

Migration, segregation, and race

Ernesto F. L. Amaral

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Migration (SOCL 647)



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Outline

- Overview and census questions on race-ethnicity
- Multiracial society
 - Lee, Bean 2007; Bean, Lee, Bachmeier 2013
- Black hypersegregation
 - Massey, Tannen 2015
- Immigrant youth
 - Passel 2011
- Race and the second generation
 - Waters, Kasinitz 2010
- Race and the third+ generation (discussion)
 - Jiménez, Horowitz 2013

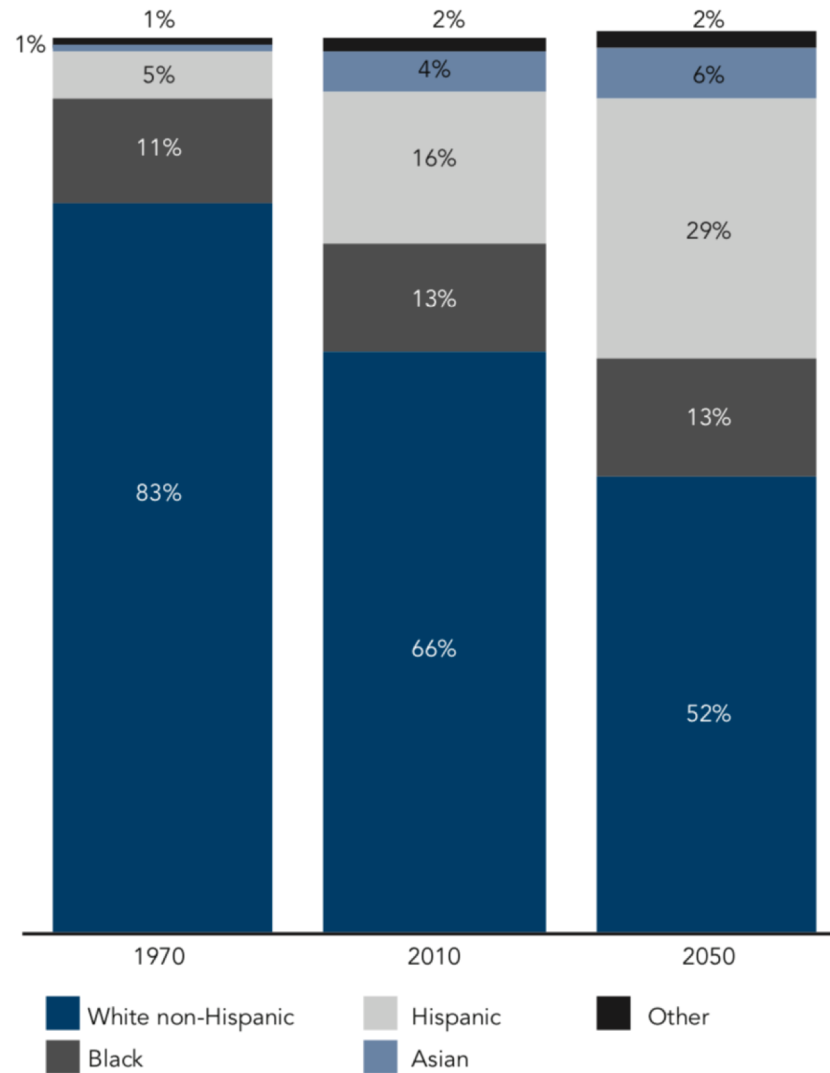


Overview

- Census Bureau projections point to continuing increases in foreign-born population in the next decades
 - By 2060, the foreign-born proportion will reach nearly 20% of the population
- An estimated 11 million persons (about 25% of the current foreign-born total) are undocumented
 - Annual deportations from this group have approached or exceeded 400,000
- Non-Hispanic whites will have fallen to less than 50% of the population (majority-minority)
 - Most immigrants are from Latin America and Asia



