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I. Welcome Letter By Chairs

Hello dear delegates,

It is with great pleasure that we welcome you on behalf of the SPECPOL Charing team to MPALMUN 2020. It would of course be impolite to continue without introducing ourselves so we will get right to it. Your president chair Şükriye Torun studies ELT and your co-chair Bengisu Berre Özgül studies ELT too. We graduated from Onur Ateş Anatolian High School and that's why we wanted to take place in MPALMUN again. It is our second experience as chair in SPECPOL committee.

To make your MPALMUN experience unforgettable, we will always be here for you. If you have any questions or concerns before the conference, please do not hesitate to contact any of us. In the meantime, we look forward to meeting you at the beginning of the April, and trust that we will all work together extremely well and most importantly have plenty of fun while doing so!

Many Thanks

II. Introduction to the Committee

The Fourth Committee of the UN General Assembly, referred to hereafter as the Special Political and Decolonization Committee or SPECPOL for short, has a somewhat more fragmented mandate than other committees of the General Assembly, such as DISEC, ECOFIN, or SOCHUM. The UN itself describes the committee as concerning itself "with a variety of subjects which include those related to decolonization, Palestinian refugees and human rights, peacekeeping, mine action, outer space, public information, atomic radiation and [the] University for Peace [sic]". In short, SPECPOL covers both the issue of decolonization, as suggested by its full name, as well as any other political issues not directly dealt with by the mandates of any other UN General Assembly committee.

It should also be noted that, as this is a General Assembly committee, all resolutions are nonbinding. What this means is that operative clause language which is more indicative of a Security Council resolution (e.g. 'Demands') should not be used, with non-binding language (e.g. 'Urges', 'Recommends') being used instead. This also means that any peacekeeping operations or punitive measures (such as economic sanctions) cannot directly be authorised by this committee, although it is within the committee's power to suggest or recommend that the Security Council take these actions in a manner stipulated by the committee. It is still acceptable, however, to refer to resolutions passed previously by non-General Assembly committees (including the Security Council) in the perambulatory clauses of a resolution.

III. Prevention of War Crimes

1. Introduction to the Topic

A war crime is an act that constitutes a serious violation of the laws of war that gives rise to individual criminal responsibility. Examples of war crimes include intentionally killing civilians or prisoners, torturing, destroying civilian property, taking hostages, performing a perfidy, raping, using child soldiers, pillaging, declaring that no quarter will be given, and seriously violating the principles of distinction and proportionality, and military necessity.

The concept of war crimes emerged at the turn of the twentieth century when the body of customary international law applicable to warfare between sovereign states was codified. Such codification occurred at the national level, such as with the publication of the Lieber Code in the United States, and at the international level with the adoption of the treaties during the Hague Conventions of 1899 and 1907. Moreover, trials in national courts during this period further helped clarify the law. Following the end of World War II, major developments in the law occurred. Numerous trials of Axis war criminals established the Nuremberg principles, such as notion that war crimes constituted crimes defined by international law. Additionally, the Geneva Conventions in 1949 defined new war crimes and established that states could exercise universal jurisdiction over such crimes. In the late 20th century and early 21st century, following the creation of several international courts, additional categories of war crimes applicable to armed conflicts other than those between states, such as civil wars, were defined.

2. History of the Topic

The Hague Conventions were international treaties negotiated at the First and Second Peace Conferences at The Hague, Netherlands, in 1899 and 1907, respectively, and were, along with the Geneva Conventions, among the first formal statements of the laws of war and war crimes in the nascent body of secular international law.

The Geneva Conventions comprise four treaties, and three additional protocols, that establish the standards of international law for humanitarian treatment in war. The singular term *Geneva Convention* usually denotes the agreements of 1949, negotiated in the aftermath of the Second World War (1939–1945). The Geneva Conventions extensively defined the basic rights of wartime prisoners (civilians and military personnel), established protections for the wounded and sick, and established protections for the civilians in and around a war-zone. The treaties of 1949 were ratified, in whole or with reservations, by 196 countries, namely the United States, Israel, India, Pakistan, Iraq, Iran, and others.

