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Minorities in USA :
Contemporary Drifts and Future Likelihoods

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Abstract

This research aims at shedding the light on arousing curiosity and vital facts about racial minorities in the United States, particularly through Brain Drain absorbance. America's warranted reputation as a global leader in technology innovation is indivisible and at most correlative from its tradition of welcoming people from around the globe, with reference to the list of American companies co-founded by immigrants including Google, Yahoo, eBay, Facebook, Apple industry and many more. Subsequently, the necessary portions of immigrants in American technology devise are so well documented that it should not need repeating. Successive waves of immigrants have kept the country demographically young; they have likewise enriched the culture and added to the productive capacity as a nation, which eventually possessed the enhancing of America's influence in the world. American establishments, particularly at the graduate level, play a vital role in this innovation pipeline. Annually, thousands of foreign scholars enter Master or any graduate coursework programs in the United States. Many of these foreigners come from extraordinarily selective overseas undergraduate programs, while some other minor migrants seek for a suitable climate. Even as most Americans celebrate the heritage and identity as a "nation of immigrants", there is deep ambivalence about future immigration. There is a strong base of support for continued immigration as a necessary ingredient for economic growth and as an essential element of a cosmopolitan society among many Americans. This present-day, the United States of America is a place of residence to the wide-reaching immigrant population in the world. Even though immigrants assimilate faster in the United States compared to other developed nations, the subject matter of immigration policy has become a highly contentious affair in America. While much of the debate centers on cultural issues, the feasible effects of immigration are clear. The aim this study wants to achieve is to highlight how much American has gained from the Drain Brain policy and how immigrants from different parts of the world, especially educated ones, are behind America's leading position, a position it cherishes more than any other country but tries to neglect through negative image other immigrants expose.

Dedication

To commonalty

Wassim REBLAI

Acknowledgment

This thesis has been undertaken in partial fulfillment of the Degree of
Master 2 of my education.

Above all, thanks to Almighty God who is my source of wisdom. All glory to Him
for granting me the chance and the ability to successfully complete this study.

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For all the teachers of English department.

List of Abbreviations

ABC : American Broadcasting Company

B.A. : Bachelor of Arts

BBC : The British Broadcasting Corporation

CNN : Cable News Network

DAR : The Daughters of the American Revolution

DNA : DeoxyriboNucleic Acid

GDP : Gross Domestic Product

IBM : International Business Machines

LGBTQ : Lesbian, Gay, Bisexual, Transgender and Questioning

NASA : National Aeronautics and Space Administration

NEC : National Electrical Code

OECD : Organization for Economic Co-operation and Development

PMLA : Prevention Of Money Laundering Act

R&D : Research and Development

UN : United Nations.

UNESCO : United Nations Educational, Scientific, and Cultural Organization

USC : United States Supreme Court

USTHB : University of Science and Technology Houari Boumediene

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General Introduction

The United States is a country that was built on immigration. It is beheld as the nation which controls the world, though much of its foreign policy is based on the interference in other countries' systems. In America's history, people in many parts of the world decided to leave their homes and immigrate to the New World. Countless years ago, the first indigenous people crossed the ice bridge connecting Asia to North America, yet it wasn't until the end of the the fiftieth century that Europeans set their eyes on the New World in numbers. On the mid of the American Revolution, the land was already a medley of languages and ethnicities; many came to the US because it was perceived as the land of favorable opportunities. Others came seeking personal liberation or relief from political and religious oppression.

The United States has always been a land of immigration, the subject matter of immigration is something that has taken a place for a long period of time, but due to the present-day improvements in travel and other technological advancements, it is becoming more and more common. Hence, when integrating with the fact that the gap in wealth between rich and poor countries is mounting, it is comprehensible that immigration is something that is only going to multiply, and with spread of education the educated immigrants will take their advantage. This means that educational formations are increasingly turning to the topic for study. As a consequence, immigration essays are becoming a common subject for students to write about.

In the United States of America the word "minority" often conclude a plain membership within an ethnic or cultural minority group. However, this term also comprises other groups that lack equality, such as women, homosexuals and people with disabilities. The action of coming to live permanently in a foreign country is the

poor someone's escape, and here, it is not mentioned with a sarcastic note. It is indeed functional to work abroad, particularly if you do not see any improvement in your country's economic landscape. A nation full of violence and corruption is not healthy for some singular people. In such times, it is better to escape and be an immigrant.

For many people, especially those who have had the experience of living under a drastically different form of government, the American Dream is simply the ability to live in a country where individuals are free to talk about anything desirable without being afraid of the government menace. Therefore, the focus of the present research is to make a definite statement to elucidate the impact of immigration as a norm for ethnic groups on one of the most developed countries in the world (The United State of America).

Within the course of these thoughts, the act of immigrating to America is an ideal in which each and every individual human being is offered the opportunity to attain his or her greatest potential. To reach the aim of the study, this research attempts to answer the following questions :

1- What does the conception of human capital flight denote and what are its different implications ?

2- To what extent have ethnic minorities influenced the United State of America?

Accordingly, the postulate two hypotheses that complete each other and lead the researcher to fulfil the investigation are as follows:

1- America has always been the land of immigration, and living abroad can be daunting for a newcomer because he or she becomes exposed to a different culture. Thus, the immigration of highly skilled or well-educated individuals is oftentimes seen as an act of courage.

2- Ethnic minorities have influenced the USA to a larger extent in different domains, particularly its politics, economy, education and even its culture.

In an attempt to explore the main impact that has resulted from ethnic minority groups on the United State of America, it has been quite methodological to divide the present work into three main chapters. The first chapter is basically concerned with how the practicability of migrants is impacted in the American population. The chapter has also highlighted the perceptions of the Americanization and therefore it has dealt with the subject matter of the American educational system. The second chapter touches on the core of the Brain Drain phenomenon as a long lasting effect of migration. It attempts to gauge the extent to which human capital flight has impacted the US population. It also ranges over the subject matter reverse brain drain that is recognized as America's alarming. The third and final chapter is devoted to talk about the welfare of human capital flight both for the migrants themselves and those who remain in the country of origin. It will likewise range over trendy ambiguity that asks if America is a land constructed on immigrants.

CHAPTER ONE

1.1. Introduction

The United States prides itself on being a nation of immigrants, and the nation has a long history of successfully absorbing people from across the globe. Despite the fact that most Americans celebrate their heritage and identity as a "nation of immigrants," there is a profound ambivalence about the future of immigration. There is a strong base of support for continued immigration as a necessary ingredient for economic growth and as an essential element of a cosmopolitan society.

The American culture began to exist before the United States became a country. It was influenced by the British culture and its older form and the inheritance of language. For centuries, immigrants have come to the United States from England, Spain, Germany, Russia, Ireland, Sweden, China, Italy and many other countries. The largest ethnic groups in the United States today are descendants of Germans, African Americans, Irish, British and Mexicans. Thus, America is truly a land of multiculturalism.

Henceforward, this chapter arranges the notion that an immigrant is a person from one country who moves to another country permanently for a better life. There are many different reasons why people have their country to go to another country. Being an immigrant to the United States is not an easy process, however. That is to say the way of life is not easy for some people, because everything is about money. There are many sacrifices people face while they are immigrants. They work long hours for more money, but they don't have enough time with their families. Some people work 24 hours in order to have enough money for their rent and bills. Some people even get sick because of working hard during the day and night. But, they do not choose to quit their jobs, because they must work hard to get money for their needs and wants. Immigration

is one such challenge. The issue goes to the heart of American identity and unity. People from around the world want to come to the United States of America in order to escape poverty, oppression or other social ills. They come in huge numbers, and there is no sign immigration to the United States is slowing down.

1.2. Americanization: What does Being an American mean?

Immigration imposes mutual obligations. Those who happen to come to America must embrace the common essence of American civic culture. Americans must assist the new settlers in learning the common language which is the American English. In addition, Americans must renew civic education in the teaching of American history for all the citizens of the US. They must strongly enforce the laws against hate crimes and discrimination, which consequently have to remind themselves, as they illustrate for newcomers on what makes them Americans.

1.2.1. Perceiving the Intended Meaning of Americanization

In the early 1900's, "Americanization" referred to the movement where immigrants were developed into Americans. Broadly speaking, the term Americanization refers to the assimilation of immigrants into U.S. society, a meaning now favored with negative connotations. This movement, particularly during and after World War I, advocated an immediate and forced assimilation through English language and citizenship programs to the dominant Anglo-Saxon culture, then after considered by nativists to be superior. Thus, the Americanization movements became synonymous with forced assimilation, nationalism, and xenophobia.

In countries outside the United States of America, Americanization is the influence American culture and business has on other countries, such as their media, cuisine, business practices, popular culture, technology, or political techniques and so forth. The term has been used since at least 1907. It is most often used by critics in the target

country who are against the influences. Americanization has become more prevalent since the collapse of the Soviet Union in 1989–91, and especially since the widespread of the Internet use starting in the mid-2000s. In recent years there is growing concern about Americanization through Google, Facebook, Twitter, Amazon, Apple Inc., and Uber, among many other Internet-oriented corporations based in the U.S.

Historically, several factors led to the escalation of nativist fears. First, specific circumstances in Europe, like the Irish famine and the change in British government policies, sent immigrants to the United States in exponentially increasing numbers. Between 1841 and 1860, over 1.7 million persons arrived. Second, the discovery of gold in California in 1848 initiated yet another new immigration stream, that of the Chinese. By the early 1900s, technological improvements and increased trade made travel much more affordable, leading to an unprecedented increase in the number of immigrants from Southern and Eastern Europe. The lack of knowledge about the new groups, as well as their different appearance and customs, brought about heightened concerns among native whites, particularly on the eve of World War I.

Americanization in the early 20th century tends to possess several activities that were designed to prepare foreign-born residents of the United States for full participation in citizenship matters. This manner aimed not only at the achievement of naturalization but also at an understanding of and commitment to principles of American life and work. Before the outbreak of World War I in 1914, the American public generally took it for granted that the constant flow of newcomers from abroad brought strength and prosperity to the country. The metaphor of the “melting pot” had been introduced to symbolize the mystical potency of the great democracy; by contrast people from every corner of the earth were integrated into a harmonious and admirable blend. After the war began, however, American reactions to European hostilities produced an intense

awareness of the aliens and “foreigners” in their midst. Assimilation was believed that it must be achieved by the deliberate and sometimes forceful means of earlier nativist movements.

The Americanization movement that came into being was primarily a program of education propagated through schools, businesses, voluntary associations, libraries, and citizens’ bureaus. The teaching of foreigners became a favourite form of patriotic service for organizations such as the Daughters of the American Revolution, particularly after the entry of the United States into the war. The movement also took hold into growing industries that desired an immigrant workforce capable of adjusting to mass-production work standards.

From the early 1890s to the mid-1920s, over 22 million Europeans immigrated to the United States, making it one of the largest migrations in history. In 1920, Elias Lieberman, author of “I Am an American,” reported on a conference held by English teachers labelled “Anxious to Promote Americanization.” The group determined that the term “Americanization” was generally used to demonstrate a broad meaning; thus, they unanimously adopted the following definition: “Americanization is the process of teaching the foreign-born the idioms not only of our language but of our thought; of familiarizing them with American traditions and American ideals; and of encouraging action in harmony with such teaching” (qtd. In Hanley 2012 3).

