

Recommended Readings

This section provides an annotated list of recommended books, reports, and other publications. Organized by issue area, it is readily accessible to readers wishing to dig deeper on a wide range of immigration and integration topics.

| | |
|---|------------|
| IMMIGRANT INTEGRATION | 243 |
| DEMOGRAPHICS | 244 |
| IMMIGRATION POLICY | 244 |
| UNDOCUMENTED MIGRATION | 245 |
| RECEIVING COMMUNITIES: IMPACT & RESPONSE | 246 |
| LANGUAGE | 247 |
| EDUCATION | 247 |
| WORKFORCE & ECONOMIC MOBILITY | 249 |
| FAMILY WELL-BEING & SOCIAL PROGRAMS | 250 |
| HEALTH | 251 |
| CITIZENSHIP & CIVIC PARTICIPATION | 251 |
| RACE, INTERETHNIC RELATIONS, & NATIVISM | 252 |
| EQUAL TREATMENT & OPPORTUNITY | 253 |

RECOMMENDED READINGS

IMMIGRANT INTEGRATION

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration.* Cambridge, MA: Harvard University Press. Analyzes competing models of how immigrants assimilate and assesses evidence showing that “new” immigrants are achieving upward economic and social mobility despite changing economic structures and persistent racial barriers. This academic synthesis argues that, although assimilation is not a panacea for eliminating racism, the ethnic diversity of new immigrant streams may change the mainstream and help blur racial boundaries.

Bean, Frank D. and Gillian Stevens. 2003. *America’s Newcomers and the Dynamics of Diversity.* New York, NY: Russell Sage Foundation. Provides insightful discussion of why migration occurs and assesses major theories of how immigrants incorporate into receiving society. Analyzes detailed evidence on successful economic, linguistic, and social incorporation among contemporary immigrant groups; discusses how increased racial and ethnic diversity created by immigration may blur the racial divide, transforming the United States into a multi-ethnic, multi-racial society. www.russellsage.org.

Fix, Michael, Wendy Zimmerman, and Jeffrey S. Passel. 2001. *The Integration of Immigrant Families.* Washington, D.C.: Urban Institute. Assesses demographic trends indicating how well immigrant families are faring and explores conceptual and policy design issues that should inform an immigrant integration agenda. Reviews federal spending on immigrants in areas key to integration, such as education, and outlines policy issues affecting future directions in safety net, education, employment, and housing programs. www.urban.org.

Fix, Michael, Demetrios G. Papademetriou, and Betsy Cooper. 2005. *Leaving Too Much to Chance: A Roundtable on Immigrant Integration Policy.* Washington, D.C.: Migration Policy Institute. November.

Reports the results of a roundtable on opportunities and risks to immigrant integration in three policy domains: pre-kindergarten to 12 education; work and work supports; and naturalization and the redesign of the citizenship test. Suggests areas for future research and program development. www.migrationpolicy.org.

Jacoby, Tamar, ed. 2004. *Reinventing the Melting Pot: The New Immigrants and What It Means to Be American.* New York, NY: Basic Books. Introduces contemporary immigration controversies with articles representing the spectrum of political opinion, from progressive to conservative. Academics and policy analysts discuss immigration in historical and contemporary contexts; the immigrant bargain; how assimilation works; economics, politics, and race; and what it means to be American.

Joppke, Christian and Ewa Morawska, eds., 2003. *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States.* New York, NY: Palgrave Macmillan. Scholars address changing concepts of immigrant integration in the United States and Europe; essays examine changing state policies toward multiculturalism and assimilation and variety of ways immigrants move between transnationalism and assimilation.

Perlmann, Joel. 2005. *Italians Then, Mexicans Now: Immigrant Origins and Second-Generation Progress, 1890 to 2000.* New York, NY: Russell Sage Foundation. Uses a century of Census data and other research to present comprehensive comparison of contemporary Mexican immigrants with progress of Italians who came at the beginning of the last century. Examines wages, schooling, and economic outcomes to show that Mexican second-generation progress, though slowed, is better in several respects than earlier Italian generations. Key recommendations to boosting progress include reversing growing wage inequality in United States, legalizing undocumented Mexican immigrants, and improving high school graduation rates. www.russellsage.org.

Portes, Alejandro and Ruben G.

Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation.* Berkeley, CA: University of California Press. Landmark analysis of rising immigrant second generation examines their patterns of acculturation, family and school life, language, identity, experiences of discrimination, self-esteem, ambition, and achievement. Findings from longitudinal study of more than 5,000 immigrant children and parents of multiple nationalities in Miami/Ft. Lauderdale and San Diego are tested against hypothesis of segmented assimilation theory that immigrant parents facing negative government reception, social prejudice, and weak support from co-ethnic community will have greater difficulties guiding their children to mainstream success.

Reitz, Jeffrey G. 1998. *Warmth of the Welcome: The Social Causes of Economic Success for Immigrants in Different Nations and Cities.*

Boulder, CO: Westview Press. Examines with extensive data how the economic performance of immigrants with similar skills is shaped by differing national and urban social institutions in receiving societies. Finds that immigrant-origin groups in United States have lower earnings than their similarly skilled counterparts in Canada or Australia due to greater potential for inequality in American labor market, education, and social welfare systems.

DEMOGRAPHICS

Asian American Justice Center and Asian Pacific American Legal Center. 2006. *A Community of Contrasts: Asian Americans and Pacific Islanders in the United States.*

Washington, D.C.: Asian American Justice and Asian Pacific American Legal Center. Profiles growth and settlement patterns of major Asian-American groups, along with tables on their ethnicity, education, age, housing, language, poverty, language, and immigration and citizenship status. Supplements national

data with information on diverse Asian-American groups in major settlement areas, including California, Hawaii, Atlanta, Minneapolis-St. Paul, Houston, Las Vegas, and Seattle. www.advancingequality.org.

Congressional Budget Office. 2004.

A Description of the Immigrant Population. Washington, D.C.: Congressional Budget Office. Presents concise portrait of immigration population with 2002-03 data on sources and types of immigrants, their geographic concentrations, and educational, occupational, and income distribution. www.cbo.gov.

Eissa, Salih Omar. 2005. "Diversity and Transformation: African Americans and African Immigration to the United States," *Immigration Policy Brief, March.*

American Immigration Law Foundation: Washington, D.C. Describes history of African migration to the United States and how significant increases in contemporary migration from Africa are helping re-shape makeup of U.S. blacks. www.aifl.org.

Larsen, Luke J. 2003. *The Foreign Born Population in the United States: March 2003.*

Washington, D.C.: U.S. Census Bureau. Updates 2000 Census information with data from March 2002 Current Population Survey; charts portray information on foreign-born by region of birth, residence in United States, age, citizenship, educational attainment, household income by nativity, and poverty levels. www.census.gov.

