980 decennial census (IPUMS). "Intermarriage in the U.S. 50 Years After Loving v. Virginia"

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Intermarriage by education

**Intermarriage rises more
for those with at least
some college experience**

*% of U.S. newlyweds ages 25 and
older who are intermarried*



Note: "Some college" includes those with an associate degree and those who attended college but did not obtain a degree. The 2015 time point is based on combined 2014 and 2015 data.

Source: Pew Research Center analysis of 2014-2015 American Community Survey and 1980 decennial census (IPUMS). "Intermarriage in the U.S. 50 Years After Loving v. Virginia"

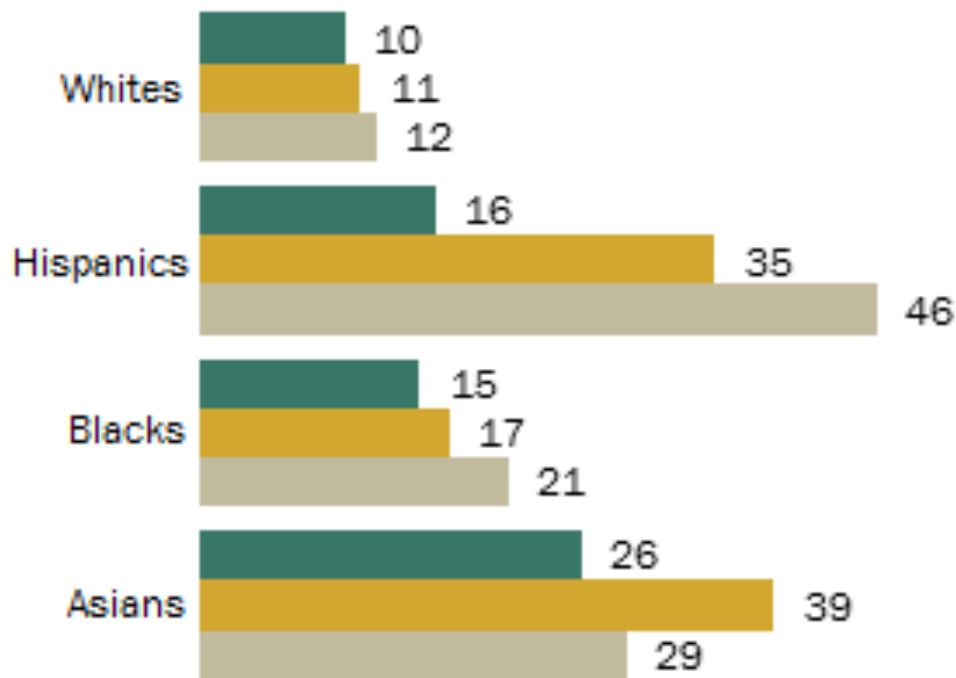
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Intermarriage by race/ethnicity and education

Among blacks and Hispanics, college graduates are most likely to intermarry

% of newlyweds in the U.S. ages 25 and older who are intermarried

■ High school or less ■ Some college ■ Bachelor's degree+



Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Asians include Pacific Islanders. "Some college" includes those with an associate degree and those who attended college but did not obtain a degree.

Source: Pew Research Center analysis of 2014-2015 American Community Survey (IPUMS).

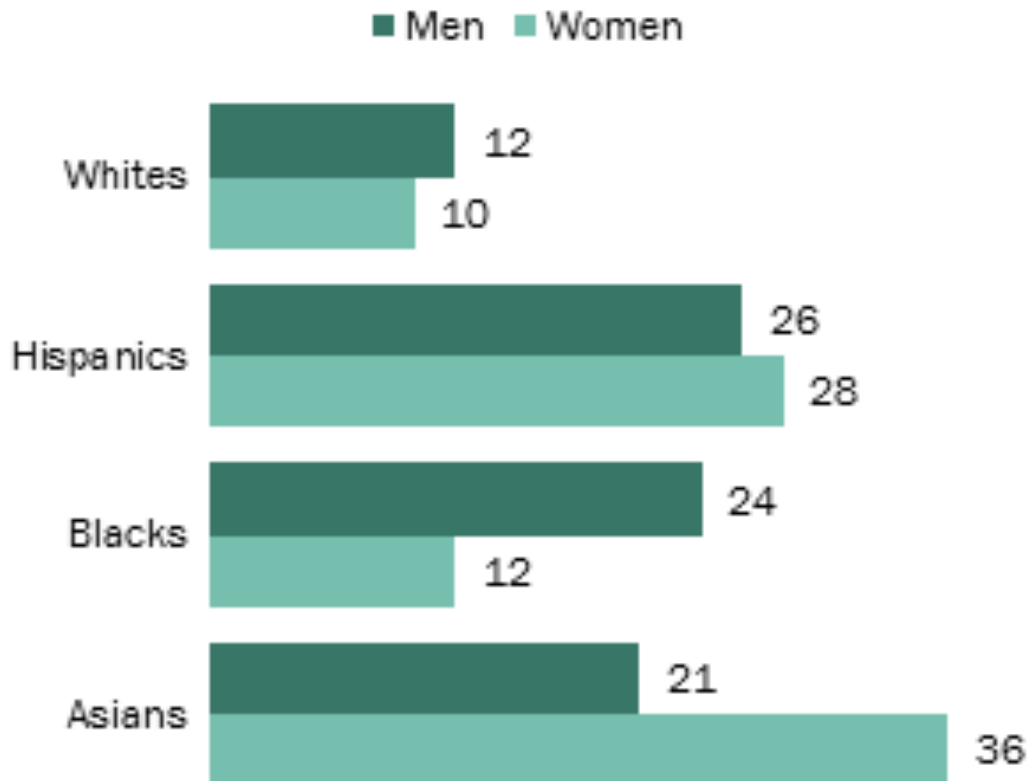
"Intermarriage in the U.S. 50 Years After Loving v. Virginia"

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Intermarriage by race/ethnicity and sex

Black men are twice as likely as black women to intermarry

% of U.S. newlyweds who are intermarried



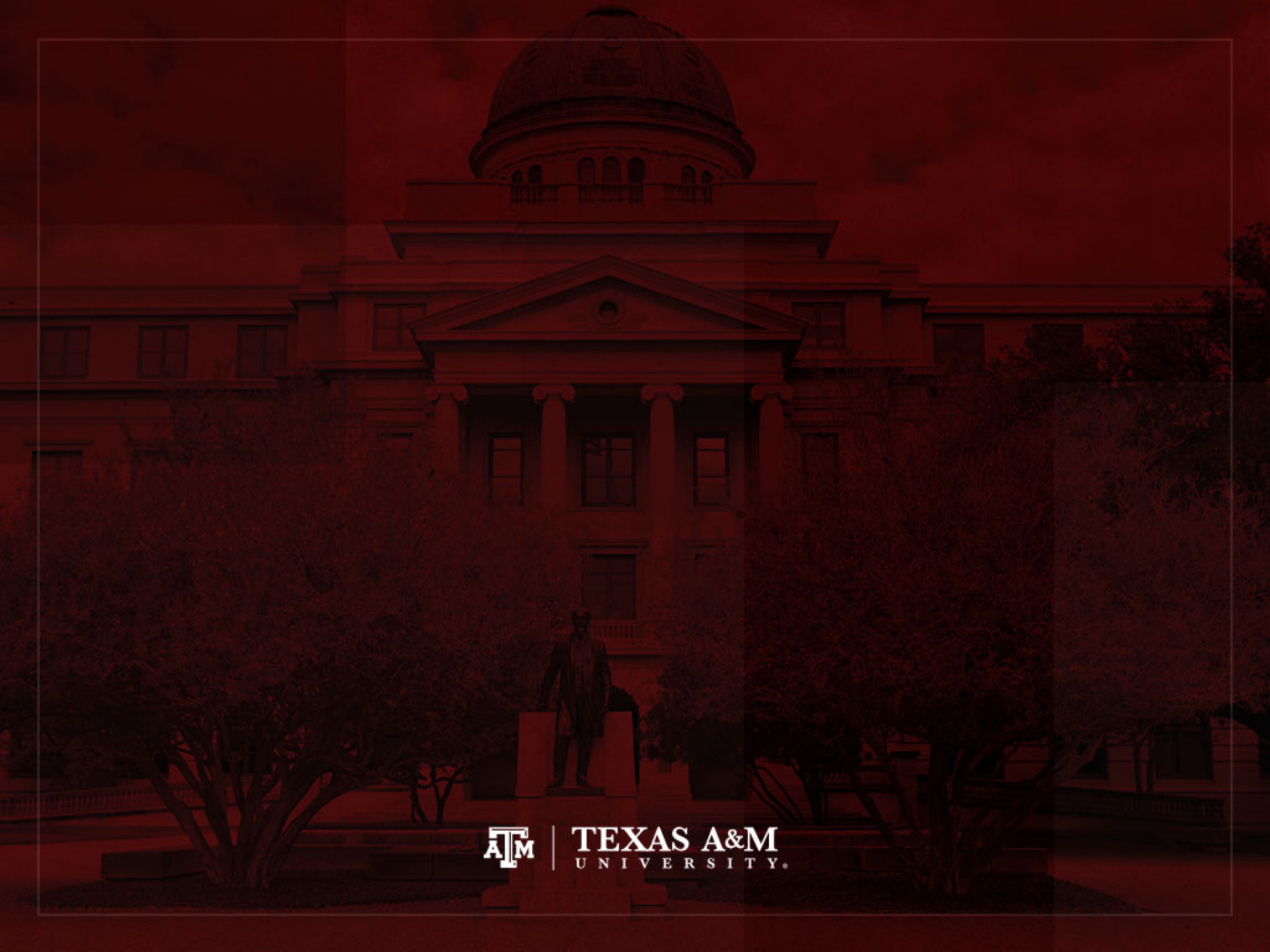
Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Asians include Pacific Islanders. Source: Pew Research Center analysis of 2014-2015 American Community Survey (IPUMS). "Intermarriage in the U.S. 50 Years After Loving v. Virginia"

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Disadvantage persists

- Diversity is helping break down racial barriers
- However, intermarriage and multiracial identification are higher among Asians and Latinos than blacks
- Disadvantage experienced by Asians and Latinos seems to be related to their immigrant background
- Disadvantage experienced by blacks seems to be related to enduring stigma and historical significance of blackness





TEXAS A&M
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Black hypersegregation

- Whenever a group is highly segregated along multiple geographic dimensions it is said to be hypersegregated
- Hypersegregation concept
 - Created to describe metropolitan areas in which African Americans were highly segregated
 - On at least four of the five dimensions of segregation
- Authors used census tract data for 287 consistently defined metropolitan areas from 1980 to 2010



Five dimensions

- Unevenness
 - Degree to which blacks and whites are unevenly distributed across neighborhoods in a metropolitan area
- Isolation
 - The extent to which African Americans live in predominantly black neighborhoods
- Clustering
 - The degree to which neighborhoods inhabited by African Americans are clustered together in space
- Concentration
 - The relative amount of physical space occupied by African Americans within a given metropolitan environment
- Centralization
 - The degree to which blacks reside near the center of a metropolitan area



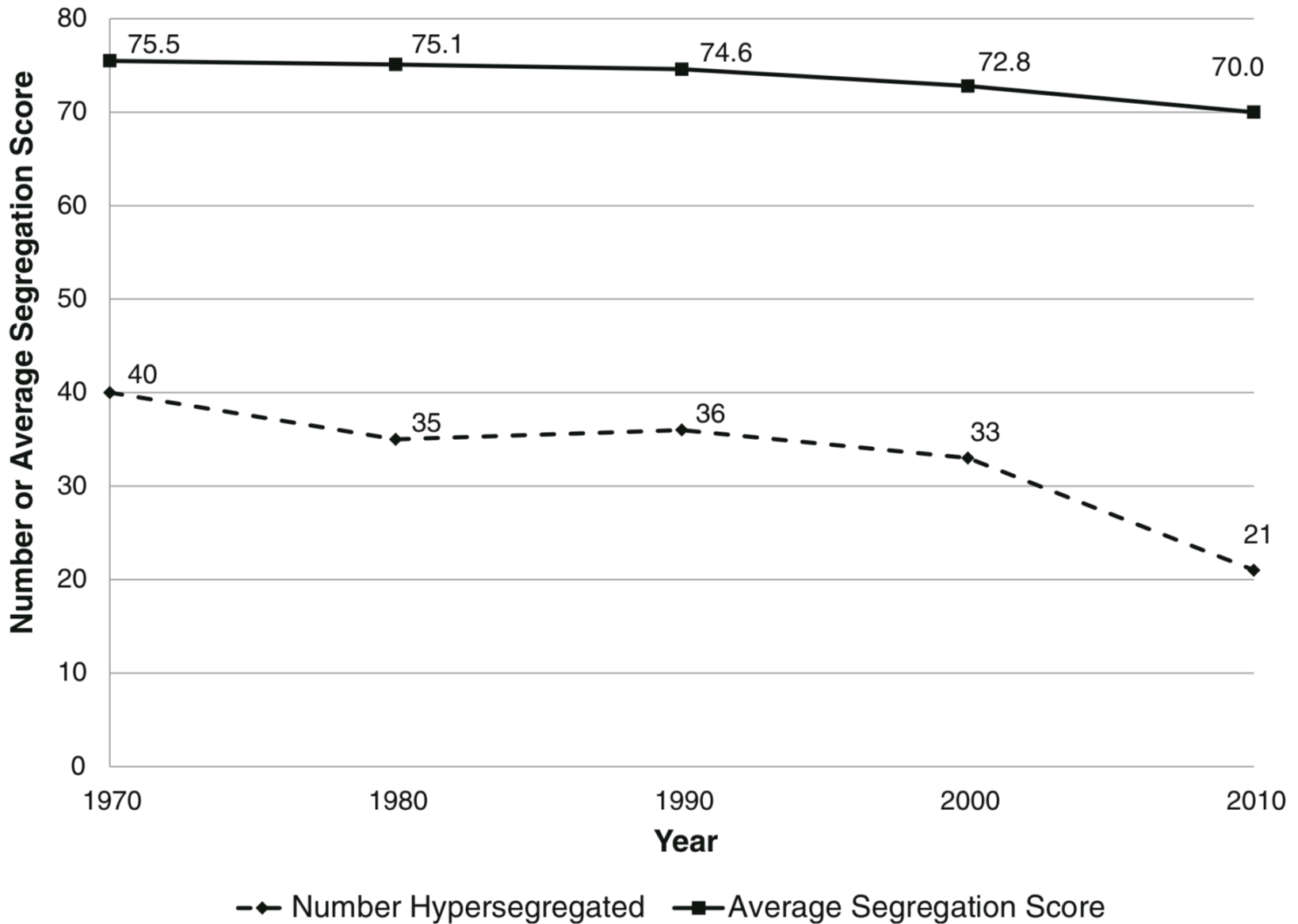


Fig. 1 Number of metropolitan areas where African Americans were hypersegregated and average level five-dimensional segregation