U.S. Population by Race and Ethnic Group, 1970, 2010, and 2050

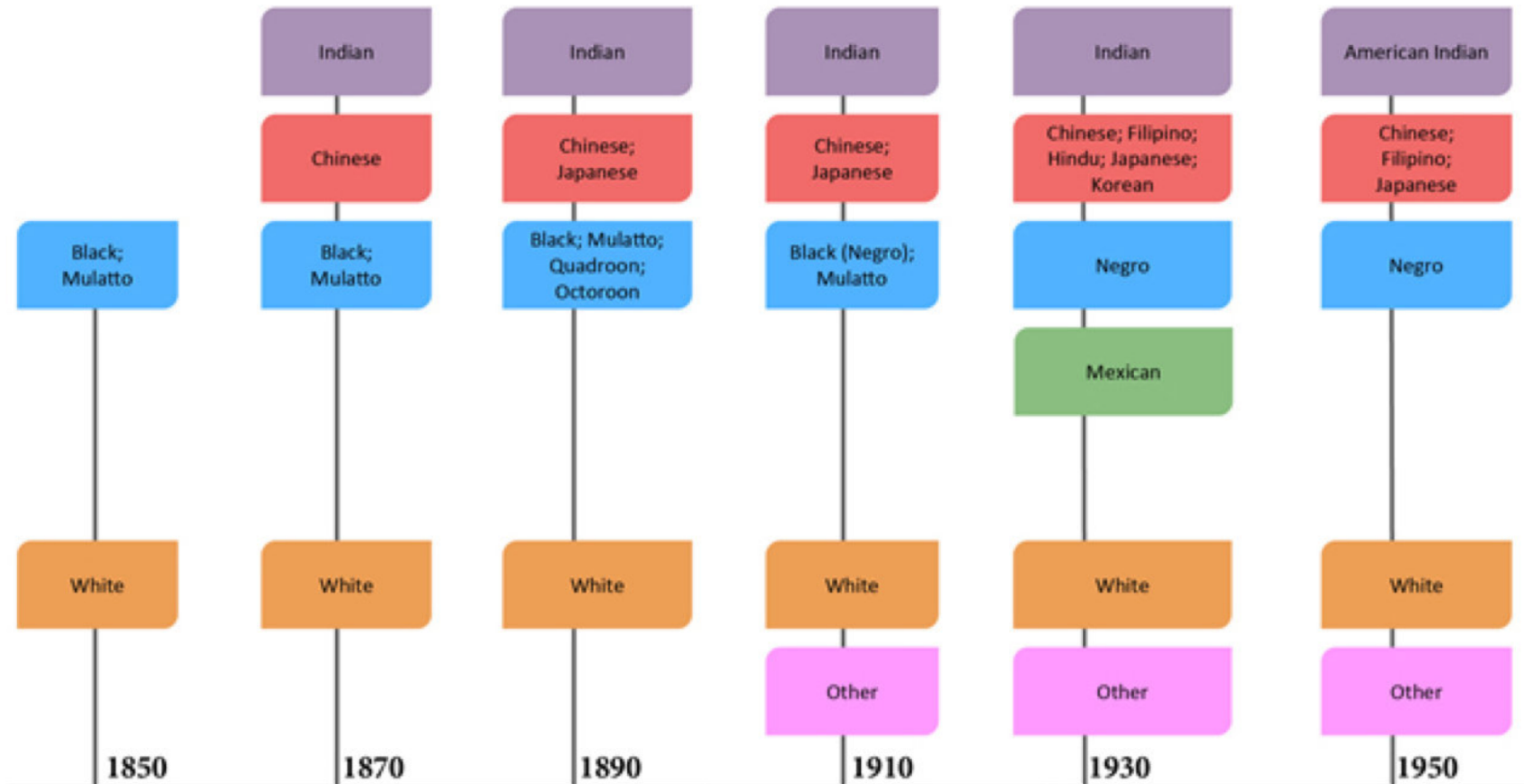


Note: Numbers may not add to 100 percent due to rounding.

Source: U.S. Census Projections With Constant Net International Migration, accessed at www.census.gov/population/www/projections/2009cnmsSumTabs.html, on June 7, 2010.



Changes on race question on American Census



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

- 1790
 - Questions about race started to be asked on Census
- 1850–1950
 - Previous slide
- 1970
 - Hispanic origin question
- 1980
 - Ancestry question
- 1990
 - Asian and Pacific Islander groups
 - “Other Asian” category
- 2000
 - Allowed to mark one or more races

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

Source: 1997 Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity.



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

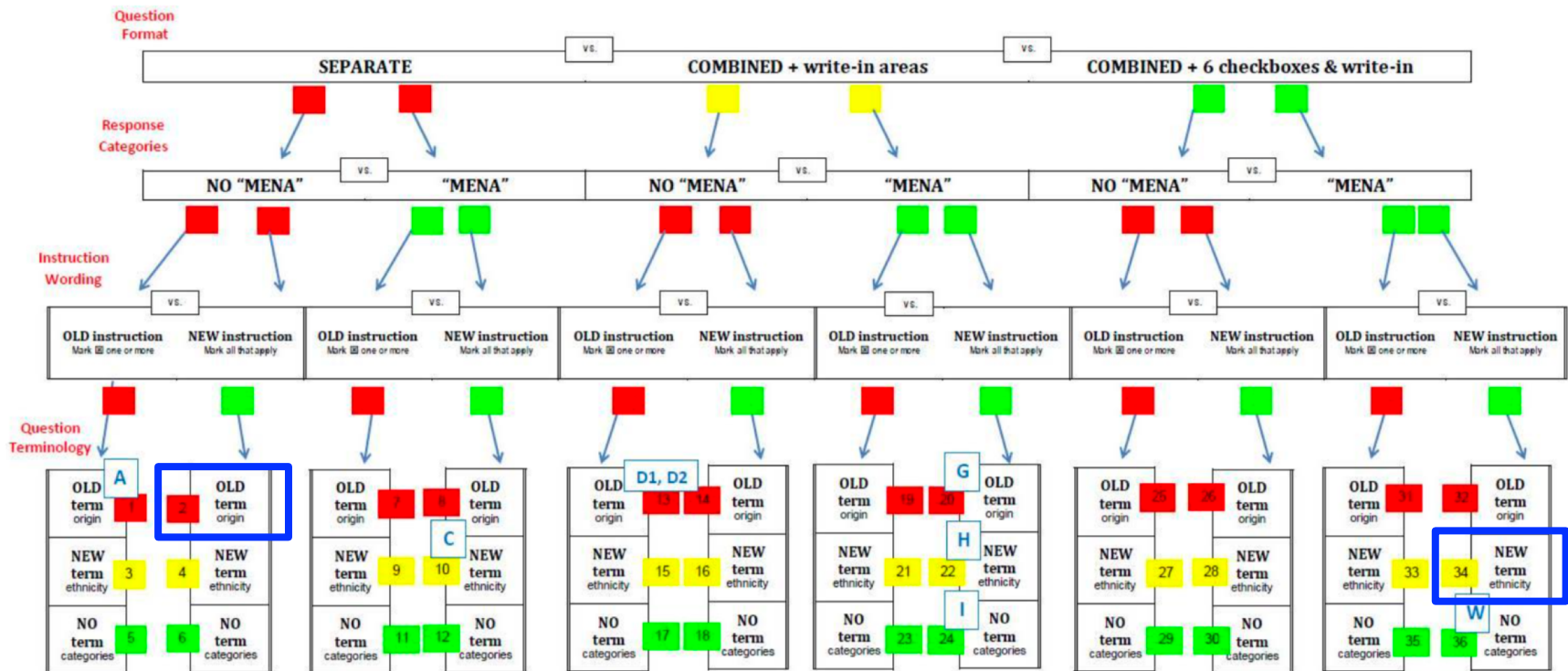
<https://www.npr.org/2017/11/22/564426420/how-the-u-s-defines-race-and-ethnicity-may-change-under-trump>

<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 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 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
- Run of the 2020 census (End-to-End Census Test): Providence County at Rhode Island in 2018

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>.

