Record Nr. UNINA9910462555203321 Autore Perez William <1974-> Titolo Undocumented Latino college students [[electronic resource]]: their socioemotional and academic experiences / / William Perez and Richard **Douglas Cortes** El Paso [Tex.], : LFB Scholarly Pub., 2011 Pubbl/distr/stampa **ISBN** 1-59332-689-0 Descrizione fisica 1 online resource (198 pages) Collana The new Americans: recent immigration and American society Altri autori (Persone) CortesRichard Douglas Disciplina 371.829/68073 Soggetti Undocumented immigrants - Education (Higher) - United States Hispanic Americans - Education (Higher) Hispanic Americans - Education (Higher) - Social aspects Hispanic Americans - Social conditions Hispanic Americans - Social life and customs Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Monografia Livello bibliografico Description based upon print version of record. Note generali Includes bibliographical references and index. Nota di bibliografia Nota di contenuto Introduction -- Immigration, psychosocial functioning, and higher education access -- Arriving at the higher education gateway : challenges and barriers -- Coping, social support, and achievement --Institutional perspective on students' socioemotional experiences --Conclusion -- Appendix A : Survey -- Appendix B : Interview protocol -- Appendix C : Scales. Sommario/riassunto "Perez and Cortes examine how undocumented Latino community college students cope with the challenges created by their legal status. They find that students experience feelings of shame, anger, despair, marginalization, and uncertainty stemming from discrimination, antiimmigrant sentiment, fear of deportation, and systemic barriers (e.g., ineligibility for financial aid). Despite moments of despair and an uncertain future, rather than become dejected, students reframe their circumstances in positive terms. Findings also highlight the importance

of student advocates on campus, as well as the need to educate college personnel. The conclusion discusses the socioemotional implications of

students' ongoing legal marginality, and makes suggestions for