Immigration And Us Schools Sage Publications

As the incomes of affluent and poor families have diverged over the past three decades, so too has the educational performance of their children. But how exactly do the forces of rising inequality affect the educational attainment and life chances of low-income children? In Whither Opportunity? a distinguished team of economists, sociologists, and experts in social and education policy examines the corrosive effects of unequal family resources, disadvantaged neighborhoods, insecure labor markets, and worsening school conditions on K-12 education. This groundbreaking book illuminates the ways rising inequality is undermining one of the most important goals of public education—the ability of schools to provide children with an equal chance at academic and economic success. The most ambitious study of educational inequality to date, Whither Opportunity? analyzes how social and economic conditions surrounding schools affect school performance and children's educational achievement. The book shows that from earliest childhood, parental investments in children's learning affect reading, math, and other attainments later in life. Contributor Meredith Phillip finds that between birth and age six, wealthier children will have spent as many as 1,300 more hours than poor children on child enrichment activities such as music lessons, travel, and summer camp. Greg Duncan, George Farkas, and Katherine Magnuson demonstrate that a child from a poor family is two to four times as likely as a child from an affluent family to have classmates with low skills and behavior problems – attributes which have a negative effect on the learning of their fellow students. As a result of such disparities, contributor Sean Reardon finds that the gap between rich and poor children's math and reading achievement scores is now much larger than it was fifty years ago. And such income-based gaps persist across the school years, as Martha Bailey and Sue Dynarski document in their chapter on the growing income-based gap in college completion. Whither Opportunity? also reveals the profound impact of environmental factors on children's educational progress and schools' functioning. Elizabeth Ananat, Anna Gassman-Pines, and Christina Gibson-Davis show that local job losses such as those caused by plant closings can lower the test scores of students with low socioeconomic status, even students whose parents have not lost their jobs. They find that community-wide stress is most likely the culprit. Analyzing the math achievement of elementary school children, Stephen Raudenbush, Marshall Jean, and Emily Art find that students learn less if they attend schools with high student turnover during the school year – a common occurrence in poor schools. And David Kirk and Robert Sampson show that teacher commitment, parental involvement, and student achievement in schools in high-crime neighborhoods all tend to be low. For generations of Americans, public education provided the springboard to upward mobility. This pioneering volume casts a stark light on the ways rising inequality may now be compromising schools' functioning, and with it the promise of equal opportunity in America.

This book documents the third in a series of annual symposia on family issues--the National Symposium on International Migration and Family Change: The Experience of U.S. Immigrants--held at Pennsylvania State University. Although most existing literature on migration focuses solely on the origin, numbers, and economic success of migrants, this book examines how migration affects family relations and child development. By exploring the experiences of immigrant families, particularly as they relate to assimilation and adaptation processes, the text provides information that is central to a better understanding of the migrant experience and its affect on family outcomes. Policymakers and academics alike will take interest in the questions this book addresses: * Does the fact that migrant offspring get involved in U.S. culture more quickly than their parents jeopardize the parents' effectiveness in preventing the development of antisocial behavior? * How does the change in culture and language affect the cognitive development of children and youth? * Does exposure to patterns of family organizations, so prevalent in the United States (cohabitation, divorce, nonmarital childbearing), decrease the stability of immigrant families? * Does the poverty facing many immigrant families lead to harsher and less supportive child-rearing practices? * What familial and extra-familial conditions promote "resilience" in immigrant parents and their children? * Does discrimination, coupled with the need for rapid adaption, create stress that erodes marital quality and the parent-child bond in immigrant families? * What policies enhance or impede immigrant family links to U.S. institutions?

This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today's populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

Now available in paperback, this award-winning book provides a comprehensive history of gender policies and practices in American public schools. David Tyack and Elisabeth Hansot explore the many factors that have

shaped coeducation since its origins. At the very time that Americans were creating separate spheres for adult men and women, they institutionalized an education system that brought boys and girls together. How did beliefs about the similarities and differences of boys and girls shape policy and practice in schools? To what degree did the treatment of boys and girls differ by class, race, region, and historical period? Debates over gender policies suggest that American have made public education the repository of their hopes and anxieties about relationships between the sexes. Thus, the history of coeducation serves as a window not only on constancy and change in gender practices in the schools but also on cultural conflicts about gender in the broader society. "Learning Together presents a rich and exhaustive search through [the] 'tangled history' of gender and education that links both the silences and the debates surrounding coeducation to the changing roles of women and men in our society....It is the generosity and capaciousness of Tyack and Hansot's scholarship that makes Learning Together so important a book." —Science

States of Belonging
A Critical Demography Perspective
Immigrants and Welfare
International Handbook of Migration and Population Distribution
Educating Immigrant Children
The Oxford Handbook of the Politics of International Migration
Debates on U.S. Immigration

