

**Immigration and the Practice of Social Work  
SSW 713 (31403)  
Sherrie A. Kossoudji**

<b>Course</b>	<b>SSW 713 Immigration and the Practice of Social Work</b>
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<b>Class Time</b>	Thursdays 6-9 pm
<b>Class Location</b>	SSW B770
<b>Office Hours</b>	Wednesdays, 3:30—5:00 or by appointment

**Course Description and Objectives**

**Course Description:**

This class addresses a critical need for social work students by focusing specifically on issues of refugees and immigrants and social work practice. How we respond to the myriad dilemmas surrounding refugees and immigrants and how we advocate for or against public policy responses to various kinds of immigration, will determine how our society will look and function in the future. In their careers, nearly all SSW students will be faced with social service controversies and dilemmas related to immigration. What are ethical and legal behaviors for social workers in these environments?

In this class we investigate the best practices for working with immigrants, advocating for immigrants, and supporting immigrants through ally practices. We discuss the impact of public policies, the opportunities and restrictions on social justice and human rights in social work, allyship and advocacy when working with immigrants and immigrant organizations, and best practices in the social work profession. We will consider the opportunities and constraints for undocumented immigrants, temporary migrant and social service workers, refugees, and asylees and how social workers can best work for individual and social change. We will cover many topics and will consider strategies of community organizing and advocacy around issues such as deportation and family breakup, undocumented students and workers and opportunities, refugees and community integration and personal healing. We use discussions to raise and debate questions and talk with experts on best strategies for socially just practice. We generate new competencies in skills such as working with refugees in camps, the provision of ethical humanitarian aid, supporting people through the immigration process (learning much about categories and forms), gathering information about people in ICE detention, documenting brutalities by the border patrol and other agents in the enforcement, detention, and deportation process, and so forth.

A few warnings: It is impossible to cover every aspect of immigration and I have made some choices of inclusion and omission (e.g. there is little on sending country conditions). Second, while it used to be difficult to find good articles for an immigration class, there are now too many articles to consider. Occasionally, with warning, we may change a required reading. Third, this class focuses only on immigration to the United States (in the interest of time and our ability to study topics in depth).

### **Course Objectives:**

By the end of our term of study, students will be able to:

- understand the historical, social, and economic underpinnings of immigration opinion and immigration policy debates and translate that understanding into effective social work practice and social action.
- knowledgeably discuss the implications of current policy and be able to practice in a socially just way within the legal environment of current immigration policy and immigration law.
- strategize about practices, advocacy, and viable social actions to foster positive change in the current environment.
- choose among different social service responses to the needs of immigrants generally and in response to new and existing immigration and immigrant policy.
- practice nuanced social action by being able to merge a social justice and human rights focus with a detailed knowledge of the community and policy expectations and responses to immigration.
- address the specific social service, policy, and health issues of immigrants.

## **Class Organization, Requirements and Assignments, and Course Grades**

### **Organization:**

This class has an exciting and enriching format and students are active participants as we wrestle with the critical questions surrounding immigration today. Classes will have lectures based on nuanced factual learning that sets the context for our further development, and student, expert, and professor led conversations that emphasize skills and policy, practice, and advocacy strategies. Lectures help to familiarize students with history, facts, ideas, and techniques of study in immigration policy and advocacy. Conversations help us develop and consolidate our knowledge, bring forth new ideas, and identify advocacy and practice strategies on the ground.

## Requirements and Assignments:

- **Attendance is expected.** Active participation is important to our learning. There are no excused absences on October 16<sup>th</sup> or November 20<sup>th</sup> without an *adequately documented emergency—ADE*—(talk to Sherrie about what constitutes an ADE). Otherwise, you may miss two classes without harm or explanation (e.g. you're ill, you need to attend a funeral, you don't feel like coming). Missing a third class without an ADE reduces your letter grade by one full step (from A to B, etc.). Missing a fourth class without an ADE leads to a failing grade in the course.
- **We adhere to the LS&A statement on academic integrity:** “The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.”
- **Plagiarism is cheating.** Any student caught plagiarizing or cheating will earn a failing grade in this course and may be expelled from The University of Michigan. There are no exceptions. Please make sure that you understand what constitutes plagiarism or cheating.
- **There are three assignments in this class:** Assignment # 1 and # 2 are based on roundtable discussions. Some topics are so large and complicated that a single lecture and discussion is not the best way to learn. Our roundtable discussions on October 16<sup>th</sup> and November 20<sup>th</sup> will help us delve into specific focus areas.

On October 16<sup>th</sup>, we will work on health care services (Sessions 1 and 2). On November 20<sup>th</sup>, we will work on welfare services (Sessions 3 and 4). Roundtables last for approximately one-hour and there will be up to three roundtable discussions in each session. You will participate in one roundtable discussion per session (two for the class) The reading materials will be in place at least four days in advance.