Malone, Nolan, Kaari F. Baluja, Joseph M. Costanzo, and Cynthia J. Davis.

2003. *The Foreign-Born Population: 2000.* Washington, D.C.: U.S. Census Bureau. Portrays foreign-born from 2000 Census, with tables on number and distribution by state of citizenship status and regions of origin; also maps distribution by county and gives data on age profiles and percent foreign-born by race and Hispanic origin. www.census.gov.

Martin, Philip and Elizabeth Midgley.

2003. "Immigration: Shaping and Reshaping America," *Population Bulletin 58*, no. 2. Washington, D.C.: Population Reference Bureau. Puts contemporary demographic change into historical context by synthesizing data and research on immigration patterns and policies since 1820. Also covers economic effects, naturalization, and migration from Mexico under NAFTA. www.prb.org.

Singer, Audrey. 2004. *The Rise of New Immigrant Gateways.*

Washington, D.C.: Brookings Institution Center on Urban and Metropolitan Policy. Documents dramatic shift of immigrant settlement to new gateway areas in the 1990s, with detailed analysis of 2000 Census data on metropolitan settlement patterns. Compares and contrasts recent immigrant settlement in 45 metropolitan areas, ranging from historic centers to emerging gateways. www.brookings.edu/urban.

IMMIGRATION POLICY

Carnegie Endowment for International Peace and Instituto Tecnológico

Autónomo de México U.S.-Mexico Migration Panel. 2001. *Mexico-U.S. Migration: A Shared Responsibility.*

Washington, D.C.: Carnegie Endowment for International Peace. Urges recognition that increased bilateral trade must be matched by bilateral efforts to manage flow of workers. Proposes four principles fundamental to long-term stabilization of U.S.-Mexican migration: 1) improve the treatment of Mexican migrants by making legal visas and legal status more widely available; 2) reduce volume and deaths from unauthorized migration by cooperative enforcement against criminal smuggling and preventing dangerous border crossings; 3) jointly build a viable border region; and 4) reduce emigration pressures by focusing development initiatives on areas of high out-migration and strengthening the Mexican economy. www.carnegieendowment.org.

Chisti, Muzaffar A., Doris Meissner, Demetrios G. Papademetriou, Jay Peterzell, Michael J. Wishnie, and Stephen W. Yale-Loehr. 2003. *America's Challenge: Domestic Security, Civil Liberties, and National Unity after September 11*. Washington, D.C.: Migration Policy Institute. Documents ineffectiveness of the government's efforts to improve security after September 11 and the effect of these domestic security actions on civil liberties and national unity. Proposes alternative framework to enhance immigration enforcement and domestic security based on mobilizing intelligence and information capabilities, protecting borders, supporting law enforcement, and engaging Arab and Muslim American communities. www.migrationpolicy.org.

Massey, Douglas S. 2005. "Five Myths about Immigration: Common Misconceptions Underlying U.S. Border—Enforcement Policy," *Immigration Policy in Focus*, Vol. 4, No. 6, August. Washington, D.C.: American Immigration Law Foundation Immigration Policy Center. Contends that roots of undocumented immigrant crisis lie in policymakers' fundamental misunderstanding of the causes of migration and migrants' motivations. Uses data to rebut basic misconceptions: that migration is caused by lack of economic development and rapid population growth in home countries; that migrants are attracted mainly by wage differentials or public benefits; and that most intend to settle permanently in the United States. www.aifl.org.

Massey, Douglas S. 2005. "Beyond the Border Buildup: Towards a New Approach to Mexico-U.S. Migration." *Immigration Policy in Focus*, Vol. 4, No. 7, September. Washington, D.C.: American Immigration Law Foundation Immigration Policy Center. Shows how punitive immigration and border enforcement policies have backfired, resulting in higher numbers of undocumented spread across larger areas of United States. Recommends 1) regulating border on binational basis by increasing annual quotas, establishing a flexible temporary labor program,

and regularizing status of migrants in U.S.; 2) reducing incentives to hire undocumented workers through enforcing tax, labor, and worker-safety laws; and 3) developing strategies to help migrants better use earnings for savings and investment in Mexican communities. www.aifl.org.

National Immigration Forum. 2005. *Immigration Backlogs Are Separating American Families*. Washington, DC: National Immigration Forum. Explains how severe increases in visa backlogs (due to inadequate numbers of visas and administrative delays) force relatives to wait up to 4 to 12 years to join family members. Recommends improvements to expand and expedite legal channels for family reunification. www.immigrationforum.org.

National Immigration Forum. *Immigration Basics 2005*. Washington, D.C.: National Immigration Forum. Introduces the basics of U.S. immigration system by explaining different visa categories and how U.S. immigration system works. Gives brief overview of naturalization process and which immigrants are eligible for public benefits. www.immigrationforum.org.

Rosenblum, Marc R. 2006. "'Comprehensive' Legislation v. Fundamental Reform: The Limits of Current Immigration Proposals," *MPI Policy Brief* No. 13, January. Washington, D.C.: Migration Policy Institute. Explains four key areas where 2006 Congressional immigration reform proposals fall short of comprehensive reform: 1) the visa supply is not well targeted to meet demand; 2) labor needs are overly reliant on temporary non-immigrants; 3) labor-protection policies are cumbersome and ineffective; and 4) size of unauthorized population may not decrease. Recommends criteria for alternative policies that would balance visa demands, prevent negative economic and social impacts, and reduce unauthorized flows. www.migrationpolicy.org.

Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York, NY: Russell Sage Foundation. Analyses how Mexico-U.S. migration functioned historically and how U.S. militarization of the border and restrictive policies of immigrant disenfranchisement adopted after 1986 have led to negative, unintended consequences for the United States and Mexico as well as the migrants themselves. Contends that U.S. policy of promoting greater integration of North American markets for goods, capital, and information but attempting to deny the reality of labor integration is destined to fail, and proposes policies to bring labor migration aboveboard and accepted as part of the emerging transnational economy. www.russellsage.org.

Mehta, Chirag, Nik Theodore, Ilina Mora, and Jennifer Wade. 2002. *Chicago's Undocumented Immigrants: An Analysis of Wages, Working Conditions, and Economic Contributions*. Chicago, IL: University of Illinois at Chicago Center for Urban Economic Development. Paints detailed picture of penalties on wages and living conditions imposed on undocumented workers by their lack of legal status, with results relevant to other large urban areas where undocumented are concentrated. Survey of 1,323 immigrant workers found Latin American workers earned less than other comparable workers (22 percent for men and 36 percent for women) and reported higher levels of unsafe working conditions, wage-and-hour violations, and lack of health insurance. www.uic.edu/cuppa/uicued.