Subjective & objective questions

- Subjective measures (identity)
 - Race
 - Hispanic origin
 - Ancestry or ethnic origin
- Objective measures (ancestry)
 - Nativity: place of birth
 - 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 ancestry (language or culture)
 - One-drop rule





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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



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





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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



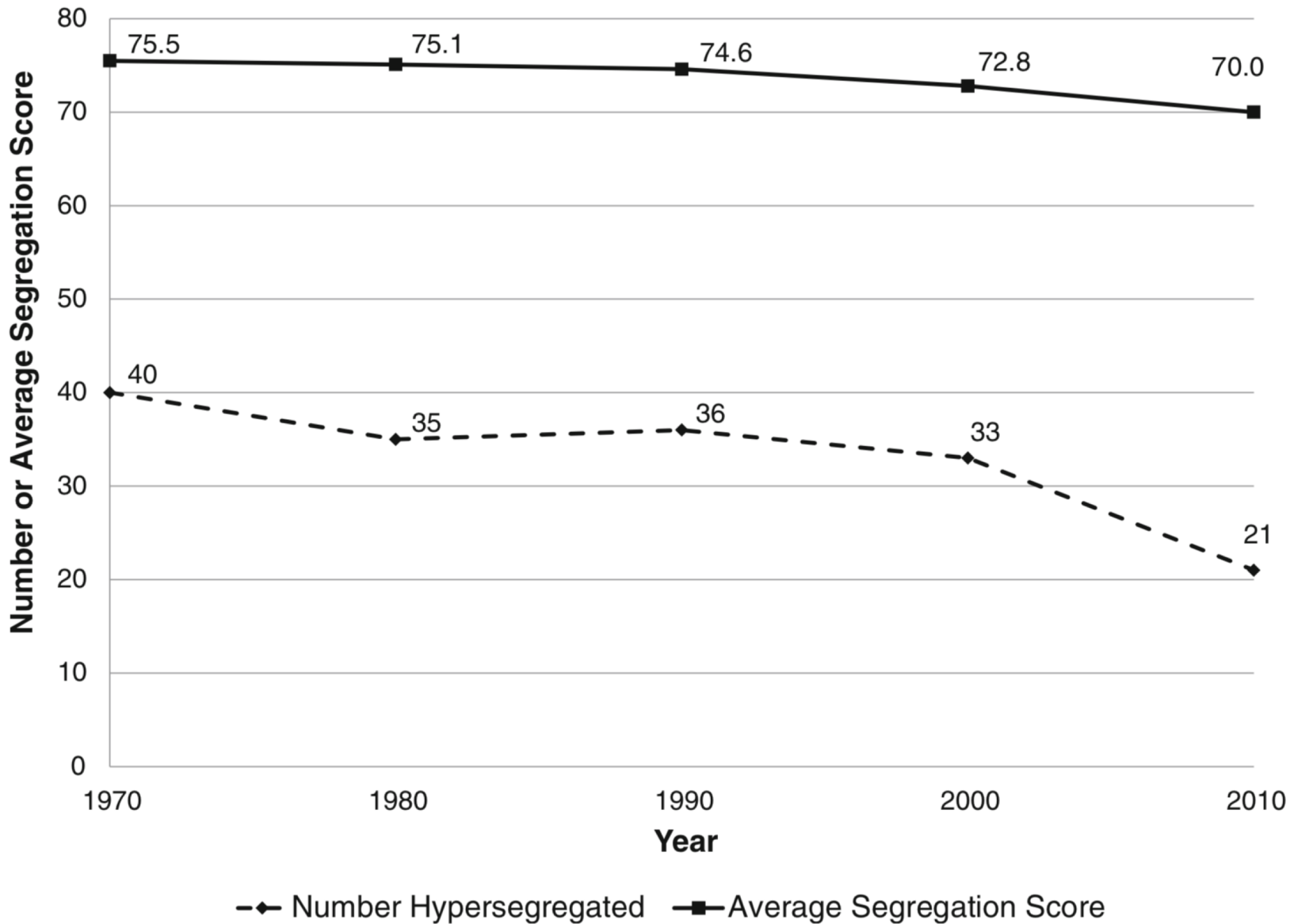


Fig. 1 Number of metropolitan areas where African Americans were hypersegregated and average level five-dimensional segregation

