



LESSON 12

Civic Engagement and U.S. Immigration Policy

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.

~ Robert F. Kennedy, "Speech at University of Capetown" (1966)

LESSON 12

Civic Engagement and U.S. Immigration Policy



Goals

- » Understand the role of civic engagement in influencing U.S. immigration policy.
- » Undertake a civic engagement project around an immigration-related issue.

Objectives

- » Students will understand how U.S. immigration policy is created.
- » Students will analyze various state and federal immigration policies in the United States from a human rights perspective.
- » Students will recognize different kinds of civic engagement and how they can influence public policies at any level of government.
- » Students will create a civic engagement project on an immigration-related issue of their choice.

Essential Question

- » How can students use civic engagement to influence U.S. immigration policy?

Key Skills

- » Analyzing legislation against human rights standards (Activity 2).
- » Researching and taking action on a policy issue (Activities 3 & 4).

Materials

- Handout 1: Immigration Policy K-W-L
- Handout 2: Turning an Idea into Law
- Handout 3: U.S. Immigration Policies
- Handout 4: Civic Engagement Brainstorm
- Markers and poster materials

Time Frame

4-5 class periods

Vocabulary

- bill
- bipartisan
- civic engagement
- legislation
- policy proposal
- public policy

How Ideas Become Immigration Policy

Procedure:

1. Build. Explain to students that the class will be learning how citizens' ideas about immigration can turn into federal law. In order to do this, students will be completing *Handout 1: Immigration Policy K-W-L*. The K-W-L chart allows students to explain what they already **know** about how immigration policy is created, what they **want** to know, and then at the end of the lesson, what they have **learned**.

First, have students work individually to remember what they know about how immigration policy is created. Tell them that they should think about what they already know about how a bill becomes a law in general, as well as specific influences on immigration policy. Students should write what they know in the "K" column of *Handout 1*. When they are finished, ask for volunteers to share their ideas. Write correct responses on the board.

Next, have students get together with a partner and think about what they want to know about how immigration policy is created. Have them write their answers in the "W" column, and then ask students to share these with the class. The "L" column of the K-W-L chart will be filled out at the end of the activity.

2. Create immigration policy scramble. Explain to students that they will now be putting together a step-by-step process of how U.S. immigration policy can be changed. Call on ten students using a random method of selection. Copy and cut out the strips from *Handout 2: Turning an Idea into Law*, and give each of the ten students one of the strips. (The correct order is provided below and in the handout, but make sure to mix up the slips of paper before handing them out.)

Let students know that in this version the bill will *first enter the House of Representatives*. Tell students that they need to place themselves in order from the first step in the process to the last. Once students have organized themselves, have each group read their step in the process. Ask the class to raise their hands if they think they are in the correct order. If they are not, have the other class members help rearrange them.

1. As part of a school club, a group of students writes a letter to their congressional representative, stating that they think more refugees should be allowed to enter the United States each year.
2. The representative turns the students' idea into a bill that raises the amount of refugees allowed into the United States.
3. The bill goes to the House of Representative's "Subcommittee on Immigration Policy and Enforcement" and is approved.
4. The bill is discussed and debated on the House floor and is voted on.
5. The bill passes the House of Representatives with a majority of votes.
6. The bill enters the Senate's "Immigration, Refugee, and Border Security Committee" and is approved.
7. The bill is discussed and debated on the Senate floor and is voted on.
8. The bill passes the Senate with a majority of votes.
9. The President signs the bill.
10. The bill to increase the number of refugees allowed into the United States each year is now law.

3. Reflect. Students should then fill in the "L" column of *Handout 1*. Ask them to focus on what they learned that was specific to immigration policy (e.g., original idea, relevant Committee, etc).

Human Rights Policy Analysis

Procedure:

1. Divide. Put students into groups of four. Pass out markers, a piece of poster paper, *Lesson 2 Handout 1: The Universal Declaration of Human Rights* (see page 37) and a different policy summary from *Handout 3: U.S. Immigration Policies* to each group (some groups may have copies of the same policy).

