

LESSON 5

U.S. Immigration Policy

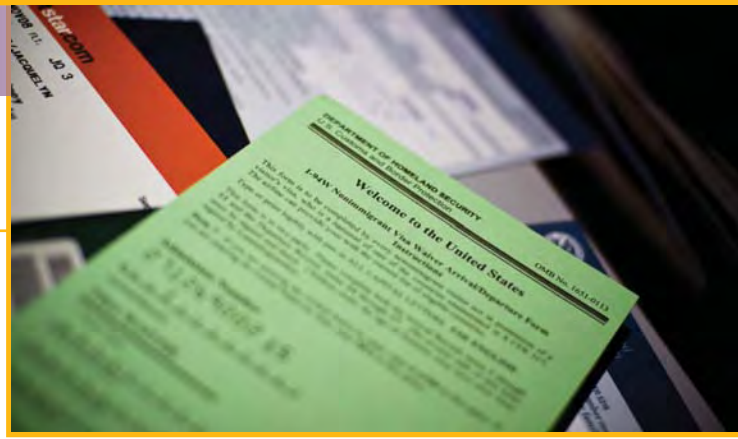
This bill says simply that from this day forth those wishing to immigrate to America shall be admitted on the basis of their skills and their close relationship to those already here.

This is a simple test, and it is a fair test. Those who can contribute most to this country — to its growth, to its strength, to its spirit — will be the first that are admitted to this land.

~ Lyndon B. Johnson, "Remarks at the Signing of the Immigration Bill" (1965)

LESSON 5

U.S. Immigration Policy



Goal

- » Understand how people can immigrate to the United States and how the immigration system can affect human rights.

Objectives

- » Students will learn key facts about contemporary immigrants to the United States.
- » Students will understand the basic categories of immigrants admitted to the United States.
- » Students will evaluate the current U.S. immigration system from a human rights perspective.

Essential Questions

- » How does the U.S. immigration system work?
- » What are the system's effects on the rights of immigrants?

Key Skill

- » Applying legal rules to real-life situations (Activities 2 & 3).

Teacher Advisory

Please read the Advisory on Immigration Status on page 20 before beginning this lesson.



Materials

- Handout 1: Stand Up Cards*
- Handout 2: How to Immigrate to the United States fact sheet*
- Ch. 5 PowerPoint: How to Immigrate (Download online.)*
- Handout 3: What Part of Legal Immigration Don't You Understand?*
- Handout 4: How Long Will it Take?*
- Answer Key: How Long Will it Take?*
- Handout 5: Immigration Rules*
- Handout 6: Immigrant Identities*
- Answer Key: Teacher Guide to Waiting in Line*
- Handout 7: Reforming the System*
- Masking tape (optional)

Time Frame

3-4 class periods

Vocabulary

-  asylum seeker
-  citizen
-  employment-based immigration
-  family-based immigration
-  green card
-  immigrant
-  Lawful Permanent Resident
-  naturalize
-  refugee
-  visa

Stand Up and Be Counted!

Procedure:

1. Prepare. Before class, cut out three cards for each student in the class from *Handout 1: Stand Up Cards*. The cards use symbols, letters, and numbers to represent demographic information about lawful permanent residents (green card holders) in the United States. The tables below show how to divide the papers for a class of 40, 30, and 20. Use the percentages given to adjust the numbers for other class sizes. After cutting out all the papers, put a sticker or large colored dot on 12% of the pieces of paper (5 in a class of 40).

Symbol	Class of 40	Class of 30	Class of 20	Percentage	Where They Came From
@	5	4	3	13%	2010 immigrants from Mexico
#	3	2	2	7%	2010 immigrants from China
!	2	2	1	6%	2010 immigrants from India
~	2	1	1	5%	2010 immigrants from Philippines
*	28	21	13	69%	2010 immigrants from all other countries

Number	Class of 40	Class of 30	Class of 20	Percentage	Where They Live Now
1	8	6	4	20%	2010 immigrants living in California
2	6	4	3	14%	2010 immigrants living in New York
3	4	3	2	10%	2010 immigrants living in Florida
4	3	2	1	9%	2010 immigrants living in Texas
5	19	15	10	47%	2010 immigrants living in all other states

Letter	Class of 40	Class of 30	Class of 20	Percentage	How They Immigrated
A	19	14	10	46%	2010 immigrants joining U.S. citizen spouses, parents, or adult children
B	8	6	4	21%	All other 2010 immigrants joining family members
C	6	4	3	14%	2010 immigrants sponsored by employers
D	5	4	2	13%	2010 immigrants fleeing political, religious, or ethnic persecution
E	2	2	1	5%	2010 immigrants coming through the diversity lottery

Source: U.S. Department of Homeland Security, Office of Immigration Statistics, Tables 2, 4, and 6, *Yearbook of Immigration Statistics 2010*, (August 2011), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2010/ois_yb_2010.pdf.

2. Distribute. As they enter the room, provide each student with one card from each of the three categories. Explain to the students that they now represent the population of legal permanent residents, or green card holders, that entered the United States in 2010. Have the class sit as they normally would in their seats.

(continued on next page)

Stand Up and Be Counted!

(continued from previous page)

3. Stand. Ask students to stand and organize themselves in groups based on the symbol on their cards. Tell students that they represent the countries that people emigrated from in 2010. Have each group guess which country they originate from, and have them state how they came to that conclusion, based on their own knowledge of immigration. Give students one to two minutes to discuss their answer, and then ask each group to explain to the class why they think they represent a particular population and any disagreements they had about that choice. If students need assistance in guessing, write the answers on the board (Mexico, China, India, Philippines, All Other Countries) and have them choose from the list. Once students have shared their answers, provide them with the correct choices from the table above. If students are curious about the origins of immigrants coming from “All Other Countries,” provide them with the following regional breakdowns: 40% from the Americas, 31% from Asia, 14% from Africa, 13% from Europe, and 1% from Oceania.

Next, have students sort themselves into groups based on the number on their paper, and tell them they now represent the states where the newly-arrived immigrants live. Have them repeat the same guessing game as before, listing the possible answers if needed on the board.

Next, have students sort themselves by the letter on their paper, and tell them they now represent how people immigrated to the United States (in other words, the reason they were admitted under U.S. immigration law). This guessing game might be especially hard for students, so write the possible answers on the board (see table on page 73).

Finally, highlight the difference between annual entries and the total U.S. foreign-born population. Explain that the whole class now represents the total population of the United States. Ask the students with stickers or colored dots on their piece of paper to stand up, and have the class guess what group these students represent. Explain that these students represent ALL the foreign-born residents of the United States in 2009. If the class wanted to show the percentage of immigrants that came in a single year relative to the population of the United States, no one would stand up because it is less than 1% (i.e. it would be a fraction of a student).

4. Reflect. Provide a moment for the class to reflect on what they learned in the activity using the following discussion questions:

Questions for Discussion

- ? What immigration statistic surprised you the most?
- ? Did you have any questions about the facts or further information you want to research?