Passel, Jeffrey S. 2006. *The Size and Characteristics of the Unauthorized Migrant Population in the U.S.: Estimates Based on the March 2005 Current Population Survey*. Washington, D.C.: Pew Hispanic Center. Illustrates key features of the size, family composition, and employment

of the estimated 11.5 to 12 million undocumented in the U.S. in 2006. Clear graphics show numbers, legal status, and migration trends, "mixed" family status, and concentration by industry and occupation. www.pewhispanic.org.

Passel, Jeffrey S. 2005. *Unauthorized Migrants: Numbers and Characteristics*. Washington, D.C.: Pew Hispanic Center. Describes undocumented population, with many graphics based on March 2004 Current Population Survey. In addition to migration trends and employment, reports on dispersal to different areas of United States, and gives detail on family composition, children, and poverty not covered in Passel's 2006 report on the unauthorized population. www.pewhispanic.org.

Powers, Mary G., Ellen Percy Kraly, and William Seltzer. 2004. "IRCA: Lessons of the Last Legalization Program," *Migration Information Source, July*. Washington, D.C.: Migration Policy Institute. Reviews research on how 1986 legalization program affected the undocumented, including results of large-scale, longitudinal study conducted in 1989 and 1992 with 4,000 immigrants who legalized. Although many arrived with low skill levels and took low-wage jobs, by 1992 the majority had moved up to better jobs as a result of legalization. www.migrationpolicy.org.

RECEIVING COMMUNITIES: IMPACT AND RESPONSES

Applied Research Center. 2002. *Mapping the Immigrant Infrastructure*. Oakland, CA: Applied Research Center. Examines models of immigrant and refugee organizations by evaluating data from interviews with over 120 key leaders and case studies of six local organizations; assesses the effect of the post-September 11 political environment on immigrant and refugee communities. www.arc.org.

Brooks Masters, Suzette and Ted Permuter. 2001. *Networking the Networks: Improving Information Flows in the Immigration Field*. New York, NY: New School University International Center for Migration, Ethnicity and Citizenship. Analyzes information needs of over 120 immigrant advocacy and service organizations around the country, as well as the methods used by these groups to obtain and impart information. Compiles the most popular listservs and websites and identifies key unmet information needs. Recommends greater collaboration among information providers, education initiatives to improve technology use, new information products to address unmet needs, and creation of greatly expanded communication and information networks.

Capps, Randy, Jeffrey S. Passel, Daniel Perez-Lopez, and Michael Fix. 2003. *The New Neighbors: A User's Guide to Data on Immigrants in U.S. Communities*. Washington, D.C.: The Urban Institute. Designed to help local policy makers, program managers, and advocates use U.S. Census and other data sources to identify characteristics, contributions, and needs of immigrant populations in their local communities. Identifies national trends that provide a context for understanding immigration to local communities; provides detailed information on relevant data sources, what information they contain, and how to use them; presents sample immigrant profile (for Rhode Island) to show how data can inform policy options. www.urban.org.

Caranza, Miquel A. and Lourdes Gouveia. 2002. *The Integration of the Hispanic/Latino Workforce: Final Project Report*. Lincoln, NE: Nebraska Task Force on the Productive Integration of the Immigrant Workforce Population. Task Force commissioned by the Nebraska legislature evaluates potential for integrating new Latino workers whose numbers grew by 155 percent between 1990-2000 in response to new beef- and poultry-processing jobs. Paints portrait of newcomers' economic, education, English language, and citizenship status.

Through survey of schools, churches, law enforcement, and local NGOs, identified seven challenges to integration: language, lack of understanding of U.S. rules, cultural conflict and racism, low wages, education/training needs, basic needs, and lack of access to legal status and advice. www.unl.edu/lri.

Chicago Council on Foreign Relations. 2004. *Keeping the Promise: Immigration Proposals from the Heartland*. Chicago, IL: The Chicago Council on Foreign Relations. Reports results of multi-stakeholder task force, including key politicians and corporate and union leaders, convened to examine importance of immigration to the Midwest. Documents how immigration helps prevent population decline, reinvigorate economic growth, and contribute to cultural diversity. Recommends series of policy proposals to reform immigration system, strengthen communities through an integration agenda, and provide infrastructure to implement recommendations. www.ccr.org.

Gozdzik, Elzbieta and Susan F. Martin, eds. 2005. *Beyond the Gateway: Immigrants in a Changing America*. Lanham, MD: Lexington Books. Describes the growth and population characteristics of immigrants in new settlement states and examines implications for integration of immigrants moving into areas that lack a tradition of receiving newcomers. Provides case studies of new immigrant settlements in North Carolina, Atlanta, Minnesota, Virginia, Utah, and Arkansas.

Kochlar, Rakesh, Roberto Suro, and Sonya Tafoya. 2005. *The New Latino South: The Context and Consequences of Rapid Population Growth*. Washington, D.C.: Pew Hispanic Center. Documents economic and social impact of rapid influx of Latino immigrants in response to burgeoning economic growth in the South. Focuses on settlement patterns, economic context, and policy impact on education and housing stock of immigration in six states with growth rates higher than rest of the United States: Arkansas, Alabama, Georgia,

North Carolina, South Carolina, and Tennessee). Finds that, although economic boom in South lowered overall poverty rates by seven percent, Latino poverty rates increased 30 percent because economic development relied on Latino workers filling low-skilled jobs in manufacturing, construction, and services. www.pewhispanic.org.

Northwest Federation of Community Organizations. 2006. *In Our Own Words: Immigrants' Experiences in the Northwest*. Seattle, WA: Northwest Federation of Community Organizations. Reports on immigrant experiences and ability to resettle in United States, based on in-depth interviews with 230 immigrants in Washington, Oregon, and Idaho, representing 19 countries. Combination of data and extensive quotes portrays danger of border crossing, difficulty of obtaining legal status, workplace discrimination, and lack of access to services. Recommends states and federal government work together to create paths to citizenship, strengthen worker protections, broaden opportunities for immigrants to become part of community life, and protect immigrants from discrimination. www.nwfco.org.

Santa Clara County Office of Human Relations Immigrant Action Network. 2000. *Bridging Borders in Silicon Valley*. Santa Clara, CA: Santa Clara County Office of Human Relations. Reports results of comprehensive, 18-month community planning effort in California's Silicon Valley, where immigrants and their children comprise more than 60 percent of the population. Planning effort engaged multiple stakeholders, including immigrants and established residents, who identified 16 action areas. Detailed research findings, analysis, and policy recommendations cover wages and working conditions, housing, health access, mental health, criminal justice, domestic violence, food, employment training, language access, child care, and legal services. www.immigrantinfo.org/borders.

