

Dream Act Research Paper

The first comprehensive history of the DREAM Act and Deferred Action for Childhood Arrivals (DACA) In 1982, the Supreme Court of the United States ruled in *Plyler v. Doe* that undocumented children had the right to attend public schools without charge or impediment, regardless of their immigration status. The ruling raised a question: what if undocumented students, after graduating from the public school system, wanted to attend college? *Perchance to DREAM* is the first comprehensive history of the DREAM Act, which made its initial congressional appearance in 2001, and Deferred Action for Childhood Arrivals (DACA), the discretionary program established by President Obama in 2012 out of Congressional failure to enact comprehensive immigration reform.

Michael A. Olivas relates the history of the DREAM Act and DACA over the course of two decades. With the Trump Administration challenging the legality of DACA and pursuing its elimination in 2017, the fate of DACA is uncertain. *Perchance to DREAM* follows the political participation of DREAMers, who have been taken hostage as pawns in a cruel game as the White House continues to advocate anti-immigrant policies. *Perchance to DREAM* brings to light the many twists and turns that the legislation has taken, suggests why it has not gained the required traction, and offers hopeful pathways that could turn this darkness to dawn.

The widely recognized "Dreamer narrative" celebrates the educational and economic achievements of undocumented youth to justify a path to citizenship. While a well-intentioned, strategic tactic to garner political support of undocumented youth, it has promoted the idea that access to citizenship and rights should be granted only to a select group of "deserving" immigrants. The contributors to *We Are Not Dreamers*—themselves currently or formerly undocumented—poignantly counter the Dreamer narrative by grappling with the nuances of undocumented life in this country. Theorizing those excluded from the Dreamer category—academically struggling students, transgender activists, and queer undocumented parents—the contributors call for an expansive articulation of immigrant rights and justice that recognizes the full humanity of undocumented immigrants while granting full and unconditional rights. Illuminating how various institutions reproduce and benefit from exclusionary narratives, this volume articulates the dangers of the Dreamer narrative and envisions a different way forward. Contributors: Leisy J. Abrego, Gabrielle Cabrera, Gabriela Garcia Cruz, Lucía León, Katy Joseline Maldonado Dominguez, Grecia Mondragón, Gabriela Monico, Genevieve Negrón-Gonzales, Maria Liliana Ramirez, Joel Sati, Audrey Silvestre, Carolina Valdivia

In celebration of the 15th anniversary of the signing of the new South African Constitution, this book charts the story of the nation's long fight for constitutional rights and the astonishing obstacles and complexity behind the constitution-making process after 1990. Using hitherto unseen archival, photographic, and interview material—including Nelson Mandela's handwritten notes from the negotiation process—this book offers firsthand perspectives of the hidden history of the Constitution's development. In addition, it reflects on the item as a living document and how the Constitutional Court continues to play an instrumental role in ensuring that the human rights enshrined in it are upheld in South Africa's young democracy.

Nothing provided

In 2017, a white supremacist rally at the University of Virginia forced many to consider how much progress had been made in a country that, nine years prior, had elected its first Black president. Beyond these racial flashpoints, the increasingly polarized nature of US politics has reignited debates around the meaning of identity, citizenship, and acceptance in America today. In this pioneering book, Khalilah L. Brown-Dean moves beyond the headlines to examine how contemporary controversies emanate from longstanding struggles over power, access, and belonging. Using intersectionality as an organizing framework, she draws on current tensions such as voter suppression, the Me Too movement, the Standing Rock protests, marriage equality, military service, the rise of the Religious Right, protests by professional athletes, and battles over immigration to show how conflicts over group identity are an inescapable feature of American political development. Brown-Dean explores issues of citizenship, race, ethnicity, gender, sexual identity, and religion to argue that democracy in the United States is built upon the battle of ideas related to how we see ourselves, how we see others, and the mechanisms available to reinforce those distinctions. *Identity Politics in the United States* will be an essential resource for students and engaged citizens who want to understand the link between historical context, contemporary political challenges, and paths to move toward a stronger democracy.

