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**Facts, Statistics, and Theories on Racial, Ethnic, and Cultural Diversity
Module 1: Changing Demographics**

An overview and extensive PowerPoint display and a disk.

By Philip C. Chinn
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For the Alliance, 2002

**FACTS, STATISTICS, AND THEORIES ON RACIAL, ETHNIC, AND CULTURAL
DIVERSITY**

MODULE 1: CHANGING DEMOGRAPHICS

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AN OVERVIEW

In the early history of the United States through the late 1800's, the vast majority of immigrants were from western European countries. In the 1890's through the 1920's, large numbers of eastern and southern Europeans found their way to New York's Ellis Island, where documentation and information was processed by immigration officials. As we move into the 21st Century, the types of immigrants entering into the U.S. are vastly different from those of earlier years. There are now more immigrants from Latin America and Asia than from Europe. Although some immigrants continue to enter through New York City, cities such as San Diego, Los Angeles, and San Francisco have become some of America's new gateway cities. Cities along the border, such as El Paso, Texas, have also become gateways for the millions of immigrants moving northward from Mexico and other Central and South American countries.

Today in the U.S. there are towns and cities with large Asian and Latino populations. Alhambra and Monterey Park in Los Angeles County are now among the largest Asian enclaves in the country. In Orange County, California, highway signs will direct you to a Vietnamese community referred to as "Little Saigon." In the city of Los Angeles there are the communities of "Little Tokyo," "Chinatown," and "Koreatown." East Los Angeles now has more individuals of Mexican origin than any other city in the world other than Mexico City and Guadalajara, Mexico. Immigrants are not exclusively from Asian and Latino countries; other communities in Los Angeles County are heavily populated with Russian immigrants, while others have Armenian or Samoan immigrants. We can find many other ethnic enclaves throughout large cities and rural areas in the United States.

THE U. S. CENSUS

The U. S. Census Bureau (1991) reported the population in the United States to be 281,422,000 in 2000, an increase from the two previous census years of 1980 (221,546,000) and 1990 (248,710,000). U. S. population projections (U.S. Census Bureau, 2001) indicate that the population may total 310,000,000 by 2010, and 340,000,000 by 2020. Asian and Pacific Islander Americans increased from 2 % of the U. S. population (3,446,000) in 1990, to 3.7 % (10,447,000) in 2000. Projections for Asian/Pacific increases suggest that they will comprise 6 % of the population by 2020, and 8 % by 2040. Latinos increased from 6 % of the population in 1980 (14,609,000) to 12.5 % (35,306,000) in 2000. They are projected to increase to 17% by 2020, and 22% of the population by 2040. African American increases were less dramatic - from 12 % of the population (26,142,000) in 1980 to 12.1 % in 2000 (33,948,000). Projected percentages for African Americans are 13 % in both 2020 and 2040. The American Indian population increased slightly from 0.6 % (1,329,000) of the population in 1980 to 0.7 % (2,322,000) in 2000. Projections for the 2020 and 2040 census years predict the American Indian population would increase to 1 % of the U. S. population. These impressive gains in the percentages among diverse racial/ethnic groups is occurring. Meanwhile the white population is increasing slightly numerically, but decreasing in its percentage share of the total U. S. population. Whites held 80 % of the U. S. population in 1980 (180,906,000), 75.6 % in 1990 (188,425,000), and 69.1 % in 2000 (194,553,000). U. S. Census Bureau percentage projections for white Americans in 2020 are 64 %, and 57 % in 2040.

Blended Americans

A new category of the U. S. Census provides insights of other changes. The new racial category is listed as “two or more races.” In the 2000 Census, (U.S. Census Bureau, 2001) 1.6 % of Americans (4,602,000) indicated that they belonged to this category. This figure may be considerably less than the actual number. Etzioni (2000) suggests that there are nearly 10 million Americans who consider themselves as “other,” rather than White, Black, Asian, or Hispanic. He further states that the number of

interracial children has quadrupled since 1970, and that the number of interracial marriages has quadrupled since 1960. It is likely that there are millions of Americans of mixed racial or ethnic background's who do not identify themselves as such, claiming only their primary ethnicity.