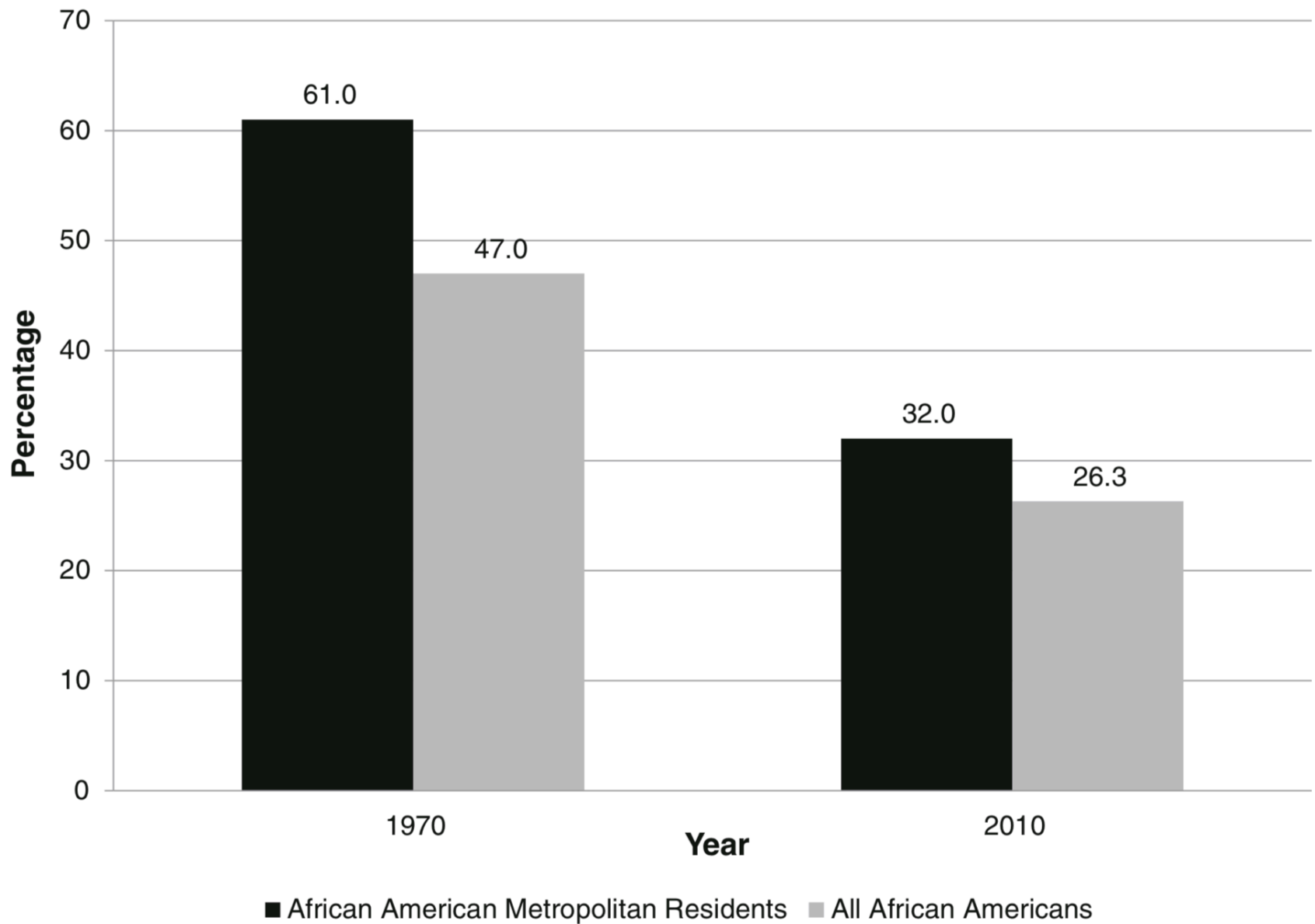


Fig. 2 Percentage of African Americans living in hypersegregated metropolitan areas

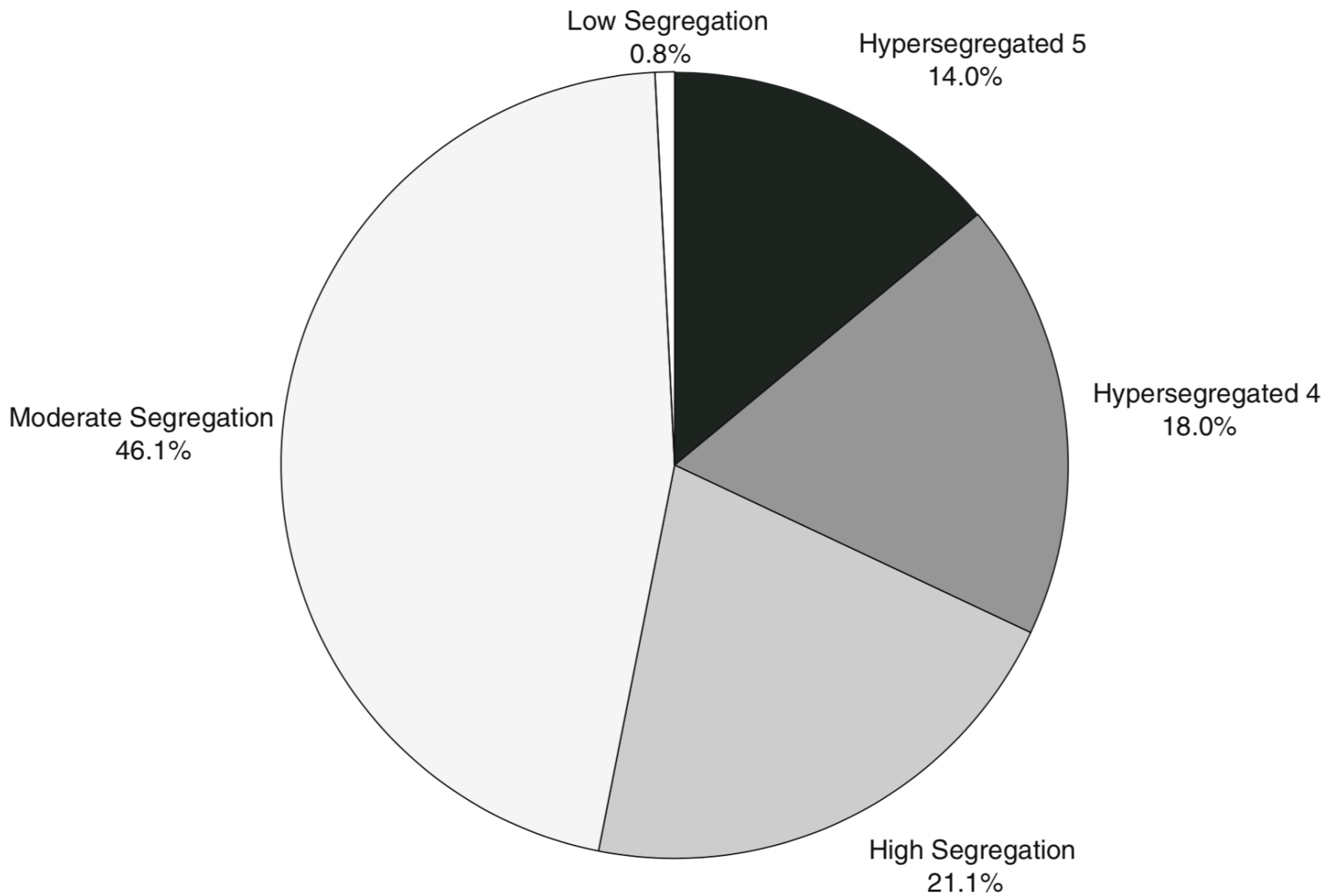


Fig. 3 Percentage of metropolitan African Americans living at different levels of racial segregation in 2010

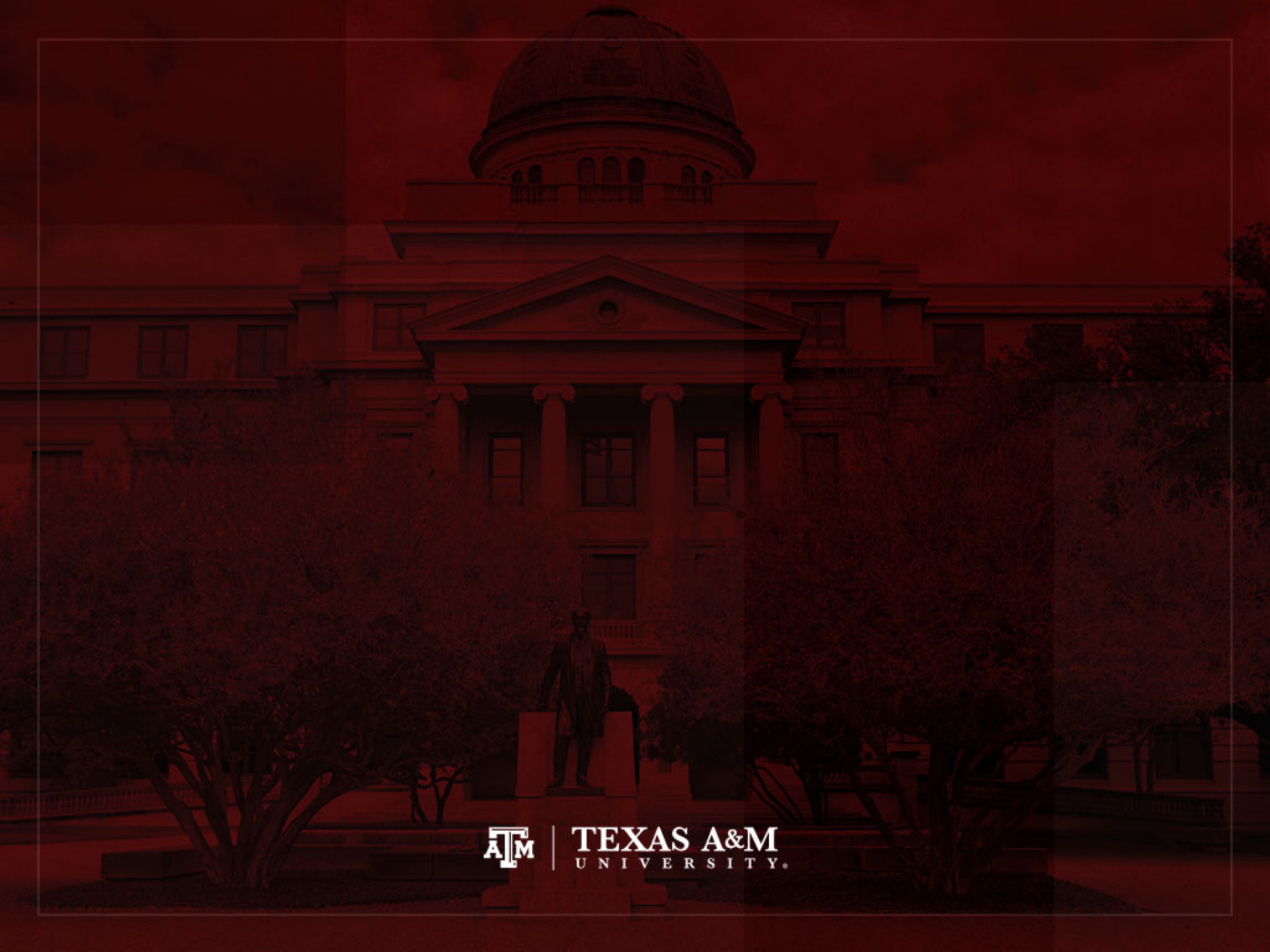
Table 2 Hypersegregated metropolitan areas in 2010

	Unevenness	Isolation	Clustering	Concentration	Centralization	Average
High Score on All Five Dimensions						
Baltimore	64.3	62.4	62.6	79.1	79.1	69.5
Birmingham	65.2	62.6	78.3	68.3	79.3	70.7
Chicago	75.2	64.8	86.3	79.1	79.6	77.0
Cleveland	72.6	64.7	80.6	85.4	81.9	77.0
Detroit	74.0	70.0	82.6	86.2	74.6	77.5
Flint	67.3	61.7	84.2	80.1	84.1	75.5
Milwaukee	79.6	65.5	100.0	87.1	91.2	84.7
St. Louis	70.6	62.0	75.9	87.3	91.2	77.4
Average	71.1	64.2	81.3	81.6	82.6	76.2
High Score on Four Dimensions						
Boston	61.5	31.1	64.8	75.2	79.2	62.4
Chattanooga	63.0	48.6	66.8	78.8	62.6	64.0
Dayton	63.3	55.1	63.4	70.4	76.7	65.8
Gadsden	66.4	47.0	67.2	81.7	81.4	68.7
Hartford	62.3	35.4	80.5	71.1	70.7	64.0
Kansas City	58.6	43.3	52.1	86.5	88.1	65.7
Mobile	59.0	62.2	42.0	68.4	72.6	60.8
Monroe	63.4	66.7	62.6	51.7	71.6	63.2
New York	76.9	51.3	78.6	80.6	83.6	74.2
Philadelphia	67.0	55.8	85.0	69.7	70.0	69.5
Rochester	63.0	40.3	98.9	75.7	78.6	71.3
Syracuse	64.6	37.5	69.0	83.7	87.5	68.5
Winston-Salem	56.1	43.4	55.4	74.8	81.2	62.2
Average	63.5	47.5	68.2	74.5	77.2	66.2