The Problem with Survey Research makes a case against survey research as a primary source of reliable information. George Beam argues that all survey research instruments, all types of asking—including polls, face-to-face interviews, and focus groups—produce unreliable and potentially inaccurate results. Because those who rely on survey research only see answers to questions, it is impossible for them, or anyone else, to evaluate the results. They cannot know if the answers correspond to respondents' actual behaviors (objective phenomena) or to their true beliefs and opinions (subjective phenomena). Reliable information can only be acquired by observation, experimentation, multiple sources of data, formal model building and testing, document analysis, and comparison. In fifteen chapters divided into six parts—Ubiquity of Survey Research, The Problem, Asking Instruments, Asking Settings, Askers, and Proper Methods and Research Designs—*The Problem with Survey Research* demonstrates how asking instruments, settings in which asking and answering take place, and survey researchers themselves skew results and thereby make answers unreliable. The last two chapters and appendices examine observation, other methods of data collection and research designs that may produce accurate or correct information, and shows how reliance on survey research can be overcome, and must be.

Even students capable of writing excellent essays still find their first major political science research paper an intimidating experience. Crafting the right research question, finding good sources, properly summarizing them, operationalizing concepts and designing good tests for their hypotheses, presenting and analyzing quantitative as well as qualitative data are all tough-going without a great deal of guidance and encouragement. *Writing a Research Paper in Political Science* breaks down the research paper into its constituent parts and shows students what they need to do at each stage to successfully complete each component until the paper is finished. Practical summaries, recipes for success, worksheets, exercises, and a series of handy checklists make this a must-have supplement for any writing-intensive political science course. New to the Fourth Edition: A non-causal research paper woven throughout the text offers explicit advice to guide students through the research and writing process. Updated and more detailed discussions of plagiarism, paraphrases, "drop-ins," and "transcripts" help to prevent students from misusing sources in a constantly changing digital age. A more detailed discussion of "fake news" and disinformation shows students how to evaluate and choose high quality sources, as well as how to protect oneself from being fooled by bad sources. Additional guidance for writing abstracts and creating presentations helps students to understand the logic behind abstracts and prepares students for presentations in the classroom, at a conference, and beyond. A greater emphasis on the value of qualitative research provides

students with additional instruction on how to do it.

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 the complex issue of US immigration.

From “America’s leading immigration economist” (The Wall Street Journal), a refreshingly level-headed exploration of the effects of immigration. We are a nation of immigrants, and we have always been concerned about immigration. As early as 1645, the Massachusetts Bay Colony began to prohibit the entry of “paupers.” Today, however, the notion that immigration is universally beneficial has become pervasive. To many modern economists, immigrants are a trove of much-needed workers who can fill predetermined slots along the proverbial assembly line. But this view of immigration’s impact is overly simplified, explains George J. Borjas, a Cuban-American, Harvard labor economist. Immigrants are more than just workers—they’re people who have lives outside of the factory gates and who may or may not fit the ideal of the country to which they’ve come to live and work. Like the rest of us, they’re protected by social insurance programs, and the choices they make are affected by their social environments. In *We Wanted Workers*, Borjas pulls back the curtain of political bluster to show that, in the grand scheme, immigration has not affected the average American all that much. But it has created winners and losers. The losers tend to be nonmigrant workers who compete for the same jobs as immigrants. And somebody’s lower wage is somebody else’s higher profit, so those who employ immigrants benefit handsomely. In the end, immigration is mainly just another government redistribution program. “I am an immigrant,” writes Borjas, “and yet I do not buy into the notion that immigration is universally beneficial. . . . But I still feel that it is a good thing to give some of the poor and huddled masses, people who face so many hardships, a chance to experience the incredible opportunities that our exceptional country has to offer.” Whether you’re a Democrat, a Republican, or an Independent, *We Wanted Workers* is essential reading for anyone interested in the issue of immigration in America today.

Debates on U.S. Immigration SAGE

Includes a brief history of American journalism and discusses the duties of a journalist, styles of writing, the parts of a newspaper, newspaper and yearbook design, photography, and careers in journalism.