2. Create. Explain that students are to read the summary sheets to themselves, then discuss as a group what the immigration policy does, its impact (positive and negative) on the human rights of immigrants and others, and how they would like to portray it visually. If students are able, encourage them to be creative and use metaphors and symbols in their posters, in addition to literal representations. They will have 15 minutes to use any imagery they would like that explains their policy — words, pictures, etc. — as long as it is respectful. They can use the Universal Declaration of Human Rights to help them identify the impact of the law on various basic rights.

3. Present. After all groups have completed their posters, they will present them to the class. Each group should summarize the immigration policy that they read and explain how their poster represents that policy. Other students may ask questions. Have groups that had the same policy (if any) present back-to-back to help students mentally organize the information.

4. Discuss. As a class, discuss the policy analysis that students just conducted.

Questions for Discussion

- ? What were some of the positive impacts of the policies you analyzed?
- ? What were some of the negative impacts?
- ? What are some changes you could make to the policies to make them less harmful to immigrants?
- ? Do you think human rights was a consideration in drafting these proposals? Which ones? Why?
- ? Who do you think participated in creating these policies? Would the policies be better if more (or different) people had engaged in the process?

Optional Extension

Staying Current. Give students extra credit if they research an immigration policy that is currently being considered in their state legislature or in Congress. Students can write a report, draw or paint a poster, or create a short dramatic piece to demonstrate understanding of the policy proposal.

The DREAM Act: Civic Engagement in Action

Procedure:

1. Brainstorm. Define the term “civic engagement” for students. One good definition is people working together to support or change the values and policies that shape community life.¹ Ask them to brainstorm different ways that people can make their voices heard about an issue of public concern. Make a list on the board of different forms of civic engagement (e.g., writing letters to the editor; creating a blog about an issue; attending public forums, city hall meetings, or legislative hearings; writing letters to local, state, or federal representatives; holding demonstrations; or creating informative advertisements).

2. Explore. In Activity 12.2, students learned about the DREAM Act legislation. Now they will be exploring the many civic engagement methods that its supporters use. If students need a reminder of the main components of the DREAM Act, give them the handout on page 253.

First, watch a short video by Campus Progress about the issue and the DREAM Act: <http://www.youtube.com/watch?v=jZdBlzhc91c>. Next, have students use the internet or other resources to explore the different forms of civic engagement used by supporters of the DREAM Act. They can look for actions by young people, organizations, or anyone interested in passing the legislation. These websites are good starting points:

- <http://dreamact.info>
- <http://www.dreamact.com>
- <http://twitter.com/#!/DreamAct>
- <http://www.nilc.org/immlawpolicy/dream>

Examples of what students may find include, but are not limited to, the following:

- Blogs
- T-shirts/buttons/merchandise
- Videos
- Protests/rallies/marches
- Letters to newspapers
- Letters or petitions to representatives
- Social media (Twitter, Facebook, etc.)

3. Collect. Have students choose their favorite example of civic engagement around the DREAM Act, and bring a copy of it to class. Most of the DREAM Act materials can be printed out, but teachers may want to offer students the opportunity to play videos or other multimedia they have found on a class computer.

4. Share. Have students share the examples of civic engagement that they found, writing down examples on the board. Students should discuss how effective they think each strategy is. Hold a vote for most effective strategy. Which received the most #1 votes? Ask students if they can think of a new strategy to promote the DREAM Act through civic engagement.

¹ The Carnegie Foundation for the Advancement of Teaching provides an excellent discussion of the different forms and purposes of civic engagement in the first chapter of their book, *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*, found at http://media.wiley.com/product_data/excerpt/46/07879855/0787985546.pdf.

Making a Difference

Procedure:

1. Apply. At this point, students have thought about how people can influence immigration policy through different forms of civic engagement and have also analyzed how those policies can either help or hurt the right of immigrants. They will now use their knowledge of the importance of civic engagement and the many forms it can take to design a civic engagement project of their own.