Leipzig war crime trial small number of German military personnel of the First World War were tried in 1921 by the German Supreme Court for alleged war crimes.

International Military Tribunal for the Far East 1946, Also known as the Tokyo Trial, the Tokyo War Crimes Tribunal or simply as the Tribunal, it was convened on May 3, 1946 to try the leaders of the Empire of Japan for three types of crimes: "Class A" (crimes against peace), "Class B" (war crimes), and "Class C" (crimes against humanity), committed during World War II.

Saudi Arabian-led Military Intervention in Yemen, The Saudi Arabian-led military intervention in Yemen has been dubbed as the world's worst humanitarian crisis by the United Nations. The war of more than four years has led Yemen to the brink of extinction with millions of civilians facing famine and starvation at the hands of multiple warring parties; Houthi rebels, Saudi Arabia, and the United Arab Emirates. A December 2019 report by the Amnesty International followed six months of research and documented the lack of medical attention and neglect faced by more than 4.5 million Yemenis, disabled in the war.

International Criminal Court 2002 The Rome Statute took effect in 2002, upon ratification by 60 States. In addition to founding the Court and defining the crimes of genocide, war crimes, crimes against humanity, and – as of amendments made in 2010 – the crime of aggression, the Rome Statute also sets new standards for victims' representation in the Courtroom, and ensures fair trials and the rights of the defence. Several nations, most notably the United States, China, Russia, and Israel, have criticized the court. The United States still participates as an observer.

Some Important Examples of War Crimes in History

Armed Conflict		Perpetrator
Incident	**Type of Crime**	**Notes**
World War I		**German Empire**
Rape of Belgium	War Crime	In defiance of the 1907 Hague Convention on Land Warfare, the German occupiers engaged in mass atrocities against the civilian population of Belgium and looting and destruction of civilian property,
World War I		All major belligerents
Employment of poison gas	Use of poisons as weapons	Poison gas was introduced by Imperial Germany, and was subsequently used by all major belligerents in the war,
World War I		**Ottoman Empire**
Greek Murder	War Crime	Violent Ethnic Cleansing campaign against Greeks in Anatolia resulting in the deaths of hundreds of thousands. Turkey does not call the event genocide.
World War I		**United Kingdom**
Baralong Incidents	War crimes	On 19 August 1915, a German submarine was sunk by the British Q-ship. Afterwards, Lieutenant Godfrey Herbert ordered his *Baralong* crew to kill the survivors of the German submarine. Another attack occurred on 24 September, *Baralong* destroyed U-41.
World War I		**Russian Empire**

The Turkish	War Crime	Analyst of political killings Rudolph Rummel compiled sources indicting the forces loyal to the Russian empire for killing hundreds of thousands of Turkish and Kurdish civilians
World War II	**German Empire**	
The Polish	War Crime	German forces in their military actions engaged in executions of Polish POWs, bombing hospitals, murdering civilians, shooting refugees, and executing wounded soldiers.
French and British soldiers	War Crime	In May 1940, British and French soldiers were captured by the SS and subsequently murdered

3. Elements of War Crime

War crimes are those violations of international humanitarian law (treaty or customary law) that incur individual criminal responsibility under international law. As a result, and in contrast to the crimes of genocide and crimes against humanity, war crimes must always take place in the context of an armed conflict, either international or non-international.

What constitutes a war crime may differ, depending on whether an armed conflict is international or non-international. For example, Rome Statute categorises war crimes as follows:

- Grave breaches of the 1949 Geneva Conventions, related to international armed conflict;
- Other serious violations of the laws and customs applicable in international armed conflict;
- Serious violations common to the four 1949 Geneva Conventions, related to armed conflict not of an international character;
- Other serious violations of the laws and customs applicable in armed conflict not of an international character.

From a more substantive perspective, war crimes could be divided into:

a) war crimes against persons requiring particular protection;

b) war crimes against those providing humanitarian assistance and peacekeeping operations;

c) war crimes against property and other rights;

d) prohibited methods of warfare; and

e) prohibited means of warfare.