Amid changing economic and social contexts, radical changes have occurred in public higher education policies over the past three decades. *Public Policy and Higher Education* provides readers with new ways to analyze these complex state policies and offers the tools to examine how policies affect students’ access and success in college. Rather than arguing for a single approach, the authors examine how policymakers and higher education administrators can work to inform and influence change within systems of higher education using research-based evidence along with consideration of political and historical values and beliefs. Special Features: Case Studies—allow readers to examine strategies used by different types of colleges to improve access and retention. Reflective Exercises—encourage readers to discuss state and campus context for policy decisions and to think about the strategies used in a state or institution. Approachable Explanations—unpack complex public policies and financial strategies for readers who seek understanding of public policy in higher education. Research-Based Recommendations—explore how policymakers, higher education administrators and faculty can work together to improve quality, diversity, and financial stewardship. This textbook is an invaluable resource for graduate students, administrators, policymakers, and researchers who seek to learn more about the crucial contexts underlying policy decisions and college access.

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor, and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

American by Paper reveals how two groups of immigrants who share a primary language nevertheless have very different experiences of literacy in the United States. It describes the social realities facing documented and undocumented immigrants who use everyday acts of writing to negotiate papers—the visas, green cards, and passports that promise access to the American Dream. It is both an ethnography, filled with illuminating details about contemporary immigrant lives, and a critical intervention into two leading—and conflicting—scholarly ideas of literacy and its social role. Although popular thinking and scholarship have viewed literacy as a method of culturally assimilating immigrants into the nation, Kate Vieira finds that upward mobility and social inclusion in the United States are tied to literacy in complex ways. She draws from extensive interviews with Portuguese-speaking migrants who live and work together in a former mill town in Massachusetts that she calls South Mills: one group from the Azores, who are usually documented, and another from Brazil, who are usually undocumented. She explains how these migrants experience literacy not as a vehicle for assimilation (as educational policy makers often assert) nor as a means of resisting oppression (as literacy scholars often hope) but instead as tied up in papers, particularly in the papers that confer legal status. Papers and literacy are inextricably bound together, both promoting and constraining opportunities, and they shape why and how migrants read and write. Vieira builds on insights from literacy theories that have long been in opposition to each other in order to develop a new sociomaterial theory of literacy, one that takes into account its inseparable link to paper, forms, and documentation. This point of view leads to a deeper understanding of how literacy actually accrues meaning by circulating, and recirculating, through institutions and the lives of individuals.

For most of US history, most of America’s Latino population has lived in nine states—California, Arizona, New Mexico, Colorado, Texas, Illinois, Florida, New Jersey, and New York. It follows that most education research that considered the

