INCORPORATION/ASSIMILATION OF IMMIGRANTS IN THE UNITED STATES

Data Analysis Module Instructor Guide

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Brief Description: In this module, students will examine the assimilation experiences of immigrants using data from the 2012-2016 American Community Survey (ACS) 5-year estimate. The primary purpose of this module is to examine the assimilation/incorporation experiences of immigrants in the United States. Throughout this module, students will be guided in the use of secondary data to generate basic statistical analysis, create tables and interpret their findings. At the end, students will convert their findings into a research paper. Alternatively, and in lieu of a research paper, instructors may assign the first three handouts separately.

Learning Objectives:

Substantive

- o Observe socioeconomic and acculturation patterns of assimilation and differences between groups
- o Apply and critique theories and concepts of immigrant incorporation
- o Compare and evaluate the impact of racial/ethnic categories on the social and economic incorporation of immigrants
- o Produce research paper

Methodological/ Quantitative skills

Upon completion of this module, students will able to:

- o Create and interpret bivariate tables
- o Identify dependent and independent variables
- o Generate hypotheses
- o Examine relationships between dependent and independent variables
- o Understand quantitative reasoning
- o Develop critical thinking and academic writing

Teaching facilitation notes: This module is for use in undergraduate sociology of immigration courses. This exercise can be used in conjunction with a unit on assimilation theories as it aims to test the basic tenets of assimilation theories when applied to the largest immigrants groups in the United States. This exercise can be divided into two different assignments. Instructors can use Part I, II and III (handouts 2-3) as one assignment or in class teaching materials, and add Part IV (handout 4) as a follow- up final paper (research paper).

Assessment: To asses student learning outcomes and module effectiveness, instructor should use pre- and post-tests, particularly for handouts 2-3.

Variables: In this module, using ACS 2012-2016, 5 year estimate data we will examine some of the variables described below:

1. Demographic characteristics: Race/Ethnicity, marital status, sex and age
    1. Race/Ethnicity (coded as: RaceMidEast):
        1. Non-Hispanic white
        2. Black
        3. Hispanic or Latinx
        4. Asian
        5. Middle Eastern and North African immigrants
    2. Marital status (coded as:Marital):
        1. Currently married
        2. Never married
        3. Widowed
        4. Separated
        5. Divorced
    3. Sex (coded as sex):
        1. Male
        2. Female
    4. Age (coded as AgeWork)
        1. 16-24
        2. 25-34
        3. 35-44
        4. 45-54
        5. 55-64
        6. 65+
    5. Indicator of acculturation:
        a. English language profiency (coded as ENGSPKG):
            1. English only (this refers to people who are bilingual, but speak only English in their home)
            2. Very well
            3. Well
            4. Not well
            5. Not at all
    6. Socioeconomic characteristics:
        a. Educational attainment (coded as Educ):
            1. Less than high school (LTHS)
            2. High school graduate (HSGrad)
            3. Some college
            4. College Grad
        b. Income (coded as Earn3)
            1. Less than 25 (<25)
            2. 25-34K

3. 35-49K
4. 50-69K
5. 70-99K
6. 100K+