2. Choose. For this exercise, students will work independently or with a partner to design and carry out a civic engagement project. Students can choose one of the policy issues they studied in Activity 12.2 or they can choose an immigration-related policy they know and care about. First, students should analyze the immigration policy they have chosen and identify whether they support or oppose the policy. Do they want the policy accepted or rejected completely, or do they want to ask for specific changes? They should research the policy and write down their position in as much detail as they can. Pass out *Handout 4: Civic Engagement Brainstorm* for students to record their position. Next, they should think about why they want to change this particular policy. Will it be more protective of the rights of immigrants or refugees? In what ways?

3. Brainstorm. Ask students to brainstorm for a moment the different kinds of civic engagement they could use to advocate for their position and write them down on the third part of the handout. From the list they brainstormed, ask them to choose one form of civic engagement that they think would be effective *and* that they would be able to do on their own for class. They should explain why they chose this form of civic engagement and why they think it would be effective.

4. Do. Collect *Handout 4* and read through the ideas. If all seem viable, pass them back out and give students an adequate amount of time to carry out their civic engagement project. You can decide if students will research and create their project in class or as homework.

6. Share. After students complete their project, have them share it with the class. Students can read, demonstrate, or explain their project to the class. Give time for questions after each presentation. If students wrote a letter to a representative or to a newspaper, be sure they mail it. Encourage students who made visuals or other forms of civic engagement to exhibit them around the school and community.

7. Reflect. Give students time to respond to the following questions, either in small groups or as a class.

Questions for Discussion

- ? How can students make a difference in their communities?
- ? Why is civic engagement important?
- ? Did you feel empowered after carrying out your civic engagement project?
- ? How will you continue to participate in decision-making processes in your community?

Name: _____

IMMIGRATION POLICY K-W-L

Students: When asked to do so by your teacher, fill in each column.

<p>K What do I <i>know</i> about how immigration policy is created?</p>	<p>W What do I <i>want to know</i> about how immigration policy is created?</p>	<p>L What did I <i>learn</i> about how immigration policy is created?</p>

TURNING AN IDEA INTO LAW

Teachers: Cut out the strips of paper below and distribute in random order as part of Activity 1.

As part of a school club, a group of students writes a letter to their congressional representative, stating that they think more refugees should be allowed to enter the United States each year.

The representative turns the students' idea into a bill that raises the amount of refugees allowed into the United States.

The bill goes to the House of Representative's "Subcommittee on Immigration Policy and Enforcement" and is approved.

The bill is discussed and debated on the House floor and is voted on.

The bill passes the House of Representatives with a majority of votes.

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The bill passes the Senate with a majority of votes.

The President signs the bill.

The bill to increase the number of refugees allowed into the United States each year is now law.

U.S. IMMIGRATION POLICIES

Comprehensive Immigration Reform — Legalization and Visa Reform

The current U.S. immigration system was created in 1965 and has not seen major revisions since. Changing circumstances have made the current law inadequate, with problems such as a lack of legal options for low-skilled workers to immigrate legally, long delays in the family reunification process, unnecessary detention and inadequate detention facilities, and restricted access to public services. The United States is also home to an estimated 11 million undocumented people, who are in the country without a legal immigration status. People of all political opinions feel that current immigration laws are not effective at controlling migration flows into the United States in a way that respects the rights of immigrants and serves U.S. national interests.

For decades, lawmakers have been attempting a comprehensive reform of U.S. immigration policies, but with the exception of a large legalization program in 1986, have only managed to implement small changes to the system and pass bills focused on enforcing current laws. While some enforcement is necessary, it does not solve all of the system's problems. To address bigger problems with the immigration system, Congress has repeatedly considered comprehensive immigration reform (CIR) bills, though none have passed. The term "comprehensive immigration reform" means that the reform is trying to address many issues: the current undocumented population, future flows of immigrants, and enforcement measures. One typical version was introduced on December 15, 2009.