I Am an American

My father belongs to the Sons of the Revolution,

My mother, to the Colonial Dames.

One of my ancestors pitched tea overboard in Boston Harbor;

Another stood his ground with Warren;

Another hungered with Washington at Valley Forge.

My forefathers were America in the making;
They spoke in her council halls;
They died on her battle-fields;
They commanded her ships;
They cleared her forests.
Dawns reddened and paled.
Staunch hearts of mine beat fast at each new star
In the nation's flag.
Keen eyes of mine foresaw her greater glory;
The sweep of her seas,
The plenty of her plains.
The man-hives in her billion-wired cities.
Every drop of blood in me holds a heritage of patriotism.
I am proud of my past.
I am an American.
I am an American.
My father was an atom of dust,
My mother a straw in the wind,
To His Serene Majesty.
One of my ancestors died in the mines of Siberia;
Another was crippled for life by twenty blows of the knout;
Another was killed defending his home during the massacres.
The history of my ancestors is a trail of blood.
To the palace-gate of the Great White Czar.
But then the dream came –

The dream of America.

In the light of the Liberty torch

The atom of dust became a man

And the straw in the wind became a woman

For the first time.

“See,” said my father, pointing to the flag that fluttered near,

“That flag of stars and stripes is yours;

It is the emblem of the promised land.

It means, my son, the hope of humanity.

Live for it – die for it!”

Under the open sky of my new country I swore to do so;

And every drop of blood in me will keep that vow. I am proud of my future.

I am an American.

– Elias Lieberman (in Mosier 30)

Today, the Merriam-Webster dictionary defines the term “Americanization” as the instruction of immigrants in English, as well as United States history, government, and culture, while to “Americanize” an individual or group is to cause them to acquire or conform to American standards. The website of the U.S. Department of Homeland Security’s U.S. Citizenship and Immigration Services provide an outlined the responsibilities of U.S. citizens and the characteristics in which each American ought to represent. These features promote all Americans to support and defend the Constitution, as well as participating in the democratic process with maintaining the manner to become involved in their local communities and defend the country if the need should arise. Not only immigrants have to respect the rights, beliefs, and opinions of others, and recognize that the nation bound not by race or religion, but also they have to

integrate with shared values of freedom, liberty, and equality.

All definitions listed throughout history touch on a variety of highly subjective and contentious questions related to Americanization. What is the most favorable way for an immigrant to become Americanized and what are the most important aspects of the Americanization process? Furthermore, who is responsible for ensuring that immigrants, whether newly arrived or in the process of becoming acclimated, embrace these standards? The definitions referenced indicate that Americanization is not a process by which both native-Americans and immigrants participate. Otherwise, the ideal approach is a collaborative one whereby the former should welcome the latter into their communities and society as a whole not only by freely sharing their beliefs and culture, but also embracing the new.

1.2.2. Historiography on Americanization

In 1920, American poet and Russian immigrant Elias Lieberman, attended a conference of English teachers promoting Americanization. He defined Americanization as the process of teaching the foreign-born the idioms not only of our language but of our thought; of familiarizing them with American traditions and American ideals; and of encouraging action in harmony with such teaching.

To simplify, scholars might describe Americanization in the early 20th Century as the movement to teach new immigrants about American history, customs, and to learn the English language with the goal of making them look and act more like middle class Americans, and less like foreigners.

After a lengthy phase, Berghahn (2010) analyzes the debate on the usefulness of the concept of “Americanization”. He reviews the recent research on the European–American relationship during the Cold War that has dealt with the cultural impact of the United States upon Europe. He then discusses the relevant work on this subject in the

fields of economic and business history. Broadly speaking, the article he listed tries to bring out that those who have applied the concept of “Americanization” to their research on cultural or economic history have been well aware of the complexities of trans-Atlantic relations in this period, whether they were viewed as a process of circulation.

There were two main sides in the Americanization movement, the progressives and the nativists. While both groups hoped to quickly assimilate the immigrants into American culture, they had different motivations. The progressives were motivated by compassion, and hoped to settle these immigrants in their confusing, new homeland. By contrast, the nativists were motivated by fear of the immigrants. They believed these foreign cultures endangered America, and that immigrants must abandon their native cultures completely. However, both groups agreed that immigrants must be Americanized. They believed that immigrants must learn English, American history, and understand democratic government. That is to say, offering English and civics classes to new arrivals.

Frances A. Kellor, a social reformer and leader of the Americanization movement, combined the perspectives of both nativists and progressives. She promoted Americanization at the entire levels of the American society. As Kellor hoped, agencies and groups at the federal, state, local, and private levels carried out Americanization. From the Federal Bureau of Naturalization to private groups like the Daughters of the American Revolution (DAR), over 100 different organizations were active in the movement. The DAR even published a manual detailing how they thought an immigrant could properly become American.

1.3. An Overview of Various Types of Migrants

For centuries immigrants have been coming to The United States of America in hunt for a better life and suitable environment, it is nothing new except for the fact that it is a different race immigrating every time. Immigration is a primary problem dealing with the U.S. these days. Ton of immigrants penetrate this country each yearn some legally; others illegally. Some are escaping from religious and political oppression while some others are in hunt for the "American Dream".

Something that we must bare in mind is that at one time in humanhistory; America encouraged relatively an open migration to settle its empty lands before the era of rapid communications and transportation. Immigration has lasted for many decades and to this day it shows little sign of slowing down. Immigrants come into the United States from all over the world. They come in for reasons such as to gain a better or higher education. Some come in seeking their fortune. Most immigrants come to the United States because they have nothing, and only want to be able to survive. Not every member that leaves their county to seek a better life in the United States of America is able to fulfill their dream. This may be because some U.S. companies may contribute unwittingly to the exploitation of foreign workers.

According to an article written in BloomsbergBusiness Week by Steve Hamm and Moira Herbst (2009), “In some cases companies target young men and women hungry to get well-paid tech jobs in the United States and charge them with exorbitant fees for visas, which is not allowed under American immigration laws. Even after paying, some workers never get a visa; those who do may find that the company they paid has no job for them” (34).

The number of legal immigrants should definitely be lowered to a much more reasonable number. Right now, an average of over 600,000 legal immigrants are

granted access to the country. Scholars need to focus on problems facing American citizens, such as poverty, AIDS, cancer, and unemployment and so forth. With a key point to remember, certain ethnic groups should be give preference over another group but sadly the educated workers who can speak English should be granted passage before a poor worker who is coming to America to pick items for minimum wage. The educated people are the immigrants that will cause this country to flourish and they are the ones that should be encouraged to migrate to the U.S.

With some many problems facing the U.S. now, Americans need to worry about themselves and try to get themselves on track before they can worry about saving the world. If they can get their economy going and take care of poverty in their cities, then they can begin to help out the countries of the world. It's not mentioning that new settlers should completely be prohibited, because the majority of the issues lie inside the borders and those are the ones that America should be most concerned about.

On the other hand, illegal immigrants are sucking up hardworking American taxpayer's money. They are gaining benefits like welfare, public education and health care and the money that funds those benefits comes straight from the American's wallets. One of the main reasons that Americans have such a problem with illegal immigrants is because companies continue to hire them. The U.S. government needs to crack down on these companies to make sure that they are not putting these people to work. After watching news exposing on how easy it is to "sneak" across the border, its no wonder that America have so many illegal members living in the country. It is not the fault of the border patrol guards, but the fault of the U.S. government for one, not having a enough help, and two, not enough barriers. People can basically walk over the U.S./Mexican border without being seen or caught. And if they are caught, they usually return the next day.

1.4. Race and Ethnicity

Race and ethnicity are important concepts and plays a great deal among the American society. Since the country's beginning, race, gender, and class have been very important factors in a person's experience in the United States of America.

1.4.1. Understanding The Difference Between Race and Ethnicity

The terms ethnicity and race used to be easier to perceive. However, due to the immigration and globalization the terms have become overlapped, to the extent that most people don't even know the meaning of the two terms. Not to mention that the term race has gotten a bad reputation due to its sudden change of connotation due to racism and terms such as white, black, etc. These terms do not refer to race.

According to Curry, Jobu, Schwirian (2008) "Ethnic and racial inequality results from the endless competition among groups for power, wealth, status, and other valuable social resources" (232). Race, on the other hand, is a classification system that is used by sociologists to categorize humans into large and distinct populations or groups. This is done on the basis of hereditary physical appearances, geographic ancestry, culture, history, language, ethnicity, and social status. The common populace uses race to classify people on the basis of hereditary physical appearances, such as skin color. This has given rise to the incorrect terms such as whites or blacks.

Ethnicity, therefore, is a method of classification based upon a common feature of the population, such as a common heritage, a common culture, a shared language or dialect. Ethnicity may also be based on common ancestry and religion. Some ethnic groups may be marked by little more than a common name. However, ethnic groups have a consciousness of their common cultural bond. They develop because of their unique historical and social experiences. This becomes the basis for the group's ethnic identity.

1.4.2. Race and Ethnicity in the United States

When colonists came to the New World, they found a land that did not need “discovering” since it was already occupied. While the first wave of immigrants came from Western Europe, eventually the majority of people entering the North America were from Northern Europe, Eastern Europe, and Asia. The immigrants to the New World of the Americas came largely from ethnically diverse regions of the European Old World. In the Americas, the immigrant populations began to mix among themselves and with the indigenous inhabitants of the continent, as well as the enslaved Africans.

From the beginning of U.S. history, Native Americans, African Americans, and European Americans were classified as belonging to different races. For nearly three centuries, the criteria for membership in these groups were similar, comprising a person’s appearance, their fraction of known non-European ancestry and their social circle. This changed in the late nineteenth century. Throughout the post-Civil War Reconstruction era, in an effort to restore white supremacy in the South after the emancipation of slaves, the ruling white majority began to classify anyone considered to have “one drop” of “black blood,” or any known African ancestry, to be “black.” In most southern states, this definition was not put into law until the twentieth century. Many local governments established racial segregation of facilities during what came to be known as the Jim Crow era, which began in the late 1800s.

The idea of racial groups have been used in U.S. censuses as self-identification data items in which residents choose the race or, starting with the 2000 US Census, races with which they most closely identify. Respondents also indicate whether or not they are of Hispanic or Latino origin, which the census considers separately from race. While many see race and ethnicity as the same thing, ethnicity generally refers to a group of people whose members identify with each other through a common heritage

and culture, as opposed to the implication of shared biological traits associated with the term “race.”

1.5. America as The Land of Opportunities

The American culture began to exist before the United States became a country; it was influenced by the British culture and its older form and the inheritance of language. For centuries, immigrants have come to the United States from England, Spain, Germany, Russia, Ireland, Sweden, China, Italy and many other countries. The largest ethnic groups in the United States today are descendants of Germans, African Americans, Irish, British and Mexicans. Thus, America is truly a land of multiculturalism.