Understanding the Immigration System

Procedure:

1. Present. Give students an overview of the U.S. immigration system. Download the PowerPoint that accompanies Lesson 5 by visiting the online version of this curriculum at www.energyofanation.org and selecting "Education."

Students can also study *Handout 2: How to Immigrate to the United States*, which contains much of the same information as the PowerPoint. As you present, ask students to write down key vocabulary words in their notebooks. By the end of the presentation, students should have an idea of the main ways that immigrants come to the United States and some of the problems associated with our current immigration system.



2. Apply. If you haven't done so already, give students *Handout 2: How to Immigrate to the United States*, as well as *Handout 3: What Part of Legal Immigration Don't You Understand?*, and *Handout 4: How Long Will it Take?* Have students form pairs and fill in the answers to the scenarios based on the fact sheet and cartoon. As a class, go over the answers together. An answer key is provided on page 89.

Waiting in Line Game

Procedure:

1. Prepare. In this game, students role-play the experiences of people attempting to immigrate to the United States. Some of the students will be border agents who decide who can enter the country or lawyers who provide assistance to immigrants. The remaining students will be prospective immigrants from different countries. Print four to six copies of *Handout 5: Immigration Rules* to give to the border agents and lawyers. Cut out story cards for the rest of the students from *Handout 6: Immigrant Identities*. Set up the classroom so that there is a large open space in the middle. Lay down a long piece of masking tape or set up four or five chairs down the middle of the room to serve as the “border” for the game.

2. Explain. Tell students that they will now be taking on the identity of someone in the immigration system. Choose three or four students to be border agents, and one or two students to be lawyers. Give them each *Handout 5: Immigration Rules* and ask them to read the instructions silently. They can gather in a group and discuss the rules in order to understand them better, but they should talk quietly so that the other students cannot overhear.

Give each of the remaining students a story card and explain that they will be playing the role of people hoping to immigrate to the United States. Ask them to familiarize themselves with their story. Although their story cards contain several facts about their character’s life, they must choose just one fact to tell the border agent. They must decide which part of their story is the most likely to grant them access to the United States. Explain that some students have identities that will allow them to immigrate very easily, while others will have to wait a few minutes before entering the country, and others may not have a way to immigrate legally at all.

Answer any questions that the students have about their roles or the rules of the system before moving on with the simulation.

3. Play the game. Have the border agents stand or sit on the border in the middle of the room. Students who want to immigrate can go to any of the agents and tell them **one** fact from their card. If the fact does not fit with the rules the border agents were given, the person is not allowed to immigrate and must go to the back of the line and try again with a different fact from their card. Students who are given waiting times should stand to one side of the border agents until their time is up.

Students wanting to immigrate can ask the lawyers for assistance with their case. The immigrants should read their story cards to a lawyer, who can tell them what fact to use with the border agents. The immigrant cannot talk to the lawyer while waiting in line – the consultation must happen first, and then the immigrant can get in line. If students are having difficulty with a particular identity or rule, consult the answer key on page 94 for who is eligible to enter and why.

Stop the activity after 5-10 minutes (once some, but not all, of the students have managed to immigrate). Some students may find that they could not cross during the activity, either because their



(continued on next page)

Waiting in Line Game

(continued from previous page)

wait was too long or because they were not eligible to enter the country. Remind students that this is a reality in the immigration system: the wait time for certain visas is so long that people from certain countries must wait for decades before they have a chance of entering the United States, and many people cannot immigrate at all.

Before students leave their places in the game, ask a few of the immigrant students to read their country and a statement or two from their card. Choose students in all the stages of the process: successful immigrants, those serving wait periods, those in line with immigration, and those denied entry.

4. Debrief. Discuss the game as a class using the following questions:

Questions for Discussion

- ? Was it difficult to decide how to tell your story to the border agent?
- ? Which reasons for entering the country did the border agents accept? Which reasons did they reject?
- ? Which countries had a long wait time? Why might that be?
- ? Did the border agents ever feel uncomfortable rejecting someone who wanted to immigrate? Which stories were hard to reject?
- ? For those of you with a long wait time, how did it feel when people from other countries were able to enter the country much faster than you?
- ? For those of you who could not enter the United States during the time allowed for the activity, how did that make you feel? What would you do if you were in that position in real life?
- ? Based on this game, do you think the process of immigrating to the United States is fair to everyone?

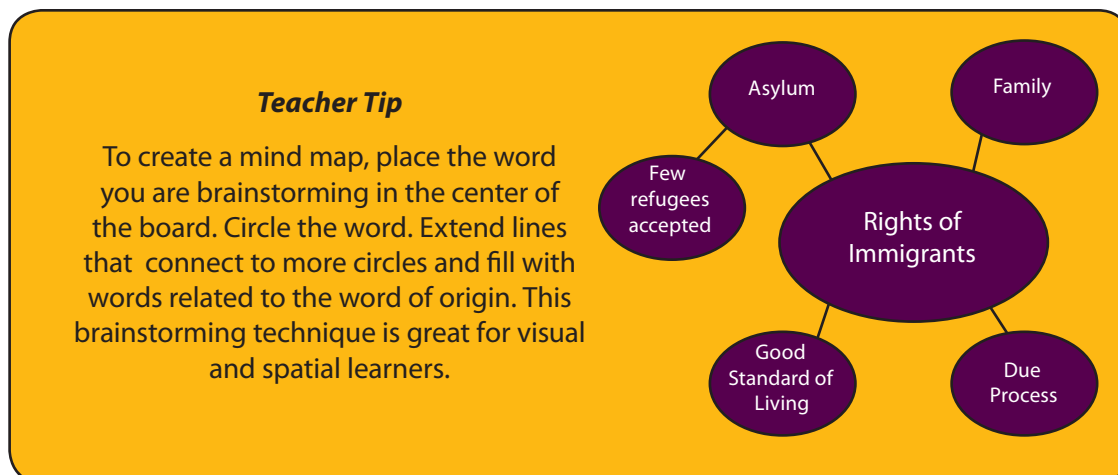
Improving the System

Procedure:

1. Review. Have students review the human rights that might be especially important to immigrants (from Lesson 3, Activity 1). Help students generate the following list of human rights that are particularly likely to be affected by the rules of the immigration system:

- Right to family
- Right to asylum
- Right to due process and equal protection of the law
- Right to an adequate standard of living

2. Analyze. Using their experience in the “Waiting in Line” game they just completed, ask students how these four important human rights are or are not being well protected by the current U.S. immigration system. Create a mind map on the board connecting the rights with different examples showing how they are protected or violated.



3. Be the government. Based on their human rights analysis, ask students to write for 15-20 minutes about how they would change the U.S. immigration system to better protect human rights. Give them *Handout 7: Reforming the System* to help guide their thinking. After each student is finished, go through the handout as a class and write down student suggestions for each area, then discuss the results.

Questions for Discussion

- ? What reforms or changes were particularly popular or common suggestions? Why?
- ? What proposed changes do you disagree with? Why?
- ? How would these changes help protect the rights of immigrants?
- ? Would these changes help or hurt the current population of the United States?
- ? What problems could the proposed changes potentially cause?

STAND UP CARDS

*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
*	*	*	*
@	@	@	@
@	#	#	#
!	!	~	~

STAND UP CARDS

1	1	1	1
1	1	1	1
2	2	2	2
2	2	3	3
3	3	4	4
4	5	5	5
5	5	5	5
5	5	5	5
5	5	5	5
5	5	5	5

STAND UP CARDS

A	A	A	A
A	A	A	A
A	A	A	A
A	A	A	A
A	A	A	B
B	B	B	B
B	B	B	C
C	C	C	C
C	D	D	D
D	D	E	E

HOW TO IMMIGRATE TO THE UNITED STATES



U.S. immigration laws govern who can come to this country, how long they can stay, and the benefits and privileges they enjoy while they are here. While over 30 million people come to the U.S. each year, the vast majority are here only temporarily.¹ Less than 3% of all people coming to the U.S. each year have a status that will allow them to stay permanently.²

People coming to the U.S. generally must have a passport issued by their country of nationality and a visa issued by the United States. The government issues “non-immigrant” visas to people who want to come to the United States temporarily (such as a tourist). “Immigrant” visas, are issued to people intending to live permanently in the United States. Individuals from certain countries (known as “visa waiver countries”) do not have to obtain a visa before visiting the U.S. for up to 90 days. Visa waiver countries include most European countries, Australia, New Zealand, Japan, Singapore, and South Korea.³

Immigration by the Numbers

INTERESTING STATISTICS:

73,293: Refugees admitted to the United States.⁴

1,042,625: Number of people obtaining legal permanent resident status in the United States.⁵

42,813,281: Estimated number of migrants in the United States.⁶

213,943,812: Estimated number of migrants worldwide.⁷

TOP FIVE COUNTRIES OF ORIGIN:⁸

- Mexico (139,120)
- China (70,863)
- India (69,162)
- Philippines (58,173)
- Dominican Republic (53,870)

TOP FIVE COUNTRIES OF ORIGIN FOR REFUGEES:⁹

- Iraq (18,016)
- Burma (16,693)
- Bhutan (12,363)
- Somalia (4,884)
- Cuba (4,818)

CALIFORNIA: State with the most immigration.¹⁰

WYOMING: State with the least immigration.¹¹

(Note: All statistics from 2010.)

Temporary (Non-immigrant) Status

People can come to the United States temporarily for many different purposes, but all forms of temporary status have specific restrictions and requirements. For example, a person admitted as a student must maintain full-time enrollment.¹² A person admitted as a temporary professional worker may work only in the position, and for the employer, specified in the visa petition.¹³ If a student fails to maintain a full course load or the worker takes an additional part-time job, they are deportable.

Some kinds of temporary status depend on the circumstances in a person’s home country. For instance, if there is a humanitarian crisis in a person’s home country that would make it dangerous for them to return, the United States may allow them to stay until the situation in their home country improves.¹⁴

Most people living temporarily in the United States cannot obtain legal permanent residency, and are expected to leave when their period of authorized stay ends.¹⁵ People who fail to leave when their status expires are part of the United States’ undocumented population; they have “overstayed” their visa. Almost half of all undocumented people came on a temporary status, but did not leave when required.¹⁶

Only two categories of non-immigrants have a path to permanent residency. Those admitted as fiancé(e)s must marry the U.S. citizen who petitioned for them within 90 days of entry and may then file an application for permanent resident status.¹⁷ Professional workers admitted temporarily may pursue immigrant visa petitions that will allow them to work permanently in the United States, but other temporary workers, such as seasonal or agricultural laborers, cannot.¹⁸

Legal Permanent Resident Status

In the last decade, around one million people became legal permanent residents of the United States each year.¹⁹ While this sounds like a large number, it is less than one half of 1% of the total U.S. population. A complicated formula determines the number of permanent resident visas available annually.

Getting legal permanent residency is a two-step process. First, applicants must fit into certain categories or they cannot legally immigrate to the United States. Only close family members of legal permanent residents or citizens, people with job offers, refugees and asylum seekers, winners of the diversity visa lottery, and certain particularly vulnerable groups are eligible to immigrate to the United States. Second, the person must be individually admissible. Even if an individual has immediate relatives or a job offer in the United States, they may have to wait for many years to become personally admissible or may never be allowed to immigrate. Considerations that can restrict a person’s ability to immigrate include certain crimes, posing a threat to national security, fraud, and previous immigration violations.²⁰

Following are the main avenues to immigrate permanently to the United States:

HOW TO IMMIGRATE TO THE UNITED STATES

1. Family

The majority of immigrants - over 60% - come to the U.S. on family-sponsored visas.²¹ Only spouses, children, parents, or siblings of U.S. citizens and spouses or children of lawful permanent residents may immigrate to the U.S. on family-sponsored visas. Of all immigrants who enter to be reunited with family, two thirds are the immediate relatives of U.S. citizens, namely spouses, unmarried minor children, and parents.²² There are no quotas on the number of immediate relatives of U.S. citizens who may immigrate to the U.S. in any given year.²³

The remaining immigrants fall into different categories based on their relationship to the petitioning family member, whether that family member is a citizen or legal permanent resident (LPR), and their country of origin. Combined, these factors determine how long the person must wait for an immigrant visa to the United States. The U.S. does restrict how many people can receive these family-sponsored visas in a given year. The current cap is 226,000 and the rules state that no more than 7% of available visas to be issued to citizens of a single country.²⁴ Over time, the overall family immigration cap and the individual country cap have resulted in long backlogs for people from certain countries who are trying to join their families in the United States.

The following table shows the wait times for different categories of family-based immigrant visas for applicants from different parts of the world.²⁵ In November 2010, U.S. Customs and Immigration Services was processing only those applications submitted before the following dates:

Family Preference Category	All Countries except those listed	Mexico	Philippines
Spouses, children under 21, parents (citizens)	N/A	N/A	N/A
Unmarried adult children (citizens)	February 15, 2006	December 22, 1992	April 1, 1997
Spouses and children under 21 (LPR)	June 1, 2010	March 1, 2010	June 1, 2010
Unmarried adult children (LPR)	June 1, 2005	June 22, 1992	September 1, 2002
Married children (citizens)	June 1, 2002	October 22, 1992	March 1, 1995
Siblings (citizens)	January 1, 2002	December 15, 1995	April 1, 1991

According to the chart, the married daughter of a U.S. citizen from Mexico who applied for a visa 18 years ago would only now be having her application processed.

2. Employment

People can also immigrate to the U.S. on employer-sponsored visas. On average, 15% of immigrants in the past decade came to the U.S. through an employer.²⁶ As with family-sponsored visas, prospective immigrants are divided into preference groups based on various factors: their skills and qualifications, the type of job they are filling, and their country of origin.

First preference: people with extraordinary ability (such as an Oscar or Olympic medal); outstanding professors or academics; executives of multinational companies.

Second preference: people with advanced degrees or equivalent experience; people with exceptional ability.

Third preference: skilled workers with at least two years experience; professionals with bachelor's degrees; unskilled workers (up to 5,000 per year).