Students will work in teams of two to prepare and facilitate roundtable discussions. Teams may be assigned but you can, within reason, decide to work on health care or welfare services (we need ½ of the class each day). We will make a decision about teams and your roundtable date by September 25<sup>th</sup>. We will try to accommodate every student's preferences for facilitation date and for roundtable participation each day but, for pedagogical purposes, you may have to be flexible.

- **Assignment # 1 (50 points total) is the principal assignment for the class:** Each student will (with another student) facilitate one roundtable discussion.

Each team will:

- a. Choose a specific focus area within general guidelines. For example, you might detail the problems of access to some specific mental health service for people with limited English skills and strategize about feasible solutions and/or potential advocacy campaigns to increase access to this service.
- b. Set up a planning meeting with Sherrie no later than office hours on October 8<sup>th</sup> (for October 16<sup>th</sup>) or November 12<sup>th</sup> (for November 20<sup>th</sup>). You should have the exact focus, some readings, and solid ideas about how you want to set up your roundtable before the meeting.
- c. Develop a list of five to ten readings in the focus area. Post it to the Wiki at least four full days before the roundtable. Mark two readings “required” for students interested in your roundtable. These articles will be posted on CTools (10 points).
- d. Prepare a background profile of the problem to present in the first ten minutes of the roundtable and a set of discussion questions and very brief ideas of possible policy or practice strategies, advocacy campaigns, or local variations of a successful program. Questions should display a conversational “arc”. Post this document to the Wiki 24 hours before the roundtable (10 points).
- e. Facilitate the discussion. Start with the problem profile, continue with a discussion of the questions associated with the problem, and finish with a concrete discussion of strategies to deal with the problem. The prepared document doesn’t have to be exactly followed but it should act as a guideline. Make sure to explore costs, benefits, and feasibility of the strategies you suggest and explore participants’ suggestions (15 points—5 based on Sherrie’s observations of individual team members, 5 based on participant evaluation, 5 based on team partner’s evaluation).
- f. Prepare a four-page, single-spaced, Word document that answers specific questions (to be provided). This document will include a two-page synopsis of the discussion and a one-page reflection from each team member (15 points—5 points for the synopsis and 10 points for your individual reflection).
- g. Collect everything into a single Word file that contains the readings, the profile, questions, strategies, and the synopsis and reflections. Post to Assignment #1 on CTools within two week of your facilitation (October 30<sup>th</sup> or December 4<sup>th</sup>). Each of you will post the same document under your own name along with **an evaluation sheet** (to be provided) that you each separately fill about.

Points for assignment # 1 are based on your preparation, the appropriateness of the readings you choose, the organization and content of your background profile and the questions and strategies you prepare for the discussion, the actual facilitation exercise (how well did you manage the discussion, time use, etc.), the quality of the synopsis and reflections, the organization of the assignment document, and the evaluations of the participants and your team partner. Late assignments are assessed an automatic 10% penalty.

- **Assignment # 2 (10 points each, 30 points total):** Each student will fill out an evaluation sheet and will prepare a one-page single-spaced reflection paper in Word that answers specific questions (both to be provided). Post this document to CTools within one week of each roundtable in which you participate (October 23<sup>rd</sup> or November 29<sup>th</sup>). **You will not produce** this evaluation and reflection paper for a roundtable you facilitate. Each student will prepare Assignment # 2 three times.

CTools will have “Assignment # 2” listed four times--once for each roundtable session. We will review this, but make sure that you post your evaluation and reflection to the correct location—Session 1, Session 2, Session 3, or Session 4.

Grading for Assignment # 2 will be based on the completeness with which you have answered the reflection questions (8 points) and the thoughtfulness of your evaluation (2 points—students who simply give the maximum number of points for categories without clear justification will receive 0 points).

- **Assignment # 3 (20 points):** Prepare a *focused* single-spaced, two-page paper describing a specific problem facing immigrants (one paragraph) and developing a specific change in policy or practice, outreach plan, or advocacy campaign to improve the situation. Use most of your paper to discuss your approach to implement a solution strategy, to discuss its feasibility, and to consider its costs and benefits. This paper cannot be on health care services or welfare services discussed in the roundtables. Some specific requirements will be discussed in class. Post this document to Assignment # 3 in CTools by December 10<sup>th</sup>.

Grading for Assignment # 3 will be based on the completeness with which you have addressed the specifics of the assignment, on the organization and the quality of writing in the paper, on the design and feasibility of the strategy you propose, and on the quality of the discussion of costs and benefits.

## Course Grades:

Your total percentage points = (# of points you earned/100)\*100.

Your final course grade is based on Total Percentage Points:

A+ = 98-100, A = 94-97, A- = 90-93, B+ = 87-89, B = 82-86, B- = 78-81,  
C+ = 75-77, C = 70-74, not passing = <70

## 713 Class Schedule

**Note:** This is the first time I have taught this unique class. We won't cover every single topic mentioned in the lecture and discussion topics (if we did, class would last days instead of hours). It's possible that a class will be revised because I have found a better reading or a better organization. We will make any modifications with plenty of warning.