The focus of this edited volume is on immigration's effect on schooling and the consequential aspect of illegal immigration's effect. To understand immigration (legal and undocumented) and K-16 education in Asia, Europe, and the US is to situate both within the broader context of globalization. This volume presents a timely and poignant analysis of the historical, legal, and demographic issues related to immigration with implications for education and its interdisciplinary processes. Arguments based on theories of globalization, socialization, naturalization, and xenophobia are provided as a conceptual foundation to assess such issues as access to and use of public services, e.g., public education, health, etc. Additional discussions center around the social, political, and economic forces that shape the social/cultural identities of this population as it tries to integrate into the larger society. The long-term causes and consequences of global immigration dynamics, and the multiple paths taken by immigrants, especially children, wishing to study are addressed. Summary discussion concludes the volume as well as projections with respect to links between immigration and key national security and international policy issues. Education can and must play an important role in a world that is more global and at the same time more local than it was almost twenty years ago. This volume intends to serve as an ambitious guide to approaching the issues of immigration and education more globally.
Mexican immigration to the United States—the oldest and largest immigration movement to this country—is in the midst of a fundamental transformation. For decades, Mexican immigration was primarily a border phenomenon, confined to Southwestern states. But legal changes in the mid-1980s paved the way for Mexican migrants to settle in parts of America that had no previous exposure to people of Mexican heritage. In New Destinations, editors Víctor Zúñiga and Rubén Hernández-León bring together an inter-disciplinary team of scholars to examine demographic, social, cultural, and political changes in areas where the incorporation of Mexican migrants has deeply changed the preexisting ethnic landscape. New Destinations looks at several of the communities where Mexican migrants are beginning to settle, and documents how the latest arrivals are reshaping—and being reshaped by—these new areas of settlement. Contributors Jorge Durand, Douglas Massey, and Chiara Capoferro use census data to diagram the historical evolution of Mexican immigration to the United States, noting the demographic, economic, and legal factors that led recent immigrants to move to areas where few of their predecessors had settled. Looking at two towns in Southern Louisiana, contributors Katharine Donato, Melissa Stainback, and Carl Bankston III reach a surprising conclusion: that documented immigrant workers did a poorer job of integrating into the local culture than their undocumented peers. They attribute this counterintuitive finding to documentation policies, which helped intensify employer control over migrants and undercut the formation of a stable migrant community among documented workers. Brian Rich and Marta Miranda detail an ambivalent mixture of paternalism and xenophobia by local residents toward migrants in Lexington, Kentucky. The new arrivals were welcomed for their strong work ethic so long as they stayed in "invisible" spheres such as fieldwork, but were resented once they began to take part in more public activities like schools or town meetings. New Destinations also provides some hopeful examples of progress in community relations. Several chapters, including Mark Grey and Anne Woodrick's examination of a small Iowa town, point to the importance of dialogue and mediation in establishing amicable relations between ethnic groups in newly multi-cultural settings. New Destinations is the first scholarly assessment of Mexican migrants' experience in the Midwest, Northeast, and deep South—the latest settlement points for America's largest immigrant group. Enriched by perspectives from demographers, anthropologists, sociologists, folklorists, and political scientists, this volume is an essential starting point for scholarship on the new Mexican migration.
*This encyclopedia is a unique collection of entries covering the arrival, adaptation, and integration of immigrants into American culture from the 1500s to 2010. * Recent immigration and naturalization data from the 2010 U.S. Census * Excerpts from American laws and customs * A chronology of migration to the United States between 1500 to 2010*
Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field---James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.
Learning Together
Research and Policy on U.s. Immigrants

How New Immigrants Do in American Schools, Jobs, and Neighborhoods
The Immigration & Education Nexus
Arrival, Adaptation, and Integration
Welcoming New Americans?
Interdisciplinary Perspectives on the New Immigration

Most Americans agree on the necessity of education reform, but there is little consensus about how this goal might be achieved. The rhetoric of standards and vouchers has occupied center stage, polarizing public opinion and affording little room for reflection on the intangible conditions that make for good schools. Trust in Schools engages this debate with a compelling examination of the importance of social relationships in the successful implementation of school reform. Over the course of three years, Bryk and Schneider, together with a diverse team of other researchers and school practitioners, studied reform in twelve Chicago elementary schools. Each school was undergoing extensive reorganization in response to the Chicago School Reform Act of 1988, which called for greater involvement of parents and local community leaders in their neighborhood schools. Drawing on years longitudinal survey and achievement data, as well as in-depth interviews with principals, teachers, parents, and local community leaders, the authors develop a thorough account of how effective social relationships—which they term relational trust—can serve as a prime resource for school improvement. Using case studies of the network of relationships that make up the school community, Bryk and Schneider examine how the myriad social exchanges that make up daily life in a school community generate, or fail to generate, a successful educational environment. The personal dynamics among teachers, students, and their parents, for example, influence whether students regularly attend school and sustain their efforts in the difficult task of learning. In schools characterized by high relational trust, educators were more likely to experiment with new practices and work together with parents to advance improvements. As a result, these schools were also more likely to demonstrate marked gains in student learning. In contrast, schools with weak trust relations saw virtually no improvement in their reading or mathematics scores. Trust in Schools demonstrates convincingly that the quality of social relationships operating in and around schools is central to their functioning, and strongly predicts positive student outcomes. This book offer insights into how trust can be built and sustained in school communities, and identifies some features of public school systems that can impede such development. Bryk and Schneider show how a broad base of trust across a school community can provide a critical resource as education professional and parents embark on major school reforms. A Volume in the American Sociological Association's Rose Series in Sociology

This six-volume set focuses on Latin American, Caribbean, and Asian immigration, which accounts for nearly 80 percent of all new immigration to the United States. The volumes contain the essential scholarship of the last decade and present key contributions reflecting the major theoretical, empirical, and policy debates about the new immigration. The material addresses vital issues of race, gender, and socioeconomic status as they intersect with the contemporary immigration experience. Organized by theme, each volume stands as an independent contribution to immigration studies, with seminal journal articles and book chapters from hard-to-find sources, comprising the most important literature on the subject. The individual volumes include a brief preface presenting the major themes that emerge in the materials, and a bibliography of further recommended readings. In its coverage of the most influential scholarship on the social, economic, educational, and civil rights issues revolving around new immigration, this collection provides an invaluable resource for students and researchers in a wide range of fields, including contemporary American history, public policy, education, sociology, political science, demographics, immigration law, ESL, linguistics, and more.

This book examines: immigration and education; how immigration interacts with race, ethnicity, nationality, gender, social class and home location, and how these variables are catered for in schools in the United States.