The 2009 CIR bill focuses both on addressing the current undocumented population in the United States and on reforming the visa system to better support family unification and employment-based immigration. A legalization program would give undocumented immigrants already in the United States conditional legal status, allowing them to work and live in the United States legally. After six years, undocumented immigrants could adjust to full legal resident status. People applying for legalization would need to demonstrate that they had paid taxes, contributed to their community in some way, and pay a fine.

The bill also changes the visa system to make it easier for family members to stay together. Spouses and children of both citizens and legal permanent residents would be able to immigrate immediately without being subject to an annual limit. Per-country caps would be raised to reduce wait times for other family members. In addition, family unity would be given greater weight in immigration decisions, including deportation cases.

Immigrants coming to work in the future would also have an easier process, with fewer people subject to the annual limit, more temporary visas, and more protections from exploitation and abuse. Refugees and asylum seekers would also gain new protections against deportation.¹

Supporters of the CIR bill argue that it provides a fair and humane way of dealing with the undocumented immigrant population, as well as a faster, easier immigration system for all immigrants. Legalization helps undocumented immigrants access important services, increases their ability to earn fair wages, and ensures that they will pay taxes and contribute to their communities. Visa reform helps keep the United States economically competitive and enables the government to keep its commitment to family unity and protection from prosecution.

Opponents of the bill believe that it unfairly rewards people who broke immigration laws and encourages future undocumented immigration. Some also worry that visa reform will increase immigration to the United States to an unsustainable level, at the expense of American workers and communities.

¹ AILA Info Net American Immigration Lawyers Association. (2011), <http://www.aila.org/content/default.aspx?docid=30803>.

U.S. IMMIGRATION POLICIES

Comprehensive Immigration Reform — Enforcement

The current U.S. immigration system was created in 1965 and has not seen major revisions since. Changing circumstances have made the current law inadequate, with problems such as a lack of legal options for low-skilled workers to immigrate legally, long delays in the family reunification process, unnecessary detention and inadequate detention facilities, and restricted access to public services. The United States is also home to an estimated 11 million undocumented people, who are in the country without a legal immigration status. People of all political opinions feel that current immigration laws are not effective at controlling migration flows into the United States in a way that respects the rights of immigrants and serves U.S. national interests.

For decades, lawmakers have been attempting a comprehensive reform of U.S. immigration policies, but with the exception of a large legalization program in 1986, have only managed to implement small changes to the system and pass bills focused on enforcing current laws. While some enforcement is necessary, it does not solve all of the system's problems. To address bigger problems with the immigration system, Congress has repeatedly considered comprehensive immigration reform (CIR) bills, though none have passed. The term "comprehensive immigration reform" means that the reform is trying to address many issues: the current undocumented population, future flows of immigrants, and enforcement measures. One typical version was introduced on December 15, 2009.

The enforcement provisions of the 2009 CIR bill focus on border security, stricter workplace enforcement, and more humane treatment of people who violate immigration laws. Under the border security provisions, the bill would increase funding, training, the number of agents, and the amount of equipment used to secure borders and ports of entry. In addition to increasing enforcement at the borders, the bill also increases enforcement inside the country, requiring businesses to use a new verification system to make sure employees are eligible to work. The bill creates stiff penalties for employers who do not use the verification system or who hire undocumented immigrants. Along with the increased enforcement provisions, the bill affirms that immigration enforcement is the responsibility of the federal government.

The enforcement provisions of the bill also addresses the treatment of people who violate immigration laws. Under the current system, people who are suspected of being undocumented or in violation of immigration laws are often held in detention unnecessarily and face poor conditions and mistreatment while they are there. The 2009 CIR bill establishes minimum standards for detention, especially regarding health care, personal safety, and family unity. The bill also promotes alternatives to detention that allow immigrants to wait outside of jail for their case to be processed.¹

Supporters of the enforcement provisions argue that they correctly balance the need for effective enforcement of immigration laws with the humane treatment of immigrants. The immigration detention standards address long-standing human rights violations in the current immigration system.