Some examples of prohibited acts include: murder; mutilation, cruel treatment and torture; taking of hostages; intentionally directing attacks against the civilian population; intentionally directing attacks against buildings dedicated to religion, education, art, science or charitable purposes, historical monuments or hospitals; pillaging; rape, sexual slavery, forced pregnancy or any other form of sexual violence; conscripting or enlisting children under the age of 15 years into armed forces or groups or using them to participate actively in hostilities.

War crimes contain two main elements:

1. A *contextual element*: "the conduct took place in the context of and was associated with an international/non-international armed conflict";
2. A *mental element*: intent and knowledge both with regards to the individual act and the contextual element.

In contrast to genocide and crimes against humanity, war crimes can be committed against a diversity of victims, either combatants or non-combatants, depending on the type of crime. In international armed conflicts, victims include wounded and sick members of armed forces in the field and at sea, prisoners of war and civilian persons. In the case of non-international armed conflicts, protection is afforded to persons taking no active part in the hostilities, including members of armed forces who have laid down their arms and those placed 'hors de combat' by sickness, wounds, detention, or any other cause. In both types of conflicts protection is also afforded to medical and religious personnel, humanitarian workers and civil defence staff.

4.Prevention of War Crime

War crimes have an important place in International Humanitarian Law, and in this place international courts such as Nuremberg International Military Court have been held. The International Criminal Court for the Former Yugoslavia created by the UN Security Council and the International Criminal Court for Rwanda are examples of recent history.

International Criminal Court was established in Hague to discuss war crime cases committed after July 1 2002. Some countries, especially The US, China and Israel have criticized the court and refused to participate and did not allowed the court to have jurisdiction over their citizens.

War crimes have been punished by national courts since middle ages. The first collection of war crimes as a comprehensive law was carried out in the Lieber Rules issued by President Lincoln in 1863 during the American Civil War. Since then, many international humanitarian law agreements have been prepared, including the La Haye Convention IV, from 1907 and its regulations, the Geneva Conventions 1949 and their protocols from 1977. Article 8 of the International Criminal Court Rome Statute authorizes the International Criminal Court on a large proportion of the war crimes committed during international armed conflict defined in these agreements and international customary law. It confirms the latest developments in

international law by giving the International Criminal Court the power to try war crimes committed in non-international armed conflicts, which are the most widespread conflicts of today, such as civil wars.

- Attacks known directly to the civilian population, civilian belongings, humanitarian aid or peace-saving missions, as well as the concrete and direct military advantage that is predicted to provide, will also harm civilian targets or injure civilians or cause casual casualties. prohibited attacks on civilians, including; Attacks against buildings, materials, medical units, means of transportation and people, bearing the Red Cross and Red Crescent emblems; and attacks on buildings, historical monuments and hospitals used for religious, educational, artistic, scientific or charitable purposes that are not military targets.

- Killing or injuring surrendered soldiers; physically crippling the limb; carrying out medical or scientific experiments that are not medically legitimate and are not carried out in the interests of the person, which will cause death or seriously endanger the health of the person; attack on one's dignity, in particular degrading and degrading treatment; harming vulnerable people such as rape and other forms of sexual violence and using people as shields;

- Abuse of the truce flag, UN or enemy sign, or Red Cross and Red Crescent emblems; declaring that no prisoners will be taken; looting, destroying or capturing enemy property, unless they justify it with military requirements; using prohibited weapons, such as poison or poisonous weapons, certain gases, bullets that break down in the body, and other weapons to be added to the statute with a change to be made; Some forbidden methods of warfare, such as deliberately starving civilians as a method of war or taking children under the age of 15 to the national armed forces or actively using them in armed conflict;

- Indirect or direct transfer of their civilian populations to the lands occupied by the occupiers, or deportation or transfer of all or part of the population of the occupied lands; Some prohibited actions on occupied territory or against enemy citizens, including removing or suspending the legal rights of enemy citizens or forcing them to participate in military operations against their own country.