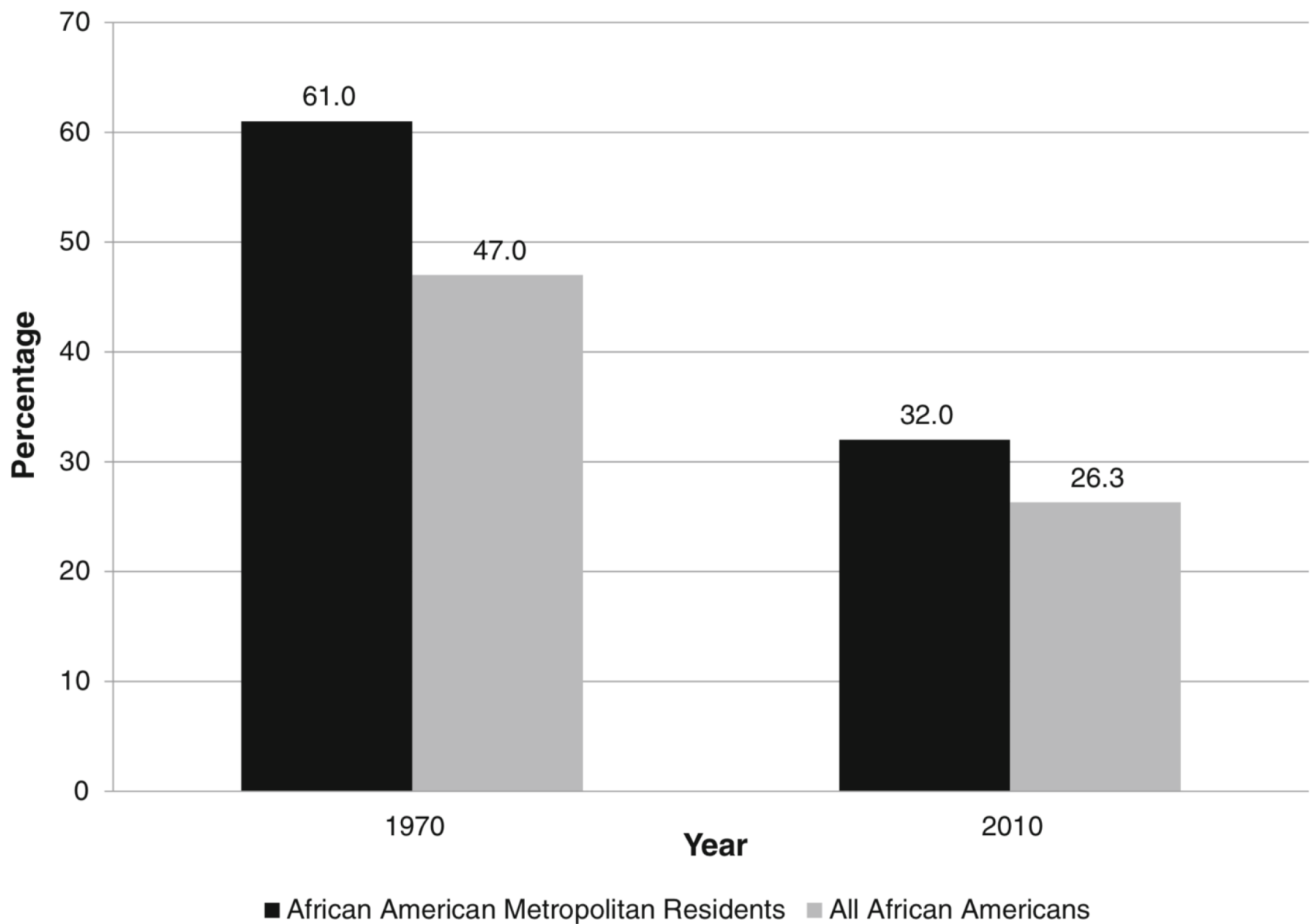


Fig. 2 Percentage of African Americans living in hypersegregated metropolitan areas

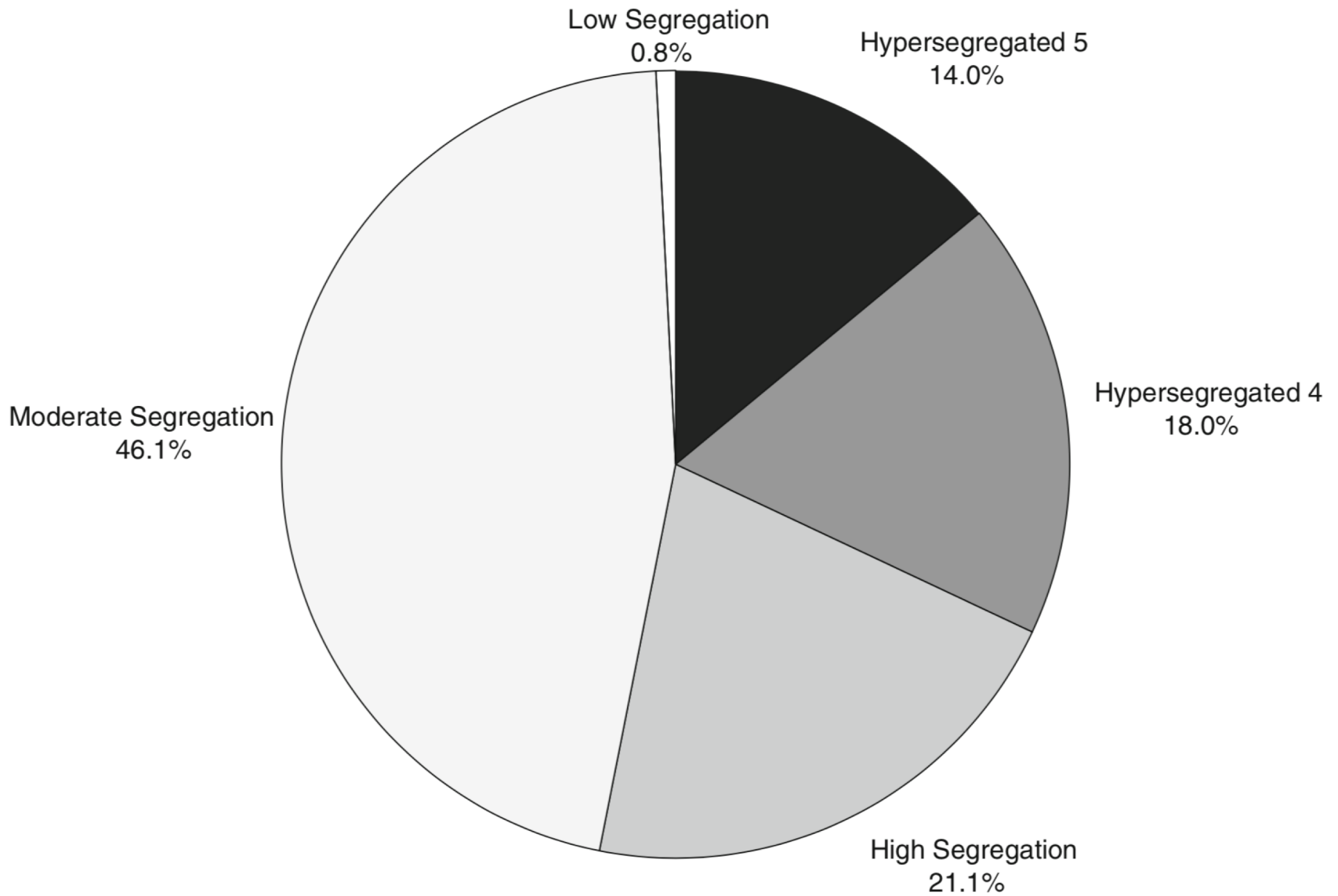


Fig. 3 Percentage of metropolitan African Americans living at different levels of racial segregation in 2010

