

Civic Education in the Age of Mass Migration: Implications for Theory and Practice by Angela M. Banks. New York: Teachers College Press, 2021. 160 pp. US\$105.00 (cloth); US\$34.95 (paper); US\$27.96 (e-book). ISBN 9780807765791, 9780807765807, 9780807779798.

In *Civic Education in the Age of Mass Migration: Implications for Theory and Practice*, Angela M. Banks explains how civic education has been taught in the United States and proposes an approach that mirrors the diverse makeup of the country. Banks discusses a history of restrictive immigration policies and provides practical teaching tools to prepare students and educators to examine the boundaries of citizenship. The book guides readers in reflecting on historical events and political discourse related to immigration, highlighting how values attached to specific circumstances tend to exclude individuals on the basis of race, social class, gender, and other marginalized identities. Despite the discourse around immigration in the United States, limited literature exists for educators to engage on this topic within schools. She presents historical events and practices in the United States to guide students and educators in identifying limitations in US democracy and the concept of citizenship.

Banks provides implications for developing a more inclusive education system that considers noncitizens' needs, legalities, and belonging in civic education activities. She uses a legal perspective to analyze concepts of citizenship and membership boundaries—conditions affecting a growing number of students, such as unauthorized migrant children, in an increasingly divided nation. Banks also acknowledges the role of immigration discourse in shaping educators' values and own perspectives. Specifically, the book enables insight into specific challenges and opportunities educators may experience while bringing in a more inclusive and expansive form of civic education. Banks discusses motivated cognition to explain how individuals may respond to topics they may disagree with. This has relevance in education given the politicized context of immigration and encourages educators to be strategic in engaging students on the subject. Although Banks later connects motivated cognition to classroom practices that engage civic education in the way she is presenting, it would also be helpful to include at least one classroom activity that is centered on motivated cognition. This could be done through critical reflection and autobiographical exercises that challenge students to examine their positionality, privilege, and cognitive dissonances.

In chapter 1, Banks proposes a civic education approach that emphasizes the needs and realities of citizen and noncitizen individuals to achieve a transformative and critical civic education. Banks calls for civic education that acknowledges the contributions of unauthorized migrant children and their families in the United States. She presents a critique of mainstream civic education that is reductionist and exclusive, where "immigration has been viewed as a source of racial, ethnic, and religious diversity but not a source of citizenship or immigration status diversity" (4). Banks suggests the education system has failed to recognize citizenship and immigration status as meaningful forms of difference that shape students' experiences of civic participation in their schools and communities. This chapter also brings up young unauthorized migrants who have been active in the fight for a pathway to immigration status and educational opportunities as an example of political participation despite the limited opportunities to do so for nonimmigrants and unauthorized migrants. Another vital contribution to this chapter occurs when Banks explains the rigorous requirements to attain a

visa—demonstrating how complicated the immigration system and process are. However, one current issue that was not included in this chapter was former president Donald Trump’s Muslim travel ban, which he passed through an executive order in 2017. This is an important example that could be analyzed through Banks’s lense.

In chapter 2, Banks discusses how the desirability and exclusion of certain groups of immigrants have been evident through restrictive policies. She introduces the *jus nexi* principle, which “focuses on social fact of membership or the actual ties an individual has to the society” (19). This principle is aligned with her arguments for a broader view of civic education. She also discusses *de jure* (by law) and *de facto* (based on connections to society) members, by examining the legal exclusion of certain groups of people from citizenship, such as African Americans, Mexicans, American Indians, and Asian Americans. Along with the theories Banks discusses, Derrick Bell’s theory of interest convergence may provide an analytical lens that supports what Banks is presenting about why specific policies allowing for citizenship of historically excluded groups were passed. Bell argues that “the interest of blacks in achieving racial equality will be accommodated only when it converges with the interests of whites.”¹ This could help explain what groups are allowed citizenship, when, and why.