Summary of hypersegregation

- Until 1960s (civil rights era)
 - High segregation was almost universal across U.S. metropolitan areas
- 1970
 - 61% of all black urban population lived in one of 40 hypersegregated metropolitan areas
 - This was nearly 50% of U.S. black population
- 1970 to 2000
 - Hypersegregated areas: decreased from 40 to 21
 - Average segregation within these areas: decreased (75.5 to 70)
- 2010
 - One-third of black metropolitans live in hypersegregation
 - Hypersegregation is centered in a subset of metropolitan areas, containing some of the largest black communities



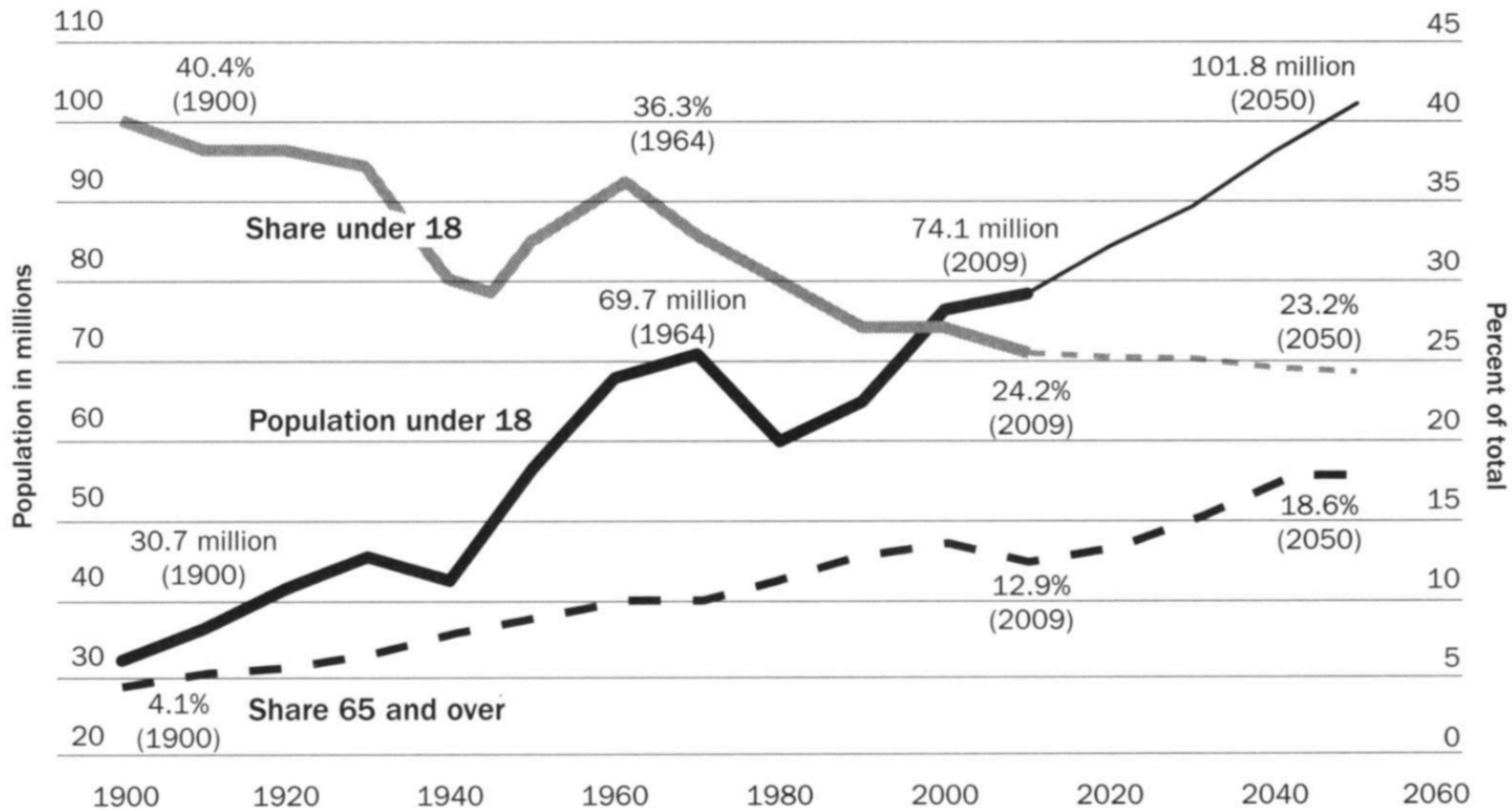
TEXAS A&M
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Immigrant youth

- Trends and projections of immigrant youth population
 - Children under 18
 - 1st or 2nd generation
- Immigrant youth
 - 2010: 25% out of 75 million children in the U.S.
 - 2050: 33% out of 100 million children in the U.S.
- Hispanic, Asian, and mixed-race children
 - 1960: 6% of all children
 - 2000: 30%
- Non-Hispanic white children
 - 1960: 81% of all children
 - 2000: 56%
 - 2010: 40%



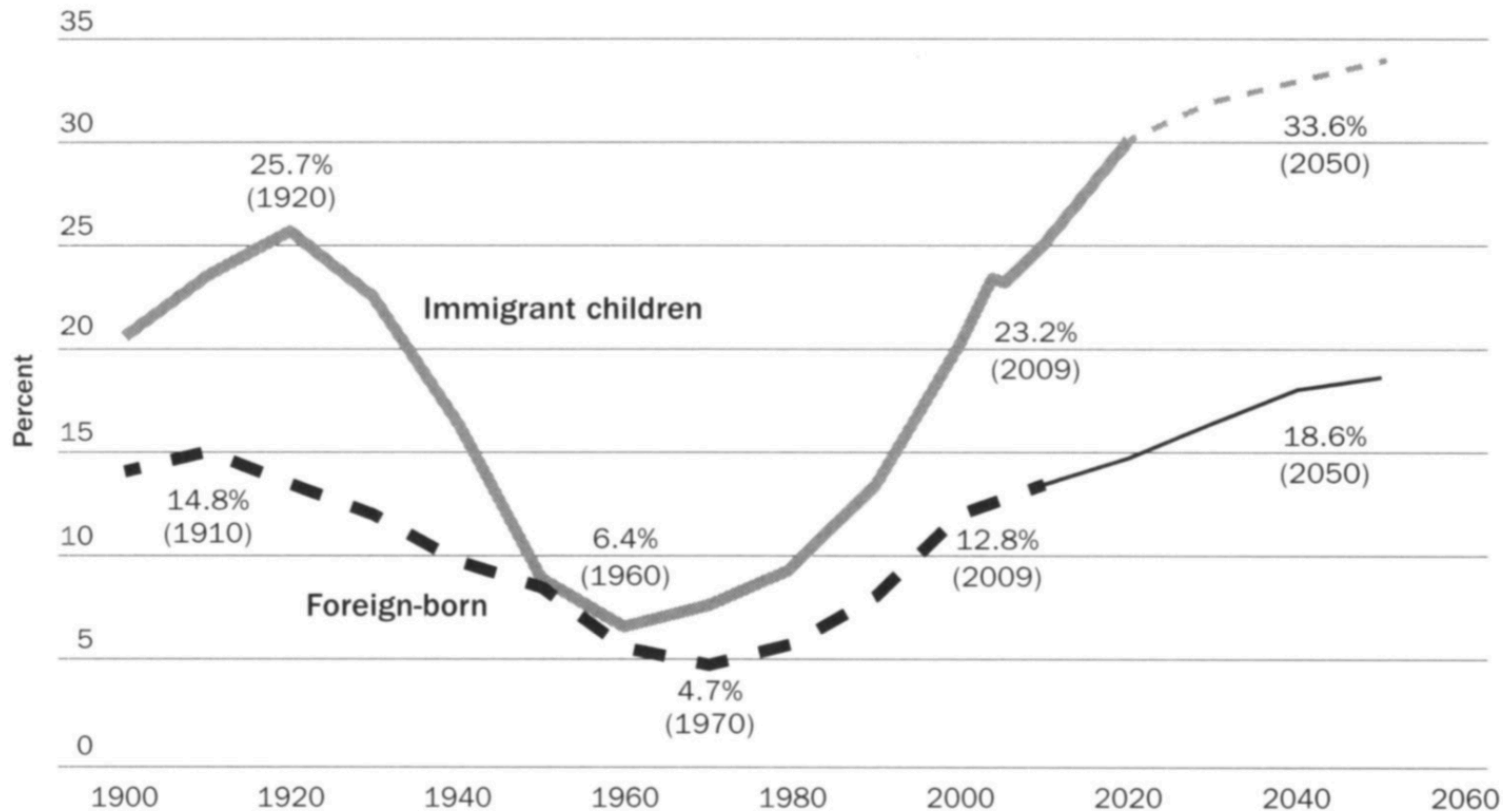
Figure 1. Population under Eighteen and Share of Total, 1900–2050



Sources: Census Bureau population estimates through 2009, projections for 2010–50 from Jeffrey S. Passel and D’Vera Cohn, *U.S. Population Projections: 2005–2010* (Washington: Pew Hispanic Center, 2008).



Figure 2. Total Foreign-Born as Share of Total Population and Immigrant Children as Share of All Children, 1900–2050



Source: Population estimates for 1900–50 are based on Integrated Public-Use Microdata Series and Barry Edmonston and Jeffrey S. Passel, "Ethnic Demography: U.S. Immigration and Ethnic Variations," in *Immigration and Ethnicity: The Integration of America's Newest Arrivals*, edited by Edmonston and Passel (Washington: Urban Institute Press, 1994). Data for 1960–2000 and 2010–50 are from Passel and Cohn, *U.S. Population Projections: 2005–2010* (Washington: Pew Hispanic Center, 2008). Data for 2001–09 are from tabulations of the March Current Population Survey with imputations for legal status and corrections for undercoverage. See technical appendix.

Table 1. Population under Eighteen, by Generation and Age, 2009

Category	Under 18 years	Under 6 years	6–11 years	12–17 years
Number (thousands)				
All children	74,699	25,293	24,066	25,341
Immigrant youth	17,326	6,207	5,660	5,459
Share of all children (percent)				
Immigrant youth	23.2	24.5	23.5	21.5
First generation	3.8	1.5	4.0	5.9
Legal Immigrant	2.3	1.0	2.4	3.6
Unauthorized immigrant	1.5	0.4	1.6	2.4
Second generation	19.4	23.1	19.5	15.6
Legal parent(s)	14.0	15.4	14.3	12.3
Unauthorized parent(s)	5.4	7.7	5.2	3.3
Third and higher generations	76.8	75.5	76.5	78.5
Native parents	75.8	74.4	75.6	77.4
Puerto Rican–born*	0.2	0.1	0.2	0.3
Puerto Rican parent(s)*	0.8	0.9	0.7	0.8
U.S.-born as % of immigrant youth	84	94	83	73

Source: Author's tabulations of augmented March 2009 Current Population Survey. Data are adjusted for omissions from the survey. See technical appendix.

*Includes persons born in all U.S. territories.

Table 2. Population under Eighteen, by Generation and Race or Hispanic Origin, 2009

Category	All children	Hispanic origin	Non-Hispanic origin			
			White	Black	Asian	Mixed race
Number (thousands)						
All children	74,699	16,587	41,545	10,713	3,197	2,120
Immigrant youth	17,326	10,009	2,876	1,361	2,717	355
Share of all children (percent)						
Immigrant youth	23.2	60.3	6.9	12.7	85.0	16.7
First generation	3.8	9.0	1.0	2.0	21.1	z
Legal immigrant	2.3	3.9	0.9	1.7	17.4	z
Unauthorized immigrant	1.5	5.1	0.2	0.3	3.7	z
Second generation	19.4	51.3	5.9	10.7	63.9	16.3
Legal parent(s)	14.0	30.2	5.5	9.4	56.5	16.0
Unauthorized parent(s)	5.4	21.1	0.4	1.3	7.4	z
Third and higher generations	76.8	39.7	93.1	87.3	15.0	83.3
Native parents	75.8	35.8	93.0	87.0	14.5	82.6
Puerto Rican–born*	0.2	1.0	z	z	z	z
Puerto Rican parent(s)*	0.8	2.9	0.1	0.3	z	0.6
U.S.-born as % of immigrant youth	84	85	85	84	75	97

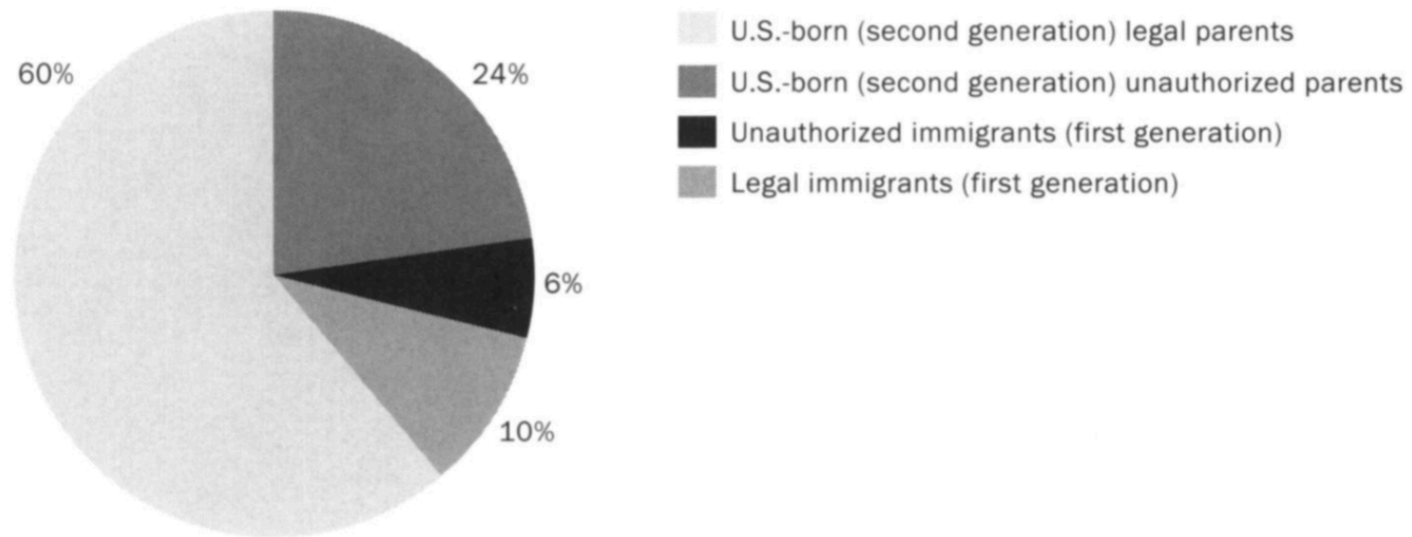
Source: Author's tabulations of augmented March 2009 Current Population Survey. Data are adjusted for omissions from the survey. See technical appendix.

