

Part III. Examining assimilation/incorporation patterns of immigrants.

Table 6. English Language Proficiency

	Speak English Only	Speak English Very Well	Speak English Well	Do not Speak English Well	Do not Speak English	Total
Non-Hispanic White	95.4 %	3.5%	0.7 %	0.3 %	0%	100%
Hispanic or Latino	22.8%	41.2%	15.7%	14.4%	5.9%	100%
Black	90.9%	6.3%	2%	0.7%	0.1%	100%
Asian	22.4%	46.6%	19.8%	9.5%	1.6%	100%
American Indian	81%	16.9%	2.1	0.7%	0%	100%
Non-Hispanic Other	57.6%	28.6%	9%	4%	0.8%	100%
Non-Hispanic Multiracial	87.4%	9.7%	2.1%	0.7%	0.1%	100%
MENA	34.9%	46.8%	14.3%	3.7%	0.2%	100%
Total	78.5%	12.8%	4.5%	3.1%	1.1%	100%

1. Based on Table 6. write one paragraph on the acculturation of immigrants. Use non-Hispanic whites as the comparison group (reference group). When you present and interpret the findings make sure to discuss how English speaking ability may impact immigrants' assimilation into the United States. For instance, how might English proficiency impact immigrants' income?

2. Use Table 4, Table 5 and Table 6 to answer the following questions.
 - a) What connections do you see across tables?

b) What is the most interesting finding? Why?

c) Looking at the immigrant groups' educational attainment, income, and English language proficiency compared to Non-Hispanic white, which immigrant group do you think is the most assimilated? Incorporate assigned reading (assimilation theories) and class discussion into your answer.

Part IV. Examining Assimilation/Incorporation Patterns of Immigrants by Adding Control Variables to the Analysis

So far in our analysis, we looked at the bivariate relation between race/ethnic status and income, educational attainment, and language proficiency respectively. In this section, we are going to look at several factors may influence variations in income or educational attainment across ethnic/racial groups. Thus, now we will add new variables which we call control variables to our bivariate analysis that we run previously to find out the reasons may cause differences in income across racial/ethnic groups.

Making sense of control variables: Control variables help us to understand how the relationship between two variables may change adding the third variable to the analysis. Thus before you try to describe control variables, you should recall the relationship between bivariate table (e.g. race → income—see table 4.). Then, see how controlling for language English proficiency change (if any) the original relationship. When you control for language proficiency, you may not see big differences across racial groups, but you might observe big differences across the English language proficiency level. For instance, people who speak English very well in different racial/ethnic groups may have approximately similar income. However, people who do not speak English well may earn less than those who speak English well.

1. Now, let's look at the impact of racial status on income controlling for English language proficiency. Just as we did in questions 8 and 9, you will go to "Choose variables

section.” Click on the select row section, and choose the variable called “Earn3”, then click on the select column section and choose the variable called “RaceMidEast”. Go to control variables section, select “ENGSPKG” variable, then go to “generate table” section and click on the “percent down.” Looking at the output which will be five set of tables, answer following questions.

I. First, identify variables below:

- Dependent variable:
- Independent variable:
- Control Variable:

II. Then, based on the output answer the following questions:

- a) How do you describe the impact of English language proficiency on earnings?
- b) How would you describe the differences in earnings across racial/ethnic groups? Do you think racial/ethnic status impacts earnings when controlling for English language proficiency? Why? Incorporate assigned reading and class discussion in your answer.

2. We will repeat the same step to control for educational attainment. Click on the select row section, and choose the variable called “Earn3”, then click on the select column section and choose the variable called “RaceMidEast”. Go to control variables section, select “Educ” variable, then go to “generate table” section and click on “percent down.” Looking at the output which will be four set of tables, answer following questions.

III. First, identify the variables below:

- Dependent variable:
- Independent variable:
- Control Variable:

IV. Then, based on Table 8 answer the following questions:

- a) How would you describe the impact of Educational attainment on earning?

- b) How would you describe differences in earnings across racial/ethnic groups? Do you think racial/ethnic status impacts earnings when controlling for educational attainment? Why? Incorporate assigned reading and class discussion in your answer.

3. We discussed in class that demographic patterns of immigrants can impact immigrants' incorporation experiences. Particularly, gender plays an important role in determining post-migrations experiences. Now we will use sex and age variables to see the gender distribution of each racial/ethnic group. As we did previously, click on the select row section, and choose the variable called "Earn3", then click on the select column section and choose the variable called "RaceMidEast". Go to control variables section, select "sex" variable, then go to "generate table" section and click on the "percent down." Based on the findings answer the following questions.

Gender:

- a) Are there any differences in earnings between men and women? If so, what are the differences? Describe the patterns that you observe from the results.

- b) In which racial/ethnic group(s) is the percent of females earning 100K+ larger than males? _____
- c) In which racial/ethnic group(s), is the percent of females earning less than 25K (<25K) larger than males? _____

Marital Status and Age Variable

Repeat the same steps for the marital status and age variables as you did for the gender and income variables. Answer the following questions.

- d) Incorporating assimilation theories' arguments explain how gender, age and marital status influence the economic incorporation of immigrants using your findings. Make sure to use specific statistics from the tables to support your argument.
- e) Write a brief description of things you find interesting. Make sure to provide the reasons these are interesting findings.