Opponents view the reliance on a new employment verification system as costly to employers and less effective than existing methods of preventing undocumented immigrants from finding jobs. They also see the immigration detention standards as a way to weaken enforcement by increasing costs and raising barriers to removing undocumented immigrants. Finally, opponents are concerned that the provision defining immigration enforcement as a federal matter would limit or overturn many state and local laws that target undocumented immigrants.²

¹ AILA Info Net American Immigration Lawyers Association. (2011), <http://www.aila.org/content/default.aspx?docid=30803>.

² Center for Immigration Studies, "Comprehensive Immigration Reform for America's Security and Prosperity Act of 2009 (CIR ASAP) (HR 4321)" <http://www.cis.org/amnesty2010CIRASAP-HR4321>.

U.S. IMMIGRATION POLICIES

The DREAM Act

The Development, Relief, and Education for Alien Minors (DREAM) Act is a piece of bipartisan legislation that seeks to give undocumented students access to higher education, employment, military service, and citizenship. In many cases, these students were brought to the United States by their parents when they were very young, grew up in the United States, and graduated from U.S. high schools. Their parents are undocumented, and cannot sponsor their children for legal residency. Both the children and parents may be deported under current immigration laws. These young people have no way to gain legal residency themselves, even if they have lived in the United States for most of their lives.

The first version of the DREAM Act was first introduced in 2001. It failed to pass and has been re-introduced almost every year with only slight differences. Each version has focused on the legalization of undocumented students who have no other way to gain U.S. citizenship. Despite intense advocacy by and on behalf of undocumented students, the bill has yet to pass Congress.

The DREAM Act of 2011 contains similar components as previous versions. It would apply to individuals who:

- came to the United States when they were 15 years of age or younger;
- have lived continuously in the United States at least 5 years prior to the adoption of the Act;
- demonstrate good moral character;
- have no criminal history that would make them inadmissible to the United States; and
- have earned a high school diploma or equivalent certification in the United States.¹



If the applicant meets these conditions, she or he would be granted six years of conditional permanent residency. This status would make it possible for students to work, travel, drive, go to school, and be eligible for student loans and work study programs. However, they would not be allowed to travel abroad for an extended period of time or be eligible for certain federal financial aid grants. After six years of conditional residency status, applicants would be offered the opportunity to apply for legal permanent residency, if they have completed two years of college or military service and pass criminal background checks. If these conditions are not met, the candidate would be disqualified and subject to deportation. In the Senate bill, students must be under the age of 35 to qualify for U.S. residency under the DREAM Act, while the House bill requires them to be under the age of 32.²

Supporters of the DREAM Act believe that the children who would be eligible under the Act are American in everything but legal status, having typically been raised and schooled in the United States for a substantial portion of their lives. They also represent human capital the United States should embrace, since they are young, educated people looking to work and contribute to U.S. society. Some supporters worry that the Act does not go far enough, because it excludes people above a certain age who would otherwise fit the definition, and it does not apply to more recently arrived children who face the same circumstances as DREAM-eligible children.

Opponents see the DREAM Act as rewarding people who broke U.S. immigration laws and perhaps encouraging future unauthorized migration to the United States. They also worry that the bill will hurt legal residents and citizens by increasing competition for financial aid for college.

¹ Library of Congress, <http://thomas.loc.gov/cgi-bin/query/z?c112:S.952.IS:/>

² National Immigrant Law Center, <http://www.nilc.org/immigrationpolicy/dream/dream-bills-summary-2011-05.pdf>.

U.S. IMMIGRATION POLICIES

Separation Ordinances

In a community where a separation ordinance is in effect, police are not allowed to ask about an individual's immigration status, unless this status directly relates to the crime that the police are investigating. One such separation ordinance, Oregon Revised Statute chapter 181, section 850, states that "no law enforcement agency of the State of Oregon or of any political subdivision of the state shall use agency moneys, equipment or personnel for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the United States in violation of federal immigration laws."¹ This separation ordinance is Oregon's way to ensure that local police are not responsible for federal immigration law, but rather focus on crimes solely within their own local jurisdiction.