<b>Sept 4<sup>th</sup></b>	<p><b>In 1492, Columbus sailed the ocean blue—but someone was already here</b> (kids' song).</p> <p><b>Lecture topics:</b> A short history of immigration to the United States with highlights on controversial eras and issues. Why do people migrate to a different country? What are the controversial issues in immigration? National security and immigration are intertwined post 9/11. Immigrants have different rights and social service and government access depending on their status (undocumented, refugee, asylee, temporary resident, LPR, naturalized citizen). Who is actually an immigrant?</p> <p><b>Discussion/Practice topics:</b> What words do we use? Why do we argue so much about immigration? Race, ethnicity, language, and differentness. Is immigration policy broken or does it do exactly what Americans want it to do? Is working with immigrants different from working with anyone else? What are ethical interactions between social workers and immigrants? Social workers as allies, advocates, and policy workers in immigration. Who gets to be an activist?</p>
<b>Sept 11<sup>th</sup></b>	<p><b>"Poor Mexico - so far from God and so close to the United States"</b> (Porfirio Diaz).</p> <p><b>Lecture topics:</b> The majority (but not all) of the undocumented are from Mexico. Who are they? The undocumented journey. How do the undocumented live in the United States? The undocumented relationship with the state. A brief synopsis of policies related to immigration. Federal, state and local policies against undocumented immigration and how these policies affect immigrants, potential immigrants, and natives. How does a person's legal status affect your social work rights and responsibilities?</p> <p><b>Discussion/practice topics:</b> Advocacy, sanctuary, and social work at the border. Border Action Network, the Southside Presbyterian church, No More Deaths, and other organized groups. How to advocate for policy that reflects social justice for the undocumented. How does being undocumented constrain a life? How is the undocumented life different from yours? How can we reflect on the privileges and rights of the legally present? How can social workers help create a socially just environment?</p>

<p><b>Sept 18<sup>th</sup></b></p>	<p><b>“If they kick out illegal aliens, who’s gonna build the super fence?”</b> (Carlos Mencia)</p> <p><b>Lecture topics:</b> Enforcement policy, enforcement funds, enforcement ideology, enforcement actions. The war at our border and the Border Patrol. The war inside and ICE. Secure Communities, ICE and local law enforcement, and Operation Streamline. The border patrol and the use of force. Our derivative, manipulative, and in constant crisis immigration policy and the development of the criminalization of immigration.</p> <p><b>Discussion/Practice topics:</b> Deportation advocacy. The WICIR phone, raids in Washtenaw County, deportation and the breakup of families. The impact of enforcement on children. Social services and the deportation of parents. Working with families affected by detention and deportation. Children in detention facilities. Finding someone in ICE’s detention facilities. Discuss social work ally strategy during an ICE raid with Jennifer Slaiman and Melanie Harner, urgent responders for Washtenaw Interfaith Coalition on Immigrant Rights (WICIR).</p>
<p><b>Sept 25<sup>th</sup></b></p>	<p><b>“I pledge and pledge and pledge and they still want to get rid of me”</b> (Lalita R., from her poem)</p> <p><b>“For everyone who’s a valedictorian, there’s another 100 out there that weigh 130 pounds and they’ve got calves the size of cantaloupes because they’re hauling 75 pounds of marijuana across the desert.”</b> (Steve King)</p> <p><b>Lecture topics:</b> Coming to the United States as a child. Identity and wellbeing when the state is against you. Being the U.S. citizen child of the undocumented (mixed status families). Facing the ethnic and racial hatred of some groups. The problems of Comprehensive Immigration Reform (CIR) and The DREAM Act. DACA. The politics, economics, and cultural sources of the differences that mean no comprehensive immigration reform. What will we gain and lose with CIR? Advocacy and CIR—should immigrant rights groups work to pass or defeat CIR?</p> <p>The wave of unaccompanied minors from Central America and media coverage. Is it a crisis? What kind? Detention? Refugee? Anti immigrant crisis? Informal militias now congregating on the border. Will the war expand beyond the border? Are there solutions?</p> <p><b>Discussion/Practice topics:</b> Advocacy and political action among youth at the federal, state, and community level. Social work allies and advocacy. Discuss rights, identity, trauma, ethnic intimidation, and other issues with Marta Valadez, who leads a local teen group, and teen group members, on their struggles and political activism in this country. Carlos R., a DACA deferred individual, will also participate and talk about his experiences. Strategize about ally support and community communications.</p>