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



Black 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



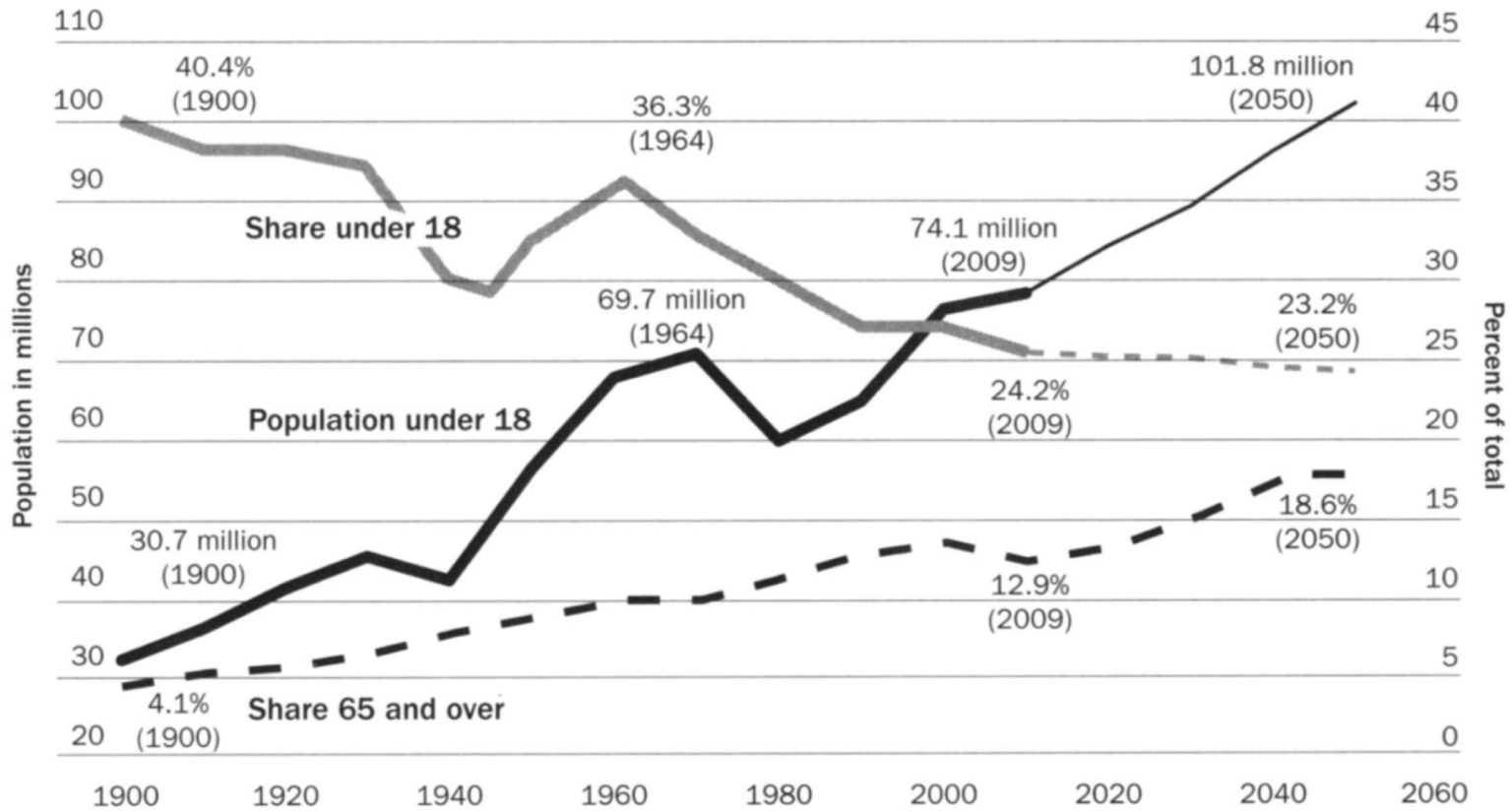
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Immigrant youth

