

Breakout 5, Presentation

Immigration, Ethnic Groups, and Area Studies

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Abstract

This focus group discussion paper examines the relationship between area studies, immigration, and U.S. ethnic populations. After providing a brief overview of recent trends relating to immigration and ethnic groups in the global and national context, the paper examines the impact of these trends on area studies and the role of Title VI National Resource Centers and area specialists in addressing national needs relating to increased immigration and the growth and diversification of the U.S. population.

During the last third of the twentieth century the world's population has been migrating at very high rates. The phenomena is broad based and presents challenges in all areas for developed and developing countries. Migration is an important factor in the changing demographic and ethnic profile of many nations, including the United States. Title VI National Resource Centers play a central role in preparing U.S. citizens to understand these changes, to address both domestically and in the international arena the problems and opportunities created by population movement, and to retain U.S. competitiveness in the new global environment. The discussion session will focus on the ways area studies programs are addressing national needs related to immigration and expanding ethnic populations, the impact of these phenomena on area studies programs, and opportunities for expanded cooperation with other public and private entities in meeting the challenges posed by the "changing face" of the United States.

Migration and Immigration¹

During the last three decades migrations have been extensive. An estimated 125 million people, 2 percent of the world's population, live outside their country of origin. In the late 1980s, the United Nations estimated that the then 100 million individuals in this category included refugees (18.2 million), legal labor migrants (estimates range up to 30 million), and undocumented economic migrants (estimates range up to 40 million). The number has risen in the 1990s as people and borders have moved—25 million Russians live outside Russia, for example. A complex set of domestic and international factors are involved in most individual decisions to leave one's country. Among these are: ethnic

1. Information in this section is based on: UNHCR (United Nations High Commissioner for Refugees) 1995, 19–27, 32, 50–51, 77, 143–46, 162–68, 174, 182–83, 188–98, 208, 248–52; UNHCR Executive Committee 1996c, 1–16; UNHCR Executive Committee 1996a, 1–15; UNHCR 1996, chap. 1, pp. 1–11 of 11; UNHCR Executive Committee 1996b, 1–28 of 28; UNHCR Executive Committee 1996d, 1–2 of 2; *The Economist* 1996b; *Migration News* 3–4 (1996–97); Lim and Abella 1994, 209–50; Martin and Widgren 1996, 8–10, 13–14, 23–44, 71.

conflict, civil war, environmental degradation, unchecked population growth, climatic change, human rights abuses, and the difficult economic conditions in the developing world. While economic migrants have moved to both developed and developing areas, the largest refugee flows have primarily impacted developing rather than developed countries, placing extraordinary pressures on the political, social, and economic systems of the receiving nations. For example, Africa has 10% of the world's population but 29% of its refugees. At the beginning of 1995 there were an estimated 1.4 million refugees living in Zaire alone.

In the last three decades, the largest refugee flows outside of Europe and America were from Afghanistan, Vietnam, Cambodia, the Horn of Africa, Angola, and Mozambique. For example, after the Vietnam War ended in 1975, 1.5 million people fled from Vietnam, Cambodia, and Laos, among them the 793,000 boat people from Vietnam who arrived in East and Southeast Asian countries. There was also considerable population displacement in other parts of the world, including the nearly 2 million people who fled Guatemala, El Salvador, and Nicaragua in the 1970s and 1980s. The number of people seeking asylum rose sharply in the 1990s. The following examples illustrate the widespread nature of the phenomena. Since 1989, Israel has received about 700,000 immigrants from the former Soviet Union. The war in the Persian Gulf displaced 1.8 million Iraqi Kurds to the border region of Turkey and to Iran. In Europe the conflict in the former Yugoslavia forced over 1.8 people to flee. Although 384,000 refugees returned to Afghanistan from Iran and Pakistan in 1995, some 1.4 million Afghans continued to reside in Iran and 885,000 in Pakistan.