Demographers Barry Edmonston and Jeff Passel (date) predict that the percentages of mixed race or blended Americans will reach 21% by 2050. Edmonston and Passel also project even greater percentages of racial blending for some groups by that year. They suggest that 36% of Asians, 45% of Latinos, and 89% of Native Americans will be able to claim some other ancestry. Blacks would be at approximately 14%, and Whites 21% (Puente and Kasindorf, 1999).

Up to 30 % of Asians and Hispanics are now marrying outside their ethnic group. It is estimated, that as many as 57 % of third generation Hispanics will marry non-Hispanics. Ethnic blending is increasingly common and occurs throughout society. Here is a very abbreviated list of famous Americans who have blended racial identities.

***Athletes**

Derek Jeter, N.Y. Yankees baseball player, Black, White
Greg Logannis, Olympic diver, White, Samoan
Alexandra Stevenson, professional tennis player, Black, White
Tiger Woods, golfer, Black, White, Thai, American Indian

***Entertainers**

Mariah Carey, singer, actress, Black, Venezuelan, White
Rae Dawn Chong, actress, Black, Chinese, Scotch, Irish
Cameron Diaz, actress, White, Cuban
Lou Diamond Phillips, actor, Filipino, Chinese, Hawaiian, Hispanic, American Indian, White
Rita Coolidge singer, Cherokee, Scotch

***Others (Scientists, Politicians, Educators)**

Ben Nighthorse Campbell, U. S. Senator (Colorado), White, American Indian
Franklin Chang-Diaz, astronaut and scientist, holder of four doctoral degrees, Chinese, Costa Rican
Bill Richardson, politician, former U. S. Ambassador to the United Nations, former U.S. Energy Secretary, White, Mexican
Beth Harry, special education teacher educator, author, University of Miami, Jamaican/American of African and European heritage
Sharon Ishii-Jordan, special education teacher educator, Council for Exceptional Children Board of Directors, Japanese, White

Variables Contributing to Change

There are two major contributing variables to the demographic changes that are observed in the United States: (a) immigration, and (b) differential fertility rates.

Among the industrialized nations, the United States has the highest fertility rates in the world. American women have a birth rate of 2.1 children as compared to 1.4 children per woman in Europe. To maintain the status quo for any group, a birth rate of 2.1 children is necessary. One child to replace the mother, one to replace the father and 0.1 to provide for infant mortality. Obviously, there are differential statistics among subgroups within any category. Important questions arise when fertility statistics are presented. For example, do wealthy educated individuals within a given group have differential birth rates, as compared to lower socio-economic individuals from the same group? Do the religious backgrounds of the individuals have a bearing on birth rate? Are there differential birth rates between Japanese Americans and Southeast Asian immigrants?

The Population Reference Bureau (Riche, 2001) has provided us with a glimpse of the fertility rates in the United States. In 1997 there were 3.9 million births in the U. S. with a fertility rate of 2.0 births per woman. At that time individuals of color (minorities) comprised 28 % of the population. In 1997, individuals of color comprised 40 % of all births. The Population Reference Bureau (2001) indicates that one of the reasons for the disproportionate share of births of individuals of color is the fact that there are more women of color who are of childbearing age. In addition, in 1997, Whites had 1.8 births per woman. In contrast, the birth rate for women of color was:

*Asian Americans	1.9
*Native Americans	2.0
*African Americans	2.2
*Hispanics (Latinos)	3.0

The 3.0 birth rate for Hispanic women compares to the overall birth rate in the U. S. during the baby boom years (1946-1964) when women had 2.9 children on the average. African Americans are the only group to

experience a substantial decline in birth rate from 2.5 in 1990 to 2.2 in 1997. The birth rate for Hispanic women has been exceeding that of African American women since 1993. This trend is expected to continue.