<p><b>Oct 2<sup>nd</sup></b></p>	<p><b>“Se Habla Espanol in Kentucky?” The geography of immigration and its social, economic, and political associations in local communities. Creating Needed Services for Immigrants in local settings</b></p> <p><b>Lecture topics:</b> Communities with long standing ties to immigration and new cities of settlement. Social clashes and acceptance in areas where immigrants have not typically lived. Local issues driven or affected by immigration. Immigration and urban revitalization. The social and political dynamics in the communities where immigrants live. State and local policies that affect immigrants. Accessing local services.</p> <p><b>Discussion/Practice topics:</b> What are the ethical issues in using immigrants for urban revitalization? How to provide needed services. Washtenaw County ID project. Local community safe houses and community centers for immigrants. The role of fear and suspicion in community life. The difficulties of building and managing a local center for services. What kinds of services are most needed by immigrants? Discuss these issues and work through best practices with Charo Ledon, the former executive director of Casa Latina, a local community center.</p>
<p><b>Oct 4<sup>th</sup></b></p>	<p>Saturday afternoon viewing of the movie abUsed, about the largest ICE work raid in U.S. history for those who are interested (approximately 1:00 pm, room B780).</p>
<p><b>Oct 9<sup>th</sup></b></p>	<p><b>Of Melting Pots, Buffets, Tossed Salads and other Kitchen Metaphors: How do immigrants live in the United States?</b></p> <p><b>Lecture topics:</b> The question of language, language bias, and how language barriers create hardship for immigrants within their communities. What does assimilation mean? Residential segregation and ethnic niches. Is niche just another word for ghetto? How do immigrants see their new country? Segmented assimilation, privilege, class, and identity development. Immigration and identity issues. Poverty and its impact on immigrant communities.</p> <p><b>Discussion/practice topics:</b> Should immigrants assimilate? How does segregation bring benefits and impose costs on new and ongoing immigrants. Identity issues for immigrants and their children. What role does language play in our communities? What role should language play in our communities? SW practice and identity or language issues. Working with immigrant families and encountering suspicion and fear.</p> <p>Sherrie will announce the specific topics of the roundtable discussions on October 16<sup>th</sup> and discuss how participants can prepare for them.</p>



<p><b>Oct 16<sup>th</sup></b></p>	<p><b>“What if you don’t have a valid driver’s license? What if you’re elderly and poor and not a citizen? What if you can’t access health insurance?”</b></p> <p>Tentative (first ½ hour): Speaking with a guest about the lack of health services for terminally ill undocumented immigrants. Skype discussion with Mark Betancourt.</p> <p><b>Topic:</b> Health Issues and health services. Dilemmas in getting health care services for Immigrants with a special emphasis on the undocumented. Questions of access and rights. Introduction with a discussion of affidavit of parentage at UM hospital.</p> <p><b>Student Roundtable Session 1 and Session 2 (see requirements and grading):</b></p> <p><b>General Topic Guidelines:</b></p> <ol style="list-style-type: none"> <li>1. Where are immigrants having difficulties with health care services?</li> <li>2. What are successful immigrant health programs?</li> <li>3. Problems of access to mental health services for immigrants.</li> <li>4. UM hospitals and immigrants, what do we know?</li> <li>5. Health care service issues in Washtenaw County.</li> <li>6. Health care services and family issues</li> </ol>
<p><b>Oct 23<sup>rd</sup></b></p>	<p><b>“I’d ask them why they didn’t bother to just fill out the paperwork so that they can be a legal immigrant”</b> (½ of the student applicants for a university trip led by Sherrie when asked the first thing he/she would ask when meeting an undocumented immigrant).</p> <p><b>Lecture topics:</b> Working with the Immigration and Nationality Act (INA). Gaining a clear understanding of visa categories, and the opportunities and constraints to immigration. How to get a green card: many categories, characteristics, and eligibility requirements. Special categories, private acts, and privilege in immigration. The difference between refugees and asylees. Numerical and non-numerical quotas. T-visas (human trafficking) and U-visas (domestic violence). Working through the immigration process, immigration legal needs, etc.</p> <p><b>Discussion/practice topics:</b> The forms and norms of immigration. The VAWA U visa process. When and how does someone have the right to a lawyer? How to stop or delay a deportation, how to petition for relief, discuss topics of immigrant legal needs with Brad Thomson, a local immigration attorney. Discuss VAWA with Lauren Whitmer.</p>
<p><b>Oct 30<sup>th</sup></b></p>	<p><b>Citizenship, political participation, and the meaning of home:</b></p> <p><b>Lecture topics:</b> Immigrants as residents, political agents, and citizens. The</p>