Fourth preference: religious workers; employees of international organizations; certain people who worked for the U.S. government abroad.

Fifth preference: investors who invest at least \$1 million in a business and create 10 new jobs for U.S. workers, not including themselves and their family members.²⁷

HOW TO IMMIGRATE TO THE UNITED STATES

The U.S. government caps the total number of employer-sponsored visas allowed in a year at 140,000 and also limits each country to 7% of the total.²⁸ As part of the application process for an employer-sponsored visa, the employer usually must prove that they could not find a U.S. worker for the job by getting a labor certification from the Department of Labor.²⁹

The following table shows the wait times for different categories of employer-sponsored visas for applicants from different parts of the world.³⁰ In November 2010, U.S. Customs and Immigration Services was processing only those applications submitted before the following dates:

Employment Preference Category	All Countries except those listed	Mexico	India	China
First preference	no wait	no wait	no wait	no wait
Second preference	no wait	no wait	May 8, 2006	June 1, 2006
Third preference	January 22, 2005	May 1, 2001	January 22, 2002	November 22, 2003
Unskilled workers	April 1, 2003	May 1, 2001	January 22, 2002	April 1, 2003
Fourth preference	no wait	no wait	no wait	no wait
Fifth preference	no wait	no wait	no wait	no wait

3. Refugees and Asylum Seekers

Refugees and asylum seekers are people who are seeking protection in a new country after fleeing persecution in their country of origin. On average, 12% of immigrants in the past decade were either refugees or asylum seekers.³¹ The United States extends protection to them as a reflection of its commitment to political and religious liberty and racial tolerance. The difference between refugees and asylum seekers is that refugees apply for their status while they are still outside the United States, and asylum seekers apply once they are in the United States. Both refugees and asylum seekers must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of one of the following:

- Race;
- Nationality;
- Political opinion;
- Religion; or
- Membership in a particular social group.³²

Examples of social groups protected under U.S. law:³³

- Women in cases of domestic violence
- Lesbian, gay, bisexual, or transgender individuals
- HIV+ individuals

In a refugee or asylum case, the burden of proof is on the applicant, who must be able to provide objective evidence or credible testimony to support his or her claim.³⁴

Not everyone who suffers persecution in another country is eligible for refugee status. The U.S. only accepts refugees who have either been referred by the UN High Commissioner for Refugees (UNHCR) or when the person is a member of a designated group or from a designated country. In 2011, for instance, the U.S. accepted applications from Burmese minorities living in Thailand or Malaysia, among others. People who belong to these groups still have to prove that they individually qualify as a refugee because of a fear of persecution on one of the five grounds previously mentioned. The U.S. caps the number of refugees it will accept annually. In 2011, that maximum was 80,000 refugees.³⁵

People who are not from one of the designated groups or countries and who cannot get a referral from the UNHCR can only receive protection if they travel to the U.S. and claim asylum once they arrive. Asylum seekers can either make an affirmative asylum claim by filing a form within a year of arriving in the U.S. or they can make a defensive asylum claim once they have been placed in deportation proceedings. Anyone in the U.S. can claim asylum whether they are here legally or not.³⁶

4. Diversity Visa

A small number of immigrants, on average 4% each year, receive their permanent residency through the diversity visa lottery.³⁷ This visa distributes 50,000 visas to applicants from countries that do not send many immigrants to the United States. An applicant must have a high school education or two years of work experience. People from high admission countries, such as Canada, Mexico, Brazil, China, India, the Philippines, and South Korea are not eligible for this "lottery."³⁸

HOW TO IMMIGRATE TO THE UNITED STATES

5. Vulnerable Groups

U.S. immigration laws offer special protections to certain groups of people, such as victims of domestic violence, trafficking, or crime; abandoned and neglected children; and people with special or long-term ties to the United States. A very small number of people each year can immigrate under these laws.³⁹

Citizenship

The U.S. government confers citizenship on three groups of people:

- People born in the United States;
- People born to U.S. citizen parents abroad; and
- People who naturalize (or whose parents naturalize before they turn 18).⁴⁰

To become a naturalized citizen, an individual must usually be a legal permanent resident first for at least five years, residing in the U.S. for half of that time. Naturalization requires passing an interview (in English), an English test, and a civics test, undergoing a background check, and taking an Oath of Allegiance.⁴¹ Naturalized citizens are entitled to all the same rights and privileges of a citizen at birth, except that they may not become President of the United States.⁴²

Undocumented Immigrants

U.S. immigration laws provide only a limited number of ways for people to immigrate permanently to the United States and limited numbers of visas for those who do qualify. The pathways to immigrate do not match the demand for timely family reunification, for workers to fill economic needs, and for protection from persecution. As a result, some people come without a visa or to overstay a temporary visa once they arrive; they are known as undocumented or illegal immigrants.⁴³ In 2009, the estimated undocumented population in the United States was 11.1 million, or 3.6% of the total population.⁴⁴

Enforcement and Deportation

Any person who is not a U.S. citizen can be detained and removed if they are found to have violated immigration laws. Undocumented people may be arrested and deported at any time if found by immigration officials. Refugees, permanent residents, and people on temporary visas all may be deported or refused permission to re-enter the U.S. if they violate the conditions of their visas. An estimated 1,012,734 family members were separated by deportation between 1997 and 2007.⁴⁵

Immigration Enforcement

The U.S. immigration enforcement system is an enormous operation. Increasingly, ICE cooperates with state and local law enforcement, leading to growing numbers of people being detained or deported. In fiscal year 2009, Immigration and Customs Enforcement (ICE) completed 387,790 deportations.⁴⁶ Customs and Border Protection (CBP) apprehended over 556,000 people between ports of entry and encountered over 224,000 inadmissible immigrants at ports of entry.⁴⁷

In addition to overseeing deportation proceedings, ICE operates the largest detention program in the United States, with a total of 378,582 non-citizens from 221 countries in custody or supervised by ICE in fiscal year 2008.⁴⁸ Many people, including arriving asylum seekers⁴⁹ and non-citizens convicted of certain crimes⁵⁰ face mandatory detention without a hearing by a court. People in detention may spend weeks or months in jail while they wait for their hearing or pursue an appeal.

Removal from the United States

In general, people accused of being in the United States in violation of immigration laws have a right to a hearing in front of an immigration judge. At the hearing, the judge decides whether there is sufficient evidence that the person is in the United States without permission or in violation of his or her immigration status. The judge also decides whether there is any defense the person can raise that will allow him or her to remain in the country. While U.S. law provides that people in removal proceedings have “the privilege of being represented,” representation must be “at no expense to the Government.”⁵¹ In approximately 57% of all removal cases in 2008, the accused immigrants did not have a lawyer.⁵²

U.S. immigration laws are strict. Undocumented people facing removal have few options to prevent deportation. An undocumented person who has lived in the U.S. for at least ten years, has “good moral character,” and whose deportation would result in *exceptional and extremely unusual* hardship to their U.S. citizen or lawful permanent resident children or spouse may apply for a waiver of deportation.⁵³ Victims of crimes, human trafficking, persecution, or domestic violence who are in removal proceedings generally may ask the judge for protection.

People removed from the United States are barred from returning for at least ten years; those removed because of an aggravated felony conviction are permanently barred from returning to the United States.

HOW TO IMMIGRATE TO THE UNITED STATES

- 1 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 25, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 2 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 3 U.S. Department of State, *Visa Waiver Program*, http://travel.state.gov/visa/temp/without/without_1990.html (accessed Dec 2010).
- 4 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 13, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 5 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 6 United Nations Population Division, *International Migrant Stock: The 2008 Revision*, <http://esa.un.org/migration/> (accessed December 2010).
- 7 United Nations Population Division, *International Migrant Stock: The 2008 Revision*, <http://esa.un.org/migration/> (accessed December 2010).
- 8 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 3, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 9 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 14, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 10 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 4, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 11 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 4, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 12 U.S. Citizenship and Immigration Services, "Students and Employment," (last modified August 19 2010), <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=e34c83453d4a3210VgnVCM100000b92ca60aRCRD&vgnextchannel=e34c83453d4a3210VgnVCM100000b92ca60aRCRD>.
- 13 U.S. Citizenship and Immigration Services, "Nonimmigrant Services," <http://www.uscis.gov/USCIS/About%20Us/Electronic%20Reading%20Room/Custom%20Service%20Reference%20Guide/NonimmigrantServices.pdf>, pg 64. (accessed December 2010).
- 14 U.S. Citizenship and Immigration Services, "Temporary Protected Status," (last modified December 6 2010) <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac8-9243c6a7543f6d1a/?vgnextoid=848f72ef0745210VgnVCM100000082ca60aRCRD&vgnextchannel=848f72ef0745210VgnVCM100000082ca60aRCRD>.
- 15 U.S. Department of State, "What the Visa Expiration Date Means," http://travel.state.gov/visa/temp/info/info_1298.html (accessed December 2010).
- 16 Pew Hispanic Center, "Modes of Entry for the Unauthorized Migrant Population," May 22, 2006, <http://pewhispanic.org/files/factsheets/19.pdf>.
- 17 U.S. Citizenship and Immigration Services, "Fiancé(e) Visas," (last modified November 19, 2010), <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=640a3e4d77d73210VgnVCM100000082ca60aRCRD&vgnextchannel=640a3e4d77d73210VgnVCM100000082ca60aRCRD>.
- 18 U.S. Department of State, "Temporary Workers," http://travel.state.gov/visa/temp/types/types_1271.html (accessed December 2010).
- 19 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 20 U.S. Department of State, "Classes of Aliens Ineligible to Receive Visas," http://travel.state.gov/visa/frvi/ineligibilities/ineligibilities_1364.html (accessed December 2010).
- 21 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 22 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 23 "Family of U.S. Citizens," U.S. Citizenship and Immigration Services, (last updated September 21, 2010), <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=1d383e4d77d73210VgnVCM100000082ca60aRCRD&vgnextchannel=1d383e4d77d73210VgnVCM100000082ca60aRCRD>.
- 24 U.S. Department of State, "Visa Bulletin for November 2010, Volume IX, no. 26," http://travel.state.gov/visa/bulletin/bulletin_5172.html (accessed December 2010).
- 25 U.S. Department of State, "Visa Bulletin for November 2010, Volume IX, no. 26," http://travel.state.gov/visa/bulletin/bulletin_5172.html (accessed December 2010).
- 26 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 27 Each preference group receives a set percentage of the total employer-sponsored visas each year, rather than distributing visas in order of preference.
U.S. Citizenship and Immigration Services, "Permanent Workers," (last modified August 10, 2010), <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=cdf2f8b69583210VgnVCM100000082ca60aRCRD&vgnextchannel=cdf2f8b69583210VgnVCM100000082ca60aRCRD>.
- 28 U.S. Department of State, "Visa Bulletin for November 2010, Volume IX, no. 26," http://travel.state.gov/visa/bulletin/bulletin_5172.html (accessed December 2010).
- 29 U.S. Citizenship and Immigration Services, "Permanent Workers," (last modified August 10, 2010), <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=cdf2f8b69583210VgnVCM100000082ca60aRCRD&vgnextchannel=cdf2f8b69583210VgnVCM100000082ca60aRCRD>.
- 30 U.S. Department of State, "Visa Bulletin for November 2010, Volume IX, no. 26," http://travel.state.gov/visa/bulletin/bulletin_5172.html (accessed December 2010).
- 31 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 32 The Advocates for Human Rights, "Pro Bono Representation Manual: An Overview of Asylum Law and Procedure," (2010), http://www.theadvocatesforhumanrights.org/uploads/ahr_pro_bono_asylum_manual.pdf (accessed December, 2010).
- 33 The Advocates for Human Rights, "Pro Bono Representation Manual: An Overview of Asylum Law and Procedure," (2010), http://www.theadvocatesforhumanrights.org/uploads/ahr_pro_bono_asylum_manual.pdf (accessed December, 2010).
- 34 The Advocates for Human Rights, "Pro Bono Representation Manual: An Overview of Asylum Law and Procedure," (2010), http://www.theadvocatesforhumanrights.org/uploads/ahr_pro_bono_asylum_manual.pdf (accessed December, 2010).
- 35 "Proposed Refugee Admissions for Fiscal Year 2011: Report to the Congress," (Submitted on Behalf of the President of the United States to the Committees on the Judiciary United States Senate and United States House of Representatives), September 30, 2010, <http://www.state.gov/documents/organization/148671.pdf>.
- 36 The Advocates for Human Rights, "Pro Bono Representation Manual: An Overview of Asylum Law and Procedure," (2010), http://www.theadvocatesforhumanrights.org/uploads/ahr_pro_bono_asylum_manual.pdf (accessed December, 2010).
- 37 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 38 U.S. Department of State, "Instructions for the 2012 Diversity Immigrant Visa Program (DV-2012)," September 22, 2010, <http://travel.state.gov/pdf/1318-DV2012Instructions-ENGL.pdf>.
- 39 U.S. Department of Homeland Security, Office of Immigration Statistics, Table 6, *2009 Yearbook of Immigration Statistics*, (August 2010), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2009/ois_yb_2009.pdf.
- 40 U.S. Citizenship and Immigration Services, "Citizenship," (last modified September 9, 2009), <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=a2ec6811264a3210VgnVCM100000b92ca60aRCRD&vgnextchannel=a2ec6811264a3210VgnVCM100000b92ca60aRCRD>.
- 41 U.S. Citizenship and Immigration Services, "A Guide to Naturalization," (August 2010), <http://www.uscis.gov/files/article/M-476.pdf>.
- 42 U.S. Constitution, Article II, Section 1, <http://topics.law.cornell.edu/constitution/articleii#section1> (accessed December 2010).
- 43 "Undocumented" is the preferred term for immigrants who are in the U.S. without authorization. Advocates and immigrants feel the term "illegal" is dehumanizing and encourages discrimination.
- 44 Jeffrey S. Passel and D'Vera Cohn, "U.S. Unauthorized Immigration Flows Are Down Sharply Since Mid-Decade," (Pew Hispanic Center, September 1, 2010), <http://pewhispanic.org/files/reports/126.pdf>.
- 45 Human Rights Watch, "Forced Apart (By the Numbers): Non-Citizens Deported Mostly for Nonviolent Offenses," (April 15, 2009), <http://www.hrw.org/node/82173>.
- 46 Human Rights Watch, "Forced Apart (By the Numbers): Non-Citizens Deported Mostly for Nonviolent Offenses," (April 15, 2009), <http://www.hrw.org/node/82173>.
- 47 U.S. Department of Homeland Security, "FY 2011 Budget in Brief," http://www.dhs.gov/xlibrary/assets/budget_bib_fy2011.pdf, pg 54.
- 48 Dr. Dora Schirio, "Immigration Detention Overview and Recommendations," (Immigration and Customs Enforcement, Oct. 6, 2009), <http://www.ice.gov/doclib/about/offices/odpp/pdf/ice-detention-rpt.pdf>.
- 49 See INA § 235(b)(1)(B)(iii)(IV).
- 50 See INA § 236(c).
- 51 See INA § 292. See also, "Reforming the Immigration System," American Bar Association Commission on Immigration (February 2010), http://new.abanet.org/Immigration/PublicDocuments/aba_complete_full_report.pdf, pg 40 (noting that while courts may apply a case-by-case approach to determining whether the assistance of counsel would be necessary to provide fundamental fairness under the U.S. Constitution's Fifth Amendment due process guarantee, appointment of counsel has been denied in every published case).