- 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%



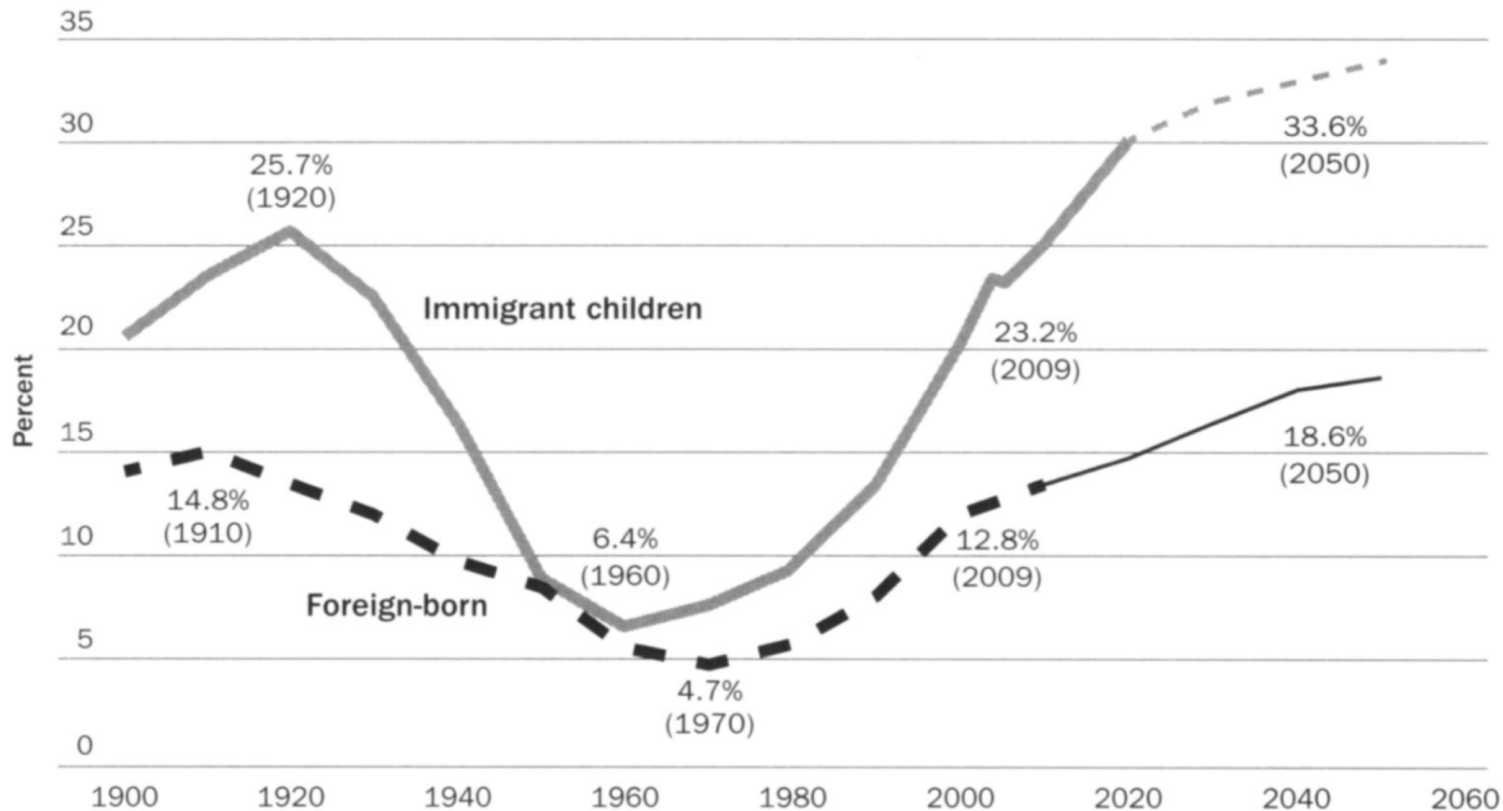
Figure 1. Population under Eighteen and Share of Total, 1900–2050



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

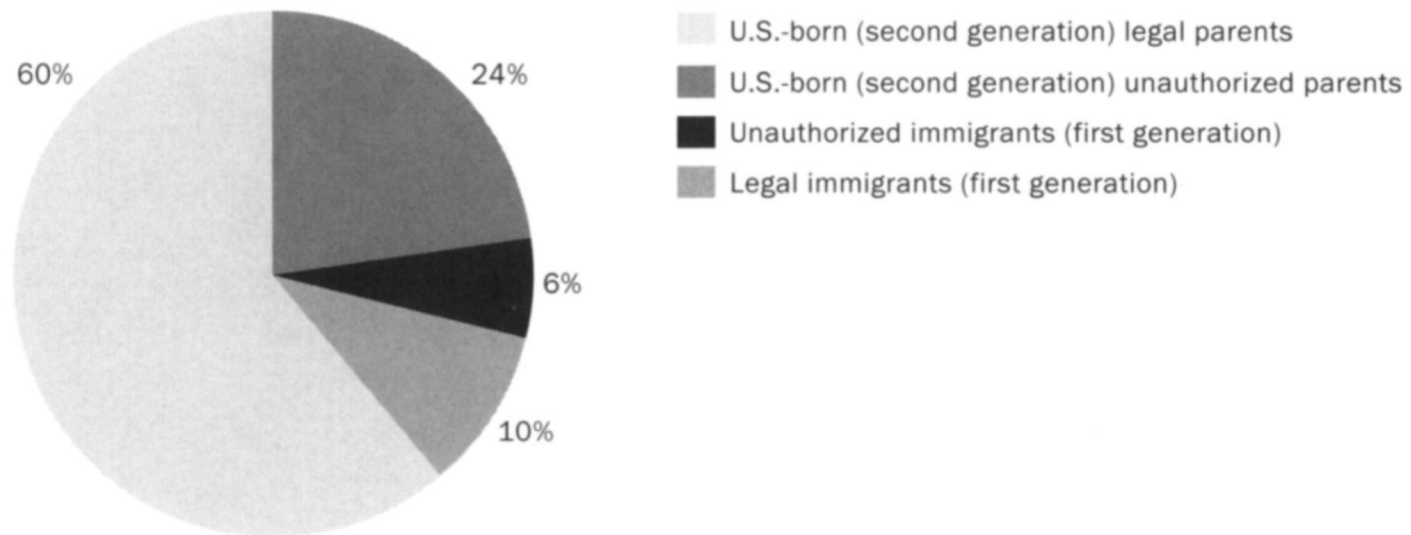
Source: Author's tabulations of augmented March 2009 Current Population Survey. Data are adjusted for omissions from the survey. See technical appendix.

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.

