

Segmented Assimilation and the Asian Paradox: The Multifaceted Educational Experiences of Chinese and Vietnamese Children

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Main points

- The theory of segmented assimilation
- The model of multi-level social integration
 - The ethnic system of supplementary education in Los Angeles' Chinese immigrant community
 - The Vietnamese community in New Orleans

The theory of segmented assimilation

■ ***Basic assumptions:***

- The American society is stratified by class and race
- The mainstream is dominated by the white middle-class
- Assimilation is multi-directional and segmented

■ ***Central questions of concern:***

- Classic: When will immigrants eventually “assimilate” into American society?
- Alternative: Into what segment of American society will immigrants “assimilate”?
 - How is “assimilation” measured?
 - What are the key determinants?
 - Why do some groups fare better than others?
- The focus is more on:
 - The 1.5 generation (foreign born arriving in the US as school children)
 - The 2nd generation (US. born of immigrant parentage)

Structural assimilation

- Outcome measures:
 - Education, occupation/employment status, income, homeownership, incarceration
- Key determinants:
 - Time since migration
 - Language and cultural proficiency
 - Family SES
 - Residential patterns, and —
- * The modes of incorporation
- Contexts of exit
 - Immigrant selectivity (group SES)
- Contexts of reception
 - Government policies
 - Institutions
 - Public attitudes
- ** ***Pre-existing ethnic communities***