Even if a separation ordinance is in effect, police are typically still allowed to investigate an individual's immigration status if that person has been arrested for a crime. In the case of Oregon's statute, local police are allowed to exchange information with federal immigration officials when the information relates to a crime they are investigating. They can also detain people who have an arrest warrant against them for a criminal violation of federal immigration law.² The main result of a separation ordinance is that local police are not responsible for enforcing (or are not allowed to enforce) civil violations of federal immigration law, especially when individuals have not committed any crimes.

Supporters of the ordinances, which include many police departments, argue that these laws contribute to community policing efforts by ensuring that people within immigrant communities will call the police when they need to, without fearing deportation. When victims and witnesses are more likely to come forward and report crimes, individual and community safety improves. Separation ordinances also help police departments allocate limited resources to crimes under their direct jurisdiction, rather than taking on an additional enforcement burden without additional funding.³ Diverting funding away from local public safety and crime prevention to immigration enforcement could hurt all communities served by the police, in addition to the negative impact on immigrant communities.

Opponents of the ordinances do not want to create a safe space for people who have committed civil violations of federal immigration laws. In their view, undocumented individuals should be treated as equivalent to criminals, regardless of the negative impact on the relationship between local police and immigrant communities and on overall public safety. Some police departments also oppose the ordinances because they want to be able to use immigration violations as a tool for removing people from the community when they suspect them of criminal activity but cannot prove a criminal case against them.

1 Oregon State Legislature "State Police Crime Reporting and Records; Public Safety Standards and Training 2009 Edition." <http://www.leg.state.or.us/ors/181.html>.

2 Oregon State Legislature "State Police Crime Reporting and Records; Public Safety Standards and Training 2009 Edition." <http://www.leg.state.or.us/ors/181.html>.

3 The Advocates for Human Rights, "Talking Points: Separation Ordinances & Local Immigration Enforcement" (2011), http://www.energyofanation.org/sites/25e1f498-741c-478a-8a08-aa486d8533a5/uploads/Separation_Ordinances.pdf.

U.S. IMMIGRATION POLICIES

English-Only Laws

English-only (also known as “Official English”) laws seek to establish English as the official language of a community, state, or the United States as a whole. Some statutes simply declare English as the ‘official’ language of the city or state, while others limit or bar the government’s provision of foreign language assistance and services. At the federal level, the English Language Unity Act of 2011, which was introduced in March of 2011, is an example of an English-only law that would take effect throughout the United States.

The English Language Unity Act of 2011 would:

- require that all official government functions of the United States be carried out in English;
- require that all naturalization ceremonies be carried out in English;
- demand that a uniform test of English language ability be issued to candidates for naturalization (with exception for extraordinary cases, such as asylum seekers); and
- allow additional English language requirements and workplace policies in the public and private sector.¹

The sponsors of the English Language Unity Act of 2011 state that its purpose is “to declare English as the official language of the United States, to establish a uniform English language rule for naturalization, and to avoid misconstructions of the English language texts of the law of the United States.”² Supporters of English-only laws cite additional benefits, such as creating a common cultural foundation, encouraging the integration of immigrants, and saving money on translation and interpretation services.

Opponents dispute that such laws encourage integration, pointing out that demand for English classes regularly exceeds the supply, and that immigrants today learn English at about the same rate as immigrants in the past. No laws are necessary to encourage this process. Instead, they view the laws as actually discouraging integration by isolating immigrants from their communities and from needed government services. In view of the opponents, English-only laws:

- create a hostile or unwelcoming environment for immigrants in a community;
- discourage immigrant integration by isolating non-English speakers from the community;
- make it more difficult for immigrants to access the justice system;
- create barriers for immigrants to receive emergency assistance, medical care, and other government services;
- make it difficult for immigrants to participate in the election process; and
- make it harder to fight employment and housing discrimination against immigrants.³