State of California, Little Hoover Commission. 2002. *We the People: Helping Newcomers Become Californians*. Sacramento, CA: Little Hoover Commission. Assessment by bi-partisan state oversight agency concludes that California has not come to terms with challenge of nation's largest immigrant population. Recommends that state realign public and community efforts to effectively integrate immigrants and urge federal government to reform failed immigration policies. Proposed "California Residency Program" would include undocumented immigrants who commit to becoming responsible residents, on grounds that denying services and opportunities delays integration, reduces their contributions, and bloats state costs. www.lhc.ca.gov.

LANGUAGE

Alba, Richard. 2004. *Language Assimilation Today: Bilingualism Persists More Than in the Past, But English Still Dominates*. Albany, NY: Lewis Mumford Center for Comparative Urban and Regional Research, State University of New York at Albany. Analyzes 2000 Census data on languages spoken at home by school-age children in newcomer families, and finds that English is almost universally accepted by the children and grandchildren of the immigrants who have come to the United States in great numbers since the 1960s, similar to earlier generations of immigrants. www.albany.edu/mumford.

Kubo, Hitomi, Karin Martinson, Elise Richer, Julie Strawn, and Heide Spruck Wrigley. 2003. *The Language of Opportunity: Expanding Employment Prospects for Adults with Limited English Skills*. Washington, DC: Center for Law and Social Policy. Describes the demographics and economic circumstances of low-income LEP adults; profiles successful language and job training services available to them, including a summary of research findings on employment programs for low-skilled

adults; and recommends policies and practices that can help LEP adults gain access to higher-paying jobs. www.clasp.org.

Martinez, Tia Elena and Ted Wang. 2005. *Supporting English Language Acquisition: Opportunities for Foundations to Strengthen the Social and Economic Well-Being of Immigrant Families*. Sebastopol, CA: Grantmakers Concerned with Immigrants and Refugees and the Annie E. Casey Foundation. Provides thorough introduction to language acquisition through demographic portrait and review of major issues and research findings on helping immigrant adults and children learn English. Recommends criteria for selecting English proficiency programs that improve employability and help build family literacy. www.gcir.org.

Shin, Hyon B. and Rosalind Bruno. 2003. *Language Use and English-Speaking Ability: 2000. Census 2000 Brief*. Washington, DC: U.S. Census Bureau. Presents data on language spoken at home and the ability of people ages five and over to speak English; describes population distributions and characteristics for the United States, as well as regions, states, counties, and selected places with populations of 100,000 or more. www.census.gov.

EDUCATION

Advocates for Children of New York and The New York Immigration Coalition. 2002. *Creating a Formula for Success: Why English Language Learner Students Are Dropping Out of School, and How to Increase Graduation Rates*. New York, NY: Advocates for Children of New York. June. Uses school data and student focus groups to assess why increasing numbers of English language learners (ELLs) in New York City dropped out of school after the state adopted higher graduation standards. Recommendations include: 1) targeting middle and high schools where

ELLs are underperforming; 2) implementing new strategies to reach students at high risk because they arrive in the United States as teenagers; 3) improving instruction in both ESL and core classes as well as increase the number of teachers certified for ESL and bilingual instruction; 4) implement a language access policy to enable immigrant parents to participate more actively in their children's schools. www.advocatesforchildren.org.

Capps, Randy, Michael Fix, Julie Murray, Jason Ost, Jeffrey S. Passel, and Shinta Herwanto. 2005. *The New Demography of America's Schools: Immigration and the No Child Left Behind Act*. Washington, D.C.: Urban Institute. Provides detailed demographic portrait from 2000 Census on rapid growth of immigrant children, who often belong to one of the "protected classes" of the No Child Left Behind Act because they are LEP, low income, and/or a member of a racial or ethnic minority group. Presents information on children of immigrants, LEP children, and children of immigrants in low-income families; how family income and parental education interact with linguistic proficiency and isolation; and the characteristics of children of Latino, Asian, and black immigrants, with comparisons among children with parents from different countries. www.urban.org.

Cosentino de Cohen, Clemencia, Nicole Deterding, and Beatriz Chu Clewell. 2005. *Who's Left Behind? Immigrant Children in High and Low LEP Schools*. Washington, D.C.: Urban Institute. Extensive analysis of national data on elementary schools identifies risks for LEP students in both high- and low-LEP schools. The high concentration of LEP students—with more than 70 percent attending only 10 percent of the nation's schools—makes provision of specialized services more cost efficient, but puts these children at risk because their predominately urban high-LEP schools have high rates of poverty, less-experienced principals, and

severe shortages of trained teachers. The 30 percent of LEP children who attend mostly suburban low-LEP schools are isolated within their schools and have few support programs to serve their needs. www.urban.org.

Gershberg, Alan, Anne Danenberg, and Patricia Sanchez. 2004. *Beyond 'Bilingual' Education: New Immigrants and Public School Policies*.

Washington, D.C.: Urban Institute. Draws lessons for other states from the program and policy landscape of immigrant education in California, which is home to 40 percent of the nation's ELLs. Assesses national controversy surrounding "bilingual" versus English-only education. Detailed policy recommendations include addressing significant challenges immigrant students face aside from learning English: reducing stigmatization of immigrant and ELL students, fostering parental participation, dealing with legal and immigration-related issues, and helping children navigate the school system and access health care. www.urban.org.

Karoly, Lynn A., Rebecca M. Kilburn, and Jill S. Cannon. 2005. *Early Childhood Interventions: Proven Results, Future Promise*. Santa Monica, CA: Rand Corporation. Comprehensive review of high-quality, early childhood intervention programs documents that well-designed programs for disadvantaged children age four and younger can significantly benefit children's academic and social development and save money in later social program costs. Immigrant children are disproportionately affected by two of the four "childhood risk" factors that intervention programs are intended to counteract: living in poverty and having parents who do not speak English at home. www.rand.org.

Massey, Douglas S., Camille Z. Charles, Garvey F. Lundy, and Mary J. Fischer. 2002. *The Source of the River: The Social Origins of Freshmen at America's Selective Colleges and Universities*. Princeton, NJ: Princeton

University Press. Comprehensive effort to understand why African Americans and Latinos earn lower grades and drop out of college more often than Anglos or Asians; uses new national longitudinal data on college freshmen to examine the influence of neighborhood, family, peer group, and early schooling on who enters and succeeds in college.