With regard to the diverse population in the United States, it is essential to mention the concept of “Melting Pot”. This metaphor is used to describe the multi-ethnicity of the United States, that is to say the people who have entered the country go through the process of assimilation. However, their nationalities bring something distinctive that remains with the American culture.

The concept of a melting pot implies that America is not comprised of one distinct or significant culture or ethnicity. Instead, it is made up of a variety of cultures that when combined, loses what has made it distinct and begins a metamorphosis into something that has lost its original qualities, turning into something unrecognizable instead. America should be likened to a fruit salad, one that retains the original quality of the culture and when mixed with other cultures becomes something even more flavorful. Success in America as individuals does not have to entail the abandonment of one's cultural and ethnic identity. Retaining one's culture can be achieved while meeting the expectations of “success” in America and in many cases is the foundation on which that success is built.

A specific example of how holding on to culture identity leads to success in America can be seen from the example of the Vietnamese family that comes to America in pursuit of a better life. When the family first arrives in America, they may live in a small apartment with another family. As children enter school and begin to learn the English language, parents are working at any job they can find to provide food, clothing and shelter for everyone in the household. The family continues to celebrate traditional Vietnamese holidays and eats traditional foods from their homeland. As work for parents increases, each family begins to move out on their own, while still maintaining the support of the others. As families become even more financially independent, they help other family members who are still in need. As children grow, education is highly valued and as each child gets through college and becomes employed, they too, look back at other family members to offer support to them so that they too can achieve “success” in America. All the while, the family continues to celebrate their Vietnamese traditions, food and language. As Curry, Jiobu, Schwirian puts it “Learning about and adopting aspects of the American culture does not mean that an individual must shun all beliefs and traditions of their country of origin” (233)

In America today, many people are leading successful lives as a result of maintaining their cultural beliefs and identities. And although the struggle to become a functioning individual in America may be difficult, holding on to beliefs rooted in culture have made it possible for many people to make it. When families have come from Vietnam or Mexico, language is an instant challenge for them. Although learning a new language is a challenge, it can be done. And when that happens, even more doors or possibilities are opened. Even though language can be an issue the values and benefits of such minor group of families are what helps individuals to succeed in learning the language. Some minority groups work together to support one another to ensure that all members

of the family succeed. Support can include money, housing, transportation and even food or help with translation. The families work together to become “successful” in America. This idea of family supporting one another without question is a deeply rooted belief in such cultures.

1.6. The American Educational System

The world education will continuously differ and have different standards to what each individual person must meet. It all depends on what priorities that particular educational system contains and what process it maintain. The American educational system is very complex and has a lot of standards and requirements that must be followed in order for each individual to have a fair chance at equal education.

America has the largest international student population in the world and students choose to expand their education and life experience in the United States. The US Department of Education is responsible for federal education programs of all types and levels. Its role in education is limited by the United States Constitution and federal laws. It functions as a governing body, but works in cooperation with state and local authorities. According to the present researches held by scholars, US education system now has nearly 96,000 public elementary and secondary schools, plus more than 4,200 higher education institutions, ranging from 40,000 students at two-year community colleges to public universities.

America is culture of natural and wonders. It is a dream destination and an aspiration of the present generation and is the best destination for university studies or higher education. For any aspirant who wants to pursue his/her studies abroad, the United States will be the dream and the first choice of destination. Thus, a degree from US University is respected throughout the world. The aspirants will have valuable opportunities both during and after their degrees.

Education in the United States is provided by the public sector, with control and funding at three levels: federal, state, and local. School programs, funding, education, employment, and other policies are established through local elected school boards with an administration over school districts with numerous directives from state legislatures. School districts are also separated from other local authorities, with independents and budgets. Standards of education and standardized testing decisions include those taken by state governments. The ages for compulsory education vary by state. It starts between five and eight years and ends between fourteen and eighteen. Educational requirements may be met in state-certified public schools or an approved school program. In most public and private schools, education is divided into three levels including the elementary school, high school, and high school. The children are divided into age groups, going to the first year for young children in primary school, up to the twelfth grade, the last year of high school. The exact age range of students at these levels varies little from region to region. Post-secondary education, better known as the "college" in the United States, is generally administered separately from the primary and secondary education system.

The educational system and training procedure in USA is said to enhance the qualities of every international student who comes there to study. So, these international students who aspire to study in America, after experiencing and enduring through the training methods, form to become responsible and reliable persons by possessing the acquaintance in their relevant field of interest. The education programs provided by the institutes of USA are generally supervised by the American Government and so the educational quality remains to be of top quality. Thus, the education system of USA is said to be excellent and various students from different countries studying in America demonstrate this fact. The methodology that is used to teach the students is the major

reason for the popularity of USA education. It concentrates on implementing various methods that would help to make use of the talent of the individual in the right manner. Despite of teaching theory part, the USA institutes also focus on practical part as well through the means of productive methods such as providing presentations, organizing interactive discussions among the students, allowing them to do research work and so on. The extra curricular activities in the schools of the United States are said to be pretty large, which actually helps to build competitive thoughts among the students. After completing their schooling in America, they will turn out to be positive and proficient individuals. Graduating from the universities in the United States will surely help the international students to become professionals in the near future.

1.7. The Ethnic Minorities Step Toward Education

While many students first entering a sociology classroom are accustomed to conflating the terms “race,” “ethnicity,” and “minority group,” these three terms have distinct meanings for sociologists. The idea of “race” refers to superficial physical differences that a particular society considers significant, while “ethnicity” is a term that describes shared culture. And “minority groups” describes groups that are subordinate or lacking power in society regardless of skin colour or country of origin. For instance, in modern history, the elderly might be considered a minority group due to a minimize status resulting from popular prejudice and discrimination against them.

Sociologist Louis Wirth (1945) defined a minority group as “any group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.” (Interview held on conference discussing sociological issues) The term minority refers to discrimination, and in its sociological use, the term subordinate can be used interchangeably with the

term minority, while the term dominant is often substituted for the group that's in the majority. These definitions correlate to the concept that the dominant group is that which holds the most power in a given society, while subordinate groups are those who lack power compared to the dominant group.

Note that being a numerical minority is not a characteristic of being a minority group; sometimes larger groups can be considered minority groups due to their lack of power. It is the lack of power that is the predominant characteristic of a minority, or subordinate group. For example, consider apartheid in South Africa, in which a numerical majority (the black inhabitants of the country) were exploited and oppressed by the white minority.

According to Charles Wagley and Marvin Harris (1958), a minority group is distinguished by five characteristics; unequal treatment and less power over their lives, distinguishing physical or cultural traits like skin colour or language, involuntary membership in the group, awareness of subordination, and high rate of in-group marriage. Additional examples of minority groups might include the LGBTQ community, religious practitioners whose faith is not widely practised where they live, and people with disabilities.

The United States has a history of enforcing Americanization or cultural assimilation in its public schools. These efforts were pinpointed at immigrants, Native Americans, and other ethnic minorities. At the time, public schools were directed as a place to learn how to be an American. Supporters of Americanization felt that, without an American education, citizens would become ethnocentric and society would disintegrate. One major component of Americanization education is the compulsory acquisition of the English language.

In America's early education system, African American students had many difficulties in integrating, assimilating, and successfully matriculating in the classroom. There has been a long progression in the way that African Americans have been viewed, first as private property, then as less than citizens, and later as citizens with a subset of inferior rights in segregated environments. Segregation was an immediate, major obstacle that African American students faced when they entered the early schoolhouses. Some justified the purpose of separating African American and White students because it provided safety for African American students and also offered an easier learning environment. However, having the two learning environments actually fueled the creation of a superior and inferior education platform where White students received educational resources and teaching that was much better than that provided to the African American students.

According to a study held by sociologists uses large nationally representative samples of White, Black, Hispanic, Asian American, and American Indian students to examine current patterns and recent trends (1991 until 2005) in racial, ethnic, and gender differences in school discipline. Sociologists found that Black, Hispanic, and American Indian youth are slightly more likely than White and Asian American youth to be sent to the office and substantially two to five times more likely to be suspended or expelled. Although school discipline rates decreased over time for most ethnic groups, among Black students school discipline rates increased between 1991 and 2005. Logistic regression analyses that controlled for racial and ethnic differences in socio-demographic factors suggest racial and ethnic differences in school discipline do not result from racial and ethnic differences in socio-economic status. Future research and practice efforts should seek to better understand and to eliminate racial, ethnic and gender disproportionality in school discipline.

1.8. Conclusion

What can be concluded is that the United States of America is among the countries that are arranged as the most desired destinations for an alternate life in the globe. The main reason behind this fame and reputation is the presence of reputed educational institutes that help to teach good education through various courses. Students and other varied migrants from various countries of the world believe America to be the perfect destination for a substance which it would help them to succeed in their lives.

CHAPTER TWO

2.1. Introduction

Throughout the history, America is considered as the destination for a stream of immigrants from various parts of the world. Immigration plays a significant role not only for the sake of making America's development possible but also in shaping American society. High rates of migration from different places in the world reflect and also shape many aspects about the basic nature of American society and economy. “The number of people crossing borders in search of a better life has been rising steadily over the past 15 years. At the start of the 21st Century, one in every 35 people is an international migrant. If they all lived in the same place, it would be the world’s fifth largest country” (BBC Factfile: Global migration).

The new settlers came to make new lives and livelihoods in the New World, and their hard work benefited themselves and their new home country. With regard to the fact that the immigrant groups flee from their mainland to the various destinations in United States, some immigrants settle down there, while some others just stay for a while and leave the country. The movement of immigration has occurred for as long as the American society has existed. In the previous few decades, immigration has brought lots of new people from other countries of the world to the United States of America. One of the main reasons for immigration is economic reasons because life in poverty and unhappiness force people to seek a better life. Continuously, the economic distance between the developed countries and the third world countries are increasing year by year. As a result, people from underdeveloped and developing countries come to industrialized countries in order to have better earnings, better job opportunities and better education for their children. As it is clear America is the best. As CNN Money

reports “The United States has been the world's largest national economy since the 1920s. In 2013, the GDP of USA was \$16.2 trillion”

Thereby, this chapter will intend to elucidate the relevance that people from the underdeveloped and developing countries are moving in USA for the sake of argument to eventually change their economic conditions. Moreover, there is a strong demand for skilled workers in U.S. such as engineers, doctors, and other professionals. The paying scale for these professionals in USA is better than in other developed countries. Thus, this chapter will portray why people have moved, are moving, and are trying to move in USA.

2.2. Migration and the Brain Drain Phenomenon

America as a whole has come to be defined by a single phrase, “Give us your poor, your tired, your huddled masses yearning to breathe free...” written by young immigrant from Portugal, Emma Lazarus, and engraved on the Statue of Liberty. The United States of America has the largest foreign-born population in the world.

Immigration has been an integral part of the United States’ overall success and the country’s economy since it was established and without it, would have never been founded at all. Although there are some negative issues associated with immigration and many native-born Americans believe to be more of a problem than a solution, overall it actually has a positive effect. Immigrants in America, among other things, fill jobs where native-born Americans may not want to work or cannot work.