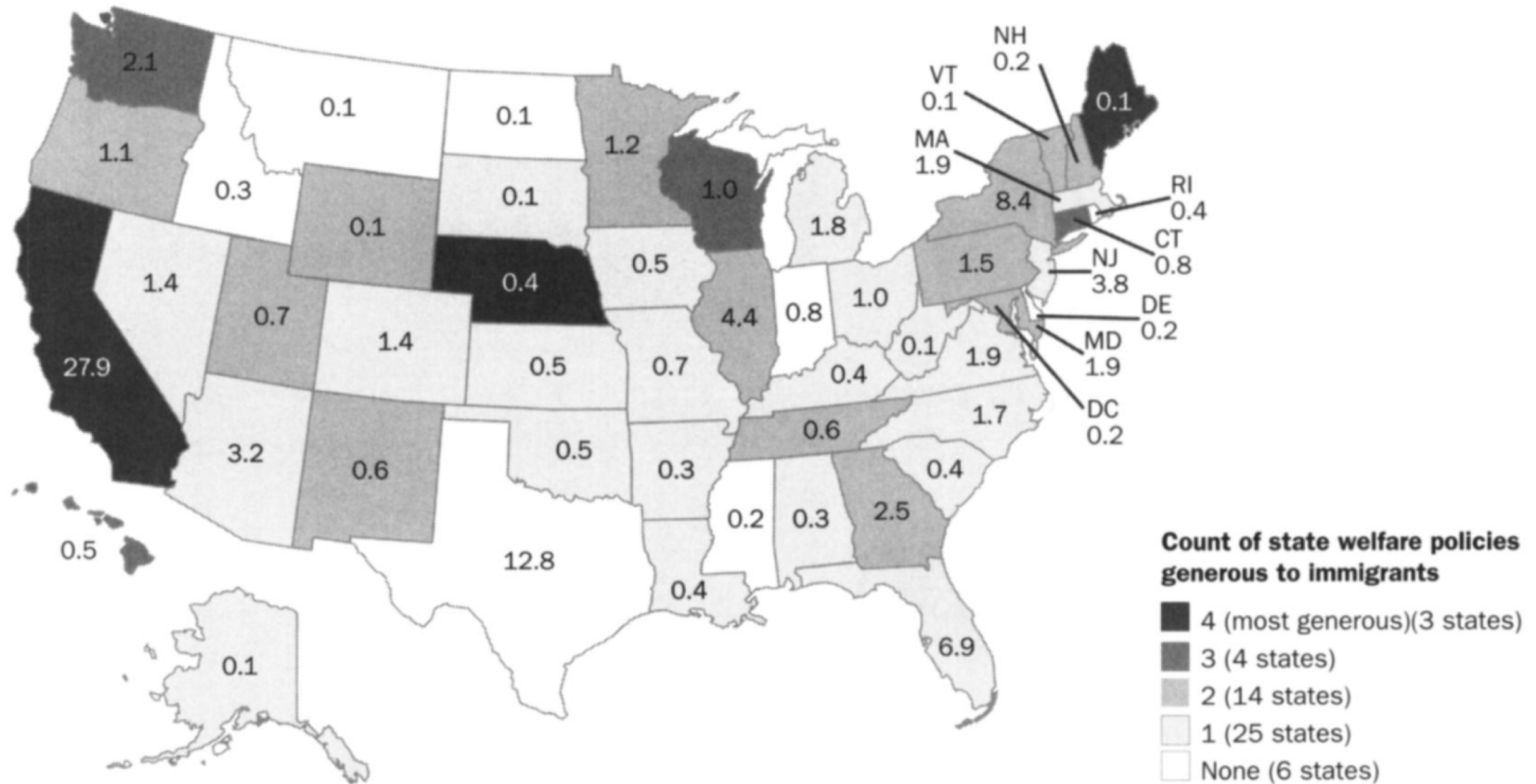
*Includes persons born in all U.S. territories.

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.

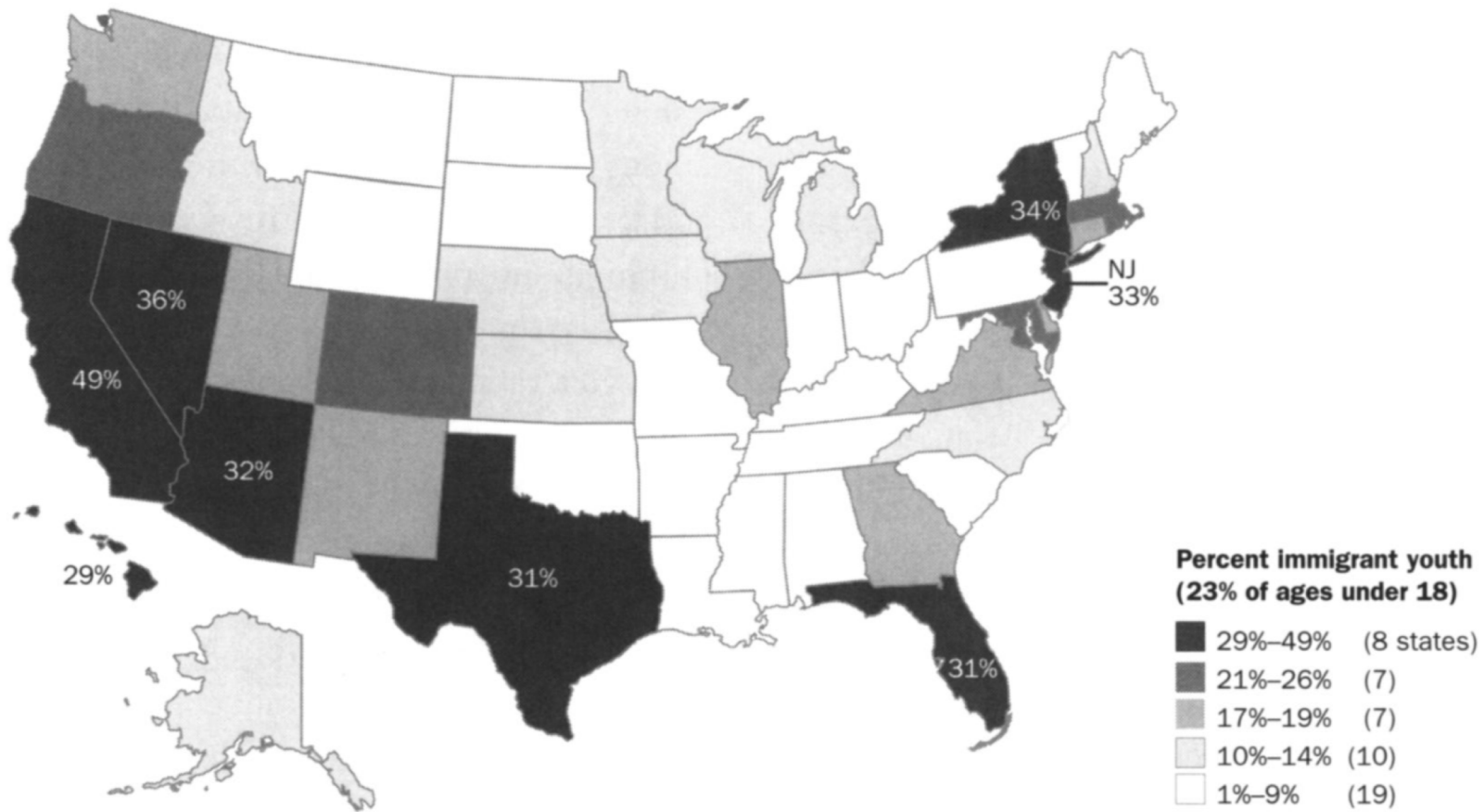
Figure 4. State Share of U.S. Immigrant Children and Generosity of Welfare Programs for Immigrants