Notes: White, black, and Asian include persons reporting only single races; Asian includes Native Hawaiians and other Pacific Islanders. American Indians not shown separately.

z Less than 10,000 population.

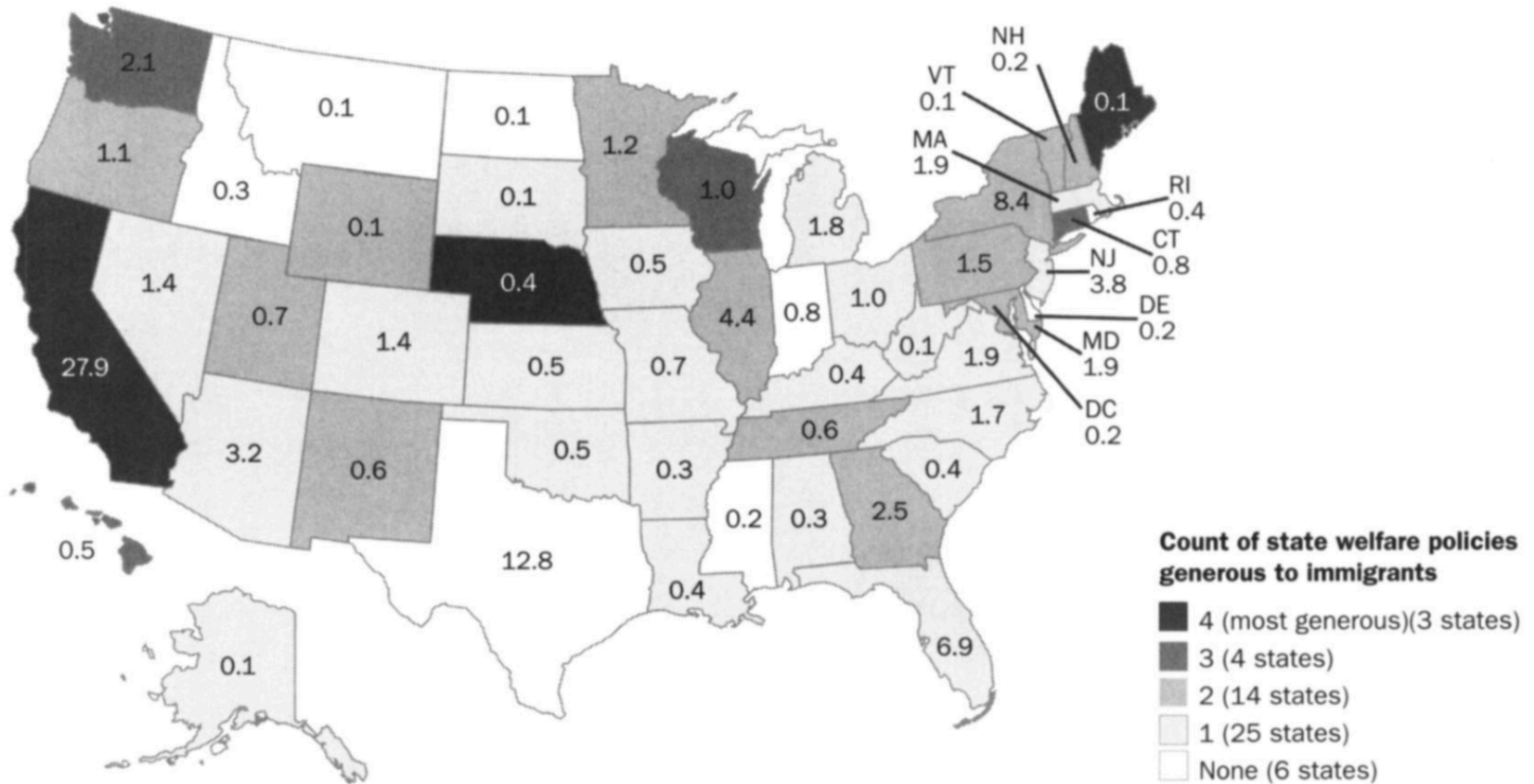
*Includes persons born in all U.S. territories.

Figure 3. Immigrant Youth, by Generation and Legal Status of Parents, 2009



Source: Author's tabulations of augmented March 2009 Current Population Survey. Data are adjusted for omissions from the survey. See technical appendix.

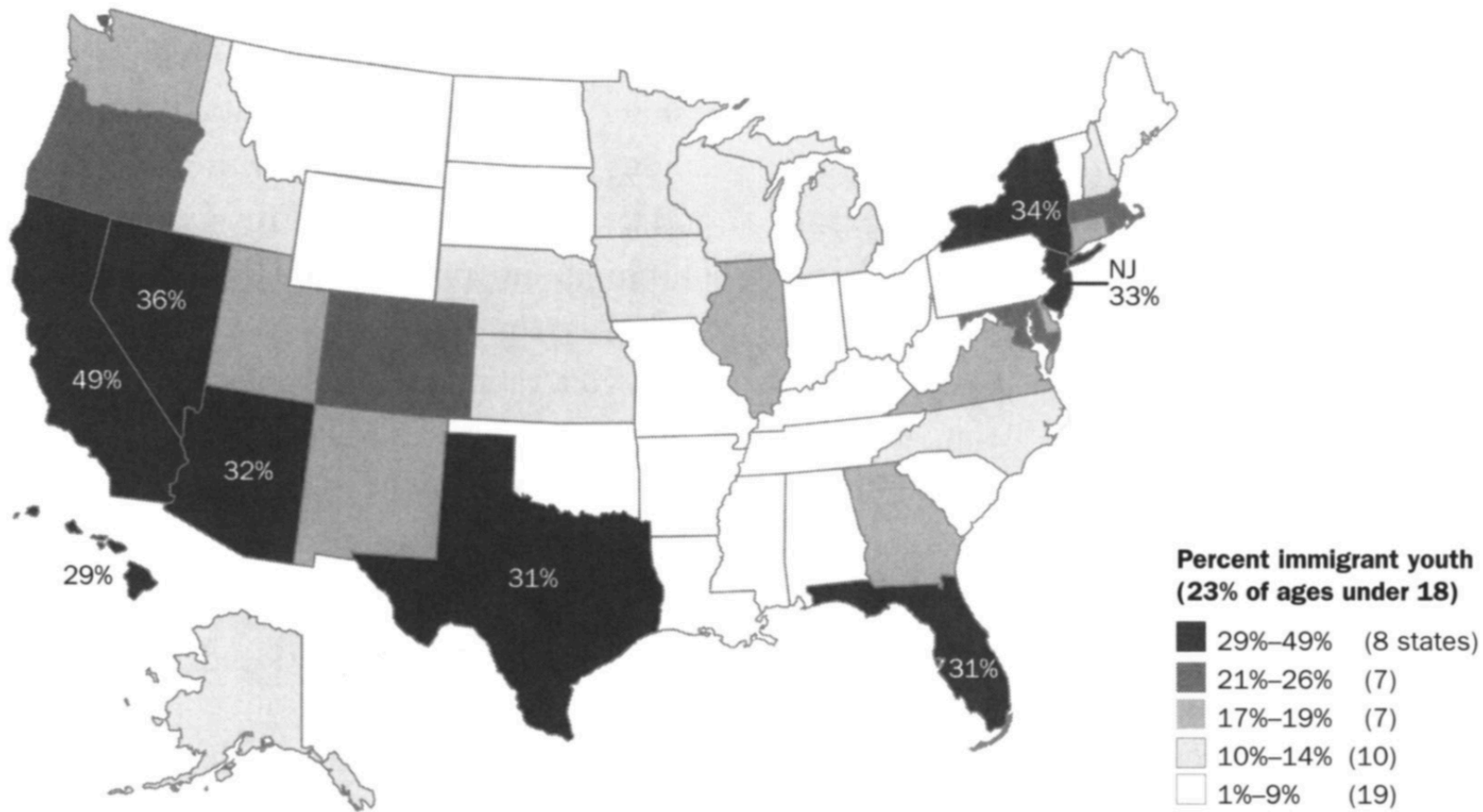
Figure 4. State Share of U.S. Immigrant Children and Generosity of Welfare Programs for Immigrants



Source: Author's tabulation of augmented March 2008 and 2009 Current Population Survey. Data are adjusted for omissions; see technical appendix. See text for welfare policies.

Note: Values indicate share of U.S. immigrant youth living in state based on average of 2008–09 data.

Figure 5. Percent of Youth (under Eighteen) in State Who Are Children of Immigrants, 2008



Source: Author's tabulation of augmented March 2008 Current Population Survey.

Table 3. Various Populations, by Race or Hispanic Origin, 2009

Category	Hispanic origin	Non-Hispanic origin			
		White	Black	Asian	Mixed race
Share of generation group by race/ethnicity					
All children	22.2	55.6	14.3	4.3	2.8
Immigrant youth	57.8	16.6	7.9	15.7	2.0
First generation	52.9	15.2	7.7	23.9	0.3
Second generation	58.7	16.9	7.9	14.1	2.4
Third and higher generations	11.5	67.4	16.3	0.8	3.1
Total population	16.1	65.1	12.1	4.7	1.5
Immigrant adults	48.8	20.6	7.5	22.8	0.3

Source: Author's tabulations of augmented March 2009 Current Population Survey. Data are adjusted for omissions from the survey. See technical appendix.

Note: White, black, and Asian include persons reporting only single races; Asian includes Native Hawaiians and other Pacific Islanders. American Indians not shown separately.

Table 4. Population under Eighteen, by Generation and Type of Hispanic Origin, 2009

Category	Hispanic origin	Mexican	Puerto Rican	Cuban	Central, South American	Other Hispanic
Number (000s)						
All children	16,587	11,739	1,503	332	2,307	705
Immigrant youth	10,009	7,485	116	206	2,012	189
Share of all children						
Immigrant youth	60.3	63.8	7.7	62.1	87.2	26.8
First generation	9.0	9.2	z	18.2	15.2	z
Legal immigrant	3.9	2.9	z	17.5	10.7	z
Unauthorized immigrant	5.1	6.3	z	z	4.6	z
Second generation	51.3	54.6	7.4	44.0	72.0	25.8
Legal parent(s)	30.2	29.2	6.8	42.9	52.8	18.6
Unauthorized parent(s)	21.1	25.4	z	z	19.2	7.2
Third and higher generations	39.7	36.2	92.3	37.9	12.8	73.2
Native parents	35.8	36.1	51.5	37.9	12.6	71.8
Puerto Rican–born*	1.0	z	10.2	z	z	z
Puerto Rican parent(s)*	2.9	0.1	30.5	z	z	z
U.S.-born as % of immigrant youth	85	86	96	71	83	96

Source: Author's tabulations of augmented March 2009 Current Population Survey. Data are adjusted for omissions from the survey. See technical appendix.

Notes: White, black, and Asian include persons reporting only single races; Asian includes Native Hawaiians and other Pacific Islanders. American Indians not shown separately.