The United States attracts more foreign-born professionals than any other country in the world. American colleges and universities have traditionally recruited foreign students in the hope that they may return to make significant contributions to their home countries. However, higher education has been an important means for American companies to recruit such workers. In fact, fewer than one-half of foreign doctoral and

postdoctoral students who study in United States return to their home countries after graduation. Surveys showed that 88 percent of doctoral graduates in science and technology from 1990 to 1991 still resided in the United States five years later, leaving home countries with shortages in the fields of medicine and engineering. Since the early 1990's, approximately 900,000 skilled workers have emigrated from India, China, and Russia under the temporary visa program, and only a few countries have been successful in luring their talented, well-educated young people back home.

Many developing countries continually lose a significant number of high-level educated workers, especially scientists, engineers, academics, and physicians, who decide to move and stay abroad in more developed countries. While the face of immigration often portrayed in the media and thought by the society is done by low-skill workers with low wages, the majority of documented immigration is actually done by the high-skilled workers and high-level educated workers. This phenomenon is called "human capital" flight or more commonly referred to as "brain drain".

2.2.1. The Definition of Brain Drain

It is a trouble that some problem from developing countries like underdeveloped nation which cannot pay high salaries nor wish to curtail the individual's personal freedom permitted in democracies. According to a UN definition, the flight of talent that is required for a country's development to another country is called brain drain. 'Brain Drain' is the migration of talented persons like doctors, engineers, lawyers, teachers and technicians from their home country to a foreign country for higher indemnity and better working conditions.

The reason behind the brain drain is that the foreign countries encourage over the import of the talented manpower. On the other hand, the owners inheriting such brains are happy to go out because of having congenial work atmosphere and ethos.

The Cambridge Advanced Learner's Dictionary, from the other hand, defines it as "The situation in which large numbers of educated and very skilled people leave their own country to live and work in another one where pay and conditions are better. It's a loss of trained professional personnel to another company, nation, etc., that offers greater opportunity." Brain drain, thus, is the emigration of highly educated and skilled professionals in search of higher income and a better standard of living, among a host of other reasons, from the developing countries (Africa, South-East Asia countries, etc) to the developed one (United States, United Kingdom, Germany, Australia, etc.). Brain drain phenomenon is closely related to the agglomeration, a situation in which the population is centralized in the urban area because they are looking for a more promising condition. One of the differences between brain drain and agglomeration is that the agglomeration occurs in only one country, whereas the brain drain is happening around the world involving many countries.

Brain drain oftentimes pulls the best and the brightest from their homelands as workers seek more lucrative job opportunities abroad, where they believe their marketability will be rewarded. Brain drain usually occurs in developing countries where there is religious persecution, political instability, economic turmoil, or civil conflict. The emigrating workers are skilled specialists (researchers, technicians, medical professionals, engineers, and educators) who perform crucial services that contribute to global competitiveness in medical or scientific research, entrepreneurship, and technological advances for the host country.

When people talk about a brain drain, they are referring to the movement of a large number of scientists or academics away from their own country to other countries where the conditions and salaries are better. Owing the fact that brain drain refers to the emigration of educated and skilled people from their home countries to other

countries; brain drain has a lot of negative effects because it empties countries of their human resources.

2.2.2. Main Characteristics of Brain Drain

To characterise the emigration patterns, the phenomenon of brain drain is more common in developing countries such as America and any other developed alike nation. There are many factors that are responsible for brain drain in these countries. Higher salaries, better medical facilities, access to advanced technology, better standard of living and more stable political conditions which are among few of the things that attract professionals towards the developed countries. The problem of brain drain, in our age, has become very elusive. The underdeveloped countries like countries of the third world are desperately in need of talents, especially in the field of science and technology but for one reason or the other, the talents are fleeing their countries, leaving their native lands impoverished in the process. As mentioned above, we can arrive at the judgement that brain drain occurs at three levels that entitled as geographic, organizational and industrial. Here is a look at these different types of Brain Drain in detail.

2.2.2.1. Geographical Brain Drain

It is referred to the departure of highly brilliant and skilled individuals to another country in search of better paying jobs. Consequently, it has a negative impact of their home country's economy and overall development.

2.2.2.2. Organizational Brain Drain

The mass exodus of highly talented, skilled and creative employees from one organization to join another is referred to as organizational brain drain. Though, it weakens the organization and strengthens the valuable competition.

2.2.2.3. Industrial Brain Drain

It is the departure of employees from one industry in search of better jobs in other industries. It disturbs the working of the industries where brain drain occurs.

2.2.3. The Sacrificial Factors Influencing Brain Drain

Based on the present, it is predictable that the migration of highly skilled professionals has some negative effects on affected countries of emigration. Brain drain is one of the earliest phenomena associated with globalisation, which has significant unfavourable effects at the local level. The departure of skilled workers can weaken developing countries, especially smaller ones, by depriving them of important skills and workforce. This can prevent and limit innovation, business growth and national development. Development can be particularly blocked by the outflow of professionals in the health, education and agricultural sectors. The impact varies based on the demographics and level of development of countries. According to the United Nations,

There were 244 million international migrants in 2015, representing a growth of 41% since 2000. Organisation for Economic Co-operation and Development or OECD countries host nearly 50% of the world's migrants, with a higher rate of highly skilled migration (tertiary-educated) than net migration. OECD data shows higher rates (above 50%) of highly skilled migration from the poorest and least developed countries, such as Haiti and Guyana in the case of the Caribbean and South America. While some refer to brain drain, with the associated negative connotation, research on migration and education also discusses 'brain gain' and 'brain circulation', offering a differing perspective on the phenomenon of highly skilled migration.” (Jamil Salmi and Katya Salmi)

By contrast, brain drain is also criticised for producing a “fiscal burden” on the country of origin as it loses out on the skills of a publicly trained and educated workforce. It is argued that brain drain robs poorer nations of research and innovation potential, thereby limiting the growth and development of local academic teaching and research institutions, as well as other public sector institutions. With fewer skilled migrants, developing countries might also benefit from fewer investments, further entrenching this problem. There has been a research on migration patterns between the 1960s and 1990s indicates that high levels of skilled migration contributed to slowing the economic growth and development of sending countries, increasing inequality and poverty.

However, a 2015 World Bank report on African doctors argues that this “fiscal burden” is often exaggerated. Looking at the migration patterns of African doctors and where they were trained, this study found that the complexity of individual migrants’ education and trajectories belies a simple situation where highly skilled migrants are trained in their country of origin and immediately after graduating leave to work in the country of destination. There have been several efforts to define the concept of brain drain, mainly by international organizations. For instance, we can read the following in a 1969 UNESCO report that illustrate “The brain drain could be defined as an abnormal form of scientific exchange between countries, characterized by a one way flow in favor of the most highly developed countries”. Among the many reasonable brain drain phenomenons that can be explained are economical, political and social factors.

2.2.3.1. Economical Factors

The economic aspect of brain drain cannot be divided from the political aspect. First of all, it should be emphasized that it is in contradiction with the great international economic and political objective, namely thenarrowing of the gap between the

developed and the under developed countries. It expresses at the same time the complexity and the inter-dependence of different societies; it derives from disproportionate economic, technological and scientific development of the developed and the developing countries, leading to contradiction in the training of professional manpower workforce and the ability to satisfy the several demands for this group.

It is a primary characteristic of brain drain that the more underdeveloped a country is economically, the more it loses by brain drain while only developed countries profit from the process. It occurs through a complicated interplay of direct and indirect economic 'push' and 'pull' factors. It is boosted by the lack of an educational system as well as the absence of a manpower policy in most of the under developed countries, these deficiencies normally hindering the really efficient use of those qualified as well as those having talent. Indeed, there are higher living standards and better research and working opportunities regarding the ultimate developed country, which provides thousands of possibilities for developing human potential.

In addition to these objective economic factors brain drain is also stimulated by the actually realized intention of the developed countries to acquire intellectual capital free, and quick as possible. Even though similar skills are needed in both developing and developed countries, people migrate and settle permanently in the flourished countries because they pay very high salaries. The famous saying is “brains go to where money is”.

2.2.3.2. Political Factors

When the best of professional manpower leave their home country and settle in a more developed one, it is a political phenomenon. It involves peculiar contradiction; it simultaneously indicates the lack of production and over production of professional manpower on the drained country. In this sense, brain drain is a symptomatic

phenomenon, but at the same time it is expressive of a fundamental difficulty. To some extent it has an objective basis, as the attraction of a more developed country compared with those of the less developed ones that has always existed in the course of history. The sudden effect of this is that the development of science and technology going to be accelerated in the developed countries, and as consequence, it will slowed down in the drained countries.

2.2.3.3. Social Factors

The main flow of brain drain as a change of domicile starts from the under developed countries towards the developed one, due to social, cultural and psychological factors; due to references for living in certain countries. As any other factor, it involves international migration of physicians, natural scientists, social scientists, etc. to more prosperous countries like America. The brain drain issue regarding the psycho-social factor, is also encouraged in developing countries because of unfriendly, non-motivated, constrained and non-creative work environment as compared to friendly, cooperative and healthy work environment in developed countries.

Another important factor is the excess supply specialised and trained persons at home over the demand for them in developed countries which consequently encourages people to migrate to developed nations permanently. Along with understanding the statistic of the rise of migrants due to some sort of social effects, the human process as strategic resource is flowing out of economies where it can make the greatest contribution to human welfare, into economies already well developed and having large number of trained, capable, scientific and administrative personnel. Of course, the latter under produce in relation to their needs and, therefore, import talent.

2.3. Pull Factors

A pull factor is forceful, and a factor which relates to the country from which a person migrates. It is generally some problem which results in people wanting to migrate. A pull factor is something concerning the country to which a person migrates. It is generally a benefit that attracts people to a certain place. Pull factors are those factors in the destination country that attract the individual or group to leave their home. Those factors are known as place utility, which is the desirability of a place that attracts people. Better economic opportunities, more jobs, and the promise of a better life often pull people into new locations.

Sometimes individuals have ideas and perceptions about places that are not necessarily correct, but are strong pull factors for them. As people grow older and retire, many look for places with warm weather, peaceful and comfortable locations to spend their retirement after a lifetime of hard work and savings. Such ideal places are pull factors too.

A synthesis report prepared by Professors Lowell and Findlay (2001) mentioned that better wages and employment conditions, better information, recruitment and cheaper transportation are pull factors which attracted skilled migrants to look for jobs and opportunities in developed countries.

After a phase of two years a further professors AysitTansel and Nil DemetGüngör (2003) focused on the pull factors such as ; high income, better career opportunities, better work environment, and more job openings for a specific profile, better social and cultural environment and proximity to important research and innovation centers as factors influencing the Turkish students' return intentions.

In 2008 David Zweig and Chen Changgui cited on his book “China's Brain Drain to the United States: Views of Overseas Chinese Students and Scholars in the 1990s” that

it is an instant higher remuneration, better living conditions, more stable political systems and more comfortable lifestyles as pull factors that attracted talented people in developing countries who have studied abroad or educated in country of origin to migrate to rich countries.