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





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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 intergration?



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

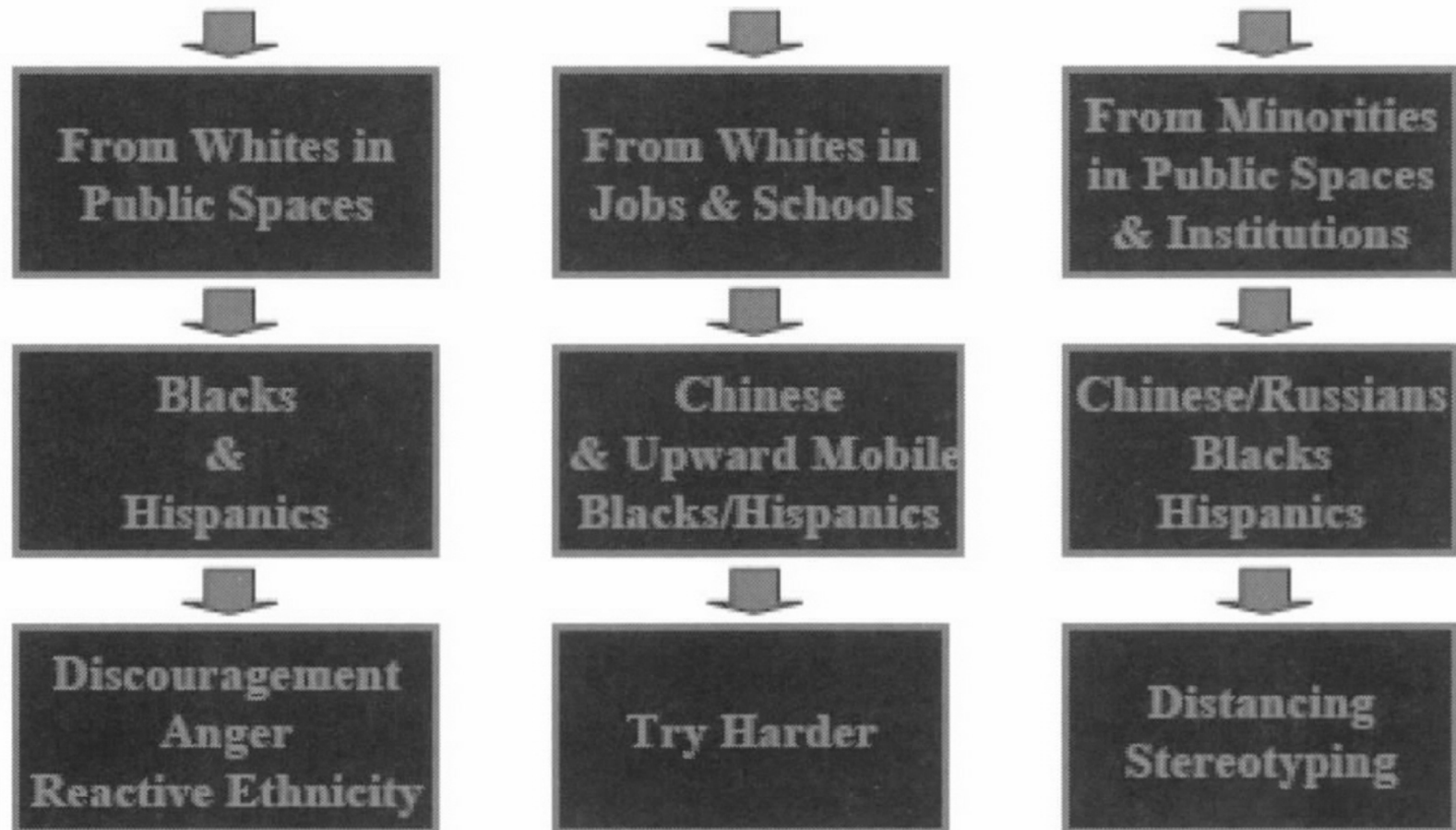


Table 2: Percent Experiencing Prejudice/Discrimination by Group by Level of Education

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

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TEXAS A&M
UNIVERSITY.