For example, in chapter 3, Banks intersects topics of civic engagement, migration, and citizenship. Banks suggests the importance of improving educational conditions through civic education that promotes belongingness and active participation of all as an essential practice to address disparities. She calls for breaking down boundaries of members and nonmembers based on citizenship status to promote genuine participation of all. She defines and supports this argument by sharing how meaningful participation in the United States has been determined by being part of privileged groups and how such boundaries tend to exclude individuals who are deemed incapable of assimilating into the dominant American culture. Banks also raises concerns about the absence of political participation among long-term noncitizen individuals who contribute so much to the United States. The chapter ends with recommendations to develop rules that promote membership through popular sovereignty, a fundamental right that recognizes every individual as worthy and deserving of meaningful social, economic, and political participation in a democratic society.

Chapter 4 provides practices that address civic barriers in nondominant communities. These activities could be applied in secondary and higher education settings. Banks’s contributions are aligned to prior research that has identified macrosystemic factors that may shape nondominant youths’ civic experiences, including group experiences with prejudice, discrimination, and exclusion.² Similarly, the field of ethnic studies has contributed to bringing conversations about belonging and immigrants to the classroom. Among a handful of both historic and contemporary cases, within this chapter is an activity about unauthorized migrants, often referred to as DREAMers, where Banks includes a way for students to challenge dominant narratives related to

¹ Derrick A. Bell Jr., “*Brown v. Board of Education* and the Interest-Convergence Dilemma,” *Harvard Law Review* 93, no. 3 (1980), 518–33, quote on 523.

² Parissa J. Ballard, “Longitudinal Links between Discrimination and Civic Development among Latino and Asian Adolescents,” *Journal of Research on Adolescence* 26 (2015): 723–37; Martin Sanchez-Jankowski, “Minority Youth and Civic Engagement: The Impact of Group Relations,” *Applied Developmental Science* 6, no. 4 (2002): 237–45.

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this group. An activity about COVID-19 and essential workers is also included, which considers the current context and its impacts on noncitizens.

Through civic education, young adults can learn how to respond to the needs of their communities. However, as Bank argues, limited attention has been given to relevant social, economic, and political events within civic education curriculums. Banks offers educators insight into developing knowledge, critical thinking skills, values, and activities that will contribute to the feelings of belongingness and participation of vulnerable individuals, especially those excluded by the term “citizenship.” In conclusion, Banks effectively highlights the diverse struggles of historically marginalized groups in the United States in a way that threads these seemingly separate struggles. This important contribution expands traditional and exclusionary approaches to teaching civic education. Overall, the book has implications for K–12 education, teacher educators, college faculty, and researchers interested in civic education.

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Borderless Higher Education for Refugees: Lessons from the Dadaab Refugee Camps edited by Wenona Giles and Lorrie Miller. London: Bloomsbury Academic, 2021. US\$100.00 (cloth); US\$34.95 (paper); US\$31.45 (PDF); US\$31.45 (e-book). ISBN 979-1-350-15123-9, 978-1-350151246, 9781350151253, 9781350151260.

Refugees' access to higher education remains a challenge in much of the world's protracted refugee settings, camps, and urban settings, where refugees lack either the credentials or legal ability to access university programs. In Dadaab, Kenya, in a camp hosting predominantly Somali refugees established in 1991 and once home to the largest refugee complex in the world, higher education access has been restricted by the same challenges faced by many refugees living in protracted settings around the world. Kakuma, Kenya, was similarly established in 1992 but hosts a more diverse population of refugees from South Sudan, Sudan, Somalia, the Democratic Republic of the Congo, Burundi, Ethiopia, and Uganda and remains one of the largest refugee camps in the world with few higher education opportunities.¹

Borderless Higher Education for Refugees explores the process of developing and implementing a blended learning approach to higher education in Dadaab and, to a lesser degree, Kakuma through the Borderless Higher Education for Refugees (BHER) program—a tuition-free higher education collaborative between York University, Kenyatta University, Moi University, the University of British Columbia, and Windle International Kenya, which was developed beginning in 2005, with implementation starting in 2013. The program studied in the book includes degree, diploma, and certificate programs in education, geography, and public health.

¹ Utz Pape and Theresa Beltramo, “After Three Decades, How Are Refugees in Kenya’s Kakuma Refugee Camp Faring?” *World Bank Blogs*, April 12, 2021, <https://blogs.worldbank.org/african/after-three-decades-how-are-refugees-kenyas-kakuma-refugee-camp-faring>.