Very often, people consider and prefer opportunities closer to their location than similar opportunities farther away. In the same vein, people often like to move to places with better cultural, political, climatic and general terrain in closer locations than locations farther away. It is rare to find people move over very long distances to settle in places that they have little knowledge of.

Whereas push factors drive migrants out of their countries of origin, pull factors are responsible for dictating where these travelers end up. The positive aspects of some countries serve to attract more immigrants than others. Below are three examples of pull factors that draw migrants to receiving countries.

2.3.1. Higher Standards of Living/Higher Wages

Economic incentives provide both the biggest push and pull factors for potential migrants. People moving to more developed countries will often find that the same work they were doing at home is rewarded abroad with higher wages. They will also find a greater safety net of welfare benefits should they be unable to work. Migrants are drawn to those countries where they can maximize benefits. For example, Mexican migrants coming to America do not move strictly to escape unemployment at home. In fact, during recent years the unemployment rate in Mexico has remained significantly lower than that of the U.S. In 2011, for example, the unemployment rate in Mexico was 5.2 percent, while in the U.S. it was 9 percent (Index Mundi). Even so, a sizeable wage gap exists between the U.S. and Mexico. In 1994, the North American Free Trade Agreement was implemented in the hopes of increasing wages in Mexico, among other

goals. However, since this time there has been little evidence of wage convergence between the economies of the U.S. and Mexico, meaning that wages remain significantly higher in the U.S. for a large portion of the population (Hanson, 2003). Thus, Mexican migrants may come to the U.S. because they are attracted by the higher hourly wages, rather than the opportunity to find employment in general.

2.3.2. Labor Demand

Almost all developed countries have found that they need migrants' low skill labor to support their growing economies. While most manufacturing is now outsourced to developing nations, low skill employment opportunities are available in wealthy countries due to growing service sectors. These economies create millions of jobs that domestic workers may refuse to fill because of their low wages and minimal opportunity for professional advancement. Canada is an example of this trend; the country's migrant population has nearly doubled over the past couple of years.

2.3.3. Political and Religious Freedom

Much like discrimination and persecution provide strong push factors for people to leave their home countries, the existence of tolerant government policies with regards to religion, race, political views and so on may make certain countries more attractive to potential migrants. This pull factor is especially relevant to those migrants who are escaping situations of persecution (and may be considered refugees, as noted above) though it can apply to other migrants as well.

With the expansion of telecommunications technology that has accompanied globalization, migrants have found it drastically easier to stay connected with the religious community that they left behind in their home country, thus making the decision to move away from home an easier one. In places where this "transnational religion" is promoted through financial institutions, sister congregations, community

organizations, telecommunications infrastructure, and governmental tolerance, migration by religiously devout persons has followed. For example, a large Muslim community with strong ties to religious leaders and congregations in Pakistan and Bangladesh has sprung up in Britain; they have used their freedom of religious association to press local authorities for changes in religious rights and education.

Other pull factors include superior medical care or education, family links or simply a personal fondness of a certain place, whether it may be linked to culture, language, weather conditions or other influencing factors.

2.4. Magnitude of Brain Drain

Migration is a global phenomenon caused not only by economic factors, but also by social, political, cultural, environmental, health, education and transportation factors. It commonly takes place because of the push factor of less opportunities in the socio-economic situation and also because of pull factors that exist in more developed areas. Thus, the important factors which motivate people to move, can be classified into five categories. They are economic factors, demographic factors, socio-cultural factors, political factors and miscellaneous factors.

2.5. Globalizaion and The Brain Drain

In presented studies the impact of globalization on "brain drain" in developing countries is considerate. Globalization is primarily manifested in the possibility of educational mobility. The growth of international mobility of scientific personnel is an integral feature of the globalization of science, and in this context, the problem of "brain drain" in developing countries is particularly worrying.

Migration of people has been a regular and common phenomenon of world history, whether as skill or unskilled. But in recent time skilled migration of humans, popularly known as brain drain, is widely discussed for its larger consequences and its impacts

toward developing countries. The inspiration of being moving from home country to abroad are dynamic and cannot be generalized over times and places people, specially skilled manpower's motivation varies significantly. The reason may be that that developed foreign countries encourages brains with better opportunity than a home country can provide. If home countries can provide some opportunities for preserve these brains scholars think at least some of the brains may stay back or come back to the home country. Still it bears both long term and short term consequences for both sending and receiving countries. More importantly the word brain drain, which is considered as theft of intellectuals from developing country to developed world, may not always result in negativity. With proper vision and analyzing the reasons behind leaving the home country properly, this might be an opportunity for developing countries to exploit.

Globalization processes should be also used in the opposite direction. World universities could help donor countries by means of scientific consulting, assistance in the preparation of curricula based on global trends and by actualizing certain areas of science, training doctors and masters. It would be essential to involve scientists from developing countries into researches related to the problems of their homeland, the results of which could be used to address more global issues. This would make conditions for exchange of experience, receipt of additional financial assistance, as well as the use of scientific achievements of scientists without their "brain drain" out of the country. Globalization is the result of cross-border exchange of information, whereas leaving the country by scientists and young people for abroad is the result of social, political, financial distress and residual principle used to solve the problems of science and education. Thus, the solution of this problem is mainly based on the solution of the underlying initial causes.

2.6. Reverse Brain Drain

Reverse brain drain which refers to the migration issue, whereby human capital moves in reverse from a more developed country to a less developed country that is developing rapidly, which is commonly defined as ‘brain drain’. It is also termed as a logical outcome of a calculated strategy, where migrants accumulate savings, also known as remittances, and develop skills overseas that can be used in their home country.

Reverse brain drain can occur when scientists, engineers or other intellectual elites migrate to a less developed country to learn in its universities, perform research or gain working experience in areas where education and employment opportunities are limited in their home country. These professionals then return to their home country after several years of experience to start a related business, teach in a university or work for a multinational in their home country. The occurrence of reverse brain drain mostly depends on the state of the country’s development, and also strategies and planning over a long period of time to reverse the migration. Countries that are attractive to returning intelligentsia will naturally develop migration policies to attract foreign academics and professionals. This would also require these countries to develop an environment which will provide rewarding opportunities for those who have attained the knowledge and skills from overseas. In the past, many of the immigrants from developing countries previously made many personal sacrifices in order to work and live in developed countries; however, the recent economic growth that is occurring back in their home countries and the difficulty of attaining long-term work visas causes many of the immigrants to return home.

2.6.1. The Significance of Brain Drain

Scholars may notice that highly educated children of immigrants in the US are moving back to their native countries in growing numbers. The homeland that their parents once fled from has now become economic power and a source for opportunities. Some arrive to the US as children and become citizens later, while others are born in the US to immigrant parents.

For many decades, the world's less-developed countries have suffered the so-called brain drain that recognized as the flight of many of their best and brightest to the West. While that has not stopped, a reverse flow has begun, particularly to countries like China and India, and to a lesser extent, Brazil and Russia. The trend is encouraged by the efforts of some overseas governments to attract more foreign talent by offering employment, investment, and tax and visa incentives.

2.6.2. America's Alarming “Reverse Brain Drain” Threatens US Economy

Nowadays, if Americans heard the words “brain drain”, they knew clearly what that meant: Bright, talented scientists, engineers and other brilliant passions from all over the world were and still migrating to the United States. They were drawn there by the world's best universities, the most dynamic companies, the independent economic and social environment and the highest standard of living.

In the past decades, many of the immigrants from developing countries previously made many personal sacrifices in order to work and live in developed countries, and the United States of America is an exemplar. However, the recent economic growth that is occurring back in their home countries and the difficulty of attaining long-term work visas causes many of the immigrants to return home.

Today, while many of these conditions still apply, Americans are starting to hear a new term “a reverse brain drain”. What it suggests is the United States is pursuing

government and private-sector policies that, over the long run, could lead to a considerable shift in the world's balance of brain power.

2.7. Conclusion

What can be consummated in the second chapter is that brain drain is a new phenomenon of the twentieth century. It can be recognized as the migration of highly skilled individuals who are trained in one country and take up residence and work in another. Owing the fact that the migrants move to countries, which they are not nationals for the purpose of employment. These particular migrants are persons not possessing the citizenship of their country of employment. This phenomenon can occur in countries where education has not been equivalent with national needs and where talents and abilities to perform have gone unrecognized or unrewarded. It emerges when people have been terminated for professions where jobs don't exist and where advancement has more often been based on family income or social status than on professional ability.

With regard to the major causes of brain drain, they can be portrayed as pull and push factors. The push factors are those aspects, which force people to think about leaving their belonging place or move from their native country to neighbouring countries for more distant places like the United States of America. While the pull factors are an appointed attractions that draw people to particular destinations, which persuade the immigrants to the country of destination.

In extension to the political instability in the home countries may unquestionably force the migrant to lose confidence with their governments and future prospects for a better surroundings and conditions. On the other hand, students from less developed countries are expected to go back and provide manpower in such areas as medicine,

education, engineering and military. Most of them do not return home but are left behind.

CHAPTER THREE

3.1. Introduction

According to the UN (1998) a migrant is defined as a person who moves to a country (other than his/her usual residence) for a period of at least 12 months. There are two types of migration, immigration and emigration. Immigration defines people who migrate into a country and emigration defines people who depart from a country.

Looking at migration from a historical point of view, the most common motive for migration was a common language or religion in a different country. More recent examples such as slave trade or 'The Irish Famine' show that migrating is not per definition a choice, but that there are different reasons for migration. In this context, some circumstances can force people to move, but voluntary migration on the contrary, has become more widespread over the past decades.

As mentioned above, migration has become a very important aspect of the modern day world. The American Dream drew nearly million immigrants to the U.S. in the past decade. This chapter will enhance the consequence of the high-skilled migrants which it directs the belief that anyone can pull themselves up by their bootstraps resonates in America more than any other country in the world.

3.2. Minority Groups in United States

In the United States of America, the phrase "minority groups" can be applied only in an extended sense. All natives of the United States belong legally to a single American nationality; there are no laws that regulate the political status of any group of natives according to their ancestors' national origin.

Speaking about the racial groups in the United States of America, they are distinguished from each other by their possession of certain physical features which inherited as the result of endogamy over a long period. Some minor races,

however, are biologically pure and relevant, nor do most people use precisely biological criteria in deciding that a person belongs to one racial group rather than another. Thus, in the United States, a single Negro is defined as someone of whom it is known that at least one of his ancestors was a Negro; the particular definition will hold even if, to all appearances, the individual is a "white." Moreover, despite the fact that the principal racial minorities of the United States known as the American Indians, the Chinese, the Filipinos, the Negroes, and the Japanese and so forth, all have members with some Caucasoid ancestry, they are still regarded as "nonwhite." The dominant white entirety generally chooses to over-look the fact that they, likewise, are not "pure" since many whom they accept as white have some Negroid or Mongoloid ancestry.