Some of the head of government who have been judged because of war crimes:

- Karl Dönitz (Germany)
- Hideki Tojo (Japan)
- Charles Taylor (Liberia, died in the litigation process.)
- Saddam Hüseyin (Iraq, he was executed.)

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IV. TOPIC B: ASSIMILATION

1.Introduction to the Topic

Assimilation describes the process by which a minority integrates socially, culturally, and/ or politically into a larger, dominant culture and society. The term assimilation is often used in reference to immigrants and ethnic groups settling in a new land. Immigrants acquire new customs and attitudes through contact and communication with a new society, while they also introduce some of their own cultural traits to that society.

Assimilation usually involves a gradual change of varying degree. Full assimilation occurs when new members of a society become indistinguishable from native members.

Any group (such as a state, immigrant population, or ethnicity) may choose to adopt a different culture for a variety of reasons such as political relevance or perceived advantage. However, a group may also be forced or feel compelled to do so as a result of imperialistic conquest, immigration, or drastic changes in population.

KEY TAKEAWAYS

- Assimilation is the public absorption of issued shares.
- Shares that are well priced and have been marketed well should be assimilated and easily absorbed.
- If shares are not assimilated or easily absorbed by the public, that could indicate the shares were improperly priced or inadequately marketed.

2.Types of Assimilation

The following are some examples of assimilation:

- **Color assimilation** - This is perhaps one of the easiest models that demonstrates assimilation. If you mix a small amount of the color red with a large amount of blue, the red is assimilated into the larger mix. Though the red is absorbed, it changes the hue of blue so that it becomes something different and shifts in the spectrum of color.
- **Cultural assimilation** - Cultural assimilation happens when two cultures or groups of people influence one another. Cultural customs, traditions, and religious practices can all be assimilated between two or more cultures. Often times, these groups live near one another. Influence may be derived from trade, invasion, and/or intermarrying between the groups.
- **Religious assimilation** - A perfect example of religious assimilation is the assimilation of Pagan customs and ceremonies into Christianity. When Christianity became the predominate religion, they took Pagan holy days such as Yule and the Spring Equinox, or Ostara, and claimed them as Christmas and Easter. They adopted traditions such as the decorating of fir trees at Christmas and the use of symbols of fertility at Easter such as Easter eggs.

Another example of religious assimilation would be that of the Romans and Greeks. When Rome conquered Greece, they adopted their gods; Zeus, ruler of the gods, became Jupiter, Poseidon, god of the sea, became Neptune, Hades became Pluto, and the list goes on.

- **Linguistic assimilation** - This type of assimilation often occurs when two neighboring groups of people or territories influence one anothers' way of speaking.

For example, in the North East of America, there is a very distinctive, almost nasal, accent. Within that large group, there are smaller pockets of accents -- a Boston accent would be different from a Brooklyn accent, for instance -- however, both accents are

easily identifiable as the larger whole of a "North-Eastern" accent. Linguistic assimilation also occurs in popular slang. Often, neighboring communities will have different slang words for the same things. If you move from one place to another, over time, you will quite often pick up on, and assimilate your own language with, the new slang or dialect.

- **Physiological assimilation** - Physiological assimilation refers to the conversion of ingested nutrients into energy that fuels the body as a greater whole. For example, a starch molecule will be broken down into smaller carbohydrates, some of which will be used for fuel and others which can be modified to become part of the cell structure of the organism.
- **Statistical assimilation -** Assimilation in a statistical capacity refers to the gathering data over time to in order to obtain a clearer picture of that which is being studied. Data is assimilated and allows the person compiling the statistics a better understanding of how things work overall. A piece of data collected is assimilated into the model and becomes part of the mechanism by which all of the subsequent data is interpreted.

These examples of assimilation should give you a better idea of all of the different types of assimilation and how they occur.

3.History

Attempts to compel minority groups to assimilate have occurred frequently in world history. The forced assimilation of indigenous peoples was particularly common in the European colonial empires of the 18th, 19th, and 20th centuries. In North and South America, Australia, Africa, and Asia, colonial policies toward indigenous peoples frequently compelled their religious conversion, the removal of children from their families, the division of community property into salable, individually owned parcels of land, the undermining of local economies and gender roles by shifting responsibility for farming or other forms of production from women to men, and the elimination of access to indigenous foodstuffs. Forced assimilation is rarely successful, and it generally has enduring negative consequences for the recipient culture.