Matthews, Hannah and Danielle Ewen. 2006. *Reaching All Children? Understanding Early Care and Education Participation among Immigrant Families*. Washington, D.C.: Center for Law and Social Policy. Examines why children of immigrants are less likely to participate in early education programs despite value of these programs in enhancing school readiness and integration. Analyzes participation by age and type of child care arrangements, preschool/kindergarten enrollment, and socio-demographics factors affecting participation. Concludes with policy recommendations for improving enrollment at state and local level. www.clasp.org.

Olsen, Laurie, Jhumpa Bhattacharya, and Amy Scharf. 2004. *Ready or Not? School Readiness and Immigrant Communities*. Oakland, CA: California Tomorrow. Describes how narrowly focused standardized tests are being used to inappropriately exclude and track young children in immigrant families, and recommends how school readiness programs can be designed to support immigrant families and build on the powerful role of culture and language in a child's development. www.californiatomorrow.org.

Ruiz-de-Velasco, Jorge, Michael Fix, and Beatriz Chu Clewell. 2001. *Overlooked and Underserved: Immigrant Children in U.S. Secondary Schools*. Washington, DC: The Urban Institute. Explores the institutional barriers and lack of resources that prevent secondary schools from meeting the educational needs of a growing number of LEP students. Provides a national profile

of LEP students, examines their educational barriers, and offers educators and policymakers strategies to overcome those barriers. www.urban.org.

WORKFORCE & ECONOMIC MOBILITY

Appleseed. 2006. *Banking Immigrant Communities: A Toolkit for Banks and Credit Unions*. Washington, D.C.: Appleseed Network. Despite the growing numbers of Latino immigrants, an estimated 40 to 60 percent do not have a bank account, limiting their ability to obtain credit to buy a home or finance a business and making them vulnerable to high fees charged by fringe financial services providers. Toolkit educates banks on why and how to reach immigrant communities with practical strategies on how to bank outside the branch, engage the community, cross-sell services, deliver home mortgages, support the Earned Income Tax Credit and financial education, and understand the importance of remittances. www.appleseed.network.org.

Appleseed. 2006. *Expanding Immigrant Access to Mainstream Financial Services: Positive Practices and Emerging Opportunities from the Latin American Immigrant Experience*. Washington, D.C.: Appleseed Network. Outlines policies and practices that help immigrants access the banking system and build credit, and describes key avenues for community partnerships, successful approaches to financial education, and alternative banking approaches that attract immigrant customers. Profiles successful immigrant banking initiatives around the country and includes useful bibliography. www.appleseed.network.org.

Capps, Randolph, Michael Fix, Jason Ost, Jeffrey Passel, and Dan Perez-Lopez. 2003. *A Profile of the Low-Wage Immigrant Workforce*. Washington, DC: Urban Institute. Examines the size, educational attainment, English language ability, legal

status, wages, occupations, and gender of low-wage immigrant workers, who made up 20 percent of all low-wage workers in 2000. www.urban.org.

Congressional Budget Office. 2005. *The Role of Immigrants in the U.S. Labor Market*. Washington, D.C.: Congressional Budget Office. Combines updated statistics, original calculations, and reviews of academic research to describe impact of immigrants on U.S. labor market. Presents detailed information on educational, occupational, and wage status of high- and low-wage immigrant workers; looks at implications for the future as baby boomers exit the labor force. www.cbo.gov.

Fine, Janice. 2006. *Worker Centers: Organizing Communities at the Edge of the Dream*. Ithaca, NY: Cornell University Press/Economic Policy Institute. Documents growing role of worker centers in protecting rights and promoting social connection for low-wage immigrant workers. Identifies 137 worker centers in 80 cities and 31 states which help recover unpaid wages, provide English classes, and other services; advocate for enforcement and new laws; and organize their members through leadership development. Assesses centers' strengths and weaknesses in helping workers navigate worlds of work and legal rights in the United States. Short version available as an Economic Policy Institute Briefing Paper, December 2005, at www.epi.org.

Mishel, Lawrence, Jared Bernstein, and Sylvia Allegretto. 2005. *The State of Working America 2004/2005*. Ithaca, NY: Cornell University Press/Economic Policy Institute. Leading portrait of economic factors facing low-wage workers, updated bi-annually by the Economic Policy Institute, examines trends in benefit growth and inequality, the shift to low-paying industries, the impact of demographic change on poverty, and international comparisons; includes information on Asian, Hispanic, and immigrant workers.

Moran, Tyler and Daranee Petsod. 2003. *Newcomers in the American Workplace: Improving Employment Outcomes for Low-Wage Immigrants and Refugees*. Sebastopol, CA: Grantmakers Concerned with Immigrants and Refugees and the Neighborhood Funders Group Working Group on Labor and Community. Profiles conditions keeping immigrant workers in working poverty, including language and cultural barriers, exploitative working conditions, immigration-status vulnerabilities, restrictions on access to public services and benefits, and workforce development and education systems that do not respond to their needs. Improving employment outcomes will require dual strategy of enhancing the education of immigrant workers to move them out of low-wage jobs and improving existing working conditions, wages and benefits. Describes innovative approaches to addressing these barriers and concludes with ten recommendations for funding strategies. www.gcir.org.

Papademetriou, Demetrios and Brian Ray. 2004. "From Homeland to a Home: Immigrants and Homeownership in Urban America," *Fannie Mae Papers*, Vol. III, Issue 1, March. Examines factors influencing immigrant homeownership rates, which helped minorities account for 40 percent of the increase in homeowners between 1990 and 2000. Describes variations in immigrant ownership rates across metropolitan regions (traditional urban gateways, new immigrant gateways, new fast-growing cities, and slow-growth destinations) and among different foreign-born groups. Reviews initiatives that encourage ownership, including savings programs, underwriting flexibility, and education programs. www.fanniema.com.

Valenzuela, Abel Jr., Nik Theodore, Edwin Melendez, and Ana Luz Gonzalez. 2006. *On the Corner: Day Labor in the United States*. Los Angeles, CA: Center for the Study of Urban Poverty, University of California at Los Angeles. Profiles growing national phenomenon of day laborers

based on first national study, which surveyed 2,660 day laborers at 264 hiring sites in 20 states. Detailed information on worker characteristics, type of work and wages, and working conditions finds they are regularly denied payment and endure hazardous working conditions. Vast majority are immigrant and Latino, 28 percent are U.S. citizens and 75 percent are undocumented, and almost two-thirds have children. Policy recommendations include ways to support worker centers, improve enforcement of labor and employment laws, expand workforce development opportunities, and enact realistic immigration reform. www.sscnet.ucl.edu/issr/csup.