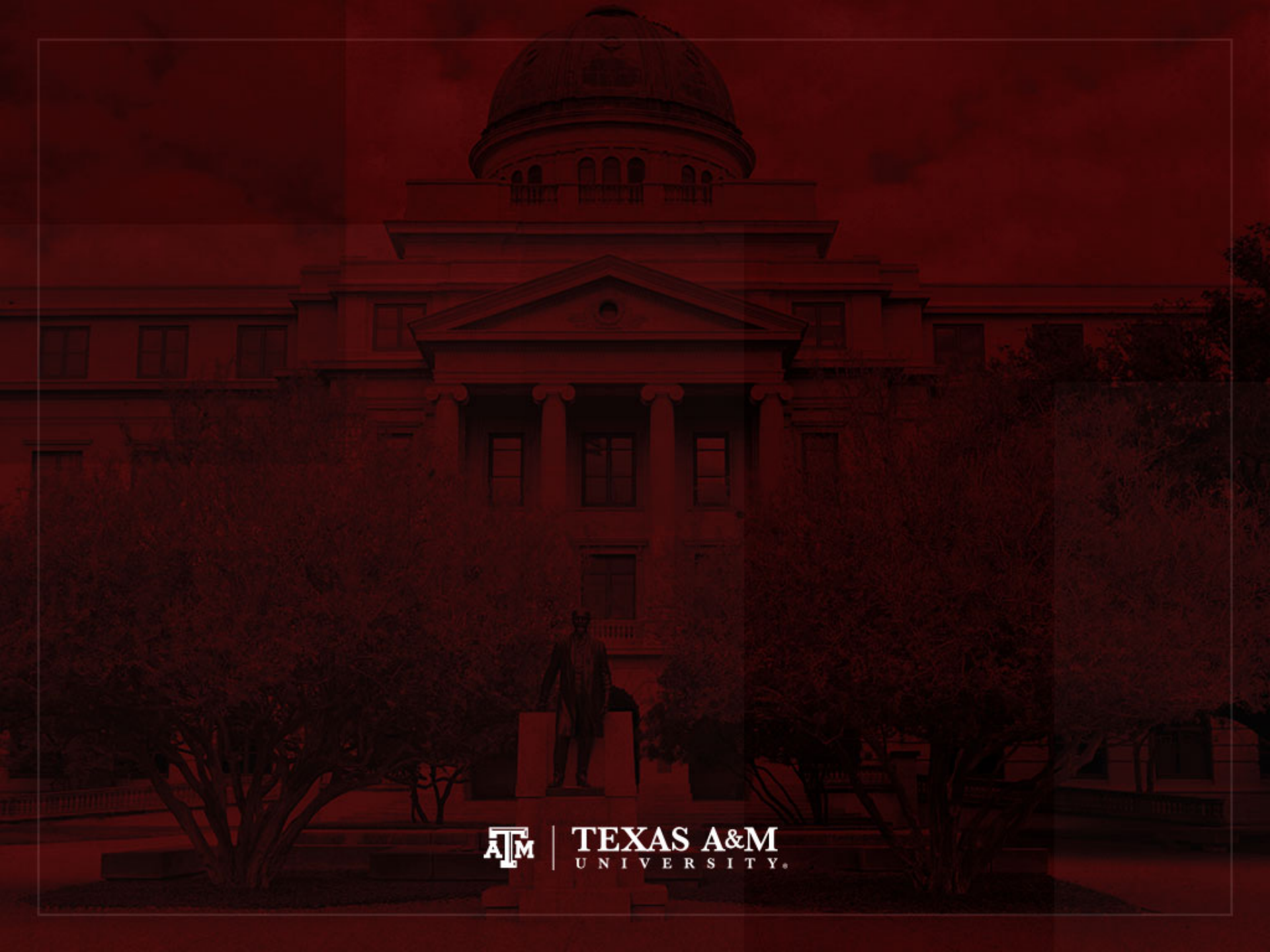
z Less than 10,000 population.

* Includes persons born in all U.S. territories.

Challenges

- Immigrants and their children will provide most of the growth of American labor force
- Higher rates of poverty
 - Foreign-born and undocumented children
- Geographic concentration in few states
- Lack of political representation
- Intergenerational competition
 - Education, social security, health benefits





TEXAS A&M
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Race and the second generation

- Experience of race and racial discrimination among children of immigrants
- Experience to discrimination is common to many Americans
- However, nature and impact of discrimination varies among the increasing diverse immigrant groups
- Immigrants and their children are largely non-white
 - Are they a racial minority?
 - Is it a disadvantage?
 - Do they benefit from affirmative action programs?
 - What's the best model for integration?



Data

- Study of second-generation immigrants in the New York City metropolitan area
- Representative samples of young adults (ages 18–32) from five ethnic groups
 - Dominicans, South Americans, West Indians, Chinese, and Jews from the former Soviet Union
- Interviews samples of African Americans, Puerto Ricans, and whites with native-born parents
- In total
 - 3,415 telephone interviews with respondents
 - In-person, in-depth interviews with approximately 10% subsample



Background

- Discrimination and anticipation of discrimination
 - Often part of socialization of blacks
 - It is difficult to differentiate unfair treatment based on race from a barrier that everybody shares
- West Indians come from societies with history of slavery and racial stratification
 - But blacks are the majority and commonly hold positions of wealth and power in their home societies
- South Americans, Dominicans, and Puerto Ricans come from racially stratified societies
 - But different than the U.S.
- Most Chinese respondents come from relatively racially homogenous societies (they are the majority group)



Levels of discrimination

- The “closer” you are perceived to be to African American, the more serious the discrimination
- After African Americans, West Indians face the most discrimination, followed by Dominicans, and Puerto Ricans
- South Americans experience much less than Central Americans
- Chinese experience discrimination even less than South Americans
- Russians (as whites) even less than Chinese



Table 1: Experience of Prejudice by Group (Percent Experiencing Prejudice)

	At work	Shops/ Restaurants	From Police	At School	Looking for Work
South American	20	41	22	17	17
Dominican	19	37	25	14	20
Puerto Rican	26	40	22	15	22
West Indian	30	57	35	17	26
Black	35	55	34	15	33
Chinese	14	41	13	25	12
Russian Jew	8	12	8	11	9
White	14	15	6	9	6

Source: Second Generation Study

Experiences and consequences of discrimination

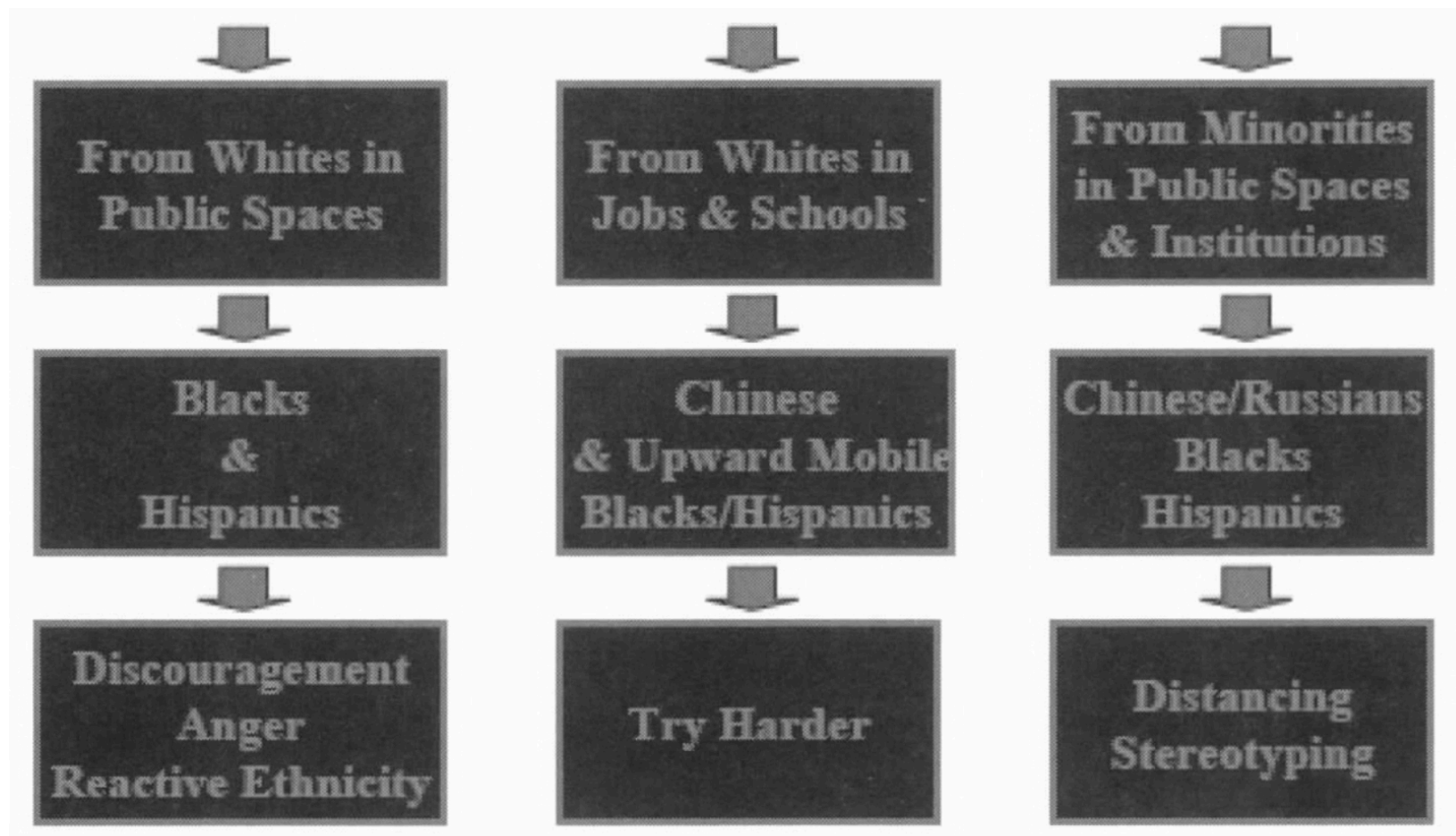


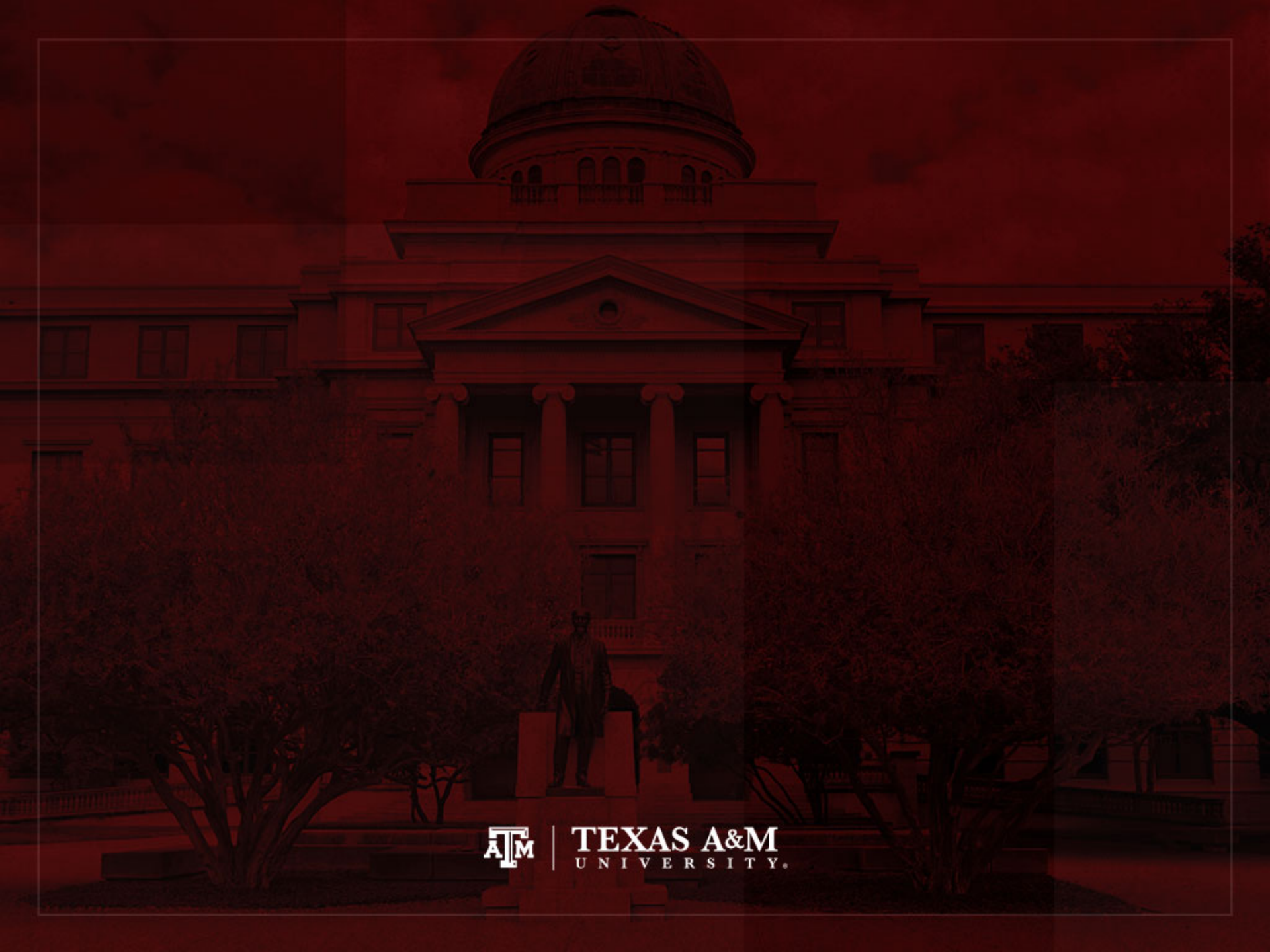
Table 2: Percent Experiencing Prejudice/Discrimination by Group by Level of Education

Group	School		Looking for Work		Work		Store/ Restaurant		Police	
	Low	Hi	Low	Hi	Low	Hi	Low	Hi	Low	Hi
Puerto Rican	14	20	24	14	26	24	39	47	24	15
Native Black	14	19	34	31	35	37	51	70	35	31
Dominican	12	20	24	12	21	14	36	42	27	22
West Indian	15	22	26	25	28	34	54	62	37	31
South American	17	18	19	13	21	18	37	47	24	20
Chinese	33	22	17	11	13	13	41	41	20	11
Russian	10	11	15	7	10	7	15	10	13	6
Native White	12	7	7	5	15	13	20	12	10	3

Low education = Less than a B.A. High education = B.A. or above.