Voluntary assimilation, albeit usually effected under pressure from the dominant culture, has also been prevalent in the historical record. One such case dates to the Spanish Inquisition of the late 14th and 15th centuries, when many Muslims and Jews responded to religious persecution by voluntarily converting to Roman Catholicism. Known as Moriscos and Marranos, respectively, they secretly continued to practice their original religions.

Another example of voluntary assimilation occurred during the 18th and 19th centuries, when millions of Europeans moved to the United States. In this case, being able to "pass" as a member of the dominant Anglo-Protestant culture was an important hedge against violent nativist groups such as the Know-Nothing Party (*see* United States: The people). Although popular notions generally presume that complete assimilation occurred among immigrants of European descent, research in the late 20th and early 21st centuries advocated a more nuanced and pluralistic view of historical culture change among American ethnic groups.

Canada 1800s–1990s: Forced assimilation of Aboriginals

During the 19th and 20th centuries, and continuing until 1996, when the last residential school was closed, the Canadian government, aided by Christian Churches began a campaign to forcibly assimilate Aboriginals. The government consolidated power over

Aboriginal land through treaties and the use of force, eventually isolating indigenous people to reserves. Marriage practices and spiritual ceremonies were banned, and spiritual leaders were imprisoned. Additionally, the Canadian government instituted an extensive residential school system to assimilate children. Indigenous children were separated from their families and no longer permitted to express their culture at these new schools. They were not allowed to speak their language or practice their own traditions without receiving punishment, which was common in the form of violent or sexual abuse by the Christian church. The Truth and Reconciliation Commission of Canada concluded that this effort was violent enough to amount to cultural genocide. The schools actively worked to alienate children from their cultural roots. Students were prohibited from speaking their native languages, were regularly abused, and were arranged marriages by the government after their graduation. The explicit goal of the Canadian government, through the Catholic and Anglican churches, was to completely assimilate the Aboriginals into European culture and destroy all traces of their native history.

Brazil

In January 2019, newly elected Brazil's president Jair Bolsonaro has stripped the indigenous affairs agency FUNAI of the responsibility to identify and demarcate indigenous lands. He argued that those territories have very tiny isolated populations and proposed to integrate them into the larger Brazilian society.According to the Survival International, "Taking responsibility for indigenous land demarcation away from FUNAI, the Indian affairs department, and giving it to the Agriculture Ministry is virtually a declaration of open warfare against Brazil's tribal peoples."