FAMILY WELL-BEING AND SOCIAL PROGRAMS

Berube, Alan. 2005. *¿Tienes EITC? A Study of the Earned Income Tax Credit in Immigrant Communities.* Washington, D.C.: Brookings Institution. Estimates immigrant participation in the EITC from IRS and Census data in light of research indicating immigrants overall have lower than average participation rates. Finds high immigrant participation rates in densely populated urban zip codes but low rates in "moderate" immigrant zip codes, primarily suburbs, where 27 percent of all immigrants live; immigrants in suburbs are more dispersed and do not have same access to NGO and tax preparer groups as those in urban areas. www.brookings.edu.

Capps, Randy. 2001. *Hardship among Children of Immigrants: Findings from the 1999 National Survey of America's Families.* Washington, D.C.: Urban Institute. Documents hardship among children in immigrant families resulting from the 1996 welfare law benefit cuts that had a disproportionate impact on immigrants. Hardship was greater for children of immigrants than natives in three areas of basic need: food, housing, and health care. Examination of eight high-immigrant states showed hunger and lack of

access to health care higher in states with less generous programs to replace the federal cuts. www.urban.org.

Capps, Randy, Michael Fix, Everett Henderson, and Jane Reardon-Anderson. 2005. *A Profile of Low-Income Working Immigrant Families.* Washington, D.C.: Urban Institute. Finds that although working immigrant families were twice as likely as working native families to be low income or poor, they were much less likely than low-income native families to participate in the EITC, receive income assistance, Food Stamps, or housing assistance, and/or have their children enrolled in child care. www.urban.org.

Capps, Randy, Michael Fix, Jason Ost, Jane Reardon-Anderson, and Jeffrey S. Passel. 2004. *The Health and Well-Being of Young Children of Immigrants.* Washington, D.C.: Urban Institute. Synthesizes national data sources to portray major factors affecting children in immigrant families under age six, the key years for child development. Clear graphs portray poverty, family structure and parents' work; risk factors for poor school performance; hardship and benefit use; health status; and child care arrangements. Concludes with suggestions for further research. www.urban.org.

Center on Budget and Policy Priorities. 2005. *Accomplishments of the Safety Net.* Washington, D.C.: Center on Budget and Policy Priorities. Synthesizes research findings on role of safety-net programs, which have reduced the number of Americans living in poverty in half, and lifted nearly one of every three otherwise-poor children above the poverty line in 2003. Report examines role of income support, food and nutrition programs, health care programs, and the Earned Income Tax Credit. www.cbpp.org.

David and Lucille Packard Foundation. 2004. "Children of Immigrant Families." *The Future of Children*, Vol. 14, No. 2, Summer. Special issue, with pieces from many contributors, profiles strengths and challenges of children growing up in immigrant families and the types of resources and supports they need to become engaged and productive citizens. Donald J. Hernandez describes major demographic trends over the past half-century, with wide range of data on cultural, family, social, economic, and housing circumstances of children across racial/ethnic and country-of-origin groups. Demetra Smith Nighingale and Michael Fix assess how social and economic policies that could support immigrant families are affected by economic and labor market trends. Ruby Takanishi examines services that children from birth to age eight need, with special focus on education needs and barriers. Cynthia Garcia Coll and Laura A. Zalacha address special needs of middle childhood, highlighting critical roles racial and cultural factors play for children who are not part of mainstream society. Andrew J. Fuligni and Christina Hardway review research on educational achievement, work skills, and health of adolescents from immigrant families. Additional articles explore challenge of growing up American from different ethnic and racial perspectives and assess how policymakers and stakeholders can respond strategically to demographic change propelled by immigrant families. www.futureofchildren.org.

Fix, Michael and Wendy Zimmermann. 1999. *All Under One Roof: Mixed-Status Families in an Era of Reform.* Washington D.C.: Urban Institute. Explores why and how mixed immigration status families are created and examines how the 1996 welfare curbs on noncitizens' use of public benefits may have the unintended effects of reducing citizen children's use of benefits. www.urban.org.

Fremstad, Shawn. 2003. *Immigrants, Persons with Limited Proficiency in English, and the TANF Program: What Do We Know?* Washington, D.C.: Center for Budget and Policy Priorities. Reviews data on how immigrants fare under work-focused, time-limited TANF program; discusses policy implications of research showing that many immigrants who remain on welfare rolls have significant barriers to employment, including limited proficiency in English and low skill levels. www.cbpp.org.

National Immigration Law Center. 2002. *Guide to Immigrant Eligibility for Federal Programs*, 4th ed. Los Angeles, CA: National Immigration Law Center. Explains complexity of immigrant eligibility for federal benefit programs after 1996 welfare law restrictions, as well as replacement programs enacted by states to soften impact of federal cuts. Gives detailed information on eligibility for foster care and other children's programs as well as programs providing cash, food, housing, employment, education, legal services, and disaster relief. Clarifies how to identify immigrant status; provides glossary of terms. www.nilc.org.

HEALTH

Capps, Randy, Genevieve Kenney, and Michael Fix. 2003. "Health Insurance Coverage of Children in Mixed-Status Immigrant Families." *Snapshots of America's Families III*, No. 12. Washington, D.C.: Urban Institute. Finds that policies designed to reduce language barriers and legal immigrants' fears of receiving health benefits helped expand coverage for low-income citizen children with immigrant parents between 1999 and 2002, but that coverage rates for these children are still below children with citizen parents. Very low rates of coverage offered by immigrants' employers increases significance of whether or not access to public coverage is available. www.urban.org.

Fremstad, Shawn and Laura Cox. 2004. *Covering New Americans: A Review of Federal and State Policies Related to Immigrants' Eligibility and Access to Publicly Funded Health Insurance*. Washington, D.C.: Kaiser Commission on Medicaid and the Uninsured. Reviews significant declines in health coverage for legal immigrants after enactment of 1996 welfare law. Examines impact of new state replacement programs, and reviews ways to reduce enrollment barriers, including confusion over program eligibility, language barriers, and concerns that enrollment will jeopardize immigration status. www.cbpp.org.

Grantmakers In Health. 2005. *For the Benefit of All: Ensuring Immigrant Health and Well-Being*. Charlotte, N.C.: Grantmakers In Health Issues Brief No. 24. Summarizes challenges immigrants face maintaining good health on arrival in United States, including lack of health care coverage, linguistic barriers, and cultural adjustments; describes how grantmakers can help improve immigrant health by building capacity in immigrant communities, promoting immigrant integration, expanding access and coverage, and supporting education and outreach activities. www.gih.org.