Documented and undocumented economic migrants comprise the largest segments of the world's population residing outside the nation of their birth. Many countries in Asia, the Middle East, Europe, and America are beginning to examine their current policies regarding immigration and their reliance on foreign labor. The following examples highlight the complex nature of economic migration. The Gulf states have some of the world's highest rates of labor immigration; foreigners comprise 40% of the population of these countries. Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates' reliance on immigrant workers ranges from 60% to 90%. Other Middle Eastern nations,

which have high levels of urban unemployment and underemployment, send many young workers to states in the region and to Western Europe. Five million Egyptians are working abroad, including 2 million in the Gulf states and 300,000 in Jordan. The major labor exporting countries in Asia are the Philippines, Indonesia, Bangladesh, India, Pakistan, Sri Lanka, and Thailand. An estimated 3 to 4 million Filipinos are working in some 140 countries. South Korea, Malaysia, Taiwan, Japan, Hong Kong, and Singapore, on the other hand, are importers of labor. A conservative estimate of the number of migrant workers in East Asia today is 2.6 million. Foreign workers are at an all time high in Japan, numbering 1.3 million or just over 1% of the population. Singapore has 350,000 foreign laborers representing nearly 12% of the population. Taiwan, which first admitted foreign workers in 1991, currently has about 450,000 immigrant laborers, including an estimated 220,000 undocumented workers. Malaysia has drawn over 1 million migrants, primarily from Indonesia, the Philippines, and Bangladesh. In the Americas, Mexico, the Central American countries, the Dominican Republic, Haiti, and Cuba are the primary labor exporting nations, while the United States is the major importing nation.

Impact of Immigration on the United States²

The United States is currently experiencing the largest wave of immigration since the 1901–10 period, when 8.8 million people came to the country. In 1910 immigrants represented 14.7% of the total U.S. population. Between 1910 and 1970 immigrants declined as a percentage of the population. In 1970 there were approximately 10 million immigrants in the U.S., comprising 4.8% of the population. Today, some 24 million immigrants representing 9% of the nation's population reside in the United States. The most recent wave of immigration peaked in 1991 with the

2. This section is based on information in: U.S. Immigration and Naturalization Service 1996, 11, 14, 16–17, 21–22, 25–31, 42–43, 50–51, 60–66; U.S. Census Bureau, Office of Statistics 1994; Campbell 1996, 1, 11, 54–56; Martin and Midgley 1994, 3–17, 70–84.

arrival of 1.8 million people. It is estimated that 4 million immigrants currently residing in the United States are undocumented. The current period of high immigration differs from previous such eras because Hispanics and Asians have replaced Europeans as the dominant immigrant groups. The immigrant population is not distributed evenly throughout the U.S. The overwhelming impact of immigration after 1970 has been borne by six states. Some 75% of documented and an estimated 85% of undocumented immigrants reside in California, New York, Texas, Florida, New Jersey, and Illinois. California's mid-1995 population of 31.6 million included 7.7 million documented immigrants, about 40% of the nation's total documented foreign born population.

Immigration will continue to be an important factor in the growth of the U.S. population in the next five decades. Net flows of immigrants into the country are projected to be 820,000 individuals per year in the coming decades. Immigration will continue to impact some states and regions more than others. For example, California is expected to receive 8.7 million foreign immigrants between 1995 and 2025, the largest number of any state and one-third of all such immigrants to the United States. Other states which will have significant population growth related to foreign immigration during this period are New York (3.9 million), Florida (1.9 million), New Jersey (1.2 million), Illinois (1 million), and Texas (1 million).

Immigration, both documented and undocumented, is the focus of much public debate (see the discussion of Area Studies, Immigration, and Ethnic Groups).

Ethnic Groups in the Global Arena³

Ethnic diversity within states is common throughout the world; approximately 5,000 ethnic groups make up the population of the earth's over 190 independent nations. Although diversity is the norm, ethnic strife continues to be a destabilizing factor throughout the world. A

3. This section is based on information in: UNHCR 1995, 14–15, 22–24, 32–33, 62–63, 67–77, 78, 80; UNHCR 1996, chap. 1, pp. 3–4 of 11.

large percentage of the earth's refugees are fleeing ethnic violence and/or deteriorating economic, environmental, social, and political conditions which are complicated by conflict between ethnic groups. Azerbaijan, Bosnia, Bhutan, Burma, Burundi, Rwanda, Israel, Iraq, Sri Lanka, Malaya, Indonesia, India, and Guatemala are only a few of the nations that are currently grappling with seemingly unbridgeable ethnic divisions. The level of ethnic conflict and its associated social, political, and economic ramifications is taxing the capacities of governments and public and private international organizations to halt the violence, address the needs of refugees, and negotiate workable settlements among contending groups.

