Spatial Variation in immigrant and minority incorporation: Are there advantages to being a racial or ethnic minority in a low or moderate immigration state?

Learning Objectives

Skill
After using this module, students will gain skills in:

- Using software to access and analyze census data
- Learning how to construct, read, and interpret bivariate tables displaying frequencies and percentages
- Using real world data to enhance and support key course concepts

You can access WebCHIP through the SSDAN website. Use these instructions:

1. [http://www.ssdan.net/datacounts/data/](http://www.ssdan.net/datacounts/data/)
2. From there, click “Browse” on the left sidebar. Find “census1990” in the drop-down box and select it.
3. Scroll down through the list of data sets until you find the appropriate dataset for each state. Highlight and click “submit.” This will bring up the data set in the WebCHIP program and it is ready for analysis.

Compare the education and occupational status of Blacks, Latinos, and Asians in these selected states. Use the EDOCC9 dataset for the following states (WI, MN, AL, MI, MA, AZ, ND, MT, NM, SD, and WY). Use the instructions above, or click here to go to the dataset browser (select the state you want by the 2 letter abbreviation at the end of the file name; i.e. edocc9.wi for Wisconsin, or edocc9.mn for Minnesota)

Has population concentration or underrepresentation affected educational or occupational status? Is there a state where the differences among these groups are particularly significant? Why do you think this is?

1. Compare Wisconsin (WI), Minnesota (MN), and Alabama (AL)
2. Compare Michigan (MI), Massachusetts (MA), and Arizona (AZ)
3. Compare North Dakota (ND), Montana (MT), and New Mexico (NM)
4. Compare South Dakota (SD), Wyoming (WY), and Alabama

Associated readings from the syllabus:


*Ethnicity* Ch.5, 8, 9


"Changing Perceptions of Space and Place as Measures of Hmong Acculturation."