Considerations

- Experience of discrimination varies by race
 - Blacks
 - Those who “look like” blacks: West Indians, dark-skinned Latinos
 - Asians and light-skinned Latinos
- Institutional integration brings discrimination
 - Chinese are the minority at school
 - Blacks and Latinos are usually in segregated schools and neighborhoods
- Discrimination varies by immigrant generation
 - 2nd generation is more likely to challenge discrimination
 - 1st generation is more likely to accept it
- Overall, there are different experiences of discrimination between immigrant minorities and native minorities



TEXAS A&M
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Inequality of opportunity

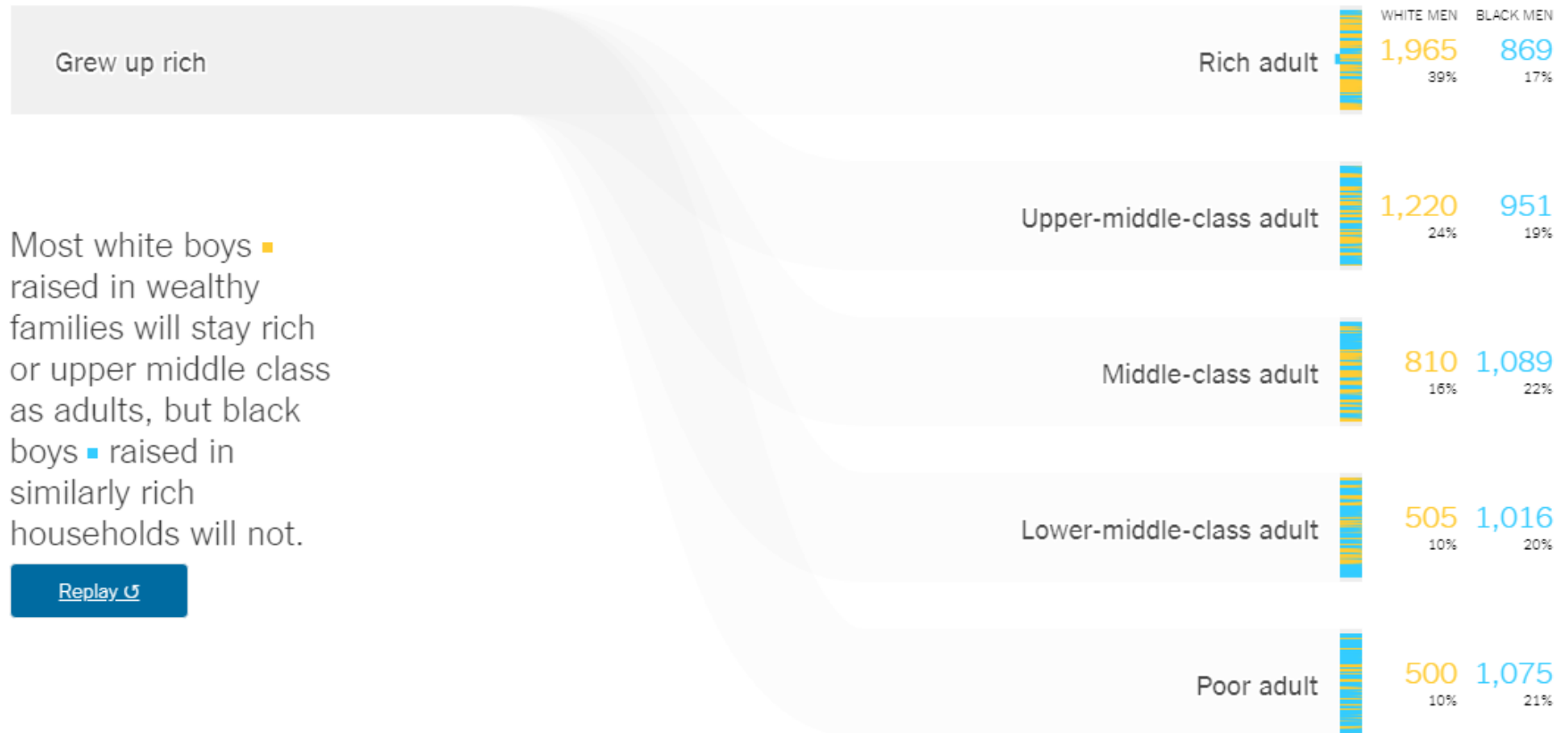
- Race/ethnicity and economic opportunity in the United States with an intergenerational perspective
 - Disparities in income using 1989–2015 longitudinal data
- Main results
 - Disparities vary by race/ethnicity
 - Family characteristics and ability don't matter
 - Racial gap persists even among boys who grow up in the same neighborhood
- Recommendations
 - Reducing the black-white income gap will require efforts whose impacts cross neighborhood and class lines and increase upward mobility specifically for black men

<https://opportunityinsights.org>
<https://opportunityinsights.org/paper/race/>
https://opportunityinsights.org/wp-content/uploads/2018/04/race_paper.pdf

Boys who grew up rich...

Follow the lives of 10,000 boys who grew up in rich families ...

...and see where they end up as adults:



Most white boys raised in wealthy families will stay rich or upper middle class as adults, but black boys raised in similarly rich households will not.

[Replay](#)

Adult outcomes reflect household incomes in 2014 and 2015.

Boys who grew up poor...

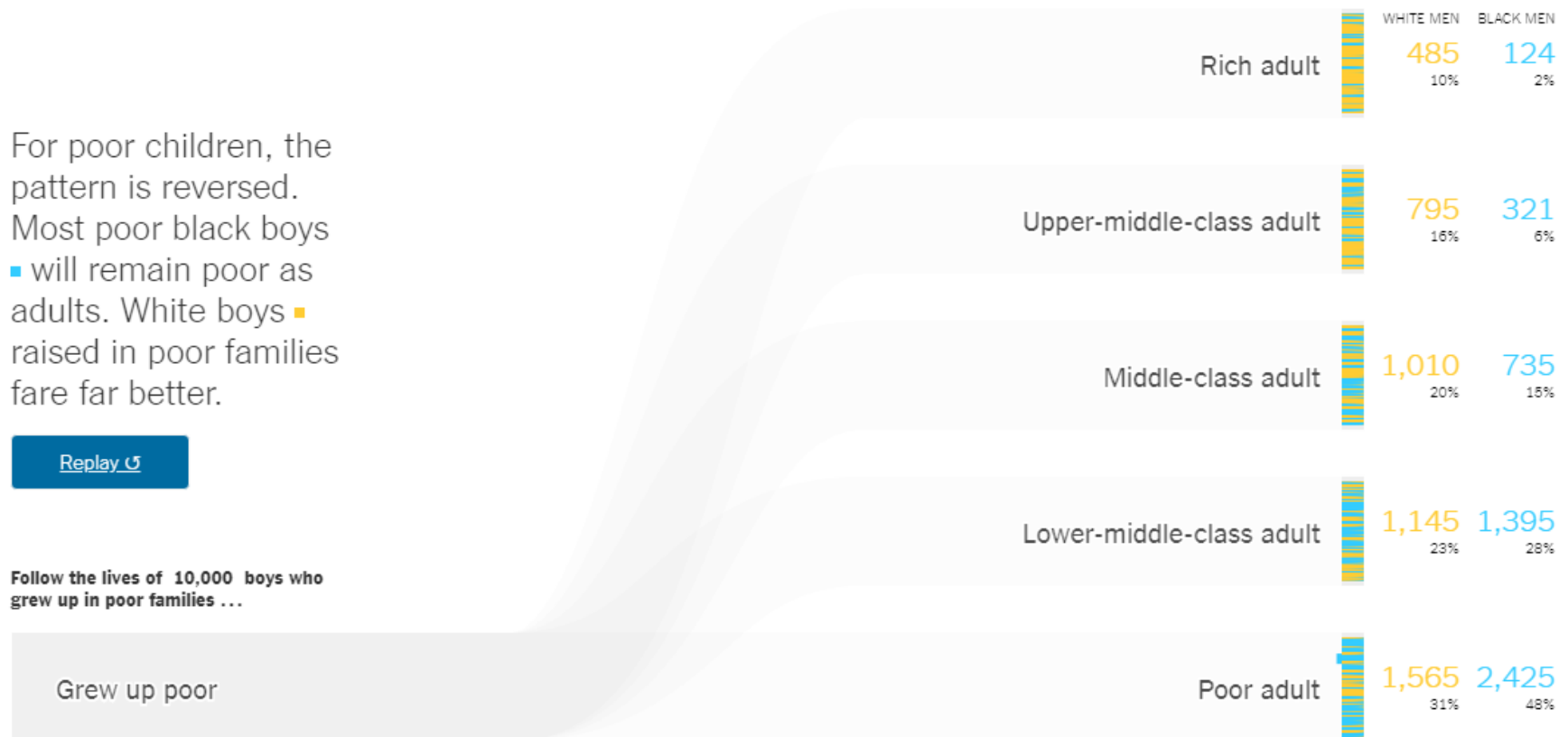
For poor children, the pattern is reversed. Most poor black boys will remain poor as adults. White boys raised in poor families fare far better.

[Replay](#)

Follow the lives of 10,000 boys who grew up in poor families ...

Grew up poor

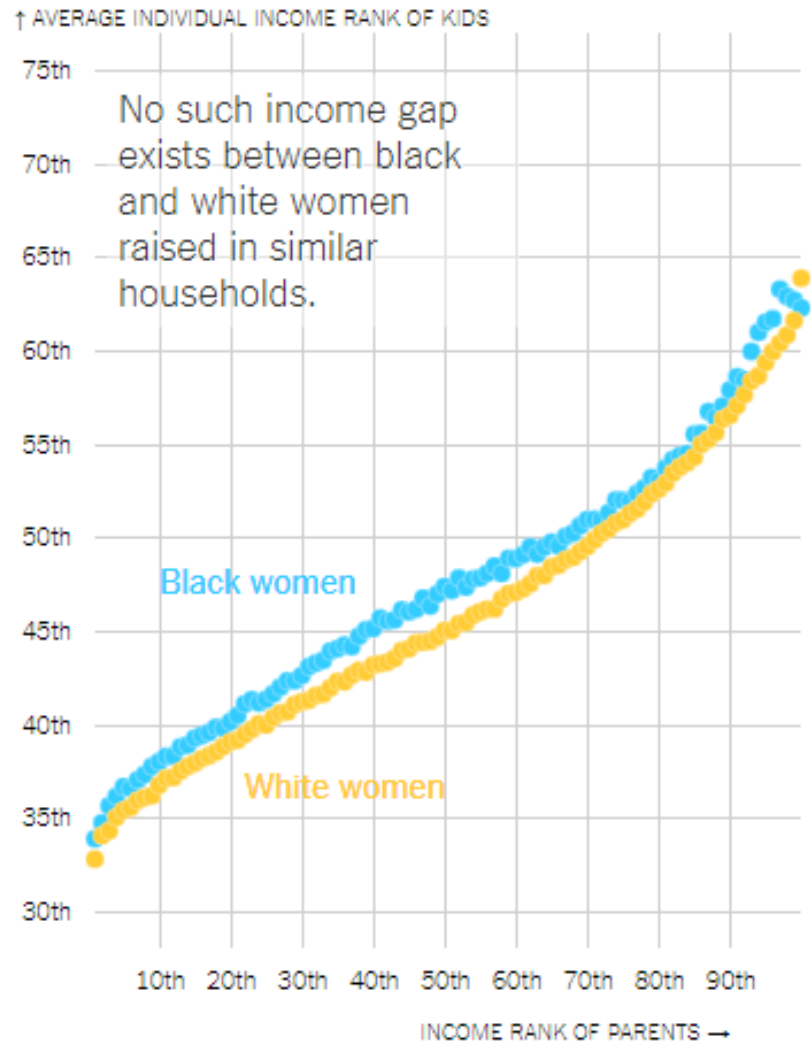
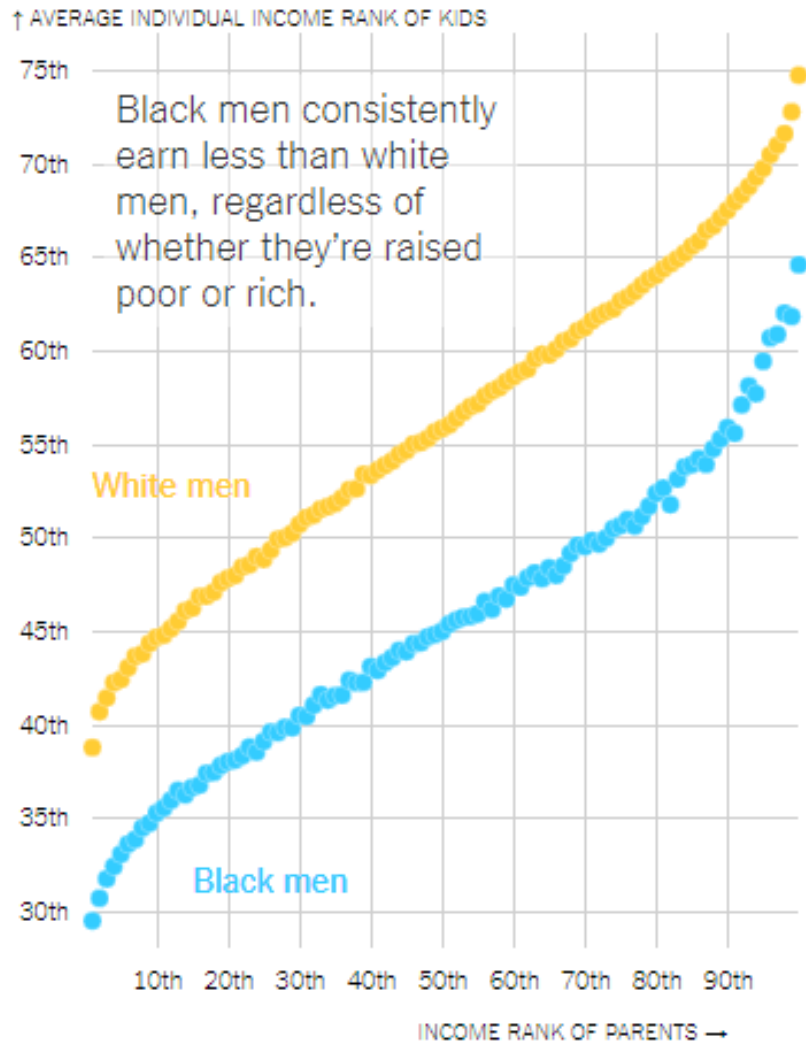
...and see where they end up as adults:



Disparities vary by race/ethnicity

- Intergenerational persistence of disparities varies substantially across race/ethnicity groups
- Hispanic Americans are moving up significantly in the income distribution across generations, because they have relatively high rates of intergenerational income mobility
- Black Americans have substantially lower rates of upward mobility and higher rates of downward mobility than whites
 - This leads to large income disparities that persist across generations
- Black-white income gap is driven entirely by large differences in wages and employment rates between black and white men
 - No differences between black and white women

Large income gaps persist between men — but not women.