Ethnic/Racial Groups in the United States⁴

Today non-Hispanic Whites constitute three-quarters (194 million) of the country's population of 265 million people. The largest minority group is African American, comprising about 12 percent of the total, or 32 million people. The remaining population of the United States is composed of 28 million Hispanics of all races, 9 million Asians and Pacific Islanders, and 2 million American Indians, Eskimos, and Aleuts. During the next decades, driven by differential ethnic and racial fertility and immigration rates, the nation will undergo a profound social transformation within a relatively short period. (See the discussion of immigration for its role in changing the demographic profile of the U.S. population.)

The projected growth of ethnic groups as a percentage of the U.S. population in the period 1995–2050 is particularly impressive because all groups within the population will continue to grow. It is calculated that in the year 2050, the U.S. population will consist of 394 million people. During the period 1995–2050, non-Hispanic

4. This section is based on information in: Campbell 1996, 2, 17–18; 20, 60–73; Nakanishi 1994, 497–510; Texas State Data Center 1996; *Migration News* 1996a, 1996b, and 1997, 1996c (*Migration News* citations are from the *Migration News* web site and have no page numbers); Martin and Teitelbaum 1996; Migration Dialogue Homepage, sections 8–12; Martin and Midgley 1994, 57–83.

Whites and Blacks are projected to be the groups with the slowest rate of growth. Asians and Hispanics will be the ones with the fastest growing population in the country. Although the rate of Asian population growth will be greater than that of any other group, Asians will remain the third largest ethnic/racial group in 2050 because they started with a lower base.

By the middle of the twenty-first century the makeup of the U.S. population will be transformed (see Table 1). While the percentage of Asians and Hispanics in the U.S. population will double and the percentage of Blacks and American Indians will show a slight increase, the non-Hispanic White population percentage will drop sharply. Thus ethnic/racial minorities will constitute more than half of the nation's population. Since the U.S. Census Bureau's population projections include individuals of Middle Eastern origin in the non-Hispanic White category, the projected level of diversity is actually understated in official statistics and projections. As presently reported in the U.S. Census Bureau's population projections, the non-Hispanic White proportion of the population will decline to about half of the total population. Hispanics will become the largest ethnic minority, comprising about one-quarter of the population. Blacks and Asians will be the second and third largest minority groups, comprising 13.6% and 8.2% respectively.

Table 9. Percentage Distribution of U.S. Population, 1996–2050

Group	1996	2010	2035	2050
Non-Hispanic White	73.2	68.0	58.6	52.8
Non-Hispanic Black	12.1	12.6	13.2	13.6
Hispanic, all races	10.6	13.8	20.3	24.5
Non-Hispanic Asian/Pacific Islanders	3.4	4.8	7.1	8.2
Non-Hispanic American Indian/Eskimo/Aleut	0.7	0.8	0.8	0.9

As is the case with foreign immigration, the population gains of ethnic and racial minority groups will vary across the country. For example, ethnic and racial minorities comprised 50% or

more of the population of New Mexico, Hawaii, and the District of Columbia in 1995, and California is expected to have a non-Hispanic White minority by the year 2000. The states of the Midwest, on the other hand, will retain a preponderantly non-Hispanic White population for the foreseeable future. But even states such as Illinois, Ohio, and Michigan have significant numbers of racial and ethnic minorities in urban areas. Chicago has 2.7 million residents: 40% African American, 35% non-Hispanic White, 20% Hispanic, and 5% Asian. During the period 1995–2025, the Asian population is projected to have the largest increase in the West. At the end of that time the largest share of the Asian origin population, 41%, will live in California, followed by New York, Hawaii, New Jersey, and Texas. By the year 2025 over half the Hispanic population will reside in California (36%) and Texas (17%), followed by Florida, New York, and Illinois. Forty-five percent of the American Indian population will reside in the states of Oklahoma, Arizona, New Mexico, California, and Washington. Although the African American population will be widely dispersed throughout the country, one-third will live in Texas, California, Georgia, Florida, and New York.