Ku, Leighton and Timothy Waidmann. 2003. *How Race/Ethnicity, Immigration Status and Language Affect Health Insurance Coverage, Access to Care, and Quality of Care Among the Low-Income Population*. Washington, D.C.: Kaiser Commission on Medicaid and the Uninsured. Provides detailed comparative analysis of how race/ethnicity, immigration status, and language affect health insurance coverage, access to care, and quality of care; helpful charts portray coverage rates and percentages by status and ethnicity who saw a doctor, were hospitalized, or postponed seeking care. Policies that could play a key role in reducing disparities include restoring federal coverage to legal immigrants, expanding state replacement programs, increasing job-related coverage, and improving language access. www.kff.org.

National Immigration Law Center. 2002. *Immigrant-Friendly Health Coverage Outreach and Enrollment*. Los Angeles, CA: National Immigration Law Center. Explains special concerns that keep immigrant families from participating in public-benefit programs even when eligible. Describes confusion about eligibility, confidentiality, public charge, sponsor liability, and language access, and gives step-by-step suggestions for overcoming barriers in the application process, improving enrollment strategies, and conducting outreach to immigrant families. www.nilc.org.

CITIZENSHIP & CIVIC PARTICIPATION

Bloemgaard, Irene. 2002. "The North American Naturalization Gap: An Institutional Approach to Citizenship Acquisition in the United States and Canada." *International Migration Review*, Vol. 36, No. 1, Spring. Reviews competing academic theories on why immigrant groups have differing naturalization rates, and reports results of comparative study indicating that institutional support for naturalization by the receiving society can make a significant difference. Aided by active Canadian government support for community groups promoting citizenship, Portuguese immigrants in Toronto achieved naturalization rates twice as high as Portuguese immigrants with similar socio-economic characteristics in Boston, where no government policies or programs promoted citizenship. It takes immigrants in the United States 30 years to reach Canadian naturalization rates of 73 percent.

Carnegie Corporation of New York. 2003. *The House We All Live In: A Report on Immigrant Civic Integration*. New York, NY: Carnegie Corporation of New York. Describes efforts to help immigrants integrate and become engaged in civic activities; summarizes recommendations for funders on ways to support civic integration through policies and programs that

help immigrants establish a solid economic and educational foothold, become citizens and vote, and protect their civil rights and liberties. www.carnegie.org.

Fix, Michael, Jeffrey S. Passel, and Kenneth Sucher. 2003. *Trends in Naturalization*. Washington, DC: Urban Institute. Uses 2000 Census and 2002 Current Population Survey data to examine sharp increases in naturalization rates in the 1990s as well as size and characteristics of the pool of immigrants eligible to naturalize. Of 11.3 million LPRs in 2002, 7.9 million were eligible to naturalize, but these eligible immigrants have more limited English skills and lower educational levels than those who naturalized in the 1990s. www.urban.org.

Gerstle, Gary and John Mollenkopf, eds. 2001. *E Pluribus Unum? Contemporary and Historical Perspectives on Immigrant Political Incorporation*. New York, NY: Russell Sage Foundation. Brings together historians and social scientists to compare contemporary immigrant political incorporation with dynamics of the early twentieth century immigrant wave; articles examine political machines, naturalization, transnational loyalties, racial exclusion, and the role of the schools in political socialization. www.russellsage.org.

McGarvey, Craig. 2004. *Pursuing Democracy's Promise: Newcomer Civic Participation in America*. Sebastopol, CA: Grantmakers Concerned with Immigrants and Refugees in collaboration with Funders' Committee on Civic Participation. Describes the basics of immigrant civic participation, portrays different approaches to engagement through stories of seven successful programs, and examines various models and pathways for civic and political participation. Summarizes strategies for funders and outlines additional resources. www.gcir.org.

Paral, Rob. 2004. "Power and Potential: The Growing Electoral Clout of New Citizens," *Immigration Policy in Focus*, Vol. 3, Issue 4, October. Uses Census data from 1996 and 2000 election years to describe key characteristics of immigrant voters and groups in which immigrants are a large percentage of the population, such as Latinos and Asian/Pacific Islanders. New citizens drawn from these groups accounted for more than half of the net increase in persons registered to vote between 1996 and 2000. Clear charts portray rates of citizenship, voter registration, and voting by different groups; give data on 17 states where foreign-born citizens number 100,000 or more. www.aifl.org.

Ramakrishnan, S. Karthick. 2005. *Democracy in Immigrant America: Changing Demographics and Political Participation*. Palo Alto, CA: Stanford University Press. Analyzes current national data to test applicability of traditional theories of political behavior to contemporary first- and second-generation immigrants. Assesses voting and other forms of political behavior among immigrants of different ethnic and socio-economic characteristics and operating in different contexts of political threat and institutional mobilization; also examines non-voting political behavior (e.g., signing petitions, attending meetings, contributing to political causes) across immigrant generations and ethnicities.

Rytina, Nancy F. 2006. *Estimates of the Legal Permanent Resident Population and Population Eligible to Naturalize in 2004*. Washington, D.C.: Department of Homeland Security Office of Immigration Statistics. Estimates that eight million LPRs were eligible to naturalize as of September 2004; provides tables by year admitted, country of birth, and state of residence. www.dhs.gov/immigrationstatistics.

Stoll, Michael A. and Janelle S. Wong. 2003. *Civic Participation in a Multiracial and Multiethnic Context*. Los Angeles, CA: Center for the Study of Urban Poverty, University of California at Los Angeles. Finds that classic indicators of civic participation (socioeconomic status, political orientation, religiosity) have less predictive value in a multiracial urban context, where recent immigration, interracial ties, and other factors help explain differences in participation among Anglos, black, Latinos, and different Asian immigrant groups. Extensive bibliography. www.sscnet.ucla.edu/issr/csup.

RACE, INTERETHNIC RELATIONS, & NATIVISM

Arab American Institute. 2002. *Healing the Nation: The Arab American Experience after September 11*. Washington, D.C.: Arab American Institute. Describes response of the Arab-American community to the September 11 attacks; examines backlash, civil rights issues, and efforts by Arab-Americans to educate and inform the larger community. www.aaiusa.org.

Bach, Robert. 1993. *Changing Relations: Newcomers and Established Residents in U.S. Communities*: A Report to the Ford Foundation by the National Board of the Changing Relations Project. New York, NY: Ford Foundation. Explores sources of conflict and strategies to promote positive interaction among longtime residents and newcomers of widely different cultures in variety of U.S. communities. Despite fragmentation generated by economic restructuring and new ethnic diversity, finds that many "community brokers," including teachers, clergy, and police, were able to forge ties and ease tensions. Recommendations based on study of four big-city neighborhoods (Chicago, Houston, Miami, and Philadelphia); suburban Monterey Park, California; and rural Garden City, Kansas. www.fordfound.org.

Blackwell, Angela Glover, Stewart Kwoh, and Manuel Pastor. 2002. *Searching for the Uncommon Common Ground: New Dimensions on Race in America.* New York, NY: W.W. Norton. Examines how changing demographics are affecting national debate on race in five key dimensions: the black-white paradigm versus multiculturalism; diversity versus racial and social justice; universal strategies versus strategies for a particular group; national versus local responsibility; and structural factors versus individual initiative. Recommends strategies to develop leaders with multiethnic, multiracial perspectives.

Foner, Nancy and George M. Frederickson, eds. 2004. *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States.* New York, NY: Russell Sage Foundation. Analyses how different racial and ethnic groups have related to each other, both historically and today. Scholars trace the history of different perspectives of race and ethnicity, the shifting role of state policy, trends in intermarriage and residential segregation, and intergroup relations among Blacks, Asian-Americans, and Latinos.

Higham, John. 2002 rev. ed. *Strangers in the Land: Patterns of American Nativism, 1860-1925.* New Brunswick, N.J.: Rutgers University Press. Explains sources and impact of American nativism which flourished during the great cycle of immigration in the late nineteenth and early twentieth century. Higham's analysis of the different strains of nativism, from anti-foreign to anti-radical and anti-Catholic, is considered masterful and is relied on by scholars today.

Lee, Jennifer. 2002. *Civility in the City: Blacks, Jews, and Koreans in Urban America.* Boston, MA: Harvard University Press. Examining relationships among African-American, Jewish, and Korean merchants and their black customers in New York and Philadelphia, finds, contrary to frequent sensationalism of media coverage, that social order, routine, and civility are the

norm. Illustrates how everyday civility is negotiated and maintained in daily interactions between merchants and their customers.

Leadership Conference on Civil Rights Education Fund. 2004. *Cause for Concern: Hate Crimes in America.* Washington, D.C.: Leadership Conference on Civil Rights Education Fund. Documents causes and incidence of hate crimes in the United States, including backlash incidents after September 11; profiles six different major organized hate groups, including armed border vigilante groups, and examines effectiveness of federal and state law enforcement efforts. www.civilrights.org.

National Asian Pacific American Legal Consortium. 2002. *Hate Crimes Community Toolkit.* Washington, D.C.: National Asian Pacific American Legal Consortium. Provides information about hate crimes and how to report them; resource sheets include frequently asked questions; checklists for hate crime victims and community organizations; and information on working with law enforcement and the media. www.advancingequality.org.

National Council of La Raza. 2004. *Combating Anti-Immigrant Opportunism Post-September 11.* Washington, D.C. Examines anti-immigrant sentiment in the United States prior to September 11; analyzes history and goals of major restrictionist groups and examines how they have taken advantage of the terrorist attack to promote their anti-immigrant message. www.nclr.org.

Quiroz, Julie Teresa. 1995. *Together in Our Differences: How Newcomers and Established Residents are Rebuilding American Communities.* Washington, D.C.: National Immigration Forum. Profiles efforts to promote collaboration among established residents and new immigrants in 16 communities across the country; examples include initiatives to create affordable housing, promote economic development, improve family literacy, and engage in neighborhood and citywide advocacy. www.immigrationforum.org.

Smelser, Neil J., 2001. **William Julius Wilson and Faith Mitchell, eds.** *America Becoming: Racial Trends and Their Consequences.* Washington, D.C. National Academy Press. Synthesizes research on key contemporary race issues. In Volume 1, leading scholars address demographic changes, immigration trends, racial attitudes, racial and ethnic trends in education, and residential segregation; Volume 2 covers trends in the justice system, labor force and welfare, and health.

EQUAL TREATMENT & OPPORTUNITY

American Bar Association Commission on Immigration and Leadership Conference on Civil Rights Education Fund. 2004. *American Justice through Immigrants' Eyes.* Washington, D.C.: American Bar Association Commission on Immigration and Leadership Conference on Civil Rights Education Fund. Shows how sharp restrictions of 1996 immigration law have combined with post-September 11 law and policy changes to create a two-tiered system of justice that singles out immigrants for unequal treatment. Combines clear description of legal changes with stories of affected individuals; recommends steps to restore due process and fair treatment. www.abanet.org/publicserv/immigration.

De Souza Briggs, Xavier, ed. 2005. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America.* Washington, D.C.: Brookings Institution. Shows how ambivalence towards new immigrants and racial minorities has resulted in residential segregation by race and income, and how this segregation undermines education and job prospects as well as health and safety. Outlines an agenda to expand opportunity and assesses viability of movement for regional solutions.

Human Rights Watch. 2004. *Blood, Sweat, and Fear: Workers' Rights in U.S. Meat and Poultry Plants.* New York, NY: Human Rights Watch. Documents critical hazards to worker health and safety in the U.S. meat and poultry industry, which increasingly relies on immigrant workers. Explains how government failure to regulate the industry violates international human rights and labor standards protections; recommends way that federal and state governments and meat and poultry companies can improve conditions and comply with international standards.

Jacobs, Lawrence and Theda Skocpol, eds. 2005. *Inequality and American Democracy: What We Know and What We Need to Learn.* New York, NY: Russell Sage Foundation. Examines how dramatic increase in economic inequality since the 1970s may have stalled or reversed gains toward U.S. ideals of participatory, responsive democracy. Scholars marshal evidence that economic inequality has diminished voice of middle and working class in politics, and reduced support for inclusive public policies, like the G.I. Bill and Social Security, that opened opportunities in the middle of the twentieth century.

Lawyers Committee for Human Rights. 2003. *Assessing the New Normal: Liberty and Security for the Post-September 11 United States.* Washington, D.C.: Lawyers Committee for Human Rights. Examines impact of post-September 11 policies on open government, personal privacy, and human rights, with special chapter describing impact on rights of immigrants, refugees, and minorities. www.humanrightsfirst.org.

Opportunity Agenda. 2006. *The State of Opportunity in America.* Washington, D.C.: The Opportunity Agenda. Finds that after five decades of progress in building a middle class, creating a safety net, and erecting legal protections against official segregation and overt exclusion of marginalized groups, opportunity in the U.S. is at risk. Clear charts and data measure progress along six interrelated dimensions: mobility, equality, participation in democracy, redemption/rehabilitation, community, and security. www.opportunityagenda.org.

Smith, Rebecca, Amy Sugimori, Luna Yasui, and Sarah Massey. 2002. *Low Pay, High Risk: State Models for Advancing Immigrant Workers' Rights.* New York, NY: National Employment Law Project. Shows how state laws and agency actions can advance the labor rights of immigrant workers; profiles selected local campaigns. Describes improved policies for language access, government benefits and services, confidentiality provisions, access to drivers' licenses, rights and remedies under labor and employment law, and access to workers' compensation. www.nelp.org.