	<p>citizenship choice. The political participation choice. Political and social implications of those choices. Participation with and without citizenship.</p> <p><b>Discussion/Practice topics:</b> How do people become naturalized citizens? How can social workers support the process? Naturalization and language. Naturalization videos and exercises.</p>
<p>Nov 6<sup>th</sup></p>	<p><b>I would never turn to an organization for help, I would put salt on the wound and stay quiet, but I'd never ever say anything to anyone."</b> (raped female refugee from Lebanon—from UNHCR).</p> <p><b>"The number of refugees is growing faster than the world's ability to respond. Humanitarian aid can provide temporary relief but cannot fix the root causes of mass displacement."</b> (Angelina Jolie).</p> <p><b>Lecture Topics:</b> The worldwide refugee crisis. UNHCR (the United Nations High Commissioner for Refugees) in the frontlines of the Middle East refugee crisis. Refugees and civic, ethnic, and racial violence. Refugees and trauma. When refugees are stateless. Who is a refugee? Does fleeing violence and poverty make one a refugee? Gender violence and refugees. Morally and ethical choices in dire situations. Are social workers part of the problem or the solution? The ethics of refugee support.</p> <p><b>Discussion/practice topics:</b> Supporting and being an ally in refugee camps. Humanitarian therapies of violence. Working with refugees in camps. Examining the impact of the refugee journey. Discuss refugee politics and practices with Lamia Moghnieh, who is writing a dissertation on refugee therapies in Lebanon (we are uncertain of Lamia's return date. If she is not here, we have another session planned).</p> <p>Download the UNHCR app for refugee news:  <a href="http://www.unhcr.org/pages/53a3feca6.html">http://www.unhcr.org/pages/53a3feca6.html</a></p>
<p>Nov 13<sup>th</sup></p>	<p><b>"A mighty woman with a torch whose flame is the imprisoned lightning, and her name Mother of Exiles"</b> (Emma Goldman):</p> <p><b>Lecture Topics:</b> Applying for asylum in the United States. Asylum and detention. Who is the problem here? The refugee admittance process. Forms, forms, forms. The 1980 Refugee Act and our responsibilities toward refugees world-wide. What can we expect to be the United States' response to the crisis of refugees in the Middle East? Supporting, advocating, and thinking about policy for new refugee groups.</p> <p><b>Discussion/practice topics:</b> Getting asylum, refugee America, refugee politics, refugee research, social service needs of refugees. How the Lost Boys</p>

	<p>of Sudan ended up in Fargo, North Dakota. Refugees and social services in Fargo (and other communities with a new refugee population). <b>Refugee work session or discussion with Lamia Moghnieh.</b></p> <p>Sherrie will announce the specific topics of the roundtable discussions on November 20<sup>th</sup> and discuss how participants can prepare for them.</p>
<p><b>Nov 20<sup>th</sup></b></p>	<p><b>“How do you get services when you need them?”</b></p> <p><b>Topic:</b> Welfare Issues and welfare services. Dilemmas in getting welfare services for Immigrants with a special emphasis on the undocumented. Questions of access and rights. Introduction with a discussion of Medicaid, social security, SNAP, and many more.</p> <p><b>Student Roundtable Session 3 and Session 4 (see requirements and grading):</b></p> <p><b>General Topic Guidelines:</b></p> <ol style="list-style-type: none"> <li>1. Who is eligible for welfare services/who is excluded? What are the implications?</li> <li>2. What are successful immigrant welfare service programs?</li> <li>3. Problems of access to public (if eligible) and private welfare services for immigrants.</li> <li>4. Welfare service issues in Washtenaw County.</li> <li>5. Welfare services and family issues.</li> </ol>
<p><b>Dec 4<sup>th</sup></b></p>	<p><b>Immigrant Rights and Social Justice</b></p> <p><b>Discussion/Practice topics:</b> Implications of immigration restrictions and criminalization for everyone. What have we learned? Looking back, talking about our personal reflections, and asking how our knowledge, opinions, and behavior have changed.</p>

## General and Important Resource Sites

U.S. Citizenship and Immigration Services. An omnibus site that has everything from rules to forms to is important to understand: <http://www.uscis.gov/>

UNHCR, the UN Refugee Agency: <http://www.unhcr.org/cgi-bin/texis/vtx/home>

Immigration, Customs, and Enforcement: [www.ice.gov](http://www.ice.gov)

U.S. Customs and Border Protection: [www.cbp.gov](http://www.cbp.gov)

Department of Homeland Security, Data and Statistics for Immigration. Includes the Office of Immigration Statistics, Data and Statistics, MANY important publications and fact sheets, and information about data and standards: <http://www.dhs.gov/immigration-data-statistics>

Bureau of Population, Refugees, and Migration for the U.S. Department of State: <http://www.state.gov/j/prm/>

U.S. Office for Immigration Review in the Department of Justice: <http://www.justice.gov/eoir/> and the Location of the Immigration Court in Detroit: <http://www.justice.gov/eoir/vll/courts3.htm#Detroit>

Immigrant Rights Clinic at NYU law: <http://www.law.nyu.edu/immigrantrightsclinic> (contains lots of important information about immigrant detention, ICE, etc. in New York.