At the same time that minority groups are expanding as a percentage of the U.S. population, minorities are becoming more diverse. Aggregate terms such as Hispanic and Asian mask the varied origins and languages of the immigrant population of this nation. Between 1970 and 1990 the number of countries with at least 100,000 of their citizens residing in the United States rose from 20 to 41. The Hispanic community provides an example of this trend. Although the Mexican origin population continues to be the biggest single Hispanic immigrant group, two out of three Hispanics in the country, a third are from elsewhere: large numbers of Central and South Americans (14.5%), Cubans (4.8%), Puerto Ricans (10.6%), and other Hispanics (6%) have entered the U.S. in the last few decades. Los Angeles, the metropolitan area with the nation's largest Hispanic population (over 6 million), is predominantly of Mexican origin but it also has a sizable immigrant population from Central America; one-half of the 1 million Salvadorians residing in the United States live in Los Angeles. New York, with about 3.3 million Hispanics, is predominantly Puerto Rican, but during the last few years increasing numbers of Central Americans, Dominicans,

Mexicans, and South Americans have settled in the metropolitan area. Miami, Florida, and San Antonio, Texas, two cities with majority Hispanic populations, have very different profiles; Miami's 1.4 million Hispanic population is 60% Cuban origin, while the San Antonio metropolitan area with about 1 million Hispanics remains over 90% Mexican origin. Other Texas urban areas with large Mexican origin populations (80–95%) are: Houston (1 million), McAllen-Brownsville (800,000), Dallas-Fort Worth (740,000), and El Paso (645,000). In the same period, Asian immigration also became more diverse. Chinese (22.6%) and Filipinos (19.3%) continue to be the largest segments of the Asian population in the United States, but Japanese (11.7%), Indians (11.2%), Koreans (11%), Vietnamese (8.5), and other Asians and Pacific Islanders (15.7%) form substantial proportions of that community.

The pace and degree of change will vary across the country. Cities such as Chicago, Miami, New York, and states such as California are already dealing with a markedly diverse population. In 1970 California had a population profile that largely mirrored today's U.S. population, three-quarters non-Hispanic White. By 1994, immigration, out-migration, and differential fertility rates had resulted in a state with the following population profile: 54% non-Hispanic White, 28% Hispanic, 10% Asian, 7% Black, and 1% American Indian. The decline in the non-Hispanic White population can be expected to continue since the median age of non-Hispanic Whites is approaching 50 and that of Hispanics 30. Today Los Angeles County is already more than 60% Hispanic, Asian, and Black. But these percentages mask the great diversity of the immigrants. While Hispanics regardless of country of origin generally speak Spanish—I say generally because some may speak Indian languages such as Mixtec—Asian immigrants speak a variety of languages, and the small non-Hispanic White and Black immigrant population speak many more. Thus, the Los Angeles Unified School District, which is 65% Hispanic, also enrolls students speaking 96 languages.

The political impact of the changing U.S. ethnic population and newly nationalized groups is already being felt throughout the country. Recently naturalized U.S. citizens voted overwhelmingly for President Clinton in November 1996. An estimated 71% of Hispanics and 53% of Asians voted for Democratic Party candidates.

An estimated 6.6 million Hispanics were registered to vote in the November 1996 elections, up from 4.8 million in 1992. The states with the largest number of Hispanics registered to vote were California (2 million), Texas (1.6 million), Florida (570,000), and New York (540,000). The impact of new Hispanic voters was especially evident in the state of California where they became a major political force in 1996; fourteen Hispanics were elected to the State Assembly, which selected the first Hispanic speaker in the twentieth century, Cruz Bustamante. Democrat Loretta Sanchez won a seat in the U.S. House of Representatives in a close race against Republican incumbent Robert K. Dornan in traditionally conservative Orange County, California. Hispanic political power can be expected to increase throughout the nation because 150,000 Hispanics reach the age of 18 each year.