Religious background, education, and social class have traditionally been factors, which have affected a group's birth rate. In a study on higher birthrates, correlations were found between high birthrates and poverty, unemployment, and low levels of education among young teenagers (Kirby, Coyle, and Gould, 2001). Utah has the third highest birthrate in the nation, behind the District of Columbia and Alaska. Utah has a very homogenous population, nearly 90% of school age children are White (Office of Civil Rights, 1999). 70% are members of the Church of Jesus Christ, Latter Day Saints (Mormon), which has a very strong pro-family emphasis. The fertility rate in 1992 was 2.6, much higher than other places in the nation (Kirby, Coyle, and Gould, 2001). Roman Catholic families have also traditionally been larger than most families of other religious groups.

Immigration is the second major factor contributing to the U. S. population increase. While the population of the United States increases by approximately 2 million each year, close to half of this increase comes from immigration. Observations and projections from the 2000 Census include the likelihood that immigration will increase from nearly 1,000,000 annually today, to 2,000,000 annually by 2020. California, Texas, and Florida, in particular, will experience increasing immigration and increased school enrollment. Between 2010 and 2020, the schools will see an increased enrollment of 4,000,000 students. By 2020 immigrants entering the U. S. annually should reach 2 million. There will be some unexpected population shifts. The Carolinas, Arkansas, Idaho, and Georgia will experience increased numbers of Hispanics moving into their states.

POVERTY

The prosperity of the U. S. in the 1990's brought a dramatic drop in the poverty rates in the U. S. In the early 1990's, approximately 30 % of American Indians, Hispanics, and African Americans lived

in poverty. By 1997 the poverty rates for these three groups had dropped 5 to 8 percentage points. As in the past, there were considerably more Whites living in poverty than any of the groups of color. However, the percentages of Whites (7.7%) living in poverty continues to be considerably lower than that of the Native Americans (25.9%), African Americans (23.6%), or Hispanics (22.8%). Among families headed by a single female with no male present, the poverty rate continues to be extremely high (27.8%). These broad general categories mask poverty rates among subgroups. For example, wealthy Cubans living in affluent communities in South Florida are in the same Hispanic group that includes recent immigrants from Central America who may be entering the U.S. to escape the poverty of their homeland. The poverty rate for naturalized citizens is relatively low at 9.1% as compared to native born Americans (11.2%) and non-citizen immigrants (21.3%) Children living in poverty are often at great risk.

Impact on Schools and Teacher Education Programs

Today, one out of every eight Americans lives in California. No longer are eastern cities the exclusive population centers. California and many states that have gateway cities for new immigrants are rapidly increasing in size and in diversity. Today, one-third of the students in U. S. schools are individuals of color. States where over 60 % of the school age populations are comprised of students of color include California, Hawaii, and New Mexico, plus the District of Columbia. Over 50 % of the students in New York, Texas and Mississippi come from backgrounds of color (ethnic minority). Arizona, Georgia, Louisiana, Maryland, and South Carolina have state enrollments of 40% or more students of color (Office for Civil Rights, 1997). Many other states have school districts, which have very diverse student populations. These demographic differences also suggest that many states and districts will have large numbers of students who are English language learners (ELL) or limited English proficient (LEP) and in need of linguistic provisions in their curriculum.

In the Los Angeles Unified School District, there are now over 120 language groups. With these demographic changes, teacher education programs and schools will need to prepare instructional

personnel to work with diverse groups of students. Teacher education programs must strengthen their curricula to ensure future teachers' understanding and skills to work with culturally and linguistically diverse students. This may include developing curricula sensitive to multicultural issues, the infusion of a multicultural perspective into every course, and English as a second language (ESL) and other training and course work in the teacher education program. Public schools will need to develop in service programs for their instructional staff, many of who may not have received diversity training in their teacher education preparation programs. Both the teacher education programs and the school-based programs will need to provide training on effective communication techniques with parents and students from diverse backgrounds, and to prepare teachers to be able to understand interracial and interethnic issues.

Why Should You Be Concerned?

Pre service students often ask or at least question themselves as to why they should be concerned with the increased diversity in the country. Teacher education students planning to return to their homogeneous communities to teach may find it difficult to understand why or how these diversity issues can impact them. These students need to understand that the demographic characteristics of communities are fluid and dynamic. Demographics change continually. While immigrants in the past often tended to settle in or near their gateway cities, many now have target destinations in more distant regions where friends, relatives or others from their ethnic group have settled. These movement patterns by groups often change a homogenous community into a diverse one. Even students who plan to move home to teach often find that they too may need to move to other parts of the country for marriage, adventure, or better employment opportunities.