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The Oxford Handbook of Multicultural Identity
Excluding Latin People in the United States
The Asian American Achievement Paradox
Ethnic Identity Among Asian Americans
Race, Population Studies, and America's Public Schools
New Destinations
Keeping the Immigrant Bargain

Political turmoil surrounding immigration at the federal level and the inability of Congress to pass comprehensive immigration reform have provided an opening for state and local governments to become more active in setting their own immigration-related policies. States largely dictate the resources, institutions, and opportunities immigrants can access: who can get a driver's license or attend a state university, what languages are spoken in schools and public offices, how law enforcement interacts with the public, and even what schools teach students about history. In States of Belonging, an interdisciplinary team of immigration experts - Tomás R. Jiménez, Deborah J. Schildkraut, Yuen J. Huo, and John F. Dovidio - explore the interconnections among immigration policies, attitudes about immigrants and immigration, and sense of belonging in two neighboring states - Arizona and New Mexico - with divergent approaches to welcoming newcomers. Arizona and New Mexico are historically and demographically similar, but they differ in their immigration policies. Arizona has enacted unwelcoming policies towards immigrants, restricting the access of immigrants to state resources, social services, and public institutions. New Mexico is more welcoming, actively seeking to protect the rights of immigrants and extending access to state resources and institutions. The authors draw on an original survey and in-depth interviews of a cross-section of each state's population to illustrate how these differing approaches affect the sense of belonging not only among immigrants, but among the U.S.-born as well. Respondents in Arizona, regardless of whether they were foreign- or native-

born or their ethno-racial background, agreed that the state is unwelcoming to immigrants, and they pointed to Arizona's restrictive policies as the primary factor. The sense of rejection perceived by Latinos in Arizona, including the foreign-born and the U.S.-born, was profound. They felt the effects of administrative and symbolic exclusions of the state's unwelcoming policies as they went about their daily lives. New Mexico's more welcoming approach had positive effects on the Latino immigrant population, and these policies contributed to an increased sense of belonging among U.S.-born Latinos and U.S.-born whites as well. The authors show that exposure to information about welcoming policies is associated with an improved sense of belonging across most population groups. They also find that the primary dividing line when it came to reactions to welcoming policies was political, not ethno-racial. Only self-identified Republicans, Latino as well as white, showed reduced feelings of belonging. States of Belonging demonstrates that welcoming policies cultivate a greater sense of belonging for immigrants and other state citizens, suggesting that policies aimed at helping immigrants gain a social, economic, and political foothold in this country can pay a broad societal dividend.

Written in engaging and approachable prose, Migration, Incorporation, and Change in an Interconnected World covers the bulk of material a student needs to get a good sense of the empirical and theoretical trends in the field of migration studies, while being short enough that professors can easily build their courses around it without hesitating to assign additional readings. Taking a unique approach, Ali and Hartmann focus on what they consider the important topics and the potential route the field is going to take, and incorporate a conceptual lens that makes this much more than a simple relaying of facts.

Min provides a critical overview of Asian American identity issues among second generation ethnic Asians. From the social constructionist perspective, the book is an anthology of empirical studies of Asian Americans' ethnic or pan-ethnic identities, examining ethnic attachments among second-generation Filipino, Vietnamese, Indian, Korean Americans, Chinese and Japanese Americans.

Building Walls puts the recent calls to build a border wall along the US-Mexico border into a larger social and historical context. Its three sections contrast categorical thinking and anti-immigrant speech with immigration as it is experienced by border residents and immigrants themselves.

Ethnicities

Trust in Schools

Coming of Political Age

The Children of Immigrants Come of Age

The New Immigrants and American Schools

From High School to College

Immigration and School Safety

Immigration and School Safety utilizes a multidisciplinary approach to expose the complex relationship between immigration and school safety in the United States. It addresses not only individual, intrapersonal, and environmental factors but also distant-level conditions that are relevant to the experiences of immigrant children and connected to school safety. Twenty-five percent of all youth in U.S. schools have at least one immigrant parent, and that percentage is expected to increase to 33 percent by 2040. A wide array of factors, including but not limited to laws, public and political discourses, educational policies, interpersonal relationships, socioeconomic status, English language proficiency, citizenship, legal status, family characteristics, race and ethnicity, generational status, nationality, religion, and gender, contribute to the marginalizing experiences of children of immigrants at school. With the rapid growth of students in immigrant families in U.S. schools, any effort to address school violence and implement school safety policies must consider barriers associated with the unique educational experiences of that segment. This book highlights the often overlooked importance of immigration as a mediating factor in explaining both violence and victimization and provides a blueprint for integrating immigration and criminology theories into evidence-based efforts toward ensuring safety for all students. The authors demonstrate that immigration matters significantly in school violence and safety concerns and illustrate why research that integrates immigration with criminology theories is needed to understand the causes and correlates of school violence. The book will appeal to a wide array of individuals, including academics, educators, policymakers, practitioners, social workers, parents, and stakeholders who are committed to addressing educational disparities and inequities associated with immigration and school safety. This Handbook offers a comprehensive collection of essays that cover essential features of geographical mobility, from internal migration, to international migration, to urbanization, to the adaptation of migrants in their destinations. Part I of the collection introduces the range of theoretical perspectives offered by several social science disciplines, while also examining the crucial relationship between internal and international migration. Part II takes up methods, ranging from how migration data are best collected to contemporary techniques for analyzing such data. Part III of the handbook contains summaries of present trends across all world regions. Part IV rounds out the volume with several contributions assessing pressing issues in contemporary policy areas. The volume's editor Michael J. White has spent a career studying the pattern and process of internal and international migration, urbanization and population distribution in a wide variety of settings, from developing societies to advanced economies. In this Handbook he brings together contributors from all parts of the world, gathering in this one volume both geographical and substantive expertise of the first rank. The Handbook will be a key reference source for established scholars, as well as an invaluable high-level introduction to the most relevant topics in the field for emerging scholars.