Percent of each state's population that is foreign-born in 2008, by decade of arrival
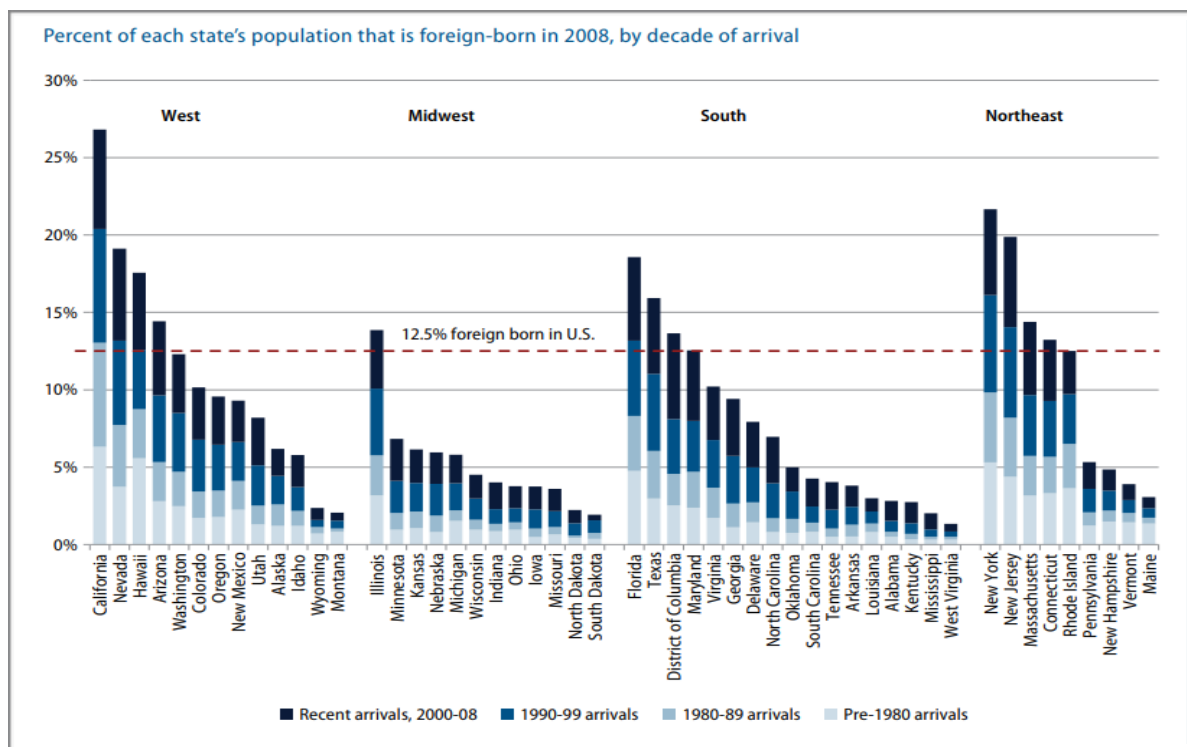
4. Effects of Immigration and Assimilation

An important concern in immigration research involves the effects of immigration and assimilation on health, education, and social programs, particularly in areas of high immigration concentration. Much folk wisdom has viewed assimilation as a linear process of progressive improvement and adjustment to American society. The general assumption is guided by an implicit deficit model: to advance socially and economically in the United States, immigrants need to "become American" in order to overcome their deficits in the new language and culture. As they shed the old and acquire the new, they acquire skills for working positively and effectively—a process that may not be completed until the second or third generation after entry.

Today's immigration is overwhelmingly composed of newcomers from Asia and Latin America, areas with significantly different languages and cultures than those of previous European immigrants in the late 1800s and earlier decades of the 1900s. Concerns have been raised about the speed and degree to which these immigrants can assimilate—and hence about the social "costs" of these new immigrants—before they begin to produce net benefits to their new society. The traditional assumption is that immigrants have costs to U.S. society in the initial period after arrival, but that the costs decrease and the benefits to society increase as duration of residence increases. It is further assumed that the benefits to society also increase with greater assimilation to American culture. Recent research findings, however, especially in the areas of perinatal health, mental health, and education, raise significant questions about such assumptions. Indeed, some of the findings run precisely opposite to what might be expected from traditional notions and theories of assimilation.

This chapter captures the workshop discussions of the effects of immigration and assimilation on social policies and programs, health, and education.

Social Policy and Welfare[1]

Immigration researchers disagree about many major issues that are essential for revising social policy, including the criteria used to admit immigrants and the extent of social supports required to ensure their successful integration. More specific areas of disagreement include: whether recent arrivals are less skilled than earlier arrivals; whether the pace of socioeconomic assimilation has slowed in recent years and, if so, why; whether the net social and economic impacts of immigration are positive or negative; which social groups and communities are the net beneficiaries (or losers) from the influx of new immigrants; whether legal immigrants, illegal aliens, and refugees face dissimilar prospects for integration in the United States and, if so, why; and whether the criteria currently used to admit immigrants are optimal for achieving social, political, humanitarian, and economic objectives. All analysts agree that reliable answers to all of these questions are necessary for future policy initiatives concerned with employment, schooling, and income maintenance.

Despite the many areas of disagreement among immigration experts, there is widespread consensus on three issues: (1) the volume of immigration is likely to increase over the next decade, (2) the demographic and socioeconomic diversity of the flows has increased in recent decades, and (3) currently available data are ill-suited to address adequately many policy-relevant questions about how immigration contributes to contemporary patterns of stratification.