There are numerous problems associated with poverty including:

- Problems with nutrition
- Inadequate medical care
- Environmental hazards (including lead poisoning)
- Greater likelihood of exposure to drugs, crime, street gangs

Some variables associated with poverty may even contribute to problems with disability and eventual placement in special education. The Annie E. Casey Foundation (2002) evaluates states and the District of Columbia on ten criteria to determine relative rankings related to children at risk. The states with the greatest poverty tend to rank among the worst rated states for children at risk. The District of Columbia, with its high poverty, consistently ranks extremely low. Casey Foundation no longer ranks D.C., but the indicators for D.C. justify this charge.

In many communities, children whose poor health conditions come to the attention of school personnel can receive help. Clothing, glasses, hearing aids, and breakfast and lunch can be provided through many school districts or other social service agencies. Educators can teach students how to make better use of available resources, and to protect themselves from environmental hazards found in older homes such as asbestos and lead poisoning. Young students can be taught about protecting the rights of the poor, reducing poverty, and ways to improve social justice. It is important to educate our young students who will some day grow into adults in positions of responsibility who will make a difference.

When children suffer from poverty and its related variables, all of society stands to lose. Poverty contributes to the issues related to disability. Important questions include. Whose responsibility is it to address the poverty and suffering of children? How much can educators be expected to do? In the schools, fiscal resources are limited so how can children from impoverished communities escape the results of poverty?

RECOMMENDED WEBSITES

American Demographics

<http://www.demographics.com/>

This is the website for American Demographics, a monthly subscription journal (\$69 annually), which provides articles on important demographic issues. The website does provide some articles, links and data. Tends to focus more on business demographic trends. However, much is useful for educators.

The American Immigration Home Page

<http://www.bergen.org/AAST/Projects/Immigration/>

This is an interesting website, which was started as a part of a school project for a 10th grade American History Class. The site provides information such as:

- Reasons for immigration
- Identifies immigrants
- Peaks/waves of immigration
- Methods of transportation and ports of arrival
- Process of entry
- Destinations
- Treatment/reception
- Effects on their country
- Opportunities and success
- Assimilation
- Legal vs. undocumented immigrants
- Laws affecting immigration

MAVIN Magazine

<http://www.mavinmag.com/magazine.html>

MAVIN is an internationally distributed print and online magazine that celebrates the mixed race experience. It started in 1998 at Wesleyan University, the publication addresses the experiences of millions of racially mixed Americans. Some older issues are available on line. Subscription is \$25 annually for four issues.

Population Reference Bureau

<http://www.prb.org/>

The Population Reference Bureau website is an outstanding source for a wide range of demographic data. Their best work can be purchased or is received by subscription membership. Information for this is on the website.

U. S. Census Bureau

<http://www.census.gov/>

This is the official website for the United States Census Bureau. It contains demographic data, projections, links and a wealth of information from poverty statistics to ethnic census data.

RECOMMENDED VIDEOS:

The Golden Door Our Nation of Immigrants
Knowledge Unlimited, Inc.
P.O. Box 53, Madison, WI 53701

The Immigrant Experience: 1900–1940 The political and economic turmoil of Europe drove millions to leave their countries of origin and emigrate to the U.S. where a lady held a welcoming lamp "beside the Golden Door." This ABC News program anchored by Peter Jennings tells the dramatic story of the transformation of America into a truly multicultural nation, from the teeming ethnic neighborhoods of New York to the black migration to northern cities during the Great Depression. Also discussed are ugly incidents of racism spurred by the terror tactics of the Ku Klux Klan and the World War II fears that prompted the forced internment of 120,000 Japanese. (29 minutes, color)

Part of the Series Paths to Power: An Educator's Guide to The Century
Item: BVL10292
Format: VHS
List Price: \$89.95

Prices include public performance rights
Copyright date: 1999
ISBN Number: 0-7365-1487-2

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