Federal Enforcement, Staffing, and Spending tracking site: <http://trac.syr.edu/>

Coalition Derechos Humanos: <http://www.derechoshumanosaz.net/>

Undocuscholars project survey: <http://www.undocuscholars.org/>

Inrinkarindo: a journal of African migration: <http://www.africamigration.com/>

Center for Migration Studies: <http://cmsny.org/>

## Required Reading, Supplemental Reading, and Other Resources

- This syllabus lists the required readings for the course and a few supplemental readings that are very useful. **All of the required readings will be on the course CTools web site and are marked by \*R.** There are other readings (not required) on the CTools web site for those who are interested in deepening their knowledge. I can also share hundreds, if not thousands, of readings with students. Our goal is to become as familiar as possible with the issues associated with immigration.
- Some issues are so new that the best information comes from blogs, factsheets, and news articles. It is possible that a required reading will change because an alternative reading has been found that fits in better (with plenty of notice). It is also possible for students to suggest readings and change the direction of a discussion (again, with plenty of notice).
- I recognize that this is a reading intensive course. In part, this is necessary because many students do not have an adequate background in immigration issues. In each section, and in CTools, I have tried to provide advice to reduce your reading (by alerting you to the important sections of long documents, for example).
- Given the explosion of news about immigration and the major changes and policy initiatives taking place in immigration today, it is also useful to attempt keep up with news alerts about immigration.

## Weekly Readings

### **Date due—September 4<sup>th</sup>**

Facts about immigration and the U.S. economy. Answers to frequently asked questions. Costa, Daniel, Cooper, David, Shierholz, Heidi. 2014. *Economic Policy Institute*. August 12, 2014. This is a very informative introduction to many issues surrounding immigration.

Opportunity and Exclusion: A brief history of immigration policy. 2008. Ewing, Walter. *Immigration Policy Center*.

### **Date due—September 11<sup>th</sup>**

\*R—What you need to know about the president's legal authority to expand deferred action for unauthorized immigrants. 2014. Costa, Daniel.  
<http://www.epi.org/blog/presidents-legal-authority-expand-deferred/>. August 15, 2014.

\*R—The death of Josaline. Immigration stories from the Arizona badlands. 2010.

Margaret Regan. Beacon Press.

\*R—listen to the NPR report on undocumented immigration from China (less than 8 minutes long).

And ONE of the following two articles (or both if you can):

\*R—Life as an undocumented immigrant: how restrictive immigration policies affect everyday life. August, 2012. Garcia, Angela S. and David G. Keyes. *Center for American Progress*.

\*R—When do papers matter? An institutional analysis of undocumented life in the United States. 2012. Gleeson, Shannon and Roberto G. Gonzalez. *International Migration*. 50(4).

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For Asian undocumented immigrants, a life of secrecy. May, 2013. *The Atlantic*.

The Immigration and Nationality Act legal code.

<http://www.uscis.gov/iframe/ilink/docView/SLB/HTML/SLB/act.html>

### **Date due September 18<sup>th</sup>**

\*R—Insecure communities: Latino perception of police involvement in immigration enforcement. May, 2013. Theodore, Nik. Department of urban planning and policy, the University of Chicago.

\*R—The criminalization of immigration: Value conflicts in the social work profession. 2012. Furman, Rich et al. *Journal of sociology and social welfare*. XXXIX (1).

\*R—Severing a lifeline: The neglect of children in America's immigration policy. 2009. Kremer, James, et al. Dorsey and Whitman LLP for *The Urban Institute*. CHAPTERS 5 AND 6 ONLY!

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Use of Force Policy, Guidelines, and Procedures Handbook. 2014 (May). HB 4500-01C. Office of Training and Development, U.S. Customs and Border Patrol.

The deportation machine: a citizen trapped in the system. 2013. William Finnegan. *The New Yorker*.

Through the prism of national security: major immigration and policy changes in the decade since 9/11. 2011. Mittelstat, Michelle, et al. *Migration Policy Institute Immigration Facts*.

ICE online detention facility locator: <http://www.ice.gov/detention-facilities/>

ICE online detainee locator: <https://locator.ice.gov/odls/homePage.do>, and important information about the ICE detainee locator system: <https://locator.ice.gov/odls/about.jsp>

Unbalanced Scales of Justice: How ICE is preventing non-citizens from Having Equal Access to Diversion Programs and Therapeutic Courts. 2012. Dill, Sara Elizabeth. *Family Court Review* 50 (4).

### **Date due—September 25<sup>th</sup>**

\*R—Left out but not shut down: political activism and the undocumented student movement. 2008 (3). Gonzalez, Robert G. *Northwestern Journal of Law and Social Policy*.

\*R— Frequently asked questions about deferred action. U.S. Citizenship and Immigration Services. Last updated June 5, 2014.  
<http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/frequently-asked-questions#evidence>

\*R-- DHS: Violence, poverty is driving children to flee Central America for U.S. July 1, 2014. Gonzalez-Barrera, Ana et al. <http://pewrsr.ch/1mGedd1>

\*R—Children in danger: a guide to the humanitarian challenge at the border. *American Immigration Council Special Report*. July 2014.