1 Library of Congress, <http://thomas.loc.gov/cgi-bin/query/z?c112:S.503.IS:/>.

2 Library of Congress, <http://thomas.loc.gov/cgi-bin/query/z?c112:S.503.IS:/>.

3 The Advocates for Human Rights, “English-Only Laws” (2011), http://www.energyofanation.org/english-only_laws_2.html.

U.S. IMMIGRATION POLICIES

Arizona's SB 1070

Frustrated at a perceived lack of federal enforcement, activists have begun pushing for state laws that would allow state and local governments to enforce federal immigration laws directly. One of the first of these sweeping state enforcement laws to pass was Arizona's SB1070, considered at the time to be "the broadest and strictest immigration measure [in the U.S.] in generations."¹ Subsequently, other states have adopted or considered similar bills, some of which are even broader in their enforcement powers.

Arizona's SB1070 creates many different ways of enforcing immigration laws. First, it requires local police to check the immigration status of anyone stopped, detained, or arrested if they have a "reasonable suspicion" that the person is undocumented. All state and local government agencies also have an obligation to report undocumented immigrants to federal immigration officials and can be sued if they fail to do so. Local police are allowed to arrest someone without a warrant if they believe the person may be deportable from the United States (for instance, because they are a permanent resident but have committed a crime that triggers deportation).

In addition to requiring public officials to enforce immigration law, the statute also creates new crimes, such blocking traffic in the process of hiring or being hired as a day laborer, transporting or sheltering an undocumented immigrant, and not carrying documentation of legal status while in Arizona.²

Supporters of the law believe it will mean federal immigration laws will be enforced in Arizona, reducing or eliminating the state's undocumented immigrant population. They argue that this will reduce the financial burden on government services and open up employment opportunities for legal residents and citizens.

Opponents of the law have several concerns. One of the most prominent concerns is that the law encourages racial profiling, because there are no clear standards governing what constitutes "reasonable suspicion" of being an undocumented immigrant. In fact, the training manual for police officers lists possible reasons for having "reasonable suspicion" as circumstances in which a person:

- does not have identification with them;
- is in an area where undocumented persons are generally present;
- is dressed distinctively;
- is nervous; or
- has difficulty communicating in English.³

These characteristics are not unique to undocumented immigrants. Many could apply to anyone, including U.S. citizens or legal residents, particularly if they are from non-English speaking countries or if their clothing or behaviors differ from mainstream culture.

Like other initiatives that involve local police enforcing immigration laws, SB1070 could potentially harm public safety and crime prevention by discouraging immigrants from interacting with the police. The warrantless arrest provision raises concerns that immigrants and minorities may be at risk of arbitrary arrest from police officers who do not know the complexities of federal immigration law and have no reliable standards for determining whether someone is deportable.⁴



¹ Archibold, Randal C. "Arizona Enacts Stringent Law on Immigration" The New York Times (April 23, 2010) <http://www.nytimes.com/2010/04/24/us/politics/24immig.html>.

² National Conference of State Legislatures, "Arizona's Immigration Enforcement Laws." (2011), <http://www.ncsl.org/?tabid=20263>.

³ Arizona Peace Officer Standards and Training Board, "Implementation of the 2010 Arizona Immigration Laws Statutory Provisions for Peace Officers Arizona POST – June 2010," (2010), http://agency.azpost.gov/supporting_docs/ArizonaImmigrationStatutesoutline.pdf.

⁴ Van Denburg, Hart "Immigration: Top cops Dolan and Harrington oppose Arizona-style anti-immigrant law." CityPages Blogs, (2010), http://blogs.citypages.com/blotter/2010/05/twin_cities_top.php.

CIVIC ENGAGEMENT BRAINSTORM

Students: Answer the following questions to plan for your Civic Engagement Project.

1. What immigration policy will your project address? What is your position on this policy (support, oppose, change)?
2. What forms of civic engagement could you use to advocate for your position?
3. How will your position promote the human rights of immigrants and refugees?
4. Choose the civic engagement method you want to undertake for this project:
5. What are the benefits of this form of civic engagement? Why is it effective?