African Americans grappled with Jim Crow segregation until it was legally overturned in the 1960s. In subsequent decades, the country witnessed a new wave of immigration from Asia and Latin America—forever changing the face of American society and making it more racially diverse than ever before. In The Diversity Paradox, authors Jennifer Lee and Frank Bean take these two poles of American collective identity—the legacy of slavery and immigration—and ask if today's immigrants are destined to become racialized minorities akin to African Americans or if their incorporation into U.S. society will more closely resemble that of their European predecessors. They also tackle the vexing question of whether America's new racial diversity is helping to erode the tenacious black/white color line. The Diversity Paradox uses population-based analyses and in-depth interviews to examine patterns of intermarriage and multiracial identification among Asians, Latinos, and African Americans. Lee and Bean analyze where the color line—and the economic and social advantage it demarcates—is drawn today and on what side these new arrivals fall. They show that Asians and Latinos with mixed ancestry are not constrained by strict racial categories. Racial status often shifts according to situation. Individuals can choose to identify along ethnic lines or as white, and their decisions are rarely questioned by outsiders or institutions. These groups also intermarry at higher rates, which is viewed as part of the process of becoming "American" and a form of upward social mobility. African Americans, in contrast, intermarry at significantly lower rates than Asians and Latinos. Further, multiracial blacks often choose not to identify as such and are typically perceived as being black only—underscoring the stigma attached to being African American and the entrenchment of the "one-drop" rule. Asians and Latinos are successfully disengaging their national origins from the concept of race—like European immigrants before them—and these patterns are most evident in racially diverse parts of the country. For the first time in 2000, the U.S. Census enabled multiracial Americans to identify themselves as belonging to more than one race. Eight years later, multiracial Barack Obama was elected as the 44th President of the United States. For many, these events give credibility to the claim that the death knell has been sounded for institutionalized racial exclusion. The Diversity Paradox is an extensive and eloquent examination of how contemporary immigration and the country's new diversity are redefining the boundaries of race. The book also lays bare the powerful reality that as the old black/white color line fades a new one may well be emerging—with many African Americans still on the other side.

The belief that with hard work and determination, all children have the opportunity to succeed in life is a cherished part of the American Dream. Yet, increased inequality in America has made that dream more difficult for many to obtain. In Too Many Children Left Behind, an international team of social scientists assesses how social mobility varies in the United States compared with Australia, Canada, and the United Kingdom. Bruce Bradbury, Miles Corak, Jane Waldfogel, and Elizabeth Washbrook show that the academic achievement gap between disadvantaged American children and their more advantaged peers is far greater than in other wealthy countries, with serious consequences for their future life outcomes. With education the key to expanding opportunities for those born into low socioeconomic status families, Too Many Children Left Behind helps us better understand educational disparities and how to reduce them. Analyzing data on 8,000 school children in the United States, the authors demonstrate that disadvantages that begin early in life have long lasting effects on academic performance. The social inequalities that children experience before they start school contribute to a large gap in test scores between low- and high-SES students later in life. Many children from low-SES backgrounds lack critical resources, including books, high-quality child care, and other goods and services that foster the stimulating environment necessary for cognitive development. The authors find that not only is a child's academic success deeply tied to his or her family background, but that this class-based achievement gap does not narrow as the child proceeds through school. The authors compare test score gaps from the United States with those from three other countries and find smaller achievement gaps and greater social mobility in all three, particularly in Canada. The wider availability of public resources for disadvantaged children in those countries facilitates the early child development that is fundamental for academic success. All three countries provide stronger social services than the United States, including universal health insurance, universal preschool, paid parental leave, and other supports. The authors conclude that the United States could narrow its achievement gap by adopting public policies that expand support for children in the form of tax credits, parenting programs, and pre-K. With economic inequalities limiting the futures of millions of children, Too Many Children Left Behind is a timely study that uses global evidence to show how the United States can do more to level the playing field.

Rising Inequality, Schools, and Children's Life Chances
Foundations, Curriculum, and Teaching
The U.S. Achievement Gap in Comparative Perspective
Undocumented Parents and Their Children
Interdisciplinary Perspectives on the New Immigration: The new immigrant in American society
Mexican Immigration in the United States
Gender, Immigrant Generation, and Race-Ethnicity

Even as Donald Trump's election has galvanized anti-immigration politics, many local governments have welcomed immigrants, some even going so far as to declare their communities "sanctuary cities" that will limit cooperation with federal immigration authorities. But efforts to assist immigrants are not limited to large, politically liberal cities. Since the 1990s, many small to mid-sized cities and towns across the United States have implemented a range of informal practices that help immigrant populations integrate into their communities. Abigail Fisher Williamson explores why and how local governments across the country are taking steps to accommodate immigrants, sometimes despite serious political opposition. Drawing on case studies of four new immigrant destinations—Lewiston, Maine; Wausau, Wisconsin; Elgin, Illinois; and Yakima, Washington—as well as a national survey of local government officials, she finds that local capacity and immigrant visibility influence whether local governments take action to respond to immigrants. State and federal policies and national political rhetoric shape officials' framing of immigrants, thereby influencing how municipalities respond. Despite the devolution of federal immigration enforcement and the increasingly polarized national debate, local officials face on balance distinct legal and economic incentives to welcome immigrants that the public does not necessarily share. Officials' efforts to promote incorporation can therefore result in backlash unless they carefully attend to both aiding immigrants and increasing public acceptance. Bringing her findings into the present, Williamson takes up the question of whether the current trend toward accommodation will continue given Trump's anti-immigrant rhetoric and changes in federal immigration

policy.