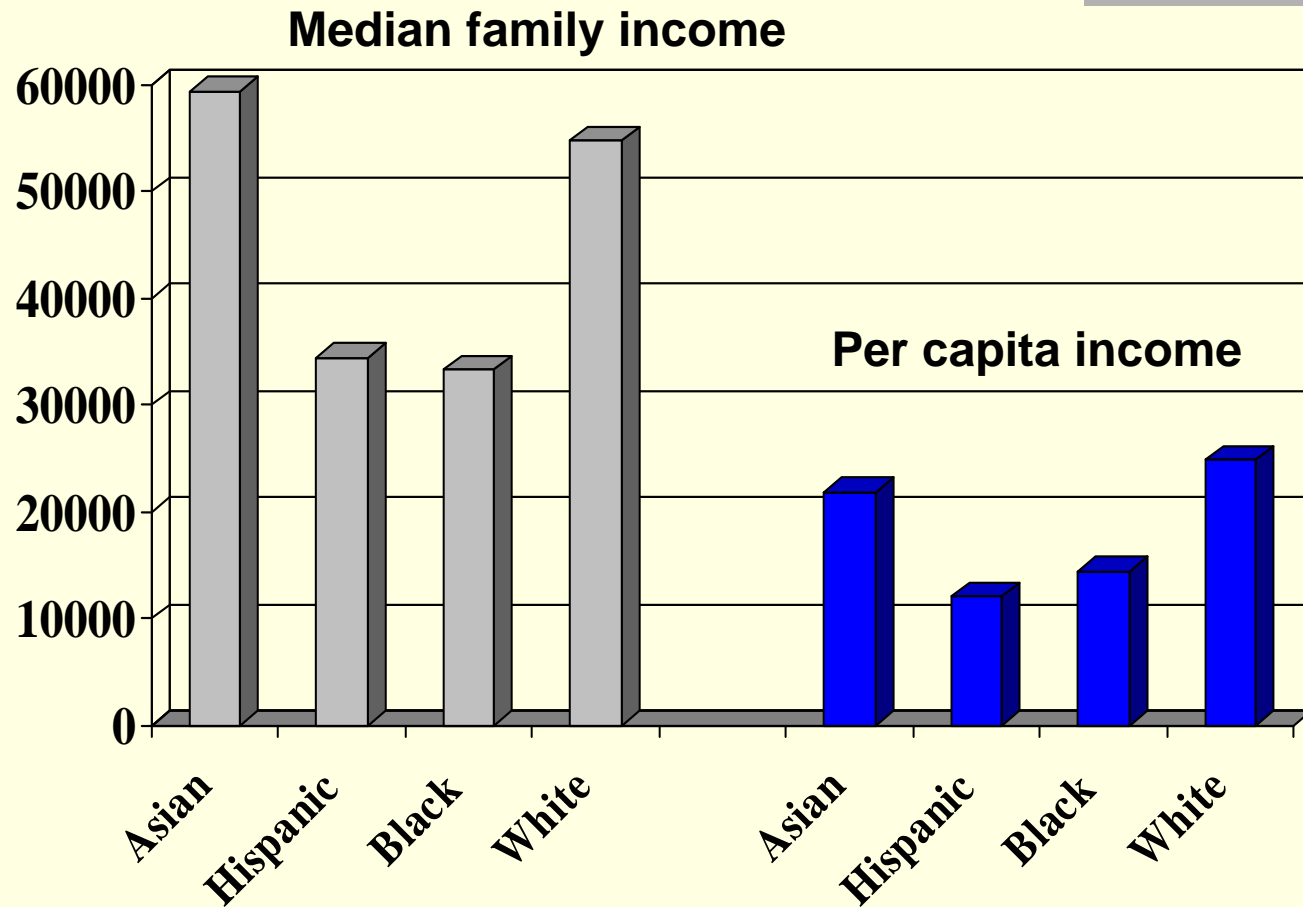
The “null” hypotheses

- The proportion of those at risk of downward assimilation or stagnant assimilation is insignificant in the second generation regardless of national origin
- Differences in outcomes are randomly distributed across different national-origin groups, controlling for family SES, English, residential pattern, and other demographic characteristics

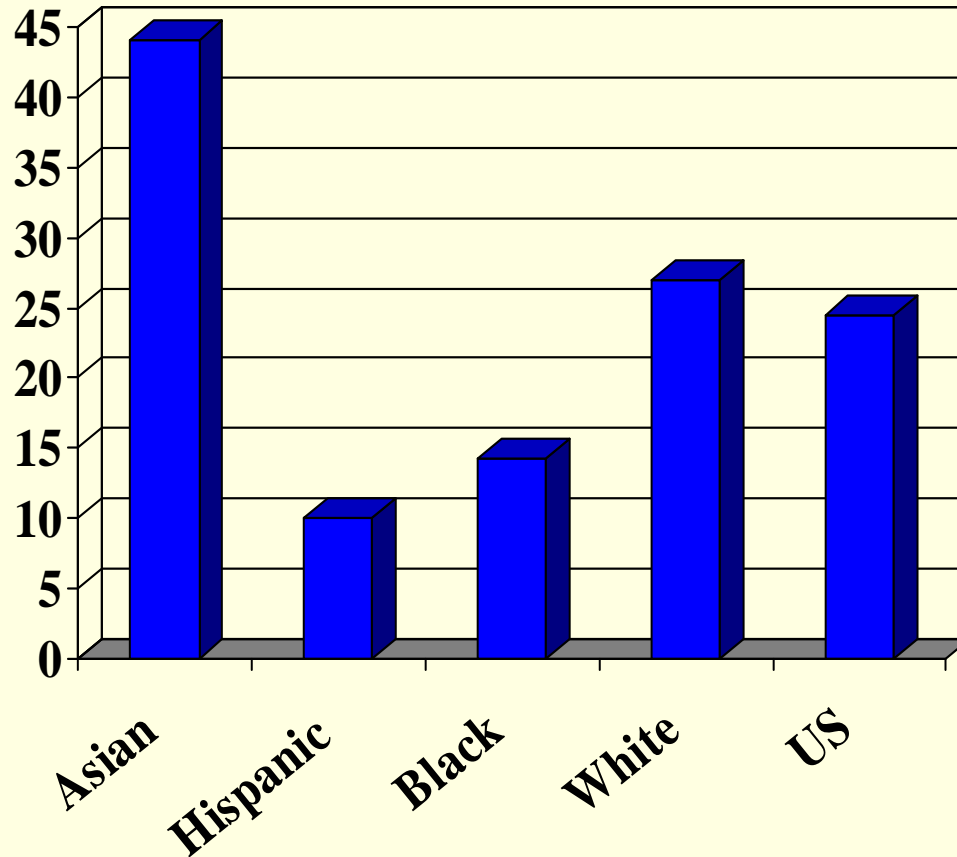
Existing findings: The immigrant paradox