Area Studies, Immigration, and Ethnic Groups⁵

The complexity of world population movements and ethnic conflict, both in terms of their causes and their manifestations, require equally complex responses. As a leader in the world community, the United States is frequently called upon, either individually or in concert with other nations, to address crises relating to migration and ethnic conflict and to participate in the development of programs and strategies to deal with the immediate situation as well as to alleviate the root causes of the problem. Since these international issues also affect, directly and indirectly, the economic, social, health, environmental, and political security of the United States, the nation has a fundamental interest in training and supporting experts in all areas of the world. The country requires individuals with the linguistic, analytical, and methodological skills

5. Information in this section is based on Hayes-Bautista 1992, B1; de la Garza 1992; Coughlin 1993, A7; Cornelius 1996, B4; *The Economist* 1996a; Comparative Immigration and Integration Program 1994–96, *Workshop Reports*, January 26, 1995; October 7, 1994; September 1, 1995; October 4, 1996; Martin and Widgren 1996; Martin and Teitelbaum 1996; *Migration News* 1997; U.S. Census Bureau 1996, Table 1, Reported Voting and Registration by Race, Hispanic Origin, and Age.

and knowledge about specific areas of the world to address those complex international questions. For example, in dealing with the refugee problems, it is necessary not only to pinpoint the immediate conditions and events that stimulate the flow but also to identify and examine the complex underlying domestic and international factors which must be resolved to avoid similar problems in the future. In-depth knowledge of a specific country or region is required to understand a particular migrant flow and its impact. Even proponents of rational-choice analysis, devoted to looking at these and other issues at the international level, must be able to define the actors, the rules of the game, and constraints on the actors. Thus the efficacy of both specific and global studies of population movements and the impact of such movements will ultimately depend on the quality of information available on individual countries and populations. Area specialists are the individuals who possess this information. As recent experience indicates, without their participation it would have been impossible to design strategies to deal with the very different refugee problems affecting Central America and Vietnam. Area expertise will continue to be required to understand ongoing and future migrations and refugee flows. NRCs have played and will continue to play a central role in training such experts and regularly cooperate with their counterparts in other world areas to address the interregional and global aspects of issues such as immigration and ethnic conflict.

The breadth of Title VI and Fulbright-Hays programs is a major contribution to national economic, political, and social security. By producing specialists with substantial knowledge of the many nations and cultures of the world, the programs permit the U.S. government and its people to respond in an effective and timely manner to a changing international environment and to unexpected international economic, political, social, environmental, and public health crises. NRCs are vital elements in maintaining a cadre of specialists who understand the languages and the diverse societies of the world. Since it is impossible to predict future world events, the United States, as a global political and economic power, must maintain the flexibility to deal with the unexpected in the international arena. While in the cold war era these challenges were primarily political, contemporary and future policymakers in government and the private sector must be equipped to address a more varied and

complex set of problems. The NRCs are basic to that process. They support the individuals with linguistic and area studies expertise in the social sciences, the humanities, the professions, and the sciences who are needed if the United States is to react in a constructive and forceful manner to defend our national interests in a rapidly changing world.

The increase of immigration to the U.S. and the growing diversity of the nation's population present new challenges in virtually all areas of national life. Title VI National Resource Centers, whose mandate encompasses expanding national capacity in foreign language and area studies, are well positioned to play a critical role in addressing these challenges including those relating to governance, domestic and international public policy formation, economic and social development, trade, education, public health, and international competitiveness. As a group the Title VI NRCs are an unparalleled national resource for the individual and comparative study of foreign countries and populations, and for the analysis of international social, political, and economic developments at the national, regional, and global levels. The Title VI NRC program is the only comprehensive program in the country for training area studies specialists.

Education plays a fundamental role in governance and the formation and maintenance of a unified society by transmitting a shared body of knowledge and values to the individuals who constitute the polity. Its role in shaping a national culture is magnified in countries such as the United States which possess multiethnic and multiracial populations as well as significant levels of immigration. In such circumstances, the integrative role of education must be based not on a rigid homogeneous vision of national culture but on an examination of, and appreciation for, a broad range of human experience. Citizens must be educated to value and to respect cultural and linguistic diversity. In the past the U.S. met the challenge of creating an informed citizenry with shared public values by placing the country's history and culture within the context of Western European civilization, the heritage of the overwhelming majority of the nation's population. In the wake of the civil rights movements of the 1960s and 1970s, Blacks, women, and other minority groups began to demand that their experience be integrated into the nation's educational program.

The process of "reformulating and rewriting the national experience" continues and takes on added urgency in the face of current demographic trends. An educated citizen of a multi-ethnic, multiracial society must be functionally literate in more than one language and more than one cultural tradition. Such an educated citizenry will have the capacity to cooperate across racial, linguistic, and ethnic barriers to achieve common domestic political, social, and economic goals; to retain national economic competitiveness in an evolving international system; and to understand and make appropriate decisions concerning U.S. international interests. Area studies programs play a vital role in the development and dissemination of knowledge about non-Western as well as Western European nations and regions. NRCs provide the intellectual and cultural tools with which to integrate the diverse heritage of the racial and ethnic groups, which are emerging as the nation's new majority, into a new synthesis of U.S. culture. NRC activities in this area range from research, publication, and academic programs to teacher training, curricular development, and public programs.

NRCs also contribute to a better understanding of the social, economic, and political consequences of the country's increasingly diverse population. The need for such understanding was graphically illustrated during the last state and presidential elections when immigrant bashing, in a period of relative prosperity, reached unprecedented levels. The public response to political rhetoric blaming immigrants for a wide range of social, economic, and political ills demonstrates the fear of large segments of the nation's population that the growing minority and immigrant groups will destroy the country's identity, integrity, and cohesion. The few existing studies which examine the attitudes of various segments of the immigrant populations, however, indicate that such fears are unfounded. Area specialists can help to formulate domestic policy relating to immigrant groups because they are trained to conduct empirical studies about immigrant flows and the impact of immigration which will provide policymakers data to make informed decisions about the kinds of immigration policy and law best suited to both domestic and international circumstances.

Emerging national needs in areas ranging from education and health to economic competi-

tiveness and employment have international as well as domestic components. U.S. public and private policymakers who fail to consider both aspects in framing programs will at best attain only partial success in achieving their goals. NRCs and area studies specialists working with their counterparts who focus on the United States can play a critical role in the design of appropriate policies in our increasingly interdependent world. Among the domestic issues demanding such a coordinated approach are the disparities in educational attainment, housing, employment, political participation, access to health care, infant mortality, and life expectancy of different segments of the U.S. population; as well as environmental protection, poverty, trade, job creation, crime, social security, social welfare, civil rights, immigration, and disease control. While the list is not exhaustive, it is illustrative of the broad areas of national life where specialists with international expertise can play a prominent role in meeting national needs.

University of California area studies faculty, graduate students, and NRCs, and those at other institutions throughout the nation, participate actively in a number of cooperative efforts relating to U.S. ethnic communities and to migration and its domestic and international impact. The following activities are illustrative of such endeavors:

1. NRCs are cooperating with other organizations to advance our understanding of complex global phenomena, such as population migration. The Comparative Immigration and Integration Program (CIIP) of the University of California's Center for German and European Studies, for example, promotes interdisciplinary and comparative research on immigration and integration issues facing the industrial democracies. University of California faculty specializing in Latin America, Asia, and Europe are active in the CIIP which annually funds 10-20 faculty and 10-20 graduate student research projects, and which sponsors 2-3 workshops which bring together scholars and representatives of the public and private sector to exchange ideas on important policy issues. The April 1996 workshop, whose participants included scholars from Mexico and the U.S. as well as state and national public officials, examined issues ranging from

immigration and welfare reform to the impact of immigrants on employment, schools, and the California state budget. CIIP also sponsors the Migration Dialogue which brings together national and world opinion leaders to discuss immigration and integration issues and which publishes *Migration News*, a periodical distributed to over 2,000 readers around the world each month; *Migration News* is also available on the Internet. Other organizations such as the Center for Population Research at the University of Texas at Austin and the Population Studies Center at the University of Michigan, Ann Arbor, conduct similar activities across the country.

2. NRCs sponsor research and publication programs that make the historical experiences of ethnic and racial minorities accessible to educators and the general public. For example, the Marcus Garvey and Universal Negro Improvement Association Papers Project is a research and publication program sponsored by the James S. Coleman African Studies Center at UCLA. The project is making available to the American public the thought of this complex man as well as the evolution of an international movement which forms an important part of the African American historical experience. Other NRCs, such as the Latin American Center at Tulane University, are meeting the need for primary and secondary teaching materials relating to the heritage of ethnic and racial minorities in the United States.
3. NRCs are working individually and as members of other groups to provide the information required by state and national policymakers. The University of California's California Policy Seminar is illustrative of such activities. The seminar supports policy oriented research, prepares option papers, and holds seminars for state public officials and employees on contemporary issues confronting the state. Area studies faculty are active in this program. For example, specialists in Asia and Latin America participate in the Immigration Policy Panel, which was established in 1995 to help policymakers and opinion leaders understand how immigration and integration issues are affecting California's economy, politics, and society.
4. NCRs are cooperating with professional schools to meet the national need for special-

ists with area and language competence in fields such as education, management, public health, medicine, and law, who are prepared to work abroad as well as with immigrant populations and ethnic groups in the United States. Activities in these areas include joint degree programs and interdisciplinary courses; special education abroad programs; fellowships for students in professional fields; and the research and publication of materials required by U.S. professionals working abroad or at home with immigrant populations. The Program for North American Mobility in Higher Education, developed by the UCLA Latin American Center and the Center for International Business Education and Research in UCLA's Anderson Graduate School of Management to foster the training of managers with linguistic and cultural competence to function in the NAFTA environment, is an example of such endeavors. The program includes professional faculty in business and education and Latin American and Canadian studies specialists from nine institutions: the University of British Columbia, Vancouver; the University of Toronto, Ontario; the Université Laval, Québec; the Universidad Nacional Autónoma de México, México, D.F.; the Instituto Tecnológico y de Estudios Superiores de Monterrey; the Universidad de Guadalajara; the University of California, Los Angeles; the University of Texas at Austin; and Florida International University. The NRCs-sponsored summer language and area studies institutes and academic year support services for precollegiate and community college instructors who are teaching an increasingly diverse population are another example of such activities.

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Breakout 5, Rapporteur

Immigration, Ethnic Groups, and Area Studies

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There are four key functions that Title VI NRC programs should perform. The deliberations in the group session suggest that by pursuing these functions, Title VI National Resource Centers will increase not only their national visibility and efficacy but also their collaboration with ethnic centers. These functions are: (1) the traditional national security function broadly defined and beyond the straightjacket of the cold war—the war against drug trafficking comes to mind; (2) international education to increase economic competitiveness and comparative advantages of U.S. capital, labor, and technology. The counterpart is to be prepared to learn from other areas and countries; (3) enlightenment, bringing the treasures of the world's cultures to the homes of the common citizen; and finally, (4) pursuit of tolerance and multiculturalism by enabling ethnic communities and the broader culture to identify, celebrate, and reinvigorate their roots in the context of the U.S. traditions and heritages. Ethnic communities are a constituent part of the U.S. heritage; thus, their culture is the patrimony of all U.S. citizens. Yet, cultural prejudice cannot be ignored, and therefore area and ethnic centers can promote consciousness-raising, so that minority cultures take advantage of their

bicultural and bilingual heritage as an asset rather than a liability.

Area studies programs play a vital role in the development and dissemination of knowledge about non-Western as well as Western European nations and regions. NRCs provide the intellectual and cultural tools with which to integrate the diverse heritage of the racial and ethnic groups that are emerging, as the nation's new majority, into a new synthesis of U.S. culture. NRC activities in this area range from research, publication, and academic programs to teacher training, curricular development, and public programs.

Having access to an education-abroad experience, including the command of a foreign language, appears as the trademark of excellence in education. Thus, language fellowships, education-abroad programs, and particularly the Fulbright-Hays programs, are critical to a well-rounded educational experience. Therefore, the connections between the Title VI programs and the Fulbright-Hays programs should be strengthened, and we should strive for administrative efficiencies to avoid redundancies.