

# Immigration Policy

## READING 1

“Global Agenda: The World’s Educator,” 21 May 2002, in Economist.com ([www.economist.com/](http://www.economist.com/)).

### -- Discussion of Reading 1 -----

1. Describe what the White House was doing to fight terrorism in 2002. (It announced its intention to form an interagency panel for advanced science and security that would review more carefully all visa applicants who want to study sensitive topics such as bio-warfare or missile guidance. The White House Office of Science and Technology Policy set up an anti-terrorism committee that was reviewing issues related to foreign students.)
2. What legislation did Congress pass to fight terrorism? (On May 14, 2002, President George W. Bush signed into law the Border Security and Visa Entry Reform Act, which tightened the entry requirements for foreigners wanting to study in America. People from countries that the State Department considers sponsors of terrorism have to undergo background checks. New laws also called for the creation of an electronic database intended to help the INS keep tabs on students once they arrive in the United States.)

3. Before September 11, 2001, how did colleges try to monitor their foreign students? (Ever since the cold war, the State Department has reviewed applications from foreign students seeking to take technical courses or participate in research projects vital to security and defense. Colleges tried to monitor their foreign students on the INS's behalf, using antiquated manual systems.)
4. After September 11, 2001, what did the Bush administration do with regard to student visas? (The Bush administration issued a directive to institute measures to end the abuse of student visas and prohibit certain international students from receiving education and training in sensitive areas.)
5. What has the Office of Homeland Security asked colleges and universities to do? (It has asked them to be vigilant, guard laboratories that contain biological agents or nuclear materials, and shift their research focus to fields relevant to national security.)
6. What do the new immigration laws require? (They require that institutions notify the INS of any student's failure to enroll within 30 days of registration.)
7. On what basis was the Student Exchange Visitor Information System criticized? (The Justice Department's report said SEVIS will not solve the problems of the tracking of foreign students. It complained that the INS had, as yet, no strategy for verifying the accuracy of data entered by schools into the SEVIS database. It called for formal training programs for the relevant college officials.)
8. What benefits do foreign students offer to the United States? (In 2000/01 they contributed \$11 billion to the U.S. economy. Their participation in American education and research is vital, particularly in mathematics, computer science, engineering, and technology. Also, they are an important influence on America's links with other countries and give Americans invaluable contacts abroad.)
9. What two issues does the White House Office on Science and Technology have to balance? (It has to strike a delicate balance between continuing to promote the valuable, and in some fields irreplaceable, flow of foreign students with the urgent need to protect national security.)
10. What restrictions on immigration do you believe are necessary to provide security to the United States?

Mortimer B. Zuckerman. "Our Rainbow Underclass," *U.S. News & World Report*, 23 September 2002, 118.

-- *Discussion of Reading 2* -----

1. What method does Mortimer Zuckerman suggest using to change U.S. immigration policy? (He calls for a sustained national dialogue on immigration.)
2. What problems resulted from the Immigration Reform Act of 1965? (It triggered an immigration explosion, involving millions more than any other period, plus illegals, because of the effect of basing entry on family reunification. Traditional immigrants from northern and western Europe were discriminated against in favor of Third World immigrants.)
3. Why are recent immigrants reversing the history of upward mobility in previous waves of immigration? (In the past there were well-paid manufacturing jobs for immigrants, so immigrants could achieve a middle-class lifestyle without much formal education. But those days are gone. Immigrants today must have a high school diploma as the minimum.)
4. Explain the slow assimilation of recent immigrants compared to earlier immigrants. (In the past, assimilation was swift. Immigrants were from many different countries, so they took to English more rapidly. There was no linguistic minority to dominate any large city. Today, for example, Latino immigrants live in a subnation and do not have to learn English, which diminishes economic opportunity.)
5. Why does Zuckerman describe the children of recent immigrants as a rainbow underclass? (The rainbow symbolizes the cultural diversity of these immigrants. These children form an underclass because they are caught in a cycle of downward assimilation, poverty combined with racial segregation. They are often separated from their parents, especially their fathers, during the immigration process, and drop out of school at a high rate. They reject their parents' values and succumb to the dangers of an overcrowded inner-city culture, such as academic indifference and substance abuse.)

6. Which of the author's final three suggestions do you think is the most important? Why?
7. Is the tone of this article objective and unbiased or subjective and biased? (This article is an editorial, so it is subjective and biased in tone.)
8. Write a one-sentence statement in your own words of the main idea of the article. (Mortimer Zuckerman called for a national discussion of U.S. immigration laws because of problems caused by the 1965 law and the downward assimilation of recent immigrants, and he advocated allocating more resources for schools.)

## Vocabulary . . . . .

Fill in the blank with the correct words. Use each word only once.

myriad	trifecta	scrutinized	vital
criteria	deter	invaluable	contend

The United States is a nation of immigrants, and they have had a/an vital impact on the country's culture, economy, and government. Although immigration policies have been revised over the years, immigrants have generally been welcomed until recently. The terrorist attacks of September 11, 2001, caused a reevaluation of U.S. immigration policy and led to new legislation that restricts immigrants from entering the country. In particular, visa applications of students from the Middle East and China are now carefully scrutinized by the government and may be denied.<sup>1</sup> Because these restrictions affect the economic strength and basic values of the United States, there is an ongoing debate on the topic of immigration reform. While most people admit the need for such a reform, the exact criteria to determine the policy are controversial.

The 2002 Border Security and Visa Entry Reform Act could reduce the number of foreign students enrolled in U.S. colleges and universities. This would result in a loss to the U.S. economy of billions of dollars.<sup>2</sup> It will also affect the financial stability of universities, some of which depend heavily on tuition from international students. More importantly, fewer

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1. Brian Hindo. "B-Schools: Yanking the Welcome Mat," *BusinessWeek*, 23 December 2002, 89.  
 2. "The World's Educator," *The Economist*, 21 May 2002, 1.

foreign students in the United States means fewer opportunities to spread American values of freedom and democracy throughout the world when these students return to their native countries.<sup>3</sup>

Furthermore, it is increasingly difficult for international students to be accepted in MBA programs in the U.S. However, even if they are accepted, they face myriad problems that may deter them from enrolling. For example, Alberto Fumo from Italy chose to attend London Business School over Yale or Cornell “rather than face a new trifecta of trouble with a U.S. MBA: an imminent drop in work visas, a hiring slowdown for MBAs, and less school financial aid.”<sup>4</sup> According to *BusinessWeek*, the enrollment of foreign students at the 30 top MBA programs was 32% in 2000, 30% in 2002, and expected to be even lower in 2004.”<sup>5</sup>

Since tuition for MBA programs is expensive, most international students depend on loans, which they often repay by working in the United States after graduation. Currently, however, companies are no longer as interested as they were in hiring foreign employees because of the high costs of sponsoring these students and the possibility of problems with the Immigration and Naturalization Service (INS).<sup>6</sup> Complicating the situation is the fact that universities are decreasing the amount of money they offer as loans and raising interest rates. Altogether, the U.S. academic environment has become unfriendly to foreign students.

Critics of the strict new immigration policy contend that these changes are not in the best interest of the United States. They want to attract and educate students who will acquire the knowledge, skills, and experience that can be used to build a peaceful universe. Foreign students have long been a part of scientific research and development in U.S. academic and business institutions and have made invaluable contributions to information technology, math, and engineering. Perhaps now is the time to ensure that more of these qualified students, both graduate and undergraduate, are allowed to obtain a U.S. education that can be transformed into a global resource.

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3. Ibid., 2.

4. Hindo, 89.

5. Ibid., 89.

6. Ibid., 89.