- Interethnic gap in socioeconomic outcomes
- Intergenerational differences in education

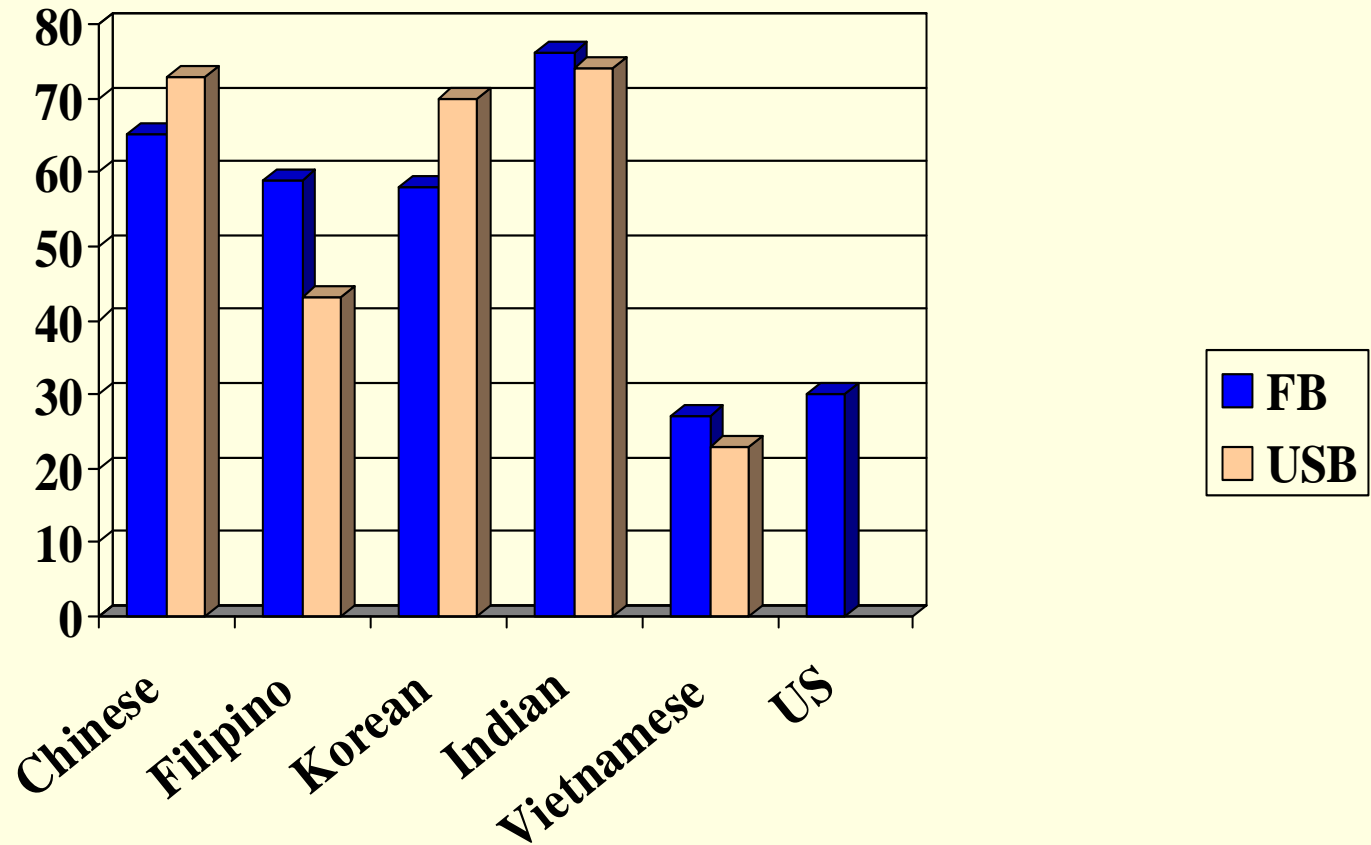
Income (\$), US 2000



Percent with College Degrees: US 2000 (Aged 25+)



Percent with College Degrees: US 2000 (Aged 25-34)



Asian Americans in higher education

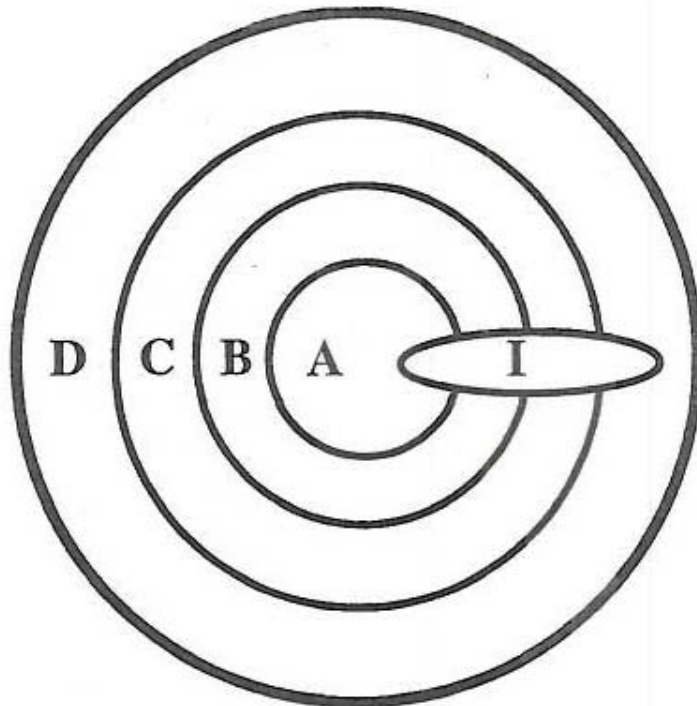
- As % of total US population 4%
 - Yale 17% of undergraduates
 - Harvard 19%
 - Stanford 24%
 - Cal Tech 27%
 - MIT 28%
- As % of total CA population 12%
 - UCLA 40% of undergraduates
 - UC-Berkeley 40%
 - UCI 55%

The Asian paradox

- Bifurcation
 - High achievers v. delinquents
- Potential mental health risks v. educational achievement
- Explaining the paradox by looking into the context of the local social environment

The Model of Multi-Level Social Integration

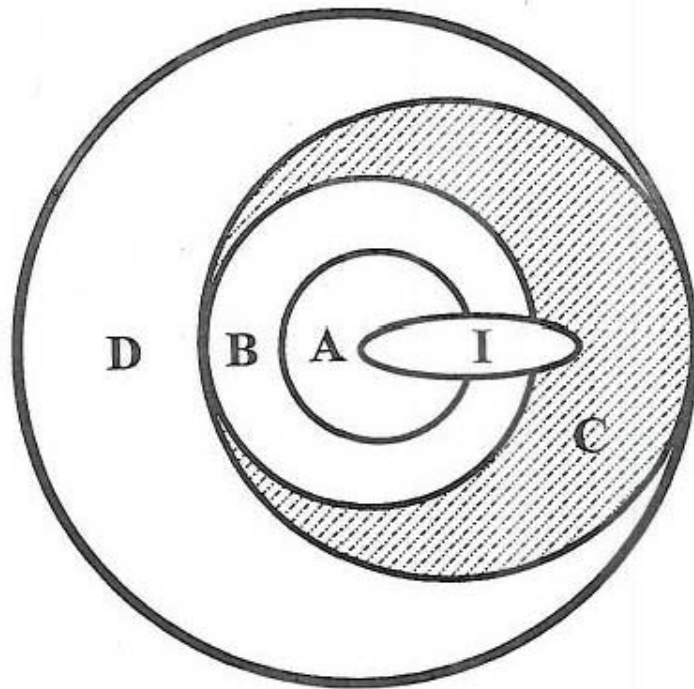
The Ideal Case



- I: The Individual
- A: The Family
- B: The Ethnic Community
- C: The Residential neighborhood
- D: Larger Society

The Model of Multi-Level Social Integration

The urban context for immigrants



- I: The Individual
- A: The Family
- B: The Ethnic Community
- C: The Residential neighborhood
- D: Larger Society

The ethnic system of supplementary education in Los Angeles' Chinese immigrant community

- Tangible institutional resources
- Chinese schools
- ***Buxiban*** (afterschool tutoring—preview & review)
- Test preparation / college preparation
- Enrichment programs
- Academic
 - Writing
 - Math
- Non-academic
 - Leadership training
 - Music and the arts
 - Sports

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- "Free seminar on how to get into MIT"
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舊金山物業投資講座
 3月18日在金山中央圖書館

又到了春季，十一年級學生又開始準備SAT聽取講義，以備申請大學。最近一年由於各大學經費不足，招生名額之銳減，讓許多大學生下場。以UC Berkeley 為例，今年被錄取名額只有185名，大學之競爭越趨激烈。現在的學生需要更高的GPA 和SAT成績，才能順利進入大學。

事實證明，美國大學入學難度遠比中國一級課業重。不但閱讀，而且理解每科都有自己的一套標準。對非英語母語者，有人說SAT分數最重要，有人說SAT不重要，有人說托福最重要，有人說托福不重要。參加新學友SAT班。

根據統計，MIT錄取班均在二月二十五日(星期六)下午到四時到學友免費大學升學講座，由熱心人士學友親自講解，並解答問題。並邀請美國大學申請講座的專家。

高中學生對社會學科們的成績好。在這種重要的高程，我指出一些正確的方向。

在這種講座會，會對世界各國的SAT考試，在近年來的高中裡如何選擇，如何申請大學，是否考慮Early Admission等問題。講座之後，並提供諮詢，解答您心中的疑問。

MLT 補習班位於 Fremont 和 Mission 交界，電話：510-888-0881 (週一至週五下午三點至晚上七點) 地址：4792 Warm Springs Blvd., Fremont, CA 94519 Golden Shopping Center。歡迎學生及家長們參加。安排免費的探校講義。

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新學友升學中心 (Share World Learning Center) 將於3月19日(週日)下午1:30-3:30舉辦SAT & AP考試及申請大學的講座。邀請各科名師分析考情，並解答大學申請及SAT各科重要題目的重要性。講座還將邀請學友新學友SAT 800分的同學與學生分享獲高分的心得與經驗。該班將於3月26日(週六)下午二時至四時，安排講座。並提供免費的SAT各科重要題目的重要性。怎樣利用時間早查各科重要題目的重要性。怎樣利用時間早查各科重要題目的重要性。怎樣利用時間早查各科重要題目的重要性。

新學友升學中心將於3月18日(週六)下午二時至四時，舉辦SAT & AP各科重要題目的重要性。怎樣利用時間早查各科重要題目的重要性。怎樣利用時間早查各科重要題目的重要性。

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The ethnic system of supplementary education in Los Angeles' Chinese immigrant community

- Intangible resources
- Reinforcing values on education
- Advertisements targeted parents:
 - "Bring out the best in your child"
 - "Turn your child into a well-rounded superstar"
 - "Act early, let your child win on the starting line?"
 - "Escort your child into your dream school"