WHAT PART OF LEGAL IMMIGRATION DON'T YOU UNDERSTAND?

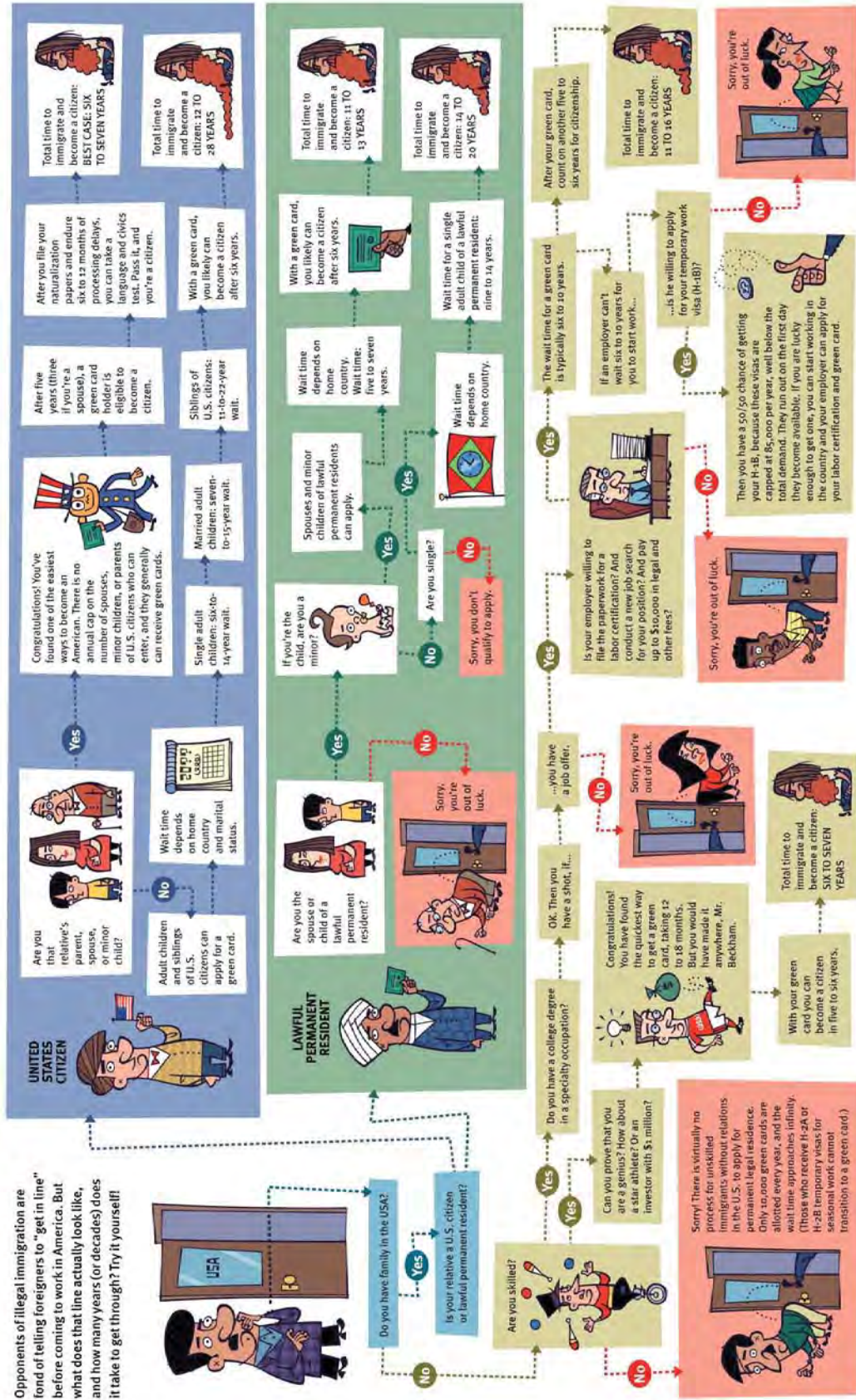
Reason magazine, October 2008 Issue

What Part of Legal Immigration Don't You Understand?

Mike Flynn and Shikha Dalmia

Illustrated by Terry Colon

Opponents of illegal immigration are fond of telling foreigners to "get in line" before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!



(Flynn is director of government affairs and Dalmia is a senior policy analyst at Reason Foundation. This chart was developed by Reason Foundation in collaboration with the National Foundation for American Policy.)

Reason | October 2008 | 33

32 | Reason | October 2008

HOW LONG WILL IT TAKE?

Students: In pairs, answer the following questions using the illustration ***What Part of Legal Immigration Don't You Understand?*** Because you don't know the specific facts of each case, the answers will be estimates or date ranges.

1. Your mother is a lawful permanent resident of the United States. You are 22 years old and unmarried.

How long will it take you to receive a green card? _____

How long will it take you to become a citizen? _____

2. You have no relatives in the United States. You have a college degree and a job offer from an employer who is willing to wait for you to get a green card.

How long will it take you to receive a green card? _____

How long will it take you to become a citizen? _____

3. You are a very famous physicist who is known all over the world as one of the best scientists in your field. You have no job offer from a U.S. employer.

How long will it take you to receive a green card? _____

How long will it take you to become a citizen? _____

4. You have an adult daughter who is a U.S. citizen. You are retired and no longer work.

How long will it take you to receive a green card? _____

How long will it take you to become a citizen? _____

5. You have a brother who is a lawful permanent resident and you are 15 years old.

How long will it take you to receive a green card? _____

How long will it take you to become a citizen? _____

Students: Answer these questions using the fact sheet ***How to Immigrate to the United States***.