By contrast, some groups in the United States speak a certain language other than English, although they are not recent immigrants; indeed, they have continuously speak their own language over many generations. They are aswell best designated as "language minorities" despite the fact that they ought to have other special cultural traits, it is fundamentally their language that sets them apart from the plurality of the population.

The Spanish-speaking people for instance who live in the sparsely populated rural areas of New Mexico and southern Colorado borders. Their position is similar to that of some European national minorities, since most of their ancestors were originally Mexican citizens whose territories were incorporated into the United States after the Mexican War over two years from the 1846 until 1848. They have been able to maintain a distinctive way of life because they are both isolated and poor; this same isolation tends to protect them from the discriminatory attitudes of the dominant, English-speaking population, who particularly have not, found it necessary to impose any legal or political disabilities upon them.

3.3. Inequality Crisis in the United States

America is and always has been a very multicultural country. Nevertheless, minority groups in the USA are unfortunately often subject to discrimination, ranging from racist comments to violent hate crimes.

The subject matter inequality has been a focus of significant study. However, the determinants of income inequality are still ambiguous. Racism and discrimination are prevalent throughout the US, although they can be felt most strongly in conservative regions of the country like the South and Midwest, as well as in small towns, rural areas and so forth. The groups that are most often discriminated against are African Americans, Hispanics, and Muslims, but smaller minority groups, such as Jews, other immigrant groups, and the LGBT community, bear their share of intolerance as well.

3.3.1 Racism and the Practice of Segregation

Although the United States has come a long way since the days of slavery, and huge steps were made towards granting equal rights on the basis of race in the 1960s, racism is still a very pressing problem in the US today. Sometimes it is blatant and open, but often it can be more subtle, or even built into the system, as seen by racial profiling by law enforcement officers and other government officials, and the near impossibility for some groups, especially African Americans, to break the cycle of poverty.

Discriminatory policies in schools lead to the so-called “school-to-prison pipeline” Due to zero-tolerance policies in schools, disadvantaged black youths quickly end up being pushed out of school and into the juvenile and criminal justice systems, instead of being given a chance and receiving counseling within the school system.

3.3.2. The Act of Xenophobia

Eventhough America is by nature a country of immigrants, US anti-immigrant sentiment is deeply rooted in American history, and continues to nowadays. Several white Americans of European, usually Protestant, descent, like to claim that theirs is the one true “American” culture. The reality, of course, paints the picture of a culture that is anything but homogenous. Native Americans lived on the land that is now the United States first ; throwback at antique periods, millions of Africans were brought to America by force to be held in slavery, and people have been immigrating to the US from all around the world, for centuries. Xenophobia has risen over the past years as the subject matter of illegal immigration wich it becomes a forefront portion of American politics. Anti-immigration groups patrol the border, making sure no more prospective immigrants cross over, and racial profiling is used to question the legal status of anyone “foreign-looking”. Especially with the instability of the US economy in recent years, some Americans fear that their jobs are being given away to immigrants.

3.3.3. Islamophobia

Throwback at the September 11 terrorist attacks, Islamophobia has increased in the US, filled by ignorance and the faulty belief that all Muslims are fundamentalists. Muslims, especially those who could be identified as such by their dress or practices, were frequent victims of assaults and attacks, mosques were vandalized, and they were generally made to feel unwelcome. The number of these incidents decreased over the following years, but many people still harbor general suspicion of Muslims and the Muslim faith.

3.4. Role of Minorities in Social Change

From the preceding discussion, it will readily be understood that the different roles of minorities in the society will affect their impact on general social change. In general, the

existence of minorities in a society offers a constant stimulus and a constant irritant that for several reasons provoke social change. Minorities are often carriers of a culture different from that of the dominant group, and the contact and clash of cultures have long been hypothesized as sources of social change. Even when minorities carry no traditional alien culture, their partial exclusion from the general society serves as a basis for the development of some deviant culture.

In addition, apart from their cultural differences, minorities are sources of social dissatisfaction and social unrest, which are conditions for social change. As conflict groups, minorities tend to upset the status quo: they require the dominant to readjust to them regularly, and sometimes they are able to make coalitions with other minorities within the society or with outside societies in order to change the balance of power. Minorities will often join reform or revolutionary factions or parties among the dominant group, since often the best chance for improving their lot within the existing society is offered by a turnover of elites. Some minorities probably include a disproportionate number of inventive and otherwise creative individuals, because their alienation from the society in which they are forced to live without full participation gives such individuals a perspective that is not possible for the more fully integrated; the “marginal man” between two subsocieties has been identified by some sociologists as one type of “creative man” (Stonequist 1937). If necessity be the mother of invention (which it probably usually is not), minority members are more often beset by necessity than are dominant group members. At least in the limited area of seeking expedients to improve their unhappy lot, minority members are influenced by this creative aspect of necessity.

These general sources of social changes created by the existence of a minority in a society are probably best seen in that situation where power considerations by the dominant group maintain the existence of the minority. Where power and material exploitation are not involved, the dominant group is often either generous or unconcerned about letting the minority group go its own way, and that may often create the stimuli for social change. For example, while the powerful dominant group in the society is bent on accumulating wealth or retaining political ascendancy, the weak minority group can concentrate on acquiring knowledge and wisdom, which in the long run become stimulants of social change. The ideational tolerance often practiced by power-controlling groups some-times results in their own destruction; for example, the historian Edward Gibbon held this to be true about the relations between Romans and Christians in the later stages of the Roman Empire.

On the other hand, where ideological or racist considerations maintain the existence of a minority in a society, there is less freedom for it to create conditions that are conducive to social change. Ideational deviation-cultural or individual is not tolerated where it becomes open and obvious, and racists must constantly prove the incapacity of the minority group by squelching all evidence of creativity whenever it threatens to appear among minority members. Where the dominant group is either racist or believes it holds a monopoly on truth, it is likely to regulate closely the education, cultural expression, and other innovative tendencies of the minority group, thus severely inhibiting the minority as a source of social change. Yet, under these circumstances, the minority group becomes schooled in subtlety and ingeniousness and may stimulate change where it is least expected: the songs, humor, and folk tales of the Negro slaves in the nineteenth-century American South can be seen in retrospect to have had a leavening effect on the white society, and the Jews in medieval Europe repressed as

they were invented a merchant capitalism which eventually was accepted by the whole society (Sombart 1911).

It should not be assumed that the existence of a minority in a society operates solely to create social change. Dominant–minority relations often inhibit change. They tend to make the dominant group rigid in maintaining the status quo. The existence of an exploited or repressed minority makes even the most powerful dominant group fearful, and fear can discourage all forms of social change. Dominant–minority relations are usually wasteful and inefficient, they waste the time and energy of the dominant group in maintaining the repression, and they prevent the minority group from producing at its maximum potential and this waste of material and intellectual resources restricts creative social change.

3.4.1. Positive Economic Effects

Immigration provides several economic benefits to the United States. Many immigrants work in low-paying jobs that most Americans are not willing to work. This provides cheap labor for many industries and keeps the American economy functioning. At the opposite end of the economy spectrum, the Cato Institute reports that one-quarter of all U.S. engineering and technology companies founded between 1995 and 2005 had at least one key founder who was foreign-born. Additionally, 25 percent of patents filed in 2005 listed an immigrant as an inventor or co-inventor. These findings suggest that immigration helps to keep the American economy innovative.

3.4.2. Benefits to Taxpayers

According to the Washington Post, illegal immigration has a positive effect on the average U.S. taxpayer. This is because immigrants in the United States pay more in taxes than they consume in social services. Although many immigrants pay both federal and state taxes, as well as Social Security, they never have the opportunity to reclaim

this money because they are not citizens. On average, this reduces the tax burden on native-born American citizens. However, this effect varies by location; states with high immigrant populations and generous social services often experience a net loss in tax revenue.

3.4.3. Greater Cultural Diversity

Immigrants come to the United States from all parts of the globe. Racial, cultural and ethnic diversity expose American citizens to new ideas and new ways of life. Diversity introduces Americans to new forms of cuisine, religion and language, and helps to educate American citizens about ways of life from different parts of the world. Although diversity may at first cause conflict between people of different races and ethnicity, generations of contact reduce ethnic conflict.

3.5. Immigrant Famous Celebrities: Immigrant Heritage Month

Many people have moved to the United States in order to live in freedom, pursue their dreams, and take advantage of everything America has to offer. When we look at the landmark events, inventions and technological breakthroughs that have shaped America though, it's obvious to see that most of them would not have happened without immigrants. The culture of every ethnic group is beautiful in its own way and worth cherishing. Today, America is known as the great melting pot not for the number of immigrants it has but rather because of the wonderful cultures and traditions the immigrants brought with them. Immigrants do not need to forgo their mother tongue, significant celebrations or customs to become American. However to be socially accepted, they will need to learn English, take part in celebrating national holidays and fulfill their patriotic duties Americans like every other U.S citizens.

Coming to America can be daunting and difficult. The struggle to learn a new language and adapt to a new culture, all while trying to get by financially, probably

looks insurmountable at times. But some of today's immigrants testify to the possibilities. In addition to a surprising number of celebrities who are refugees from other countries. While some strike out and go back home, others achieve huge success and end up immigrating permanently, and consequently becoming US citizens.

People who argue that immigration strains America's resources fail to understand the dynamics of US economy. US economy has a built in elasticity which automatically adjusts to fit the needs of changing demographics and population. Immigrant Heritage Month is organized by a nonprofit organization. The initiative is a collaboration of community organizations, elected officials, corporations, artists, and thought leaders to gather and share inspirational stories of American immigrants.

“One of the remarkable things about America is that nearly all of our families originally came from someplace else. We’re a nation of immigrants. It is a source of our strength and something we can all take pride in.” — Barack Obama

America is a nation of immigrants and descendants of immigrants, and in recognition of this, June marks Immigrant Heritage Month, which honors the origins as a nation of immigrants through community activities and events. Whether they were the mothers and fathers, grandparents, or distant ancestors who made the journey to America, most of the lineage has originated from some other part of the world. To commemorate Immigrant Heritage Month, Americans all across the country happen to reunite together to celebrate their diversity and shared American heritage.

One of the remarkable things about America is that nearly all of the families originally came from someplace else. Immigration is part of the DNA of this great nation. It’s a source of their strength and something they all can take pride in. That’s why during Immigrant Heritage Month, they are encouraging every member to share his/her American story.

3.6. Immigration : a Key to US Leadership in the World

Immigration is clearly a contended issue. The facts are that the United States clearly benefits from immigration. In addition that the US is a magnet for the world's top talent, and immigration ensures that the US has as dynamic and young economy.

3.6.1. Immigrant Populations Keep the Engine of Growth Moving Forward

It is trendy to see among most developed nations of the world in Europe, Japan, and North America fertility rates are decreasing as families are having fewer children. As populations age, they become an increasing economic burden that needs to be offset by younger entrants into the workforce. In the United States of America, white Americans are having less children, so it is immigrant families with a higher birth rates that are filling the labor gap. In effect, it is this group that is largely responsible for keeping pension funds and social security well financed; while driving the US economy forward into the next generation.