experiences of Latino families with US schools came from these same states. But in the last 30 years Latinos have been resettling across the US, attending schools, and creating new patterns of inter-ethnic interaction in educational settings. Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational, but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora. Revisiting Education in the New Latino Diaspora is an extensive update, with all new material, of the groundbreaking volume Education in the New Latino Diaspora (Ablex Publishing) that these same editors produced in 2002. This volume consciously includes a number of junior scholars (e.g., C. Allen Lynn, Soria Colomer, Amanda Morales, Rebecca Lowenhaupt, Adam Sawyer) and more established ones (Frances Contreras, Jason Irizarry, Socorro Herrera, Linda Harklau) as it considers empirical cases from Washington State to Georgia, from the Mid-Atlantic to the Great Plains, where rural, suburban, and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations. With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new, this volume considers the persistence, the anomie, and pragmatism of Latino newcomers on the one hand, with the variously enlightened, paternalistic, dismissive, and xenophobic responses of educators and education systems on the other. With foci as personal as accounts of growing up as an adoptee in a mixed race family and the testimonio of a 'successful' undocumented college graduate to the macro scale of examining state-level education policies and with an age range from early childhood education to the university level, this volume insists that the worlds of education research and migration studies can both gain from considering the educational responses in the last two decades to the 'newish' Latino presence in the 41 U.S. states that have not long been the home to large, well-established Latino populations, but that now enroll 2.5 million Latino students in K-12 alone. "Timely and compelling, Revisiting Education in the NLD offers new insight into the Latino Diaspora in the US just as the discussions regarding immigration policy, bilingual education, and immigrant rights are gaining steam. Drawing from a variety of perspectives, contributing authors interrogate the very concept of the diaspora. The wide range of research in this volume thoughtfully illustrates the nuanced phenomena and provides rich descriptions of complex situations. No longer a simple question of immigration, the book considers language and legal status in schools, international adoption, teacher preparation, and the relationships between established and relatively new Latino communities in a variety of contexts. Comprised of rich, thoughtful research Revisiting Education provides a fascinating window into the context of Latino reception nationwide. ~ Rebecca M. Callahan, Associate Professor - University of Texas-Austin As the leader of a 10-years-and-counting research study in Mexico that has identified and interviewed transnationally mobile students with prior experience in U.S. schools, I can affirm that in addition to students with backgrounds in California, Arizona, Texas, and Colorado, migration links now join schools in Georgia, Minnesota, Oklahoma, Alabama, etc. to schools in Mexico. For that reason and many others I am excited to see this far-ranging, interdisciplinary, new text that considers policy implementation through lenses as different as teacher preparation, Latino adoption into culturally mixed families, the fate of Latino newcomers in 'low density' districts where there are few like them, and the misuse of Spanish teachers as interpreters. This is an relevant book for American educators and scholars, but also for readers beyond U.S. borders. Hamann, Wortham, Murillo, and their contributors should be celebrated for this fine new collection. ~ Dr. Víctor Zúñiga, Dean of Research and Extension, Universidad de Monterrey

This book provides practical models for change, with an emphasis on what works, but also considers the critical challenges and lessons learned as community college partnerships have evolved in response to student, employer, and community needs.

In *Ius Doni* in International Law and EU Law, Dr. Christian H. Kälin establishes the concept of *ius doni* as one of the latest trends of acquisition of citizenship by investment, quickly spreading among states.

Apoyo Sacrificial, Sacrificial Support explores the experiences of undocumented Latinx parents as they support and guide their children's pathways to higher education, and how their precarious immigration status impacts this support. In addition to analyzing the various understandings, interactions, and relationships undocumented Latinx parents develop with different education entities, including secondary schools and colleges and universities, the book also examines these in relation to the various social, political, and economic factors that shape parents' engagement with their children's education. Cuevas illuminates how the parents in her study engaged in supportive behaviors similar to those of middle and upper classes families despite the barriers they faced, such as low-income households, undocumented legal status, and single parenting. Providing an alternative view of parental engagement and access to higher education, *Apoyo Sacrificial, Sacrificial Support* will help educators truly meet the needs of marginalized students and communities. Book Features: Illustrates the often unobserved and unappreciated supportive strategies employed by undocumented Latinx parents. Highlights in-depth qualitative interviews that center the voices and perspectives of parents. Shows how an undocumented immigration status is a unique barrier that shapes how families interact with education entities. Illustrates the range of supportive behaviors undocumented Latinx parents engage in to ensure their children's success, including access to higher education. Demonstrates how the parents of first-generation Latinx students play a critical role in their success, even after they matriculate to college.

Urban Ills: Confronting Twenty First Century Dilemmas of Urban Living in Global Contexts brings together original research by a wide array of interdisciplinary scholars to examine contemporary dilemmas impacting urban life in global contexts, following the latest global economic downturn. Focusing extensively on vulnerable populations, economic, social, health and community dynamics are explored as they relate to human adaptation to complex environments.

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How the immigration battle plays out in America, from curriculum disputes to federal raids to the civil rights activism of young "Dreamers."