6. Your best friend is a U.S. citizen. You did not graduate from college and work in construction.

How long will it take you to receive a green card? _____

How long will it take you to become a citizen? _____

7. You do not have family or a job offer in the United States. You are from Ukraine.

How could you get a green card? _____

8. You have been targeted by your government for your political opposition and threatened with arrest.

How could you immigrate to the United States? _____

HOW LONG WILL IT TAKE?

From the illustration ***What Part of Legal Immigration Don't You Understand?***

1. Your mother is a lawful permanent resident of the United States. You are 22 years old and unmarried.
 How long will it take you to receive a green card? 9-14 years
 How long will it take you to become a citizen? 14-20 years

2. You have no relatives in the United States. You have a college degree and a job offer from an employer who is willing to wait for you to get a green card.
 How long will it take you to receive a green card? 6-10 years
 How long will it take you to become a citizen? 11-16 years

3. You are a very famous physicist who is known all over the world as one of the best scientists in your field. You have no job offer from a U.S. employer.
 How long will it take you to receive a green card? 12-18 months
 How long will it take you to become a citizen? 6-7 years

4. You have an adult daughter who is a U.S. citizen. You are retired and no longer work.
 How long will it take you to receive a green card? no wait/as soon as it is processed
 How long will it take you to become a citizen? 6-7 years

5. You have a brother who is a lawful permanent resident and you are 15 years old.
 How long will it take you to receive a green card? You are not eligible
 How long will it take you to become a citizen? You are not eligible

From the fact sheet ***How to Immigrate to the United States:***

6. Your best friend is a U.S. citizen. You did not graduate from college and work in construction.
 How long will it take you to receive a green card? 8-10 years
 How long will it take you to become a citizen? 13-16 years

7. You do not have family or a job offer in the United States. You are from Ukraine.
 How could you get a green card? Through the diversity lottery

8. You have been targeted by your government for your political opposition and threatened with arrest.
 How could you immigrate to the United States? As a refugee or asylum seeker

IMMIGRATION RULES

Border agents: Your job is to enforce the rules below. When you are interviewing someone wanting to immigrate, ask them for ONE fact that shows why they should be admitted to the United States. If their fact does not fall into the categories below, they **MUST** return to the end of the line. If they are eligible to come into the United States, your next job is to ask them what country they are from. If they are from one of the four countries listed below, let them know that they have a waiting time, and direct them to stand to one side until their waiting period is over.

Lawyers: Your job is to help immigrants navigate the system. If someone approaches you for legal help, ask them to tell you ALL the facts on their story card. Choose the fact that most closely fits one of the categories below – this is what they should tell the border agent. You can do nothing about the wait times.

Rules for admittance:

Applicants can enter the country...










1. If they have a **citizen relative** who is a:
 - Parent
 - Child
 - Spouse
 - Sibling
2. If they have a **permanent resident relative** who is a:
 - Spouse
 - Parent
3. If they have a **job offer** AND at least a college degree
4. If they are **extremely famous** or rich
5. If they are being **personally threatened** with death or physical violence for their race, religion, or politics (a generally unsafe or violent environment does **not** count)

Wait times:











People who meet one of these criteria but are from the following countries **must wait five minutes** before entering:

- Mexico
- China
- India
- Philippines











IMMIGRANT IDENTITIES

<p style="text-align: center;">Country of Origin: Guatemala</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. My mom is a U.S. citizen. 2. I'm excited to go to the United States, because I can get a better education there. 3. I am fluent in English. 	<p style="text-align: center;">Country of Origin: India</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. My aunt and uncle live in the United States. 2. I have a PhD in chemistry and a job offer to be a college professor in Boston. 3. I went to college in the United States.
<p style="text-align: center;">Country of Origin: Morocco</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. I am a lawyer in my home country. 2. I know all about the U.S. Constitution and laws. 3. I want to come to the U.S. because I believe in democracy and freedom. 	<p style="text-align: center;">Country of Origin: Honduras</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. I have three children, and I'm worried about their safety because our city has a lot of violent crime. 2. I am in training to be an electrician. 3. I am a lay minister in my local church.
<p style="text-align: center;">Country of Origin: Mexico</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. I am not earning enough money to support my family. 2. I have a college degree, so I found a job as a teacher in the United States. 3. I have two uncles who are U.S. citizens. 	<p style="text-align: center;">Country of Origin: Bangladesh</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. My dad is a citizen of the United States. 2. I love soccer and want to play for the U.S. national team. 3. I just graduated from college and am looking for a job.
<p style="text-align: center;">Country of Origin: Philippines</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. My mother is a citizen of the United States. 2. My mother is sick, and she needs me to come live with her and take care of her. 3. I am trained as a nurse. 	<p style="text-align: center;">Country of Origin: South Africa</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. My brother is a citizen of the United States. 2. I work as a computer technician in my home country, and this skill will be helpful in the United States. 3. I plan to open a computer repair business.
<p style="text-align: center;">Country of Origin: Ukraine</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. I have five cousins living in the United States. 2. I am a nurse with a college degree, and I found a job at a U.S. hospital. 3. I want to bring my family to the United States so that my children can have more opportunities. 	<p style="text-align: center;">Country of Origin: Cambodia</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1. I am a high school student who wants to serve in the U.S. military. 2. My mom is a U.S. permanent resident. 3. I have an uncle and two cousins who are U.S. citizens.

IMMIGRANT IDENTITIES

<p style="text-align: center;">Country of Origin: China</p>  <ol style="list-style-type: none"> 1. I have a PhD in engineering and have been offered a job in the United States. 2. I am sick of living in a country with no free speech, so I want to come to the United States. 3. I have patented several inventions. 	<p style="text-align: center;">Country of Origin: Mexico</p>  <ol style="list-style-type: none"> 1. I am a corn farmer and could easily find a job as a farm worker in the United States. 2. My brother and sister are both U.S. citizens. 3. I have visited the United States many times and I love the country.
<p style="text-align: center;">Country of Origin: Russia</p>  <ol style="list-style-type: none"> 1. I am an Olympic silver medalist in figure skating. 2. I am very famous all over the world for my figure skating. 3. I already have a job lined up as a figure skating coach in the United States. 	<p style="text-align: center;">Country of Origin: Lebanon</p>  <ol style="list-style-type: none"> 1. My grandparents are permanent residents. 2. My grandparents own a successful restaurant and have offered me a job. 3. My parents died recently, so I want to move to be with the rest of my family.
<p style="text-align: center;">Country of Origin: Jamaica</p>  <ol style="list-style-type: none"> 1. My wife is a permanent resident of the United States. 2. My wife is pregnant with our first child, so I want to be there for her. 3. I have a college degree in accounting, and I plan to find a job as an accountant. 	<p style="text-align: center;">Country of Origin: Ecuador</p>  <ol style="list-style-type: none"> 1. My mother lives in the United States but doesn't have legal status. 2. I plan to open my own store in the United States, which will create jobs. 3. I have trouble earning enough money to feed my family because my town is so poor.
<p style="text-align: center;">Country of Origin: Spain</p>  <ol style="list-style-type: none"> 1. I am one of the most famous film directors in the world. 2. My film won an Oscar for Best Foreign Film at last year's Academy Awards. 3. I have a contract to direct a new film in the United States. 	<p style="text-align: center;">Country of Origin: Senegal</p>  <ol style="list-style-type: none"> 1. My daughter is a U.S. citizen. 2. My husband just died, and I can't take care of our house by myself. 3. My daughter thinks I will like the United States and has offered to let me move in with her.
<p style="text-align: center;">Country of Origin: Philippines</p>  <ol style="list-style-type: none"> 1. I have been accepted to a U.S. college. 2. I did a high school student exchange program with an American family, and they offered to let me live with them while I'm in college. 3. They live in the same state as my sister, who is a citizen of the United States. 	<p style="text-align: center;">Country of Origin: Japan</p>  <ol style="list-style-type: none"> 1. I love American culture, and have always wanted to move to the United States. 2. I am fluent in English and graduated in the top 5% of my college class. 3. I want to live with my father, who is a U.S. citizen.

