

Keeping The Immigrant Bargain

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Steven Alvarez
Robert Courtney Smith
Christiane Timmerman
Vikki S. Katz
Gilbert H. Muller
Georgia Elma Harkness
Thomas C. Wheeler
Hans Wilhelm Müller
Catharine Greta Vollmer
John Charles Van Dyke
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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

provides concrete examples of homework mentorship and positive academic interventions among immigrant families brokering tareas examines a grassroots literacy mentoring program that connected immigrant parents with english language mentors who helped emerging bilingual children with homework and encouraged positive academic attitudes steven alvarez gives an ethnographic account of literacies practices language brokering advocacy community building and mentorship among mexican origin families at a neighborhood afterschool program in new york city alvarez argues that engaging literacy mentorship across languages can increase parental involvement and community engagement among immigrant families and he offers teachers and researchers possibilities for rethinking their own practices with the communities of their bilingual students

u s born mexicans in new york city have achieved perhaps the biggest single generation jump in mobility in american immigration history in 2020 42 percent of second generation u s born mexican men and 49 percent of u s born mexican women in new york city had graduated from college versus a 13 14 percent second generation college graduation rate for most places for most studies done in recent decades how did u s born mexicans in new york city achieve such remarkable mobility in dreams achieved and denied sociologist robert courtney smith examines the laws policies and individual and family practices that promoted and inhibited their social mobility for over twenty years smith followed the lives and mobility of nearly one hundred children of mexican immigrants in new york city smith s longitudinal ethnographic data enabled him to intimately describe how specific mechanisms blocked or promoted mobility for years as his participants moved from adolescence through early adulthood and into established adulthood smith documents how having or gaining legal status made certain new york city or new york state policies and practices more efficacious in supporting individual and family efforts and strategies for mobility such immigrant inclusive and mobility promoting measures include enabling undocumented people to attend public colleges at in state tuition rates and later to get driver s licenses offering healthcare to all in new york city and the city s subway and school choice systems which enabled students to attend better schools or take opportunities outside their neighborhoods smith finds that keeping the immigrant bargain whereby children of immigrants redeem their parents sacrifice by doing well in school helping their parents and siblings and becoming good people in their parents words helped them towards better adult outcomes and lives having mentors picking academically stronger schools and friends and using second chance mechanisms also promoted more adult mobility however lacking legal status blocked mobility by preventing them from benefiting from these same

mobility promoting city and state policies from mentors or from working hard and keeping the immigrant bargain dreams achieved and denied deeply analyzes the historic upward mobility of u s born mexicans in new york city it counters the dominant story research and public discourse tell about mexican mobility in the u s and shows how thoughtful public policy can improve the lives of young immigrants and families

youth in education explores the multiple interrelated social contexts that young people inhabit and navigate and how educational institutions cope with increasing ethnic cultural and ideological diversity schools families and communities represent important settings in which young people must make successful transitions to adulthood and the classroom often becomes a battleground in which these contexts and values interact with contributions from the uk belgium germany and canada the chapters in this book explore rich examples from europe and north america to suggest strategies that can help to counter negative perceptions processes of stigmatization and disengagement instead prioritising peer support and cooperative learning to give pupils a renewed sense of worth this book takes the growing ethno cultural diversity in education systems to heart and studies the various related educational processes from a multidisciplinary and multi method approach it aims to offer more insight into underlying mechanisms that are often implicit but can be important factors that positively or negatively influence educational trajectories and outcomes it is essential reading for researchers academics and postgraduate students in the fields of education sociology higher education policy and politics and social and cultural geography

complicating the common view that immigrant incorporation is a top down process determined largely by parents vikki katz explores how children actively broker connections that enable their families to become woven into the fabric of american life children s immersion in the u s school system and contact with mainstream popular culture enables them more quickly to become fluent in english and familiar with the conventions of everyday life in the united states these skills become an important factor in how families interact with their local environments kids in the middle explores children s contributions to the family strategies that improve communication between their parents and u s schools healthcare facilities and social services from the perspectives of children parents and the english speaking service providers that interact with these families via children s assistance katz also considers how children s brokering affects their developmental trajectories while their help is critical to addressing short term family needs children s responsibilities can constrain their access to educational resources and have consequences for their long term goals kids in the middle explores the complicated interweaving of family responsibility and individual attainment in these immigrant families through a unique interdisciplinary approach that combines elements of sociology and communication approaches katz investigates not only how immigrant children connect their families with local institutional networks but also how they engage different media forms to bridge gaps between their homes and mainstream american culture drawing from extensive firsthand research katz takes us inside an urban community in southern california and the experiences of a specific community of latino immigrant families there in addition to documenting the often overlooked contributions that children of immigrants make to their families community encounters the book provides a critical set of recommendations for how service providers and local institutions might better assist these children in fulfilling their family responsibilities the story told in kids in the middle reveals an essential part of the immigrant experience that transcends both geographic and ethnic boundaries

a collection of fifty five essays organized around such topics as reconstituted families generational differences career options ethnic and gender identity political correctness entertainment and other issues that serve to define campus life aimed at undergraduate students on english courses

the algerian presence in france and the transnational berber movement

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