Seminar paper from the year 2010 in the subject English Language and Literature Studies - Literature, grade: 1,0, University of Erfurt (Philosophische Fakultät), course: Shakespearean Comedy, language: English, abstract: The "dream" in "A Midsummer Night's Dream" implies a world of imagination, illusion and unconsciousness. In addition, the tradition and the popular beliefs of

the midsummer festivals describe a time of unleashed natural forces (BOOCK, 1981: 70). The audience of the play indeed witnesses magical incidents in the fairies' forest, where the fairy king and queen, Oberon and Titania, rule over the natural processes. Human beings seem to behave irrationally under the spell of these fairies and in the surrounding of this magic forest (SHAKESPEARE, 1980: II - IV). However, in contrast, the city of Athens is dominated by the rational Theseus, duke of Athens, who only believes in what cool reason is able to produce and to understand (SHAKESPEARE, 1980: V, i, 2 - 22). The contrast of imagination and reason represents one of the major oppositional pairs of themes of "A Midsummer Night's Dream" (KERRIGAN, 1998: 20ff). It becomes indirectly clear through the opposing worlds of forest and city and the ongoing actions in these two places. Furthermore, in the last scene of the play, the audience experiences directly a controversy between Theseus and his wife, Hippolyta, concerning the truth of the story about the incidents in the forest happened to the young Athenians Hermia, Helena, Lysander and Demetrius. Consequently, it is also a controversy about the value of imagination and reason (SHAKESPEARE, 1980: V, i, 1 - 27). Moreover, questions of imagination are brought up on another level. The play within the play of "Pyramus and Thisbe", which is rehearsed by craftsmen throughout the story and performed at the wedding ceremony in the last scene, offers an increase of imaginative perspectives. Its content not only mirrors the main plot, but it also emphasises the role auf the audience in the imaginative process (DENT, 1964: 127 and PFISTER, 2000: 408 and WILLSON, 1981: 88 and WILLSON, 1974: 102ff and ZIPFEL, 2007: 212). These aspects will be discussed further in this research paper. As the title suggests, the focus is on the very last scene of the play. Nevertheless, it is also necessary to establish connections to other parts of "A Midsummer Night's Dream", because no scene can be examined in an isolated form. Especially in the case of the last scene, the reflection of the main actions by the play within the play results in references to several plot lines.

This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text. Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language, gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what teaching to change the world means and involves. Click Here for Book Website Pedagogical Features: Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories, culturally diverse pedagogy, and authentic assessment. New to this Edition: "

Social Problems aims to not only introduce students to the key social problems discussed in most courses, but also to show them that change is possible by introducing them to key social movements working to solve some of these social problems.

This book analyzes the contemporary politics of immigration from the asylum crisis to Islamophobia, multiculturalism, and post-colonialism.

Providing a comprehensive review of rigorous, innovative, and critical scholarship relevant to educational issues which impact Latinos, this Handbook captures the field at this point in time. Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education. Presenting the most significant and potentially influential work in the field in terms of its contributions to research, to professional practice, and to the emergence of related interdisciplinary studies and theory, the volume is organized around five themes: history, theory, and methodology policies and politics language and culture teaching and learning resources and information. The Handbook of Latinos and Education is a must-have resource for educational researchers, graduate students, teacher educators, and the broad spectrum of individuals, groups, agencies, organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos.

In 2012, President Obama deferred the deportation of qualified undocumented youth with his policy of Deferred Action for Childhood Arrivals forever changing the lives of the approximately five million DREAMers currently in the United States. Formerly illegal, a generation of Latino youth have begun to build new lives based on their newfound legitimacy. In this book, the first to examine the lives of DREAMers in the wake of Obama s deferred action policy, the authors relay the real-life stories of more than 100 DREAMers from four states. They assess the life circumstances in which undocumented Latino youth find themselves, the racializing effects generated by current immigration public discourse, and the permanent impact of this policy environment on DREAMers in America."

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The legacy of the historic mutual aid organizing by US Mexicans, with its emphasis on self-help and community solidarity, continues to inform Mexican American activism and subtly influence a number of major US social movements. In

Democratic Renewal and the Mutual Aid Legacy of US Mexicans, Julie Leininger Pycior traces the early origins of organizing in the decades following the US-Mexican War, when Mexicans in the Southwest established mutualista associations for their protection. Further, she traces the ways in which these efforts have been invoked by contemporary Latino civil rights leaders. Pycior notes that the Mexican immigrant associations instrumental in the landmark 2006 immigration reform marches echo mutualista societies at their peak in the 1920s. Then Mexican immigrants from San Diego to New York engaged in economic, medical, cultural, educational, and legal aid. This path-breaking study culminates with an examination of Southwest community organizing networks as crucial counterweights to the outside role of large financial contributions in the democratic political process. It also finds ways in which this community organizing echoes the activity of mutualista groups in the very same neighborhoods a century ago.

In comparing one public school to another, discussions frequently include talk concerning the socioeconomics of a school or district, which then leads to talk about the advantages that one socioeconomic setting has over another. Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children. The Handbook of Research on Social Inequality and Education is a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.

This book explores the lives of five Mexican immigrant-origin youths in the United States, documenting their language and literacy journeys over an eight-year period from adolescence to young adulthood. In these qualitative case studies, the author uses a "longitudinal interactional histories approach" (LIHA) to explore literacy events in which the young people participated over time, telling the stories behind texts they created in order to better understand opportunities for bilingual and biliterate development available inside and outside of formal schooling. The book begins with an overview and exploration of theories and research underpinning the project, with a focus on countering minoritizing discourses faced by many multilingual immigrant youth and prioritizing the "goodness" of their experiences. The study's methodology, including LIHA, is presented, before individual case studies of all five youth are explored. The book closes with a synthesis of these cases and exploration of pedagogical, policy, and research implications. It will be of particular interest to students and scholars of education, applied linguistics and sociolinguistics, as well as teachers and policy-makers working with bilingual and biliterate immigrant youth.

This book shares the perspectives of community college CEOs and examines the role of leadership in adopting institutional-wide strategies and allocating resources that have advanced immigrant and refugee integration on campus and in the community.

With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

The migration and settlement of 11 million unauthorized immigrants is among the leading political challenges facing the United States today. The majority of unauthorized immigrants in the U.S. have been here for more than five years, and are settling into American communities, working, forming families, and serving in the military, even though they may be detained and deported if they are discovered. An open question remains as to what to do about unauthorized immigrants who are already living in the United States. On one hand it is important that the government sends a message that future violations of immigration law will not be tolerated. On the other sits a deeper ethical dilemma that is the focus of this book: what do the state and citizens owe to unauthorized immigrants who have served their adopted country? Earned Citizenship argues that long-term unauthorized immigrant residents should be able to earn legalization and a pathway to citizenship through service in their adopted communities. Their service would act as restitution for immigration law violations. Military service in particular would merit naturalization in countries with a strong citizen-soldier tradition, including the United States. The book also considers the civic value of caregiving as a service to citizens and the country, contending that family immigration policies should be expanded to recognize the importance of caregiving duties for dependents. This argument is part of a broader project in political theory and public policy aimed at reconciling civic republicanism with a feminist ethic of care, and its emphasis on dependency work. As a whole, Earned Citizenship provides a non-humanitarian justification for legalizing unauthorized immigrants based on their contributions to citizens and institutions in their adopted nation.

The Report examines the education impact of migration and displacement across all population movements: within and across borders, voluntary and forced, for employment and education. It also reviews progress on education in the 2030 Agenda for Sustainable Development. In view of increasing diversity, the report analyses how education can build inclusive societies and help people move beyond tolerance and learn to live together.

Major help for African American history term papers has arrived to enrich and stimulate students in challenging and enjoyable ways. Students from high school age to undergraduate will be able to get a jump start on assignments with the hundreds of term paper projects and research information offered here in an easy-to-use format. Users can quickly choose from the 100 important events, spanning from the expansion of the slave trade to North America in 1581 to the devastation of Hurricane Katrina in 2005. Each event entry begins with a brief summary to pique interest and then offers original and thought-provoking term paper ideas in both standard and alternative formats that often incorporate the latest in electronic media, such as iPod and iMovie. The best in primary and secondary sources for further research are then annotated, followed by vetted, stable Web site suggestions and multimedia resources, usually films, for further viewing and listening. Librarians and faculty will want to use this as well. With this book, the research experience is transformed

and elevated. Term Paper Resource Guide to African American History is an invaluable source to motivate and educate students who have a wide range of interests and talents. The events chronicle the long struggle for freedom and equal rights for African Americans.

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