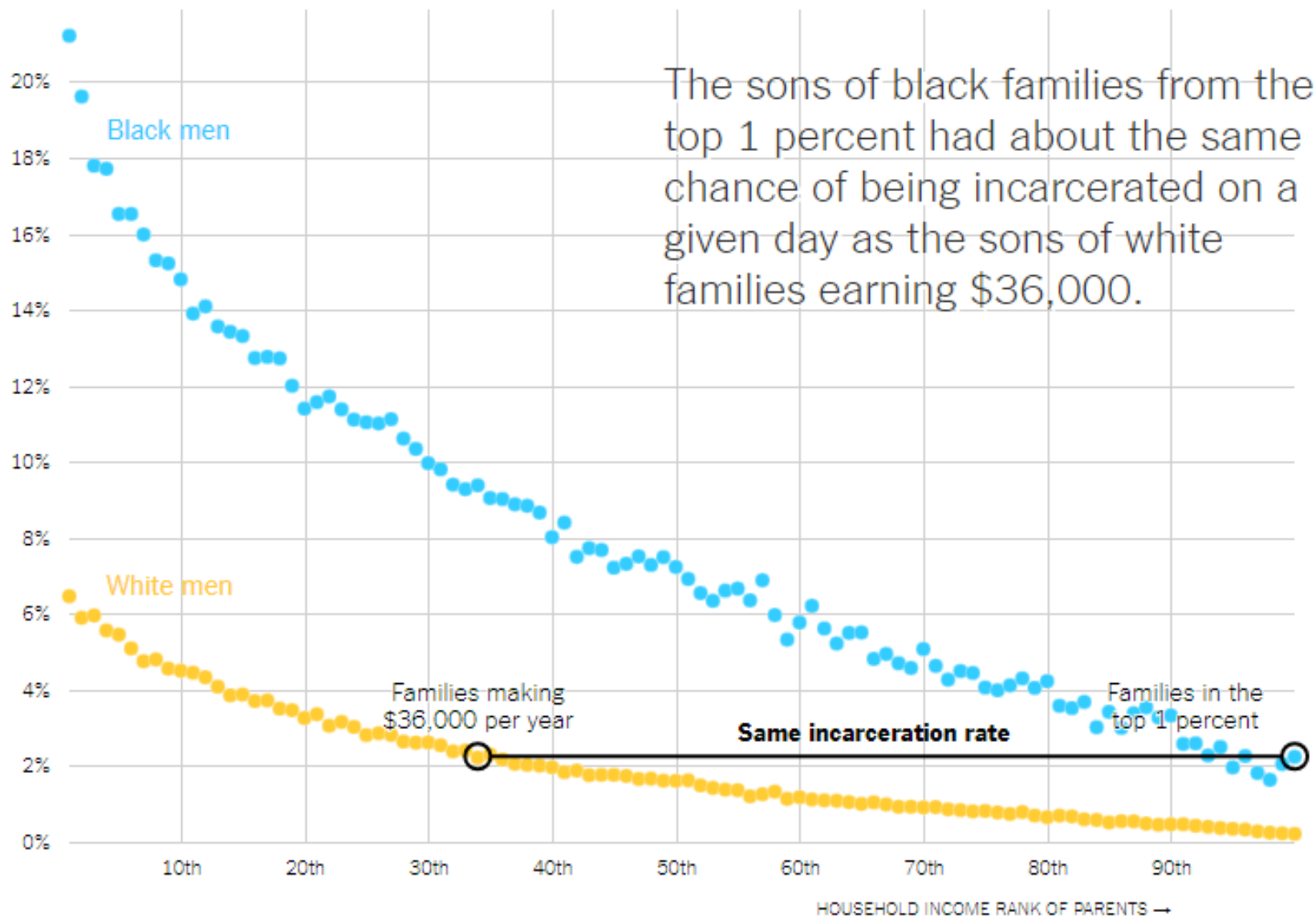
Family characteristics and ability

- Differences in family characteristics explain very little of the black-white income gap conditional on parent income
 - Parental marital status
 - Education
 - Wealth
- Differences in ability also do not explain the patterns of intergenerational mobility

Racial gap and neighborhood

- Black-white gap persists even among boys who grow up in the same neighborhood
 - Black boys have lower incomes in adulthood than white boys in 99% of census tracts
- Both black and white boys have better outcomes in low-poverty areas
 - But black-white gaps are larger on average for boys who grow up in such neighborhoods
- The few areas in which black-white gaps are relatively small tend to be low-poverty neighborhoods with low levels of racial bias among whites and high rates of father presence among blacks
 - Black males who move to such neighborhoods earlier in childhood earn more and are less likely to be incarcerated
 - However, fewer than 5% of black children grow up in such environments

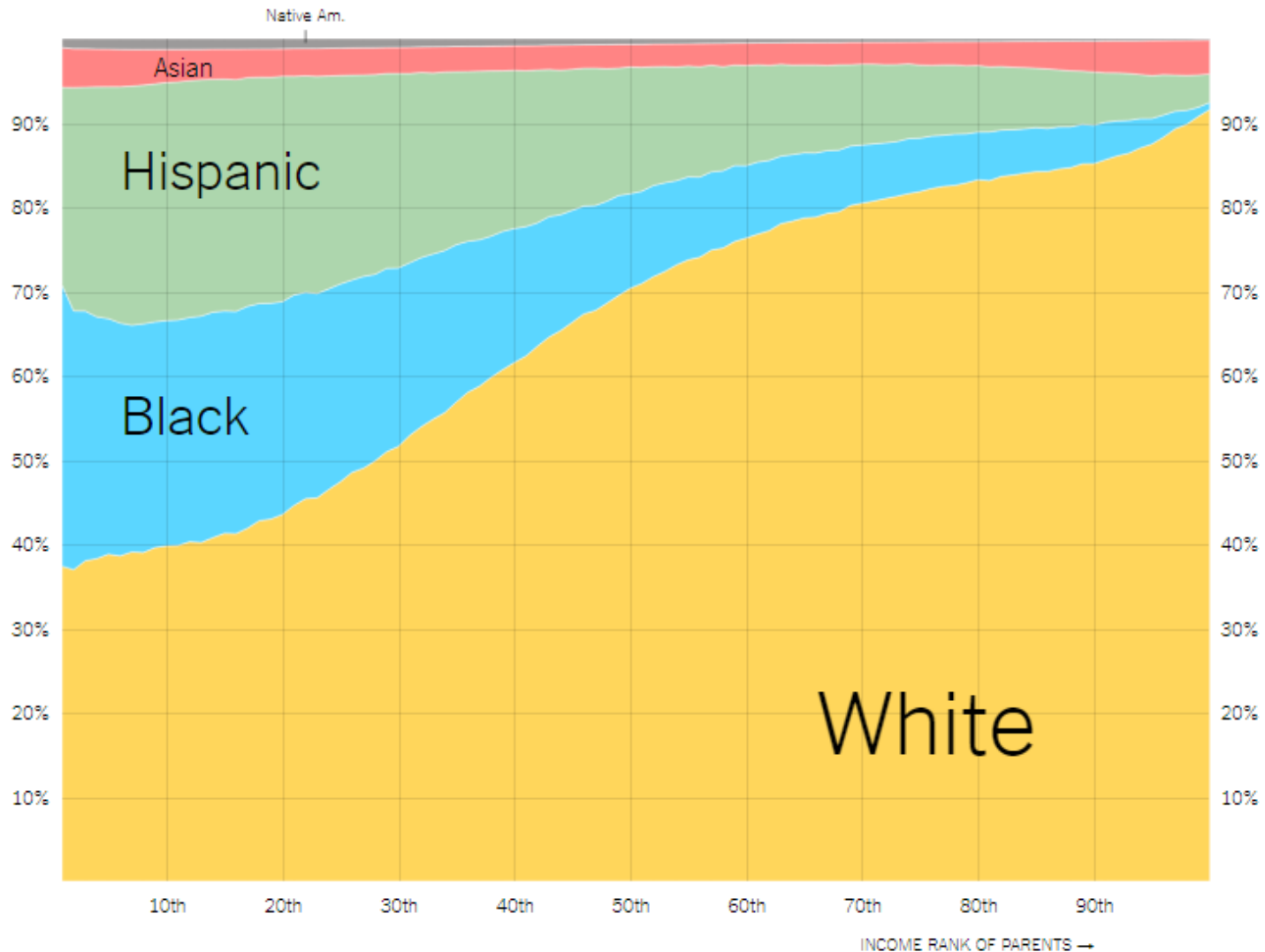
Share of the men incarcerated on April 1, 2010



Includes men who were ages 27 to 32 in 2010.

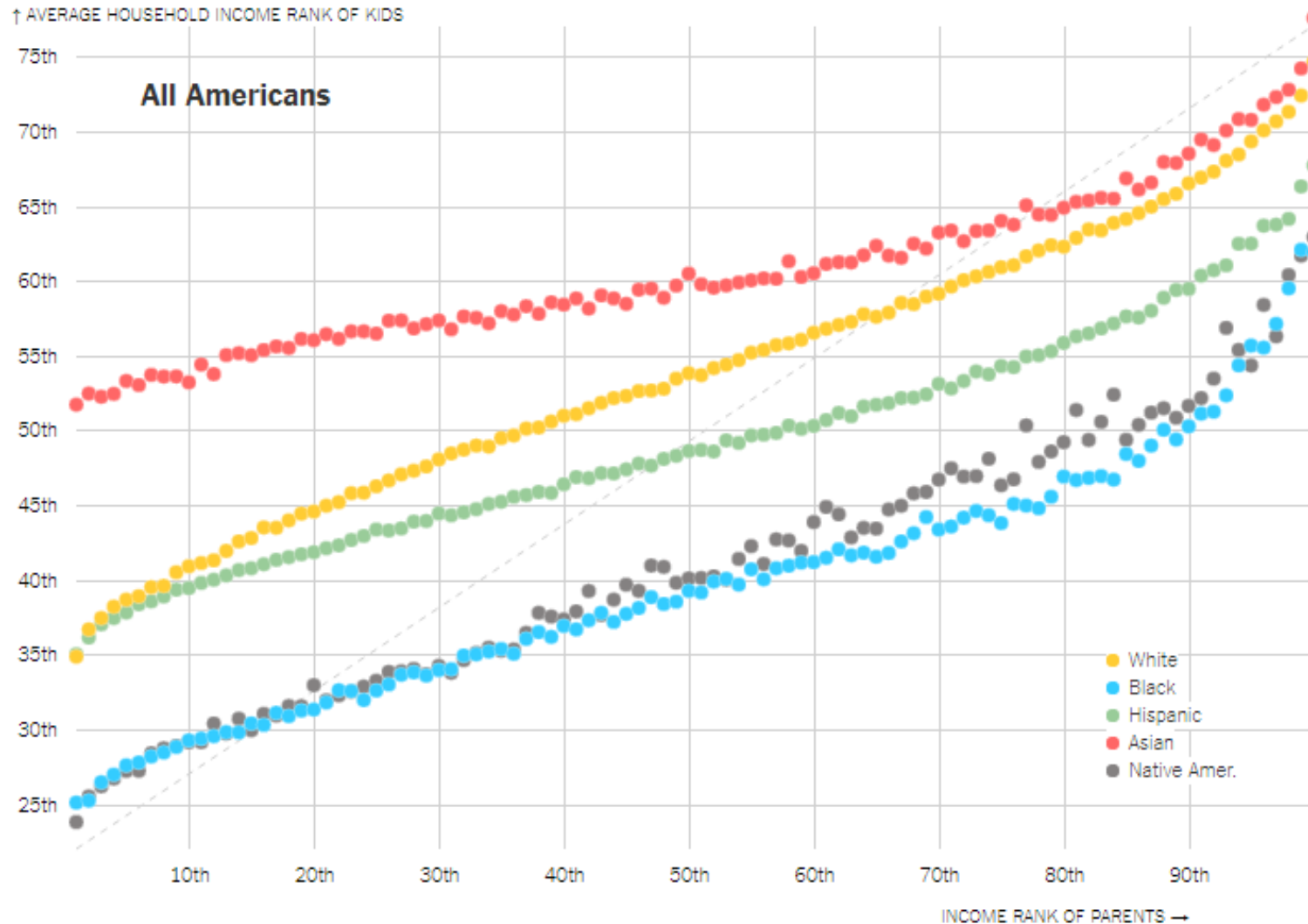
Very few nonwhite Americans started at the very top.

Income distribution of the children in the study



Excludes those reporting multiple races and those for whom no race was identified.