IMMIGRANT IDENTITIES

<p style="text-align: center;">Country of Origin: Brazil</p>  <ol style="list-style-type: none"> 1. I am fluent in five languages, including English. 2. I have been to the United States many times on business trips. 3. I am very wealthy and would like to invest \$10 million dollars in an American company. 	<p style="text-align: center;">Country of Origin: Argentina</p>  <ol style="list-style-type: none"> 1. My aunt and uncle are U.S. citizens. 2. My uncle is a lawyer, and he is helping me to apply to live in the United States. 3. I just graduated with a degree in anthropology and got a job offer from a museum in the United States.
<p style="text-align: center;">Country of Origin: India</p>  <ol style="list-style-type: none"> 1. I am a very famous Bollywood actress, and I am beginning to star in American movies. 2. I have been to the United States a couple of times on press tours. 3. My manager thinks I should move to Los Angeles. 	<p style="text-align: center;">Country of Origin: Belarus</p>  <ol style="list-style-type: none"> 1. I went to college in the United States and have many friends there. 2. I really liked living in the United States and want to move back. 3. I plan to move in with my sister, who is a U.S. citizen.
<p style="text-align: center;">Country of Origin: Afghanistan</p>  <ol style="list-style-type: none"> 1. I want to move to the U.S. to protect my son from the war and violence in my country. 2. We will move in with my brother, who is a U.S. permanent resident. 3. My brother has already found me a job at a store near his house. 	<p style="text-align: center;">Country of Origin: Somalia</p>  <ol style="list-style-type: none"> 1. My country has been torn apart by a violent civil war. 2. One of the rebel groups has threatened to kill me for speaking out against them. 3. Many people from my hometown already live in the United States.
<p style="text-align: center;">Country of Origin: France</p>  <ol style="list-style-type: none"> 1. I graduated from college with a degree in business. 2. I have a lot of work experience at very successful companies. 3. I plan to use my experience to start my own business in the United States. 	<p style="text-align: center;">Country of Origin: Egypt</p>  <ol style="list-style-type: none"> 1. I have visited my uncle, who is a U.S. citizen, many times at his home in California. 2. I speak English fluently. 3. I just graduated from college, and my uncle found me a job at the bank where he works.
<p style="text-align: center;">Country of Origin: Burma</p>  <ol style="list-style-type: none"> 1. My country is ruled by a dictatorship, so I want to move somewhere I can be free. 2. The army came to my village and tried to kill me for being from a minority ethnic group. 3. An American church group visited my village and encouraged us to move to the U.S. 	<p style="text-align: center;">Country of Origin: Canada</p>  <ol style="list-style-type: none"> 1. I am one of the top high school hockey players in my town and want to play at a U.S. college. 2. My parents lived in Vermont for a few years before I was born. 3. My older brother is a U.S. citizen.

TEACHER GUIDE TO WAITING IN LINE

Country	Eligibility and basis for admission to the United States
Afghanistan	Not eligible
Argentina	I just graduated with a degree in anthropology and got a job offer from a museum in the United States.
Bangladesh	My dad is a citizen of the United States.
Belarus	I plan to move in with my sister, who is a U.S. citizen.
Brazil	I am very wealthy and would like to invest \$10 million dollars in an American company.
Burma	The army came to my village and tried to kill me for being from a minority ethnic group.
Cambodia	My mom is a U.S. permanent resident.
Canada	My older brother is a U.S. citizen.
China (5 minute wait)	I have a PhD in engineering and have been offered a job in the United States.
Ecuador	Not eligible
Egypt	I just graduated from college, and my uncle found me a job at the bank where he works.
France	Not eligible
Guatemala	My mom is a U.S. citizen.
Honduras	Not eligible
India 1 (5 minute wait)	I have a PhD in chemistry and a job offer to be a college professor in Boston.
India 2 (5 minute wait)	I am a very famous Bollywood actress, and I am beginning to star in American movies.
Jamaica	My wife is a permanent resident of the United States.
Japan	I want to live with my father, who is a U.S. citizen.
Lebanon	Not eligible
Mexico 1 (5 minute wait)	I have a college degree, so I found a job as a teacher in the United States.
Mexico 2 (5 minute wait)	My brother and sister are both U.S. citizens.
Morocco	Not eligible
Philippines 1 (5 minute wait)	My mother is a citizen of the United States.
Philippines 2 (5 minute wait)	They live in the same state as my sister, who is a citizen of the United States
Russia	I am very famous all over the world for my figure skating.
Senegal	My daughter is a U.S. citizen.
Somalia	One of the rebel groups has threatened to kill me for speaking out against them.
South Africa	My brother is a citizen of the United States.
Spain	I am one of the most famous film directors in the world.
Ukraine	I am a nurse with a college degree, and I found a job at a U.S. hospital.

REFORMING THE SYSTEM

How would you change **family-sponsored immigration** to better protect the right to family for all immigrants? Possible changes could include: increasing the total number of available visas in order to decrease waiting times; changing the relatives eligible to sponsor someone to immigrate; and removing the limits on immigrants from certain countries. Be as specific as possible.

How would you change **employer-sponsored immigration** to better protect the right to an adequate standard of living for all immigrants? Possible changes could include: increasing the total number of available visas in order to decrease waiting times; changing the education or skill requirements required to immigrate; removing the need for an employer sponsor; and removing the limits on immigrants from certain countries. Be as specific as possible.

How would you change the **refugee or asylum process** to better protect the right to asylum for all immigrants? Possible changes could include: increasing the total number of refugees accepted each year; opening the refugee program to all interested applicants; or broadening the reasons for being granted refugee or asylum status. Be as specific as possible.

How would you change the **immigration system as a whole** to better protect the right to due process and equal protection? Possible answers include: changing the limits on immigrants per country to avoid discriminating against certain groups; making the immigration system less confusing and expensive; and providing lawyers to immigrants who cannot afford to hire them. Be as specific as possible.