The extent of economic contributions by immigrants may be surprising to some, for instance, while immigrants make up 13% of the overall US population, they over-represent their contributions to the economy by fulfilling 15% of the national economic output. Additionally, studies have shown that immigrant participation in the labor force has actually *improved* wages and job opportunities overall for US citizens.

3.6.2. New Immigrants Fast Adjustment and Assimilation into American Society

Immigrants have every incentive to learn English, educate themselves, and participate productively in broader society. According to the US Census Bureau data, they are doing just that with assimilation and integration trends rising in areas of English language proficiency, education, citizenship, homeownership, and wage growth. Once again, these realities run contrary to critics of immigration who express concern about the erosive effects of immigration on the nation's cultural identity. They

can rest assured knowing that the new generation of immigrants assimilate just as well, if not faster, into American society than the wave of European immigrants who arrived in the first half of the last century.

3.6.3. Immigration Promoting US Power “Soft Power”

This power dimension, coined by former Chairman of the National Intelligence Council, Joseph Nye, characterizes the ability of a country to influence the world through its values and cultural appeal.

Nye points out that the US remains a symbol of prosperity and upward mobility in large part because of its culturally open and accepting values. “America is a magnet,” he writes, “and many people can envisage themselves as Americans.” As a result, immigrants to the US are in a position to convey more “accurate and positive” information back to their overseas networks, and help shape America’s global image. The US is perhaps the world’s first truly universal society in this way.

This soft-power influence should not be underestimated. The presence of multiple, thriving cultures in the US helps expand its interests around the world and counterbalances some of the more negatively perceived aspects of US “hard power.” This ultimately allows the US to achieve its foreign policy goals with greater ease and efficiency.

3.7. A Selection of Short Memories

Creator of the Six-Word Memoir project Larry Smith, heads back to Booksmith with his newest anthology, celebrating the stories and voices of immigrants. “Six Words Fresh Off the Boat” captures hundreds of memoirs on the experience of immigration from across America, stating cultures and generations. With contributors including Aziz Ansari “Every immigrant’s journey is truly incredible.” Junot Diaz “We immigrants are America’s true superpower.” and George Takei “Even after internment, still love

America.”, as well as the cast and creative team of the ABC series *Fresh Off the Boat* and dozens of refugees, students, soldiers, athletes, and others, the collection paints a powerful portrait of who they are as a country, and where they came from.

3.7.1. Viet Thanh Nguyen, Pulitzer Prize-winning author

“We came, we saw, we stayed.”

Nguyen was born in Ban Me Thuot, Vietnam in 1971, he is a son of immigrants from North Vietnam who moved south in 1954. He was born in Vietnam and raised in America. His stories have appeared in *Best New American Voices*, *TriQuarterly*, *Narrative*, and the *Chicago Tribune* and he is the author of the academic book *Race and Resistance*. After the fall of Saigon in April 1975, his family emigrated to the United States. He studied at the University of California at Berkeley where he earned his B.A. in 1992 and his PhD in 1997.

Nguyen is the author of the 2015 novel “*The Sympathizer*,” winner of the First Novel Prize from the Center for Fiction, the Carnegie Medal for Excellence in Fiction from the American Library Association, and the 2016 Pulitzer Prize. Nguyen is an associate professor of English and American Studies and Ethnicity at USC. His current book is *The Refugees*, a short story collection from Grove Press (2017, foreign rights to fourteen countries). He is a critic-at-large for the *Los Angeles Times* and a contributing opinion writer for the *New York Times*, and has written for *Time*, *The Guardian*, *The Atlantic*, and other venues. Along with Janet Hoskins, he co-edited *Transpacific Studies: Framing an Emerging Field* (University of Hawaii Press, 2014). His articles have appeared in numerous journals and books, including *PMLA*, *American Literary History*, *Western American Literature*, *positions: East Asia cultures critique*, *The New Centennial Review*, *Postmodern Culture*, the *Japanese Journal of American Studies*, and *Asian American Studies After Critical Mass*.

3.7.2. José M. Hernandez

“From migrant farmworker to NASA astronaut.”

As the son of Mexican migrant farm workers, his education was constantly interrupted as his family followed the changing crops. Often, they would spend December through February in Mexico. Hernandez and his siblings would home school themselves with assignments from their American teachers during those months. But with all of the constant interruptions, Hernandez didn't become fluent in English until he was 12. But through perseverance, Hernandez managed to earn a Master's degree in electrical and computer engineering from the University of California, Santa Barbara and attain his goal of becoming an astronaut. Not only has he traveled into space as the mission specialist to the International Space Station, but he now runs his own foundation, Reaching for the Stars.

“I began dreaming of going into space after watching the Apollo 17 moon landing when I was 10. That was the last mission to the moon. I'm so glad I saw it! I'd go outside and look at the moon and come back in to see them walking on the surface of it on TV. That night I shared my dream with my dad. Instead of bursting my bubble, he gave me a recipe for success: Decide what you want to do in life. Recognize how far you are from your goal. Draw a road map from where you are to where you want to go. Get your education and make an effort.” — M. Hernandez

Hernandez, the California-born son of Mexican immigrants, is a full-fledged media star in Mexico. Fans here followed his every floating, gravity-free move during his two-week journey in space as he Twittered from the shuttle Discovery and gave live interviews to local TV programs. I work for the U.S. government, but as an individual I have a right to my personal opinions," he said in a video hookup from a Mexican restaurant owned by his wife, Adela, near NASA headquarters in Houston. “Having 12

million undocumented people here means there's something wrong with the system, and the system needs to be fixed.' — M. Hernandez

He added that it seemed impractical to try to deport 12 million people. In the earlier conversation, he spoke of circling the globe in 90 minutes and marveling at a world without borders. Hernandez, whose first language was Spanish, grew up picking cucumbers and tomatoes in the fields of California's San Joaquin Valley. His parents, Salvador and Julia, had migrated from Mexico to Northern California in the 1950s in search of work. They eventually became U.S. citizens and raised four children, including Jose, the youngest.

As a kid, Hernandez continued to visit his parents' home state of Michoacan (his cousins and aunts and uncles have been featured repeatedly in interviews in the Mexican media) and lived what he has called the typical life of a migrant worker, moving constantly with his family to follow the crops. It was a second-grade teacher who persuaded Hernandez's parents to set down roots near Stockton to give their children a better education and more stable life. Young Jose excelled in math and today traces his dream of becoming an astronaut to the Apollo spacewalks he watched on TV. After earning bachelor's and master's degrees in engineering, Hernandez applied every year for 12 years to enter the space program, finally being chosen in 2004.

Mexicans were over the moon when they learned that someone with such close ties to their country would be reaching such heights. Normally, space travel is not a popular topic here, perhaps because it is such another-world experience.

3.7.3. Madelène Allbright

A scholar who became the first woman to serve as a U.S. secretary of state, Albright drew on her life experience and extensive knowledge of world affairs to champion human rights and gender equality around the world.

Madeleine Albright was born Marie Jana Körbel, a member of an established Jewish family in Prague, Czechoslovakia, in 1937. Had German expansionism and the events of World War II not intervened, she might have known a comfortable, urbane existence in her native land. However, Nazi-ruled Germany advanced into Czechoslovakia the year after she was born, and her native country was forever transformed. Because the Körbels were Jewish, three of Albright's grandparents would later die in Nazi concentration camps during the Holocaust. However, she herself would not learn her full family history until many years later, after she became U.S. secretary of state. When she was five, she and her immediate family members were baptized into the Roman Catholic Church. The family also dropped the umlaut from the name "Körbel"; the resulting "Korbel" had a less Jewish and more Czech sound. From that time, Marie Jana became known as Madeleine and was the only member of the family who attended Catholic mass regularly.

During the war years, as German armies advanced across eastern Europe, Albright's family fled to England. After the war ended in 1945, they returned briefly to Czechoslovakia, where her father, a noted scholar in international relations, entered the Czech diplomatic service as ambassador to Yugoslavia and Albania. However, after it became evident that her father was not in harmony with the communist regime that assumed rule in Czechoslovakia during the late 1940's, her family became refugees a second time. In 1949, they immigrated to the United States and settled in Denver, Colorado. Madeleine's father accepted a professorship at the University of Colorado in nearby Boulder. There he developed a distinguished international relations program and mentored two future U.S. secretaries of state; his own daughter and, later, Condoleezza Rice, who would served as President George W. Bush's secretary of state.

As a teenager, Madeleine adapted easily to American life, pleasing her father with her academic accomplishments. In the private girls school she attended in Denver, she was described as neither the brightest nor the prettiest but always the most highly motivated. It was thus not surprising when she matriculated on scholarship to Wellesley College in 1955. Active in campus organizations, she made lasting friends from different backgrounds. She also acquired the ultimate mark of acceptance for an immigrant woman of modest means when, a few days after her graduation from Wellesley, she married into one of America's most prominent and wealthy families. Her journalist husband, Joseph Patterson Albright, was heir to a newspaper empire that included the Chicago Tribune. Demonstrating again the Korbel family flexibility in religious affiliation, Madeleine complied with her new mother-in-law's request that she become an Episcopalian. However, she explained to the Episcopal bishop who instructed her that she could not renounce her Catholic devotion to the Blessed Virgin Mary.

Throughout her marriage years, Albright suppressed her own ambitions while promoting the career of her husband. Meanwhile, she earned master's and doctoral degrees from Columbia University, specializing, like her father, in international relations. She also acquired a second mentor, Zbigniew Brzezinski, another eastern European immigrant professor, who would later become national security advisor to U.S. president Jimmy Carter.

Albright was much admired in Europe. As a patriotic American, she rejected Václav Havel's extraordinary suggestion that she might succeed him as president of the Czech Republic. Her legacy was already impressive. She made the highest levels of U.S. government secure for talented women and worked to improve the lot of women everywhere. While acknowledging the dangers of a new world order, she maintained

cordial relations with post- Soviet Russia and the People's Republic of China. Even in difficult peace negotiations between Israelis and Palestinians, she could claim modest gains. Because she had become an American citizen by choice rather than through birth, she unceasingly promoted American ideals of justice and freedom. Although she did not employ the phrase "manifest destiny" of an earlier era, she spoke and wrote of her conviction that her adopted country did have the special task of spreading its ideals.

3.7.4. Junot Díaz

"If you're a writer and you have young people in your life," Junot Díaz on one of his interviews, "they naturally demand that you write them books." For years, Díaz had nothing to share with his goddaughters, nieces, and nephews. "I always had the sense that they thought I was something of a fraud," he said.

Díaz also drew on his own experiences emigrating to the U.S. from the Dominican Republic as a child. Even though he was a voracious reader, he said that he still felt "stigmatized as being behind and remedial." That only made him read more.

Díaz was aided by his school librarian, who he sought out relentlessly for recommendations, starting with picture books. "I burned a hole through a lot of Richard Scarry books, because you don't need English to read them," Díaz said. Within a few years, he was reading chapter books and soon fell in love with Richard Adams's *Watership Down*, which he still reads once a year. Within the plot of the fable-like story, he said, he sees a very real political tale. "These rabbits seek a new life across the countryside after their home is destroyed by developers." Yet Díaz says the book's capacity to draw his imagination is what brings him back to it year after year. "It's hopeful and it's a consolation to imagine small defenseless animals running the universe." In many ways, his views on *Watership Down* speak to Díaz's upbringing as a

whole, and its effect on his writing today. “When you grow up poor or ‘other’ in this society, it feels deeply dystopic,” he noted. “Your greatest weapon is imagination.”

Despite his affinity for the artistic style of the 1970s picture books that he discovered when he immigrated to New York, Díaz said he was always disappointed that people of color were not reflected in them. In writing *Islandborn*, he said, “I wanted a book about Dominicans and Caribbeans in that style.”

Working with Espinosa gave him the opportunity to achieve that and to boost his confidence about writing for young readers. “It’s intimidating to write a picture book. The level of quality is so damn high,” said Díaz. “There is nothing better in the world than to work with somebody who is so talented they can make your ass look good.”

An aspect to bear in mind, Díaz tested drafts of the book out with friends and their children before submitting them to his editor at Dial, Namrata Tripathi. At times, he says, the children’s honesty could be brutal. “If you think wannabe writers have no filter on Twitter, try young readers when they’re staring you in the face.” But the truth was what he needed to create a book he felt could satisfy a larger reading audience. In the end, he said that sharing drafts of the book with six-year olds “was the only thing I could do.”

Despite his initial intimidation, Díaz has signed on to write another children’s book for Dial. A notoriously painstaking writer, he joked that he should have it ready for publication “in under 18 years.”

3.7.5. Belgacem Haba : An Algerian’s Story

Dr. Belgacem Haba was born in 1957 in El-Meghaier wilaya d’El-Oued. Dr. Haba joined Google Data Center Platform in 2013. Prior He was Vice President and Senior Fellow at Tessera/Invensas since 1996. His latest activities while heading the Mobile R&D division include developing 3D technologies for mobiles and servers.

Belgacom Haba is one of the most successful Algerian researchers in field of electronics around the globe. He is a graduate of the University of Science and Technology HouariBoumediene (USTHB) in Algiers and obtained his PhD from the University of Stanford. He holds more than 1100 patents and he is classified as one of the top 100 researchers in terms of the number of patents. He was also selected as the Algerian Scholar of the Year 2015.

Dr. Haba also co-founded SiliconPipe Inc. in 2002, a high-speed interconnect Start-up Company based in Silicon Valley that got acquired by Samsung. In addition to this, he managed the advanced packaging R&D division at Rambus. And from 1991 to 1996, he worked for the NEC Central Research Laboratories in Tokyo Japan and, before that, for IBM Watson Research Center in New York working on the applications of lasers in microelectronics.

Accordingly, Dr. Haba Holds a Ph.D. in materials science and engineering in 1988 from Stanford University, California in the field of solar energy. He obtained also two master's degrees in applied physics and materials science and both from Stanford University. And he received his bachelor's degree in physics from the University of Bab-Ezzouar, Algeria in 1980. Dr. Haba holds 200+ U.S. patents, and 250+ worldwide patents. In 2012 he was listed among the top 100 inventors worldwide. He has authored numerous technical publications, has also participated in many conferences worldwide and was recognized in many occasions. To name a few; Arab scientist of the year by Techwadi in 2007, recipient of the R&D 100 in 2003 and Frost Sullivan Award in 2013, and the opening of the Nasdaq in 2007.

3.8. Brain Gain: The Counter Face

“Brain gain” can be defined as an increase in the number of highly trained, professionals departing a country to live and work where greater opportunities are offered, with the prospect of returning to their home country.

According to The Economist (2011) several economists reckon that the brain drain hypothesis fails to account for the beneficial effects for the home country such as remittances, return migration, the possibility that being able to migrate to greener pastures induces people to get more education. If these aspects are taken into account, some argue that these highly skilled people could turn out to be a net benefit to the countries they leave. By 2010, the Arab countries were experiencing human capital flight, according to reports from the United Nations and Arab League. About one million Arab experts and specialists were living in developed countries, and the rate of return was extremely low. The reasons for this included attraction to opportunities in technical and scientific fields in the West and an absence of job opportunities in the Arab world, as well as wars and political turmoil that have plagued many Arab nations.

In 2012, human capital flight was showing signs of reversing, with many young students choosing to stay and more individuals from abroad returning. In particular, many young professionals are becoming entrepreneurs and starting their own businesses rather than going abroad to work for companies in Western countries. This was partially a result of the Arab Spring, after which many Arab countries began viewing science as the driving force for development, and as a result stepped up their science programmes. Another reason may be the ongoing global stagnation.

Thus, brain drain is taking place at a very fast rate in many countries; Algeria being no exception. People get disenchanted with low rewards available for their qualifications and experience, which compels them to migrate to developed countries in

search of manageable environment. If we happen to talk about the case Algeria, it is the government who's the main cause of brain drain; with a key point to remember that a certain type of governance reinforces brain drain. The solution to the challenge of brain drain in Algeria is to discover why young and skilled people emigrate to developed countries. These reasons include insecurity, healthcare, education systems and inflation, extreme poverty and inequality occasioned by corrupt governance.

3.9. Conclusion

What can be concluded in this chapter is that the broad-scale movement of people is as much a defining feature of globalization as the movement of goods, services, and capital. And countries are often just as unwilling if not more so to open their borders to people as they are to those items. As with trade of goods and capital, citizens may fear that their culture and jobs are susceptible to being eliminated by uncontrolled immigration. At the same time again, similarly to free trade and investment economies and societies need migration in order to afford economic increase. Although human beings tend to naturally be drawn to people with several similarities to them, diversity in a community is very much a brilliant must-have in modern times. As the world evolves and countries become intertwined via the internet and traveling, cultural consideration is beginning to raise in importance. This brings up the first advantage, that is, Ethnic and Racial diversity brings about cultural consideration and developing awareness for differences as well as similarities between the races/ethnicities. Another advantage is it brings various view points into one place making the possibilities of discovering something new nearly an everyday thing.

The aspect is that the new immigrants bring with them new intellectual abilities. During the colonial phase colonists were very religious. Without getting into morality, this gave them a fondness for reading and a culture of learning. During later periods

people who moved to the United States were of some wealth or had some skill. This is evidenced by the fact that they were able to pay for a ticket to the states and set up a living for themselves. This required to finally possess the ability to sell off their wealth from the old world or have the ability to earn a good living in the states. So in this way many immigrants brought with them great potential for liberate wealth or an increase in skilled labor. During the period between world wars there was also a very large influx of highly educated Jews and others escaping persecution from Eastern Europe. They improved American educational abilities. Currently the largest group of immigrants are from Mexican and other Hispanic countries seeking escape from persecution or hardship. While this is a fortunate thing for the Hispanic people, generally they do not add to the abilities of the country until after a second generation is educated in American schools.

The latest aspect is one of culture. In the long term, it is usually good to have new cultures interact and add to the ideas and beliefs of a people. What is not good is that in the short term there is always a period where two cultures will conflict, especially if they share the same territory. Over time however, these two cultures will spend more time together and learn from one another and grow. This happens when they go to school together, work together, serve in the military together over millions of people in a few generations. In this way the melting pot idea has served the United States well over its history and will likely continue.

When we happen to speak about the country of Algeria, it is like many neighborhood countries in Africa, wich had suffered and still suffering from “brain drain phenomenon”; the case of Algeria has never seen many skilled emigrants return home to boost the country's economic development. Recent decades, we can notice the absolute use of the internet for the upcoming genereations that less literate and wich it

changes the base of their perceptions from only comparing themselves to other nations; their high-skilled abilities and passions boost them to reach out a better environment where they could embrace their virtual world. Another key point to remember, that the present generation has an authority that approximately neglected from the top scholars who ruled the country. Whether or not migration has created "net gain" for Algeria cannot be said. What is clear, however, is that the country's experience with skilled emigration has been far more positive than that of many other nations. As such, Taiwan's lessons for policy makers are worth closer examination.

General Conclusion

The truth about any particular subject is always more nuanced than it appears to be. Appropriately, the United States of America is one of the most multiracial and multicultural countries, because of the numbers of immigrants from the arrival of people from culturally and linguistically diverse backgrounds until the present day that have always been in increase. Indeed, the action of coming to live permanently in a foreign country is the process in which people, ideas and goods spread throughout the world, driving more interaction and integration between the world's cultures, governments and economies. For that reason, to be a newcomer in the New World has different impacts on the entire world and deep impact on the developed countries which latterly were the source of ideological thought.

A key matter to invoke, the migration energies have inevitably brought people of diverse backgrounds to a common geographical space and this is unlikely to revert. Such diversity, spread across racial, religious and cultural lines, has its features as well as limitations. Some of the advantages include society cohesion, cultural resource and essentially an economic development. Therefore, the United State of America was chosen as a case study of this research and the main problematic is based on the influence and the aspects of migration in the United State. The work started with an introduction besides some of definitions about americanization in general from different scholars. The research gave large value to the stages of migration, which influenced completely on the United States of America through the economic, political and cultural. Additionally, the research presented good examples and through it shows how could immigration effected on the American country.

In summary, the world is becoming increasingly interconnected global, though; a racially and ethnically diverse community is one that is better positioned to succeed in a globalized economy. The world's economy today is becoming more and more interconnected. This means that people of different races and ethnicities will have to interact with one another more and more. Members of a racially and ethnically diverse society are better prepared to deal with such interactions. They are already used to interacting with people who are different than they are. This means they will be better prepared to function in the globalized world. Moreover, a diverse community is arguably stronger than a homogeneous society. A diverse society has people who have many different ideas and beliefs. This means that ideas and attitudes are constantly being challenged. People are constantly being exposed to different ideas. As they think about those ideas, they take the ones that seem best to them. In such a society, people get to choose the best aspects of various cultural attitudes instead of having no choice but to embrace the traditional attitudes of their own culture.

Although the research has reached its aims, there were some unavoidable limitations. First, because of the time limit, due to some administration hindrance, this research was conducted in a slight phase of sixteen weeks. Second the lack of available and reliable data, to some extent, affects the student motivation and stimulus. Finally, the deficiency of prior research studies on the topic, this may require the student to limit the scope of the research and be on the lookout for a significant obstacle in finding a meaningful relationship.

Conclusively, it is important to state that work on racial and ethnic minorities in America is usually not rapid; it may appear slow with concrete results and achievements not fully realised for many years. As any student dealing with this particular subject, I was able to relate to the trials and tribulations associated with experimentation. In view

of the fact that the utter work is based on datasets that direct a present-day features, the subject matter of migrants in America requires an uninterrupted preview. Over and above, my suggestion for the upcoming executors is that the latest printable devices have to be in front of us, so that the hypothesis would be ultimately convincible. In supplement, for the sake of prosperous thesis, dealing with the matter of brain drain demands a constant and valid contact with a scarce qualified memebbers. Eventually, like any other work in the field of civilisation, an extensive working time reglation is predominantly required.

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