



Diverse Issues

Volume 4, No. 2

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Diversity in People: U.S. and Pennsylvanian Immigrants

*Give us your tired,
your poor, your huddled masses,
yearning to breathe free . . .*

Immigration in the United States

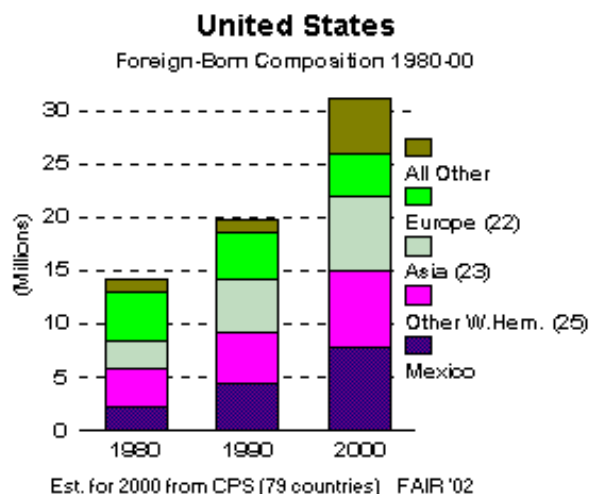
One of the biggest reasons for the increase in diversity in the United States is immigration. While the United States-born population grew by nearly 33 million in the 1990's, the foreign-born population increased by 11 million during that same period. Between 1991 and 2000, an average of 900,000 foreigners were admitted as legal immigrants to this country each year.

Immigration is nothing new to the United States. In fact, this country has always been a country of immigrants. But, where people are immigrating from today is different. During the 1960's, 40% of immigrants were from Europe. Today, 51% of immigrants are from Latin America; 30% are from Asia; 13% are from Europe; and 6% are from other parts of the world, including Africa and Canada.

Immigrants come into this country by the Front Door (legally) and by the Back Door (illegally). There are four categories of Front Door Immigrants:

- Relatives of U.S. residents (63% in 2001)
- Those admitted for economic or employment reasons (18% in 2001)
- Refugees and asylees (10% in 2001)
- Those with Diversity Visas (5% in 2001)

The "Diversity Visa" category was created to introduce more variety into the stream of immigrants to the United States. Nationals of countries that sent less than 50,000 immigrants in the previous five years, and who meet specific educational and other criteria, may apply for one of 50,000 "diversity visas." The applicants are chosen from a lottery.



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The number of foreign-born residents (first generation Americans) is projected to rise from 31 million in 2000, to 48 million in 2025, to 60 million in 2050. Those projections result in a rise of the foreign born share of U.S. population from 11% to 15% between 2000 and 2050. It should be noted, however, that this projected figure is roughly comparable to the percentages of foreigners in this country between 1870 and 1910. By 2025, first and second generation Americans (foreign-born and their children) are projected to represent one-third of our population. Again, this is similar to our country's past, when first and second generation Americans represented 33%-35% of the U.S. population between 1900 and 1920.



Until the 1990's, immigration was largely to the major immigration states of California, Florida, Illinois, New York, and Texas. Seventy-five percent of immigrants went to these five states in 1990. After 1990, large numbers of immigrants began moving to other states, as well.

Coincidentally, during the 1990's, small cities grew considerably faster than large and medium-sized cities. Large cities grew by 9.1%, medium-sized cities grew by 12.9%, and small cities (those with 50,000 people or less) grew by 18.5%. Cities under 10,000 in population grew fastest of all (Brennan & Hoene, 2003). Some of this growth was due to immigration and minority migration. Influxes of Hispanic, Black, and Asian populations are gradually changing the picture of many small cities. Though still the most prevalent race, the White population declined from 83% to 75% in small cities between 1990 and 2000.

In addition to differences in race, culture, and ethnicity, many of the new immigrants are younger in age than the residents of communities they are entering. These changes are particularly felt in small and rural schools. Language barriers, additional services for at-risk students, and the

impact of test scores on a school's funding all cause pressures that can sometimes divide a small community. Bilingual education and English as a Second Language programs are needed to help youth succeed in school. Younger populations also have increased needs for prenatal health care and childcare services. Many of these services are funded at the county or local level, while much of the taxes that are paid by immigrants go to the federal government.

Immigration in Pennsylvania

The foreign-born population in Pennsylvania in the year 2000 was 508,291, or 4.1%. This figure represents an increase of 138,975 residents above the 1990 foreign-born figure, a 37.6% increase. This amount of increase in foreign-born population was the 20th highest in the nation. During that same period of time, the native-born population of Pennsylvania increased by 2.3%. Therefore, immigrant settlement directly accounted for 34.8% of the state's overall population increase over the decade (FAIR, 2003). Since 1990, nearly half (41.1%) of the foreign-born population arrived in Pennsylvania.

When 1st and 2nd generations are considered (immigrants and their children), 9.6% of the state's population is "immigrant stock." A comparison of 2000 Census data to 1990 Census data reveals that more than half of foreign-born residents had become naturalized U.S. citizens. In 2000, the five countries from which the largest numbers of immigrants to Pennsylvania have come were countries of the former Soviet Union, China, India, Mexico, and Vietnam. The largest numbers of immigrants settling in Pennsylvania between 1990 and 2000 were from the former Soviet Union.

The chart (*on the bottom of page 5*) provides information on the percentage of immigrant population in Pennsylvania counties and the countries from which the largest numbers of immigrants have come. These figures are based on 2001 Census data.❖

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Diversity in the Workplace: Diverse Learning Styles For Diverse Audiences

Today's extension audiences are an increasing array of races, cultures, languages, and other aspects of diversity. The educational practices and assumptions that educators make must reflect various learning styles to ensure effective educational programming for everyone. The following are some considerations that educators might make when planning to teach diverse audiences. This information will begin and end with the same warning: ***These are generalizations and may not apply to everyone in the group. There is always diversity within groups.***

General Points to Keep In Mind:

- Recognize that each person is an individual with his/her own opinions. Avoid asking one person to be the spokesperson for his/her entire group.
- The majority of people in the U.S. are Christians. However, many other religions are practiced in the U.S. Be careful not to assume that everyone in the group is a Christian.
- Assume that not all individuals in the group are heterosexual. Be sensitive to the fact that you will have "hidden minorities" in your group.
- When you create materials, choose language and images that illustrate that diversity is recognized, understood, and celebrated.
- Capitalize on participant's backgrounds during the lesson.

The following are considerations when working with specific diverse audiences.

Hispanic/Latinos:

- Recognize that Hispanic is an umbrella term that encompasses many different cultures: Cuban, Puerto Rican, Mexican, Honduran, and Guatemalan, for example. These are all very different cultures.

- Accents may vary according to the country of origin, so do not expect all Hispanic/Latino accents to sound the same.
- Many Latinos are comfortable working in groups. Build in cooperative activities.
- Remember that indirect eye contact may be a sign of respect for authority.
- Family comes first. If the educational activity competes with a family activity, the family activity may take precedence.

Asians:

- Asian is an umbrella term which encompasses many different cultures: Japanese, Chinese, Hmong, Laos, Vietnamese, Korean, Thai, etc.
- Asians from traditional families are taught that collaboration is the key to success. Working together for the good of the group is valued. Striving to succeed against others and become the "leader" may feel inappropriate.
- Asians from traditional families are



taught that teachers and other authority figures are to be respected. Some Asians may be less likely to speak out and ask questions. It may feel as if one is challenging the teacher.

- Asian students may take a longer time

to think about what is being said and reflect carefully on it before speaking. Allow time for reflection.

- Asian students may prefer to work individually rather than in groups during class.
- Do not assume that all Asian people are foreigners who just came to the U.S. Many Asian families have lived in the U.S. for generations. *(Continued on page 4)*

African Americans:

- There may be a preference for oral/aural modes of communication (e.g., discussion).
- African Americans are more likely to include emotion and feelings with the concepts being learned; they may be more expressive.
- Some African Americans may display a greater proclivity for spontaneity in behavior.
- Many are comfortable working in groups; like cooperative, collective goals; and prefer interaction with others.
- Time may be handled more fluidly, more flexibly.
- Many African Americans are proficient at non-verbal communication.

American Indians:

- American Indians may not be recognized as American Indians by their looks. They may look White. They may look African American. They may look Hispanic/Latino.
- American Indians come from a variety of tribes or nations. All American Indians are not the same.
- American Indians may approach tasks visually. They may prefer to learn by careful observation of “skilled others” performing the skill. Then they may perform parts of the skill. Next they may try to complete the skill *privately*. **When successful**, the learner will present the completed skill.
- Verbalization may be minimal in the learning environment.
- Direct eye contact may be considered highly impolite, especially towards persons of authority and figures of respect.

- American Indians may avoid asserting themselves in the discussion. It may seem like challenging the teacher.
- American Indians may view standing out among one’s fellows in a competitive manner as damaging to the peer group.

Gender:

- Attempt to make your own speech and written materials as gender-neutral as possible.
 - Challenge sexist statements made by participants in the group.
 - Make sure both males and females have the opportunity to take leadership roles within groups.
 - Treat students as individuals, not as representatives of their gender.
 - Give equal attention to both males and females.
 - Females are more likely to use a “tentative” style of communication that reduces their perceived authority. Be conscious of the difference in communication styles between men and women.❖



Warning!

These are generalizations and may not apply to everyone in the group. There is always diversity within groups.

*What should it matter that one bowl is dark and the other pale, if each is of good design and serves its purpose well?
Hopi Proverb*



Diversity Resource: Celebrating Diversity Calendar



A new CYFAR product, *Celebrating Diversity Calendar*, is available for sale. As an educational tool, the calendar provides a plethora of information that can assist educators in celebrating diversity within their programs, organizations, and communities. This 18-month calendar runs from July 2003 - December 2004 and was developed in the Department of Family, Youth, and Community Sciences at the University of Florida.

First, significant ethnic and cultural dates are noted in each month of the calendar. Educators can refer to these dates when scheduling programs and events so as to not conflict with cultural, religious, and social holidays and observances that are important to a given ethnic or cultural group. Educators can show their appreciation and respect for diversity by including information on the observances in their newsletters, on bulletin boards in the office, etc.

Second, there is information on the federally recognized history and heritage months. Educators can celebrate these observances with special programs, presentations, exhibits, cultural fairs, etc.

Third, there are descriptions of some of the key holidays and other observances. This can serve to increase an educator's knowledge and understanding of culturally relevant traditions, holidays, and events.

Fourth, there are ethnic quotes and proverbs from different cultural groups included for each month. These quotes and proverbs can increase an educator's awareness of the values and beliefs that are held by those ethnic groups.

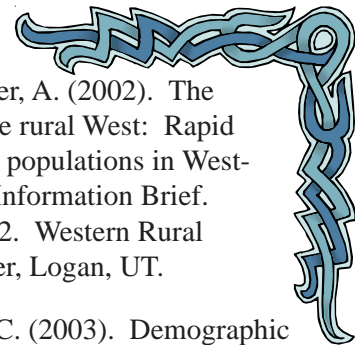
To order a copy, go to the CYFERnet main Web page: <http://www.cyfernet.org> and click on the "Diversity Calendar" link in the CYFERnet "Announcements" section. The cost of the calendar is only \$12.00.❖

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County	% of Foreign-Born Population	Countries From Which Largest Numbers Of Immigrants Are From
Allegheny	3.8	Soviet Union, China, India
Berks	4.3	Mexico
Bucks	5.9	India, Soviet Union
Chester	5.5	Mexico
Cumberland	3.2	Vietnam, India
Dauphin	4.1	Vietnam
Delaware	6.7	India, China
Erie	2.7	Soviet Union
Lancaster	3.2	Vietnam, Soviet Union
Lehigh	6.2	Syria, Vietnam
Luzerne	1.9	Soviet Union, India
Montgomery	7.0	India, China, Korea
Northampton	4.6	India, Vietnam, China
Philadelphia	9.0	Soviet Union, Vietnam, China, India, Jamaica, Poland, Korea
Westmoreland	1.4	Soviet Union
York	2.2	Vietnam, India, Korea

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Diversity Calendar

September 2003 - Hispanic Heritage Month (September 15 – October 15)

20th **Oktoberfest** – Germany. A two-week harvest celebration observed by feasting and drinking, music, dance, and other folk customs.



21st **National Deaf Awareness Week** – U.S.

23rd **Shab-e-Miraj** – Islam. (Begins at sundown). Celebrates the ascension of the holy prophet Muhammad. This holiday is also called Laylat al-Isra' wa al-Mi'raj.

24th **Heritage Day** – S. Africa. A day to celebrate cultural diversity in South Africa. **Our Lady of Las Mercedes Day**. Dominican Republic, Peru.

25th **Rosh Hashanah** – Jewish. (Begins at sundown). Marks the beginning of the Jewish New Year. Begins a ten-day period of repentance and introspection and ends with Yom Kippur

October 2003 - Disability Employment Awareness Month

2nd **Gandhi Jayanti** – Hindu. Marks the birthday of Mahatma Gandhi.

4th **Chung Yeung** – China. A day for families to visit the graves of their ancestors.

5th **Yom Kippur** – Jewish. (Begins at sundown). Jewish Day of Atonement is the holiest day of the Jewish Year. The celebration includes worship, prayer, and fasting.

11th **Shab-e-Barat** – Islam (Begins at sundown). A fast to prepare for Ramadan. Sins are forgiven on this day.

13th **Columbus Day** – U.S.

14th **Karva Chauth** – Hindu. A fast honoring the god Shiva and goddess Parvati.

16th **Bosses Day** – U.S.

17th **Simchat Torah** – Jewish. Celebrates the completion of the reading of the Torah.

19th **Birthday of the Bab** – Baha'i. (Begins at sundown).

24th **United Nations Day** – U.N.



25th **Diwali** – Hindu. Celebration of lights and marks the beginning of the new year. One of the most popular Hindu festivals.

Ramadan – Islam. (Begins at sundown). The ninth month of the year. The month of fasting. This is a time of physical and spiritual purification.

31st **Halloween** – U.S.

November 2003 - American Indian Heritage Month

1st **All Saint's Day** – Catholic Christian. Celebrates all Christian saints.

2nd **All Soul's Day** – Catholic Christian Celebrates the dead.

4th **Election Day** – U.S.

8th **Guru Nanak's Birthday** – Sikh. Commemorates the birthday of the founder of the Sikh religion.

11th **Veteran's Day** – U.S. Honors soldiers in our country's wars.

Birthday of Baha'u'llah – Baha'i. (Begins at sundown). Marks the birth of the prophet-founder of the Baha'i faith.

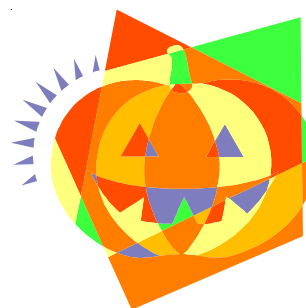
15th **Halie Selassie's Coronation Day** – Rastafarian. The most important day of the year for Rastafarians.

21st **Lailat Ul-Qadr** – Islam (Begins at sundown). Celebrates the revelation of the Qu'ran to the prophet Muhammad.

24th **Eid Al-Fitr** – Islam. (Begins at sundown). Marks the end of Ramadan.

27th **Thanksgiving Day** – U.S.

30th **Advent** – Christian. Beginning of the 4-week period before Christmas. Prepares for the celebration of the coming of Jesus Christ.



Diversity Activity: Culture is Like an Iceberg



This activity is designed for youth in grades 6 – 12. It is also appropriate for use with adults.

Enduring Understandings:

- Everyone has a culture. It shapes how we see the world, ourselves, and others.
- Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones.

Essential Questions:

- How do the invisible aspects of culture influence the visible ones?
- Why is it important to understand the relationship between the two?

Objectives:

- Participants will be able to distinguish between the visible and invisible aspects of culture.
- Participants will be able to explain how the invisible aspects of culture influence the visible ones.

Materials:

- Outline drawing of an iceberg for each student.
- Worksheet #1: Features of Culture (below).

Instructions:

1. Before beginning this lesson, remind participants that:
 - Culture is a complex concept.
 - Everyone has a culture.
 - It shapes how we see the world, ourselves, and others.
2. Explain that metaphors often help us understand big ideas by relating something we don't know to something we do know. A useful metaphor for culture is an iceberg. Ask participants what they know about the size and shape of icebergs. How much of an

iceberg is above the water? How much is underwater?

3. Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.
4. Ask participants to complete Worksheet #1, Features of Culture. Review with participants that the numbered items on the list are all features of culture. Make sure that they understand all the features on the list. Ask them for examples, or provide examples if needed.
5. Provide participants with a copy of an outline drawing of an iceberg with a clear line delineating the part of the iceberg that is above the water's surface and the larger part that is below the surface.
6. Divide participants into groups of four. Ask them to bring the Features of Culture Worksheet with them. Have them discuss in their groups which features of culture they think are visible and which are invisible.
7. Ask participants to look at both their outline drawing of the iceberg and their Features of Culture Worksheet. Have them review the features one by one and decide as a group if a particular feature belongs above the line (i.e., is "visible") or below the line (i.e., is "invisible"). Have participants write above the water line the numbers of those features of culture that they, as a group, consider to be observable features. They should write the numbers of the "invisible" features below the water line. Do the first few features with them. Provide examples, e.g., values cannot be directly observed; holiday customs are visible.

(Continued on page 8)

8. After participants have had time to work in groups on the remaining features, have each group pair with another group and compare their placement of features. Participants must be prepared to say why they placed a particular feature where they did. (Note: In the list of features, the numbers that should appear below the water line are #3, #4, #6, #8, #9, #10, #16–18, #22–24, #26–30.)
9. Ask participants whether they see any item below the water line that might influence or determine any item above (e.g., ideas about modesty might affect styles of dress; religious beliefs might influence holiday celebrations, painting, and music).❖

Source: This lesson is slightly adapted from Building Bridges, a Peace Corps curriculum of the Paul D. Coverdell World Wise Schools. Reprinted with permission.

Worksheet #1: Features of Culture

1. Styles of dress
2. Ways of greeting people
3. Beliefs about hospitality
4. Importance of time
5. Paintings
6. Values
7. Literature
8. Beliefs about child raising (children and teens)
9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children and teens
11. Gestures to show you understand what has been told to you
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Ideas about clothing
19. Foods
20. Greetings
21. Facial expressions and hand gestures
22. Concept of self
23. Work ethic
24. Religious beliefs
25. Religious rituals
26. Concept of beauty
27. Rules of polite behavior
28. Attitude toward age
29. The role of family
30. General worldview

Diversity Around the State: The Lackawanna County Diversity Coalition

The city of Scranton, PA held a diversity festival on the courthouse square on July 5-6, 2003. This year's festival was a larger version of the diversity art festival that has been co-sponsored by the Lackawanna County Diversity Coalition for the past two years. As a part of the celebration, the Diversity Coalition gathered for a picnic at McDade Park on June 5th. About 25 people attended the annual event. Despite the rain, everyone enjoyed the food, music, and best of all — the company!



People in the photo: Mike McDavid, NE Regional Director, Lawrence Pugliese, Past President of the Diversity Coalition, and Karen Thomas, Lackawanna Extension Educator.

Did you know . . . ?

That the following people have/had a disability?

Beethoven - Composer: Was deaf when he composed his 9th symphony.

Thomas Edison: Had a learning disability. He couldn't read until he was twelve years old and had a very difficult time writing even when he was older.

Albert Einstein - Mathematician/Physicist: Had a learning disability and did not speak until age three. He had a very difficult time doing math in school. It was very hard for him to express himself through writing.

Robin Williams - Actor: Attention Deficit Hyperactivity Disorder (ADHD).



Diversity Around the State: Visitors From Around the World



From left to right: Hana Viianamaki, Laura Nakki, Darlene Resh, Hannah Taala, Heidi Luoto

This summer, four youth traveled from their homes in Finland to spend three weeks with families in the Eastern part of Pennsylvania. This exchange was sponsored by the International Foreign Youth Exchange Program (IFYE). Laura Nakki, Hanna Viianamaki, Heidi Luoto, and Hana Taala arrived in Pennsylvania on June 25th in sweltering heat. Their first comment about the United States was how hot the weather is here. The ladies experienced their first American meal at the Cracker Barrel Restaurant on route to the Adams County Extension Office where they stayed overnight. An orientation was provided by Darlene Resh, Adams County 4-H/Youth Development Agent and organizer of this

exchange program. The host families picked up their visitors the next day. Host families included the Bishop Family in Biglerville, the Heyler Family in Morris, the Brickey Family in Saylorsburg, and the Johnson Family in Gettysburg, PA.

The IFYE's were involved in a number of activities and experiences during the three weeks. A real taste of the United States included observing the 4th of July fireworks at Penn State, visiting Niagara Falls and the Statue of Liberty, square dancing, and picking cherries. A number of 4-H experiences were a part of the agenda as well: attending a shooting sports meeting, attending 4-H camp, participating with a 4-H Wisconsin Inter-state Exchange, learning sign language, attending a 4-H livestock banquet, and attending the Fashion Review. One IFYE had an opportunity to attend an Extension Board meeting and observe the activities of a county Extension Office. Additionally, one IFYE participated in a radio interview.

When asked about the surprises they noticed in the United States, some of the responses included: "turn right on red;" fireflies; tolls on the highway; dead animals on the road, especially skunks; the fact that American teens frequently attend church services; and that corn is eaten by people not just animals. Neither fireflies nor skunks exist in Finland. Differences included the fact that tax is an additional charge and is not automatically included in the price of an item. The high cost of medical care in the United States was another difference. In Finland, there is socialized medicine and patients pay only a small fee for services.

When asked about the people, the young ladies described Americans as friendly, kind people. ❖



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