Asian Americans are often stereotyped as the "model minority." Their sizeable presence at elite universities and high household incomes have helped construct the narrative of Asian American "exceptionalism." While many scholars and activists characterize this as a myth, pundits claim that Asian Americans' educational attainment is the result of unique cultural values. In The Asian American Achievement Paradox, sociologists Jennifer Lee and Min Zhou offer a compelling account of the academic achievement of the children of Asian immigrants. Drawing on in-depth interviews with the adult children of Chinese immigrants and Vietnamese refugees and survey data, Lee and Zhou bridge sociology and social psychology to explain how immigration laws, institutions, and culture interact to foster high achievement among certain Asian American groups. For the Chinese and Vietnamese in Los Angeles, Lee and Zhou find that the educational attainment of the second generation is strikingly similar, despite the vastly different socioeconomic profiles of their immigrant parents. Because immigration policies after 1965 favor individuals with higher levels of education and professional skills, many Asian immigrants are highly educated when they arrive in the United States. They bring a specific "success frame," which is strictly defined as earning a degree from an elite university and working in a high-status field. This success frame is reinforced in many local Asian communities, which make resources such as college preparation courses and tutoring available to group members, including their low-income members. While the success frame accounts for part of Asian Americans' high rates of achievement, Lee and Zhou also find that institutions, such as public schools, are crucial in supporting the cycle of Asian American achievement. Teachers and guidance counselors, for example, who presume that Asian American students are smart, disciplined, and studious, provide them with extra help and steer them toward competitive academic programs. These institutional advantages, in turn, lead to better academic performance and outcomes among Asian American students. Yet the expectations of high achievement come with a cost: the notion of Asian American success creates an "achievement paradox" in which Asian Americans who do not fit the success frame feel like failures or racial outliers. While pundits ascribe Asian American success to the assumed superior traits intrinsic to Asian culture, Lee and Zhou show how historical, cultural, and institutional elements work together to confer advantages to specific populations. An insightful counter to notions of culture based on stereotypes, The Asian American Achievement Paradox offers a deft and nuanced understanding how and why certain immigrant groups succeed.

This volume brings together scholarship from two different, and until now, largely separate literatures—the study of the children of immigrants and the study of Muslim minority communities—in order to explore the changing nature of ethnic identity, religious practice, and citizenship in the contemporary western world. With attention to the similarities and differences between the European and American experiences of growing up Muslim, the contributing authors ask what it means for young people to be both Muslim and American or European, how they reconcile these, at times, conflicting identities, how they reconcile the religious and gendered cultural norms of their immigrant families with the more liberal ideals of the western societies that they live in, and how they deal with these issues through mobilization and political incorporation. A transatlantic research effort that brings together work from the tradition in diaspora studies with research on the second generation, to examine social, cultural, and political dimensions of the second-generation Muslim experience in Europe and the United States, this book will appeal to scholars across the social sciences with interests in migration, diaspora, race and ethnicity, religion and integration.

At the time of Obama's draconian anti-immigrant policies leading to massive deportation of undocumented, poor immigrants of color, there could not be a more timely and important book than this edited volume, which critically examines ways in which immigration, race, class, language, and gender issues intersect and impact the life of many immigrants, including immigrant students. This book documents the journey, many success-stories, as well as stories that expose social inequity in schools and U.S. society. Further, this book examines issues of social inequity and resource gaps shaping the relations between affluent and poor-working class students, including students of color. Authors in this volume also critically unpack anti-immigrant policies leading to the separation of families and children. Equally important, contributors to this book unveil ways and degree to which xenophobia and linguicism have affected immigrants, including immigrant students and faculty of color, in both subtle and overt ways, and the manner in which many have resisted these forms of oppression and affirmed their humanity. Lastly, chapters in this much-needed and well-timed volume have pointed out the way racism has limited life chances of people of color, including students of color, preventing many of them from fulfilling their potential succeeding in schools and society at large.

Whither Opportunity?

A Core Resource for Improvement

Redefining the 21st Century America

The Diversity Paradox

Local Governments and Immigrant Incorporation

Too Many Children Left Behind

Immigration and Schooling

An in-depth look at the challenges undocumented immigrants face as they raise children in the U.S. There are now nearly four million children born in the United States who have undocumented immigrant parents. In the current debates around immigration reform, policymakers often view immigrants as an economic or labor market problem to be solved, but the issue has a very real human dimension. Immigrant parents without legal status are raising their citizen children under stressful work and financial conditions, with the constant threat of discovery and deportation that may narrow social contacts and limit participation in public programs that might benefit their children. Immigrants Raising Citizens offers a compelling description of the everyday experiences of these parents, their very young children, and the consequences these experiences have on their children's development. Immigrants Raising Citizens challenges conventional wisdom about undocumented immigrants, viewing them not as lawbreakers or victims, but as the parents of citizens whose adult productivity will be essential to the nation's future. The book's findings are based on data from a three-year study of 380 infants from Dominican, Mexican, Chinese, and African American families, which included in-depth interviews, in-home child assessments, and parent surveys. The book shows that undocumented parents share three sets of experiences that distinguish them from legal-status parents and may adversely influence their children's development: avoidance of programs and authorities, isolated social networks, and poor work conditions. Fearing deportation, undocumented parents often avoid accessing valuable resources that could help their children's development—such as access to public programs and agencies providing child care and food subsidies. At the same time, many of these parents are forced to interact with illegal entities such as smugglers or loan sharks out of financial necessity. Undocumented immigrants also tend to have fewer reliable social ties to assist with child care or share information on child-rearing. Compared to legal-status parents, undocumented parents experience significantly more exploitive work conditions, including long hours, inadequate pay and raises, few job benefits, and limited autonomy in job duties. These conditions can result in ongoing parental stress, economic hardship, and avoidance of center-based child care—which is directly correlated with early skill development in children. The result is poorly developed cognitive skills, recognizable in children as young as two years old,