Naturalization and Immigrant Assimilation

Other than marriage, citizenship is one of the most significant factors in assimilation. Thus, immigration debates focus not only on the number of immigrants that should be admitted into a country and the processes of incorporation but also on how citizenship should be extended and to whom. Proponents of immigration often argue that new residents will help to build and enrich American democracy, while opponents counter that the identity and legitimacy of the nation may be challenged and perhaps even threatened by immigrants. Questions of citizenship in relation to illegal immigration is a particularly controversial issue and a common source of political tension.

New Immigrant Gateways and Immigrant Assimilation

The majority of immigrants have tended to settle in traditional gateway states such as Florida, New York, California, Illinois, Texas, and Massachusetts, where immigrants find large existing populations of foreign-born people. Recently, however, immigrants have increasingly been settling in areas outside these gateway states. Sociologists Mary Waters and Tomas R. Jimenez have suggested that these geographical shifts may change the way researchers assess immigrant assimilation, as immigrants settling in new areas may encounter different experiences than immigrants settling in more traditional gateways. Specifically, Waters and Jimenez identify three distinguishing characteristics in more recent, less traditional, immigration patterns: less established social hierarchies, smaller immigrant population size, and different institutional arrangements.

Segmented Assimilation

The theory of segmented assimilation for second generation immigrants is highly researched in the sociological arena. Segmented assimilation, researched by Min Zhou and Alejandro Portes, focuses on the notion that people take different paths in how they adapt to life in the United States. This theory states that there are three main different paths of assimilation for second generation immigrants. Some immigrants assimilate smoothly into the white middle class of America, others experience downward assimilation, and others experience rapid economic success while preserving the values of their immigrant community.

This theory also includes the concept of modes of incorporation, which are the external factors within the host community that affect assimilation. These factors are created by the underlying policies of the government, the strength of prejudice in the society, and the makeup of coethnic communities within the society. These modes of incorporation affect how a child will assimilate into U.S. society, and determine how vulnerable the child will be towards downward assimilation. Factors that enhance such vulnerability include racial discrimination, location, and changes in the economy that have made it harder for intergenerational mobility.

In addition, differing modes of incorporation make available certain resources that second generation immigrants can use to overcome challenges to the process of assimilation. If the child belongs to a group that has been exempt from the prejudice experienced by most immigrants, such as European immigrants, they will experience a smoother process of assimilation. A second generation immigrant can also make use of established networks in the coethnic community. These networks provide these children with additional resources beyond those offered by the government, such as gateways into well-paying jobs in businesses established by the ethnic community. Children of middle-class immigrants have a greater likelihood of moving up the social ladder and joining American mainstream society than children of lower class immigrants, as they have access to both the resources provided by their parents and to the educational opportunities afforded to the middle class in the U.S.

5. Measuring immigrant assimilation

The successful outcome of assimilation by immigrants and their children who arrived in America early in the 20th century is well recognized some 100 years later. But the course of immigrant assimilation for those who came over the past 20 years is not as widely known, especially in parts of the nation where newcomers have most recently arrived. Initially, the upswing in immigration sweeping the United States after 1970 was concentrated largely in California, New York, Texas, Florida, and Illinois, but now it has spread much more widely across the country.

Because assimilation takes time before its effects are visible, and because, until now, firm data has been lacking to track its progress, there is confusion about whether assimilation is actually occurring, especially in communities in our country where immigration is a new phenomenon. Our study collects the most reputable data and organizes it to reflect the assimilation of recent immigrants to our country over time so that others can more fully comprehend their advancement over time. Sharing these data in such a plain format should help our political leaders on both sides of the aisle and their constituents assess the rate of assimilation with their own eyes.