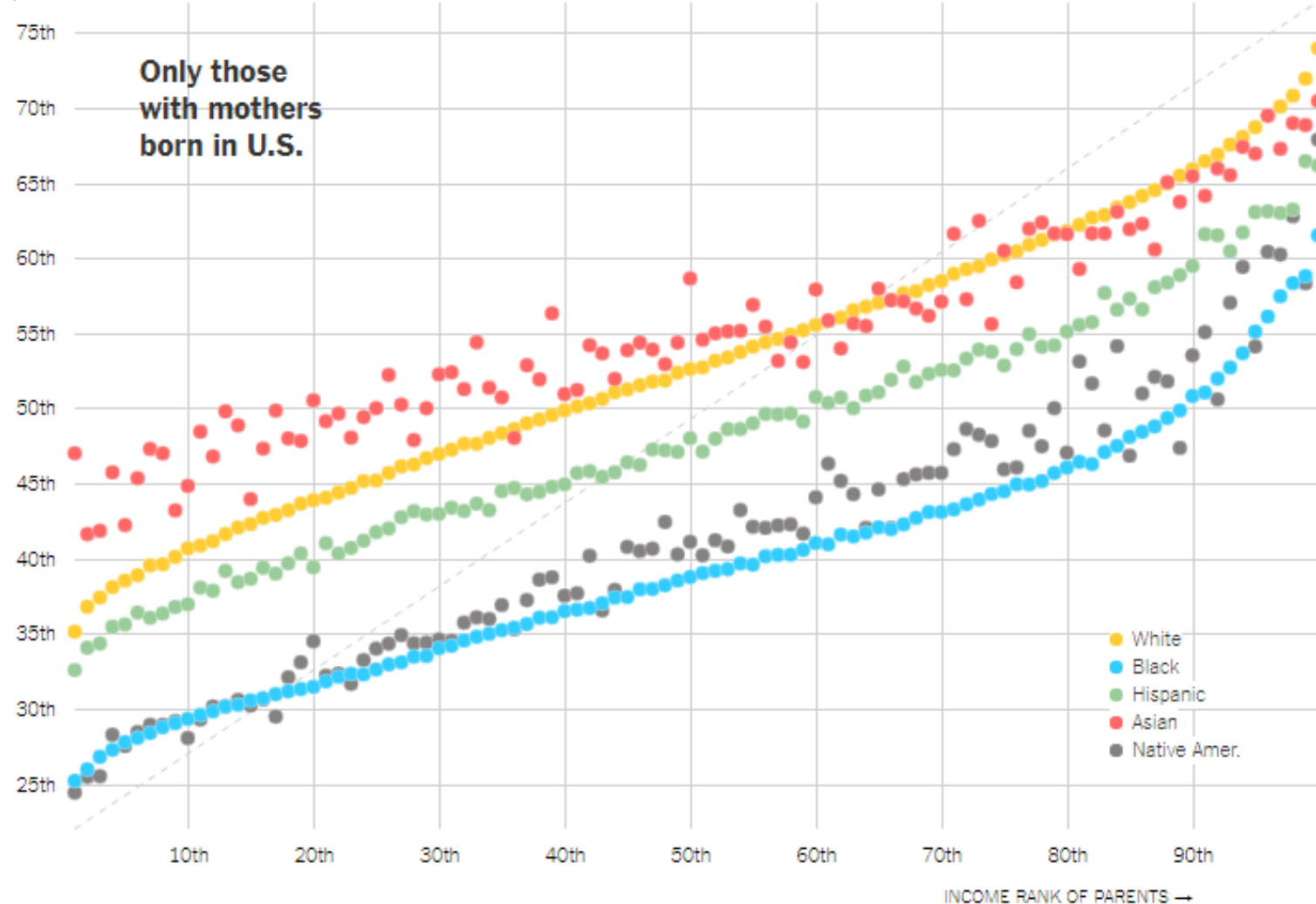
The high mobility rate for Asian-Americans is partly about immigration.



Based on a sample of the children. Few Native Americans have immigrant mothers; their differences in income are not meaningful.

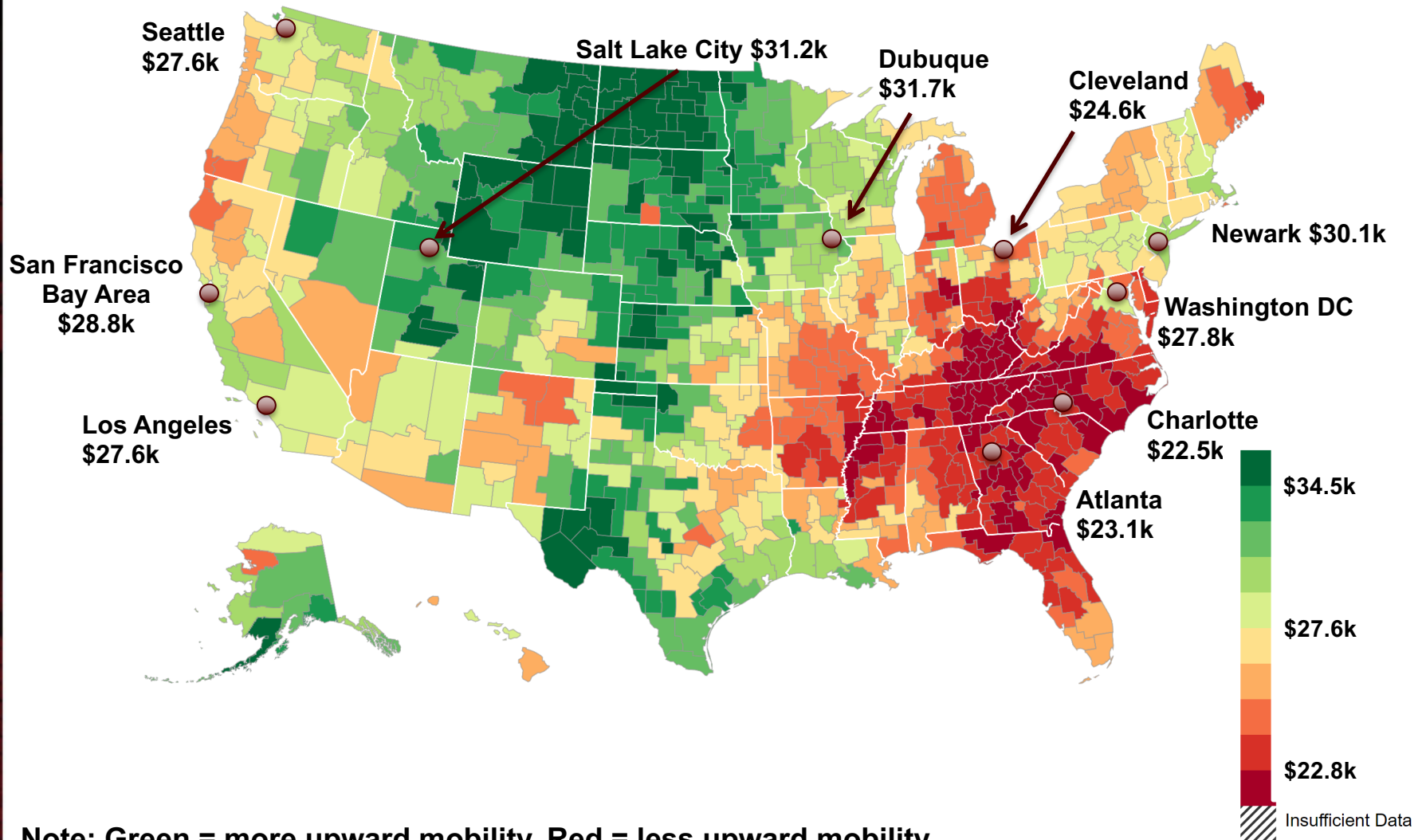
The high mobility rate for Asian-Americans is partly about immigration.

↑ AVERAGE HOUSEHOLD INCOME RANK OF KIDS



Based on a sample of the children. Few Native Americans have immigrant mothers; their differences in income are not meaningful.

The geography of upward mobility: Average individual income for males with parents earning \$25,000 (25th percentile)

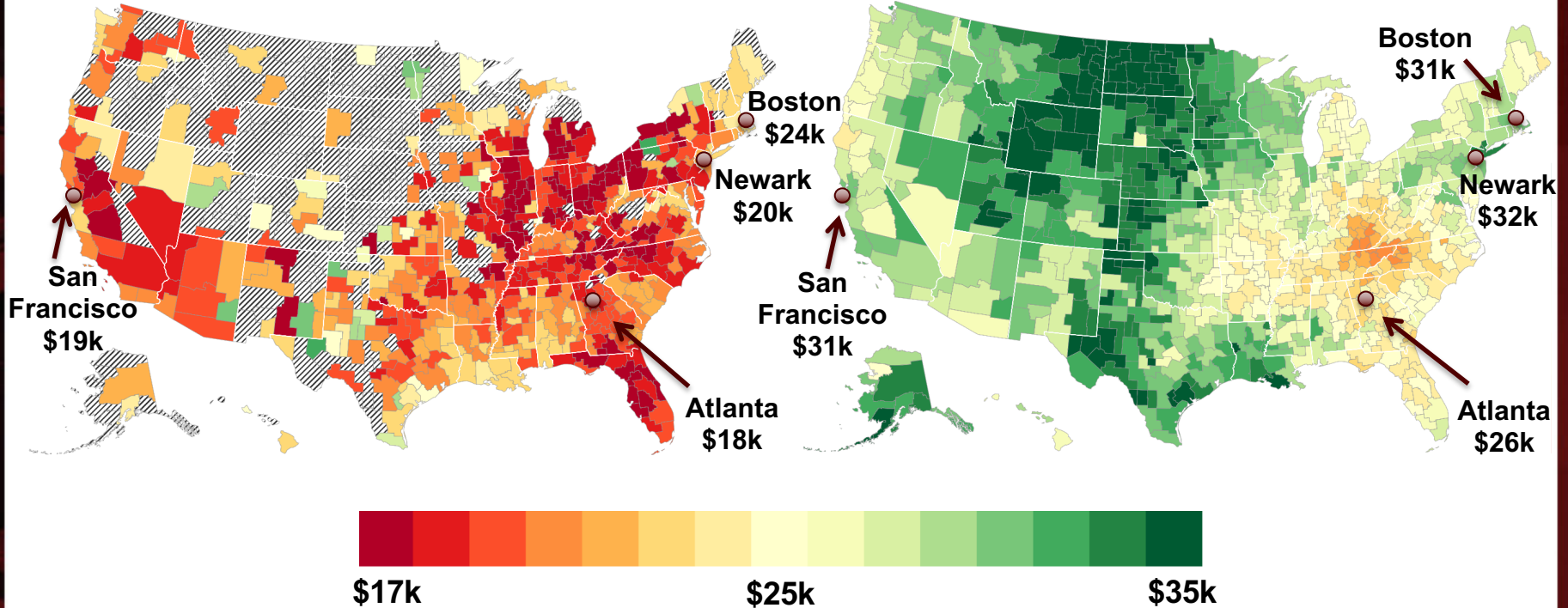


Source: Chetty, Hendren, Jones, Porter (2018).

The geography of upward mobility by race: Average individual income for males with parents earning \$25,000 (25th percentile)

Black Men

White Men



Note: Green = more upward mobility, Red = less upward mobility; Grey = insufficient data

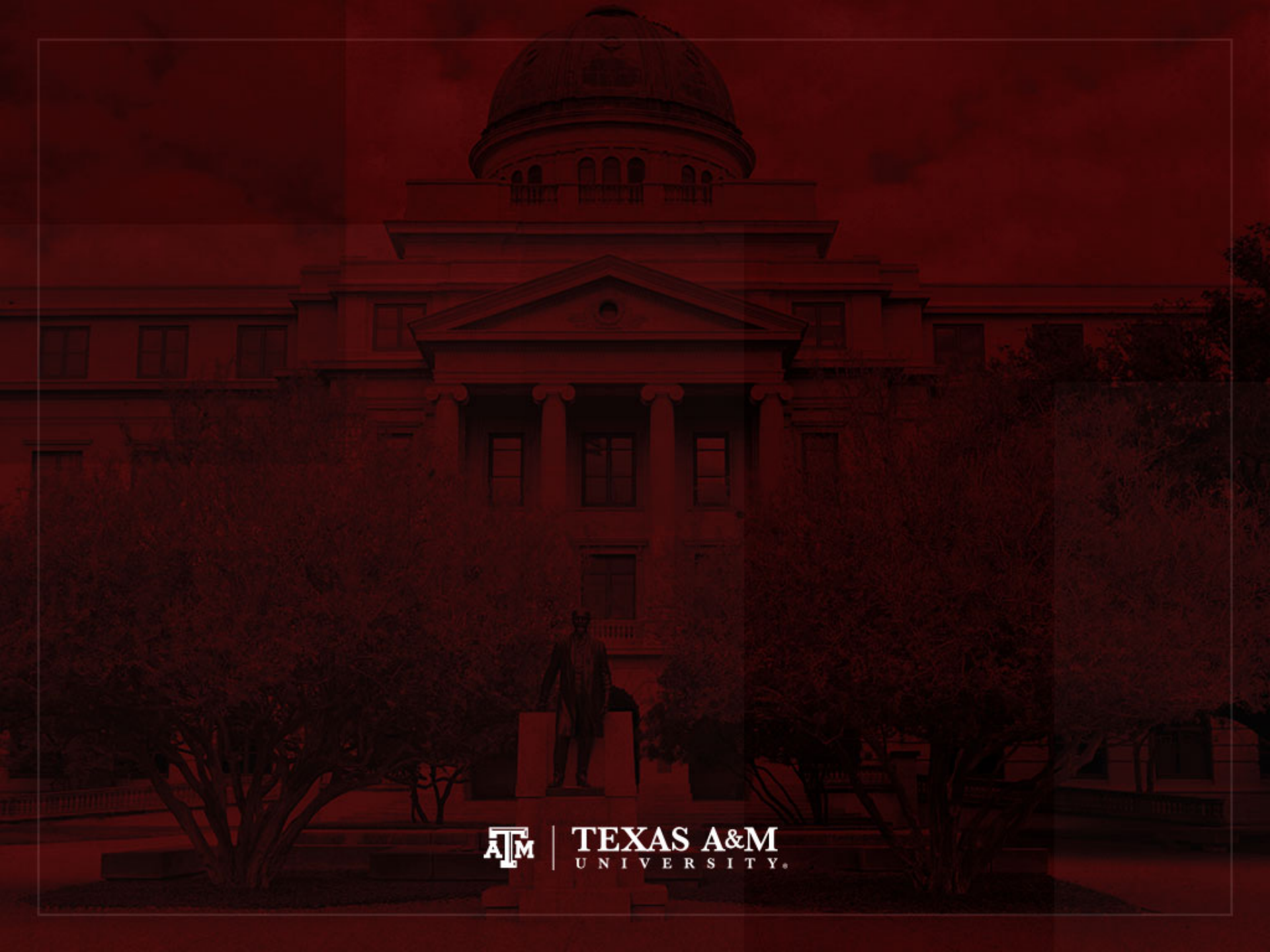
Source: Chetty, Hendren, Jones, Porter (2018).



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