Vietnamese Community in New Orleans

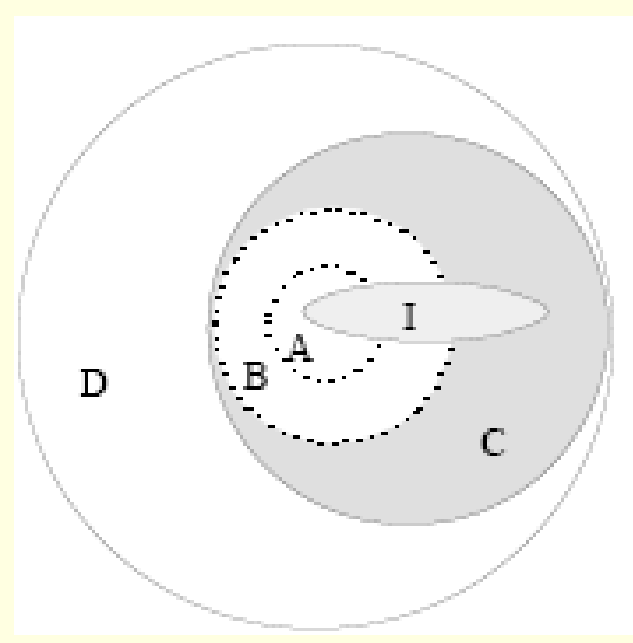
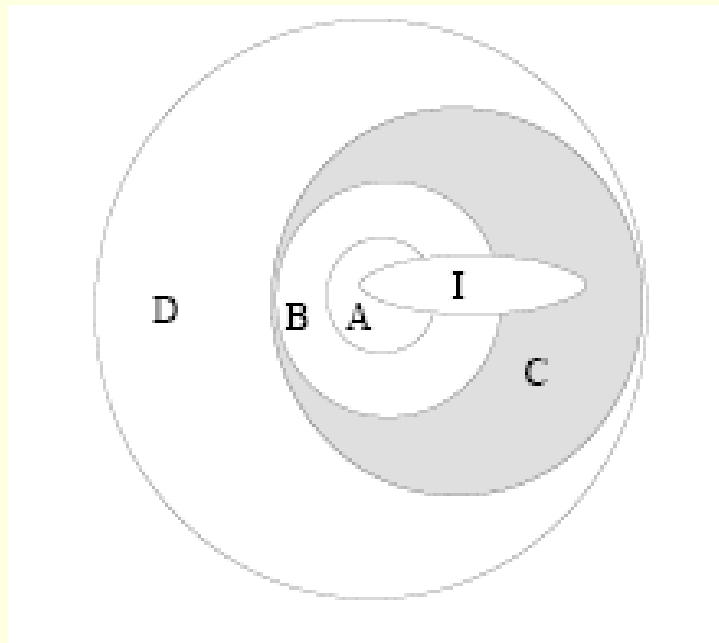
1994 v. 2003

- The current cohort:
 - More likely to be U.S. born
 - Less likely to be recent arrivals
 - Parents were generally better educated
 - Family poverty level was lower
- Implications of change
- Bifurcation:
 - 1994:
 - Clear-cut clustering, either “good” or “bad”
 - 2003:
 - Less clear cut clustering, “good” kids associated with delinquency, more in-between case

Multi-Level Social Integration: Vietnamese in New Orleans

- 1994
- Marginal local context
- Tightly knit family & comm.

- 2003
- Marginal local context
- Porous family & comm.



Multi-Level Social Integration

- Family
 - Intact family
 - Broken family
- Ethnic community:
 - 1994: isolated but tightly knit & cohesive
 - 2003: less isolated, more diverse & open to “outside” influence
- Local residential environment
 - 1994: New refugees v. poor native blacks
 - 2003: Settled immigrants v. poor native blacks

Patterns of Delinquency: 1994 v. 2003

	1994	2003
■ <i>Drug use</i>		
■ Never:	90%	38%
■ 5 times or more:	9%	15%
■ <i>Alcohol use to the point of drunkenness</i>		
■ Never:	77%	32%
■ 5 times or more:	15%	25%
■ <i>Ever been stopped by the police</i>		
■ Never	80%	37%
■ <i>Delinquent cluster</i>	1%	38%

Effects on delinquency in 2003

- Strong effect of US birth
- Weaker effect of parental education
 - Weaker
- Weaker effect of family structure
 - Weaker
- Less attraction to things Vietnamese
- Less dependent on the ethnic community
- Weaker social control in the community

Conclusion

- Contexts matter
 - Contexts of exit
 - Contexts of reception
- The ethnic community shapes the local context and mobility pathways
 - Particularly crucial for those from low-SES backgrounds
- Challenges:
 - The capacities in generating resources and maintaining immigrant advantages and mechanisms of social control
 - Out-migration of the upwardly mobile
- Policy implications:
- External supports are imperative
- Challenges:
 - Public resources are insufficient
 - Ethnic resources are exclusive

Thank You!