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Consideration of Deferred Action for Childhood Arrivals:  
<http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca> (notice information fliers and usable advocacy materials).

My Life as an Undocumented Immigrant. 2011. Vargas, Jose Antonio. *The New York Times Magazine*. June 22.

See a number of Congressional Research Service reports on CTools.

### **Date due—October 2<sup>nd</sup>**

\*R—Inside the gilded cage: The lives of Latino immigrant males in Central Kentucky. 2008. Shultz, Benjamin J. *Southeastern Geographer* 48(2:201).

\*R—The new gateways: immigrant integration in unexpected places. 2009 (spring). Michael McGrath. *National Civic Review*. Wiley Periodicals.



And ONE of the following two articles (or both if you can):

\*R--Latino mobilization in new immigrant destinations: The Anti\_H.R. 4437 protests in Nebraska cities. 2009. Benjamin-Alvarado, Jonathan; Louis DeSipo and Celeste Montoya. *Urban Affairs Review* 44(5:718).

\*R—Seeing immigrants: institutional visibility and immigrant incorporation in new immigrant destinations. 2012. Jamie Winders. *The ANNALS of the American Academy of Political and Social Science*. 641(58).

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Neighborhood Immigrant Concentration, Acculturation, and Cultural Alienation in Former Soviet Immigrant Women. 2009. Arlene Michaels Miller, Dina Birman, Shannon Zenk, Edward Wang, Olga Sorokin, and Jorgia Connor. *Journal of Community Psychology*. 37(1): 88—105.

Department of Homeland Security mapping area for immigrants (2014):  
<http://www.dhs.gov/mapping-immigration>

The 2006 mega marches in greater Los Angeles: Counter hegemonic movement and the future of *El Migrante* struggle. 2009. Gonzales, Alfonso. *Latino Studies* 7(1:30).

The dynamics of immigration and local governance in Santa Ana: neighborhood activism, overcrowding, and land use policy. 2002. Harwood, Stacy and Dowell Myers. *Policy Studies Journal* 30(1).

**■ Date due—October 9<sup>th</sup>**

\*R—"Africa" in Minnesota: New Models of Translocal Culture. 2005. Jacqueline Copeland Carson. *Ìrìnkerindò: a journal of African migration*.

\*R—The dignity of job seeking men: Boundary work among immigrant day laborers. 2009. Gretchen Purser. *Journal of Contemporary Ethnography*. 38(1).

Read **one** of the following two (or both if you want):

\*R--Prenatal Group Visit Program for a Population With Limited English Proficiency. 2013. Sahoko H. Little, MD, PhD, Satoko Motohara, MA, Kei Miyazaki, MD, PhD, Nora Arato, PhD, and Michael D. Feters, MD, MPH, MA. *JABFM*. Vol20(6).

\*R—Children as brokers of their immigrant families' health-care connections. 2014. Katz, Vicki. *Social Problems* 61(2).

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Voices of Concern, Voices of Hope: Experiences of African Immigrants in Detroit.



Undated mimeo. David C. Koelsch, Professor of Law, Director, Immigration Law Clinic University of Detroit Mercy School of Law.

Living in paradise?: Africans in America. Femi Ojo-Ade. 2007 (check date). Ìrìnkèrindò\_ a journal of African migration.

Transnational Ties, Poverty, and Identity: Latin American Immigrant Women in Public Housing. 2010. Dominguez, Silvia and Amy Lubitow. *Family Relations* 57: 419-430.

Parent-Adolescent Language Use and Relationships Among Immigrant Families with East Asian, Filipino, and Latin American Backgrounds. 2000. Tseng, Vivian and Andrew J. Fuligni. *Journal of Marriage and the Family*. 62(2):465.

Qin, Desiree B. 2008. Gendered Processes of Adaption: Understanding parent-Child Relations in Chinese Immigrant Families. *Sex Roles*. 60:467—481.

DeJaeghere, Joan G. and Kate S. McCleray. 2008. The Making of Mexican Migrant Youth Civic Identities: Transnational Spaces and Imaginaries. *Anthropology and Education Quarterly* 41(3).

The Japanese Family Health Program at UM:  
<http://www.med.umich.edu/jfhp/http://uofmhealthblogs.org/general/pregnant-overwhelmed-support-group-may-help/9472/>

### **Date due--October 16<sup>th</sup>**

Articles for today will be listed in the Wiki and will be accessible through the Roundtables area in Resources of the CTools site.

I have many articles that may be useful to use to think about different roundtable discussions. I will work with students to find useful articles using the search engine of MLibrary. There are 1,000s of interesting articles on immigrants and health care services.

### **Date due--October 23<sup>rd</sup>**

\*R— "Secure Communities: burdening local law enforcement and undermining the U Visa." *William and Mary Law Review* May 2013: 2055+.