which can negatively impact their future school performance and, eventually, their job prospects. Immigrants Raising Citizens has important implications for immigration policy, labor law enforcement, and the structure of community services for immigrant families. In addition to low income and educational levels, undocumented parents experience hardships due to their status that have potentially lifelong consequences for their children. With nothing less than the future contributions of these children at stake, the book presents a rigorous and sobering argument that the price for ignoring this reality may be too high to pay. Multiculturalism is a prevalent worldwide societal phenomenon. Aspects of our modern life, such as migration, economic globalization, multicultural policies, and cross-border travel and communication have made intercultural contacts inevitable. High numbers of multicultural individuals (23-43% of the population by some estimates) can be found in many nations where migration has been strong (e.g., Australia, U.S., Western Europe, Singapore) or where there is a history of colonization (e.g., Hong Kong). Many multicultural individuals are also ethnic and cultural minorities who are descendants of immigrants, majority individuals with extensive multicultural experiences, or people with culturally mixed families; all people for whom identification and/or involvement with multiple cultures is the norm. Despite the prevalence of multicultural identity and experiences, until the publication of this volume, there has not yet been a comprehensive review of scholarly research on the psychological underpinning of multiculturalism. The Oxford Handbook of Multicultural Identity fills this void. It reviews cutting-edge empirical and theoretical work on the psychology of multicultural identities and experiences. As a whole, the volume addresses some important basic issues, such as measurement of multicultural identity, links between multilingualism and multiculturalism, the social psychology of multiculturalism and globalization, as well as applied issues such as multiculturalism in counseling, education, policy, marketing and organizational science, to mention a few. This handbook will be useful for students, researchers, and teachers in cultural, social, personality, developmental, acculturation, and ethnic psychology. It can also be used as a source book in advanced undergraduate and graduate courses on identity and multiculturalism, and a reference for applied psychologists and researchers in the domains of education, management, and marketing.

Twenty-nine specialists offer their perspectives on migration from a wide variety of fields: political science, sociology, economics, and anthropology.

Presents information on the state of education for Latinos in the United States. Aims to provide an overview and a comprehensive understanding of issues. Topics discussed include academic achievement, Americanization, bilingual education, border crossing, higher education, reform and policy, subjects relating to teaching and learning English, and equity. Demographic tables are presented in the appendix.

American Schools and the Civic Development of Immigrant Youth

Growing Up Muslim in Europe and the United States

What Educators Need to Know

Immigration Policies, Attitudes, and Inclusion

What We Need To Know To Meet the Challenges

Cultural Diversity and Education

Immigrants Raising Citizens

The United States is an immigrant nation—nowhere is the truth of this statement more evident than in its major cities. Immigrants and their children comprise nearly three-fifths of New York City's population and even more of Miami and Los Angeles. But the United States is also a nation with entrenched racial divisions that are being complicated by the arrival of newcomers. While immigrant parents may often fear that their children will "disappear" into American mainstream society, leaving behind their ethnic ties, many experts fear that they won't—evolving instead into a permanent unassimilated and underemployed underclass. Inheriting the City confronts these fears with evidence, reporting the results of a major study examining the social, cultural, political, and economic lives of today's second generation in metropolitan New York, and showing how they fare relative to their first-generation parents and native-stock counterparts. Focused on New York but providing lessons for metropolitan areas across the country, Inheriting the City is a comprehensive analysis of how mass immigration is transforming life in America's largest metropolitan area. The authors studied the young adult offspring of West Indian, Chinese, Dominican, South American, and Russian Jewish immigrants and compared them to blacks, whites, and Puerto Ricans with native-born parents. They find that today's second generation is generally faring better than their parents, with Chinese and Russian Jewish young adults achieving the greatest education and economic advancement, beyond their first-generation parents and even beyond their native-white peers. Every second-generation group is doing at least marginally—and, in many cases, significantly—better than natives of the same racial group across several domains of life. Economically, each second-generation group earns as much or more than its native-born comparison group, especially African Americans and Puerto Ricans, who experience the most persistent disadvantage. Inheriting the City shows the children of immigrants can often take advantage of policies and programs that were designed for native-born minorities in the wake of the civil rights era. Indeed, the ability to choose elements from both immigrant and native-born cultures has produced, the authors argue, a second-generation advantage that catalyzes both upward mobility and an evolution of mainstream American culture. Inheriting the City leads the chorus of recent research indicating that we need not fear an immigrant underclass. Although racial discrimination and economic exclusion persist to varying degrees across all the groups studied, this absorbing book shows that the new generation is also beginning to ease the intransigence of U.S. racial categories. Adapting elements from their parents' cultures as well as from their native-born peers, the children of immigrants are not only transforming the American city but also what it means to be American.

This comprehensive new edition clarifies current demographic data on immigration, addresses factors that influence linguistic transition and achievement, and explores evidence-based practices and policies.

Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

Race, Population Studies, and America's Public Schools: A Critical Demography Perspective explores the paradigm of critical demography—established in the late 1990s which articulates the manner in which the social structure differentiates dominant and subordinate

populations. Moreover, critical demography necessitates explicit discussions and examinations of the nature of power and how it perpetuates the existing social order. Hence, in the case of race in education, it is imperative that racism is central to the analysis. Racism elucidates that which often goes ignored or unexplained by conventional scholars. Consequently, the critical demography paradigm fills an important void in the study of public education in American schools.

The Costs and Rewards of Success in America

Handbook of the Sociology of Education in the 21st Century

Achieving Anew

Handbook of Research in the Social Foundations of Education

Immigrants in American History

The Praeger Handbook of Latino Education in the U.S.

Migration, Incorporation, and Change in an Interconnected World

Most nineteenth and early-twentieth-century European immigrants arrived in the United States with barely more than the clothes on their backs. They performed menial jobs, spoke little English, and often faced a hostile reception. But two or more generations later, the overwhelming majority of their descendants had successfully integrated into American society. Today's immigrants face many of the same challenges, but some experts worry that their integration, especially among Latinos, will not be as successful as their European counterparts. Keeping the Immigrant Bargain examines the journey of Dominican and Colombian newcomers whose children have achieved academic success one generation after the arrival of their parents. Sociologist Vivian Louie provides a much-needed comparison of how both parents and children understand the immigrant journey toward education, mobility, and assimilation. Based on Louie's own survey and interview study, Keeping the Immigrant Bargain examines the lives of thirty-seven foreign-born Dominican and Colombian parents and their seventy-six young adult offspring—the majority of whom were enrolled in or had graduated from college. The book shows how they are adapting to American schools, jobs, neighborhoods, and culture. Louie discovers that before coming to the United States, some of these parents had already achieved higher levels of education than the average foreign-born Dominican or Colombian, and after arrival many owned their own homes. Significantly, most parents in each group expressed optimism about their potential to succeed in the United States, while also expressing pessimism about whether they would ever be accepted as Americans. In contrast to the social exclusion experienced by their parents, most of the young adults had assimilated linguistically and believed themselves to be full participants in American society. Keeping the Immigrant Bargain shows that the offspring of these largely working-class immigrants had several factors in common that aided their mobility. Their parents were highly engaged in their lives and educational progress, although not always in ways expected by schools or their children, and the children possessed a strong degree of self-motivation. Equally important was the availability of key institutional networks of support, including teachers, peers, afterschool and other enrichment programs, and informal mentors outside of the classroom. These institutional networks gave the children the guidance they needed to succeed in school, offering information the parents often did not know themselves. While not all immigrants achieve such rapid success, this engrossing study shows how powerful the combination of self-motivation, engaged families, and strong institutional support can be. Keeping the Immigrant Bargain makes the case that institutional relationships—such as teachers and principals who are trained to accommodate cultural difference and community organizations that help parents and children learn how to navigate the system—can bear significantly on immigrant educational success.

Can the recent influx of immigrants successfully enter the mainstream of American life, or will many of them fail to thrive and become part of a permanent underclass? Achieving Anew examines immigrant life in school, at work, and in communities and demonstrates that recent immigrants and their children do make substantial progress over time, both within and between generations. From policymakers to private citizens, our national conversation on immigration has consistently questioned the country's ability to absorb increasing numbers of foreign nationals—now nearly one million legal entrants per year. Using census data, longitudinal education surveys, and other data, Michael White and Jennifer Glick place their study of new immigrant achievement within a context of recent developments in assimilation theory and policies regulating who gets in and what happens to them upon arrival. They find that immigrant status itself is not an important predictor of educational achievement. First-generation immigrants arrive in the United States with less education than native-born Americans, but by the second and third generation, the children of immigrants are just as successful in school as native-born students with equivalent social and economic background. As with prior studies, the effects of socioeconomic background and family structure show through strongly. On education attainment, race and ethnicity have a strong impact on achievement initially, but less over time. Looking at the labor force, White and Glick find no evidence to confirm the often-voiced worry that recent immigrants and their children are falling behind earlier arrivals. On the contrary, immigrants of more recent vintage tend to catch up to the occupational status of natives more quickly than in the past. Family background, educational preparation, and race/ethnicity all play a role in labor market success, just as they do for the native born, but the offspring of immigrants suffer no disadvantage due to their immigrant origins. New immigrants continue to live in segregated neighborhoods, though with less prevalence than native black-white segregation. Immigrants who arrived in the 1960s are now much less segregated than recent arrivals. Indeed, the authors find that residential segregation declines both within and across generations. Yet black and Mexican immigrants are more segregated from whites than other groups, showing that race and economic status still remain powerful influences on where immigrants live. Although the picture is mixed and the continuing significance of racial factors remains a concern, Achieving Anew provides compelling reassurance that the recent wave of immigrants is making impressive progress in joining the American mainstream. The process of assimilation is not broken, the advent of a new underclass is not imminent, and the efforts to argue for the restriction of immigration based on these fears are largely mistaken.

The lore of the immigrant who comes to the United States to take advantage of our welfare system has a long history in America's collective mythology, but it has little basis in fact. The so-called problem of immigrants on the dole was nonetheless a major concern of the 1996 welfare reform law, the impact of which is still playing out today. While legal immigrants continue to pay taxes and are eligible for the draft, welfare reform has severely limited their access to government supports in times of crisis. Edited by Michael Fix, Immigrants and Welfare rigorously assesses the welfare reform law, questions whether its immigrant provisions were ever really necessary, and examines its impact on legal immigrants' ability to integrate into American society. Immigrants and Welfare draws on fields from demography and law to developmental psychology. The first part of the volume probes the politics behind the welfare reform law, its legal underpinnings, and what it may mean for integration policy. Contributor Ron Haskins makes a case for welfare reform's ultimate success but cautions that excluding noncitizen children (future workers) from benefits today will inevitably have serious repercussions for the American economy down the road. Michael Wishnie describes the implications of the law for equal protection of immigrants under the U.S. Constitution. The second part of the book focuses on empirical research regarding immigrants' propensity to use benefits before the law passed, and immigrants' use and hardship levels afterwards. Jennifer Van Hook and Frank Bean analyze immigrants' benefit use before the law was passed in order to address the contested sociological theories that immigrants are inclined to welfare use and that it slows their assimilation. Randy Capps, Michael Fix, and Everett Henderson track trends before and after welfare reform in legal immigrants' use of the major federal benefit programs affected by the law. Leighton Ku looks specifically at trends in food stamps and Medicaid use among noncitizen children and adults and documents the declining health insurance coverage of noncitizen parents and children. Finally, Ariel Kalil and Danielle Crosby use longitudinal data from Chicago to examine the health of children in immigrant families that left welfare. Even though few states took the federal government's invitation with the 1996 welfare reform law to completely freeze legal immigrants out of the social safety net, many of the law's most far-reaching provisions remain in place and have significant implications for immigrants. Immigrants and Welfare takes a balanced look at the politics and history of immigrant access to safety-net

supports and the ongoing impacts of welfare. Copublished with the Migration Policy Institute

As one of the fastest-growing segments of the American population, the children of immigrants are poised to reshape the country's political future. The massive rallies for immigration rights in 2006 and the recent push for the DREAM Act, both heavily supported by immigrant youth, signal the growing political potential of this crucial group. While many studies have explored the political participation of immigrant adults, we know comparatively little about what influences civic participation among the children of immigrants. Coming of Political Age persuasively argues that schools play a central role in integrating immigrant youth into the political system. The volume shows that the choices we make now in our educational system will have major consequences for the country's civic health as the children of immigrants grow and mature as citizens. Coming of Political Age draws from an impressive range of data, including two large surveys of adolescents in high schools and interviews with teachers and students, to provide an insightful analysis of trends in youth participation in politics. Although the children of both immigrant and native-born parents register and vote at similar rates, the factors associated with this likelihood are very different. While parental educational levels largely explain voting behavior among children of native-born parents, this volume demonstrates that immigrant children's own education, in particular their exposure to social studies, strongly predicts their future political participation. Learning more about civic society and putting effort into these classes may encourage an interest in politics, suggesting that the high school civics curriculum remains highly relevant in an increasingly disconnected society. Interestingly, although their schooling predicts whether children of immigrants will vote, how they identify politically depends more on family and community influences. As budget cuts force school administrators to realign academic priorities, this volume argues that any cutback to social science programs may effectively curtail the political and civic engagement of the next generation of voters. While much of the literature on immigrant assimilation focuses on family and community, Coming of Political Age argues that schools—and social science courses in particular—may be central to preparing the leaders of tomorrow. The insights and conclusions presented in this volume are essential to understand how we can encourage more participation in civic action and improve the functioning of our political system.

The Impact of Welfare Reform on America's Newcomers
Immigration and the Color Line in Twenty-First Century America
Inheriting the City
Building Walls
Educating Immigrant Students in the 21st Century
Immigration and the Family
The Second Generation

The contributors to this volume probe systematically and in depth the adaptation patterns and trajectories of concrete ethnic groups. They provide a close look at this rising second generation by focusing on youth of diverse national origins{u2014}Mexican, Cuban, Nicaraguan, Filipino, Vietnamese, Haitian, Jamaican and other West Indian{u2014}coming of age in immigrant families on both coasts of the United States. Their analyses draw on the Children of Immigrants Longitudinal Study, the largest research project of its kind to date. Ethnicities demonstrates that, while some of the ethnic groups being created by the new immigration are in a clear upward path, moving into society's mainstream in record time, others are headed toward a path of blocked aspirations and downward mobility. The book concludes with an essay summarizing the main findings, discussing their implications, and identifying specific lessons for theory and policy.

Today, over 75 percent of high school seniors aspire to graduate from college. However, only one-third of Americans hold a bachelor's degree, and college graduation rates vary significantly by race/ethnicity and parental socioeconomic status. If most young adults aspire to obtain a college degree, why are these disparities so great? In From High School to College, Charles Hirschman analyzes the period between leaving high school and completing college for nearly 10,000 public and private school students across the Pacific Northwest. Hirschman finds that although there are few gender, racial, or immigration-related disparities in students' aspirations to attend and complete college, certain groups succeed at the highest rates. For example, he finds that women achieve better high school grades and report receiving more support and encouragement from family, peers, and educators. They tend to outperform men in terms of preparing for college, enrolling in college within a year of finishing high school, and completing a degree. Similarly, second-generation immigrants are better prepared for college than first-generation immigrants, in part because they do not have to face language barriers or learn how to navigate the American educational system. Hirschman also documents that racial disparities in college graduation rates remain stark. In his sample, 35 percent of white students graduated from college within seven years of completing high school, compared to only 19 percent of black students and 18 percent of Hispanic students. Students' socioeconomic origins—including parental education and employment, home ownership, and family structure—account for most of the college graduation gap between disadvantaged minorities and white students. Further, while a few Asian ethnic groups have achieved college completion rates on par with whites, such as Chinese and Koreans, others, whose socioeconomic origins more resemble those of black and Hispanic students, such as Filipinos and Cambodians, also lag behind in preparedness, enrollment, and graduation from college. With a growing number of young adults seeking college degrees, understanding the barriers that different students encounter provides vital information for social scientists and educators. From High School to College illuminates how gender, immigration, and ethnicity influence the path to college graduation.

This issues-based reference work (available in both print and electronic formats) shines a spotlight on immigration policy in the United States. The U.S. is a nation of immigrants. Yet while the lofty words enshrined with the Statue of Liberty stand as a source of national pride, the rhetoric and politics surrounding immigration policy all-too-often have proven far less lofty. In reality, the apparently open invitation of Lady Liberty seldom has been without restriction. Throughout our history, impassioned debates about the appropriate scope and nature of such restriction have emerged and mushroomed, among politicians, among scholars of public policy, among the general public. In light of the need to keep students, researchers, and other interested readers informed and up-to-date on status of U.S. immigration policy, this volume uses introductory essays followed by

point/counterpoint articles to explore prominent and perennially important debates, providing readers with views on multiple sides of this complex issue. While there are some brief works looking at debates on immigration, as well as some general A-to-Z encyclopedias, we offer more in-depth coverage of a much wider range of themes and issues, thus providing the only fully comprehensive point/counterpoint handbook tackling the issues that political science, history, and sociology majors are asked to explore and to write about as students and that they will grapple with later as policy makers and citizens. Features & Benefits: The volume is divided into three sections, each with its own Section Editor: Labor & Economic Debates (Judith Gans), Social & Cultural Debates (Judith Gans), and Political & Legal Debates (Daniel Tichenor). Sections open with a Preface by the Section Editor to introduce the broad theme at hand and provide historical underpinnings. Each section holds 12 chapters addressing varied aspects of the broad theme of the section. Chapters open with an objective, lead-in piece (or "headnote") followed by a point article and a counterpoint article. All pieces (headnote, point article, counterpoint article) are signed. For each chapter, students are referred to further readings, data sources, and other resources as a jumping-off spot for further research and more in-depth exploration. Finally, volume concludes with a comprehensive index, and the electronic version includes search-and-browse features, as well as the ability to link to further readings cited within chapters should they be available to the library in electronic format.
A History of Coeducation in American Public Schools
Children of Immigrants in America