This study presents a broad overview of immigrant assimilation in the United States that draws on new data carefully matched to U.S. Census Bureau reports from earlier decades, thus enabling the American public to understand the progress of immigrants over the past two decades. We trace the pathway of immigrant assimilation in the United States from 1990 to 2008 through trends in six key social and economic indicators:
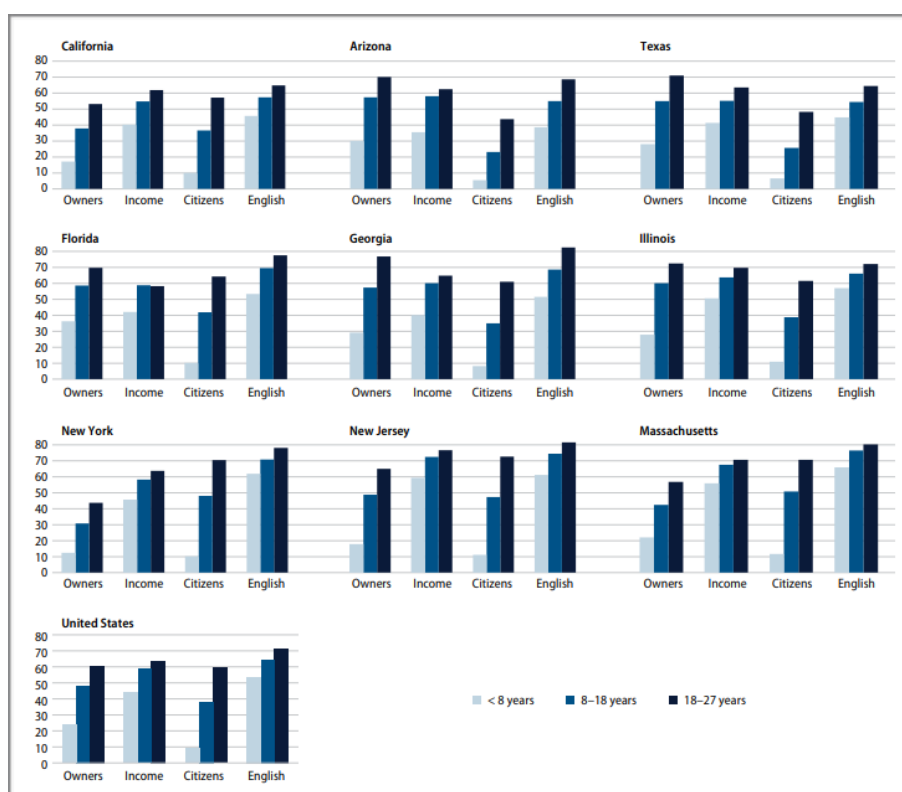
• Citizenship

• Homeownership

• English-language proficiency

• Educational attainment

• Occupation

• Income 6 Center for American Progress | Assimilation Today We then compare the current state of immigrant achievement across the country, focusing especially on the top nine states where most immigrants have settled. The nine states are:

• California. With an estimated foreign born population of 10.3 million, more than half of the Golden State's immigrants became homeowners after 18 years of residence.

• New York. The state's 4.7 million immigrants have a citizenship rate that is 9 points higher than the national average.

• Texas. Homeownership rates among the border state's 4.2 million immigrants rank above the national average regardless of when they arrived. Latinos who have resided in the United States at least 18 years have a high homeownership rate of 68 percent.

• Florida. The levels of citizenship, homeownership, and English proficiency exceed the national averages for the 3.9 million immigrants in the state.

• Illinois. Homeownership among the state's 1.9 million immigrants is at least 10 percent higher than the national averages for all immigrants and also for Latino immigrants.

• New Jersey. The state's 1.9 million immigrants rank well above other states in the areas of English proficiency, income, and citizenship.

• Massachusetts. The almost 1.1 million immigrants showed higher than average rates of advancement in the areas of English proficiency, citizenship, and above low income, including Latino immigrants.

• Arizona. With just over one million immigrants, the state has higher rates of advancement than many assume, especially in the area of homeownership, with Latino homeownership 10 points above the national average of 56.2 percent.

• Georgia. Educational advancement and homeownership rates place this state's one million immigrants above the national average.

Assimilation in key immigrant destination states

Four measures of assimilation by length of time in the United States

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