\*R--General area for green card acquisition at USCIS: <http://www.uscis.gov/greencard>

This section of US Citizenship and Immigration Services provides detailed information on the acquisition, use and rights and responsibilities of a green card. Every social worker should have knowledge of this basic information. You don't have to memorize

(or even carefully read) every single part of this area—but familiarize yourself with all its parts and learn what you can find on this site. The first area provides four links to the categories of qualification for a green card. The second area, called “After the Green Card” links information for green card holders; in particular, read the section on rights and responsibilities (very important for social workers to know). The last area is called “Green Card Processes & Procedures. Even though it’s a bit long, read the link on “Green Card Eligibility”.

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### **Date due--October 30<sup>th</sup>**

\*R—A guide to naturalization. M-476 (03.12 revision). U.S. Citizenship and Immigration Services. <http://www.uscis.gov/sites/default/files/files/article/M-476.pdf>. I know it’s long but read this important document as carefully as you can.

\*R--10 Steps to Naturalization: understanding the process of becoming a U.S. citizen. M-1051 (09.12 revision) U.S. Citizenship and Immigration Services. (just skim—handy to know what is in it to pass on to people).

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General area for citizenship services at USCIS: <http://www.uscis.gov/us-citizenship> (this is not required, but, again, it helps to familiarize yourself with the site).

The economic value of citizenship for immigrants in the United States. 2012. Madeleine Sumption and Sarah Flamm. Migration Policy Institute. September.

Instructions for Form N-400, the application for naturalization: <http://www.uscis.gov/n-400>

Heyman, Josiah McC. 2008. Constructing a virtual wall: Race and citizenship in U.S./ Mexico border policing. *Journal of the Southwest* 50(3:305).

Baker-Cristales, Beth. 2009. Mediated resistance: The construction of liberal citizenship in the immigrant rights movement. *Latino Studies* 7(1:60).

### **Date due—November 6<sup>th</sup>**

\*R—rumble around the astonishingly informative UNHCR (UN High Commissioner for Refugees) site and learn something about refugees in the world today. Be prepared to discuss the newest refugees, their needs, and where they are right now. <http://www.unhcr.org/pages/49c3646c4b2.html>

\*R--Social Work Interventions in Refugee Camps. 2004. René D. Drumm PhD , Sharon W. Pittman & Shelly Perry *Journal of Social Service Research*, 30:2, 67-92, DOI: [10.1300/J079v30n02\\_05](https://doi.org/10.1300/J079v30n02_05)

\*R--Iraqi refugees in Jordan: Lessons for practice with refugees globally. 2011. Talal Al-Qdah and Marie Lacroix. *International Social Work*. 54: 521

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Volunteering With Refugees: Neoliberalism, Hegemony, and (Senior) Citizenship Summer 2012. Erickson, Jennifer. *Human Organization*; 71, 2.

Everyday resilience: Narratives of single refugee women with children. 2013. Caroline Lenette, Mark Brough, and Leonie Cox. *Qualitative Social Work*. (refugees in Australia, but a fascinating article).

Psychological and Economic Adaptation of Iraqi Adult Male Refugees. Joe Takeda PhD. 2000. *Journal of Social Service Research*, 26:3, 1-21, DOI: [10.1300/J079v26n03\\_01](https://doi.org/10.1300/J079v26n03_01)

### **Date due—November 13<sup>th</sup>**

\*R--Iraqi refugees and the humanitarian costs of the Iraq war: What role for social work? 2012. Scott Harding, Kathryn Libal. *International Journal of Social Welfare*. ISSN 1369-6866.

\*R—The resettling process: a case study of a Bantu refugee's journey to the USA. 2011. Erin Gallagher Vongkhamphra, Cindy Davis and Nejb Adem. *International Social Work*.

\*R--Migration Traumatic Experiences and Refugee Distress: Implications for Social Work Practice. 2012. Miriam George. *Clin Soc Work J*. 40:429–437.

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A Theoretical Understanding of Refugee Trauma. 2010. Miriam George. *Clin Soc Work J*. 38:379–387.

Bosnian Refugees in America: New Communities, New Cultures. 2006. Reed Coughlan, Ph.D. and Judith Owens-Manley, Ph.D., M.S.W. (read chapters 8 and 9).

The Adultification of Refugee Children: Implications for Cross-Cultural Social Work Practice. 2002. Maria Elena Puig. *Journal of Human Behavior in the Social Environment*. Hayworth Press.

The Asylum Clock. 2013. Memo from Brian O'Leary, the chief immigration judge, to all immigration judges, et al. Long and tedious but contains important information.

Refugee roulette: disparities in asylum adjudication. 2007. Ramji-Nogales, Jaya; Andrew I Schoenholtz; Philip G Schrag. *Stanford Law Review* 60(2).

Refugee Resettlement in the United States: An Examination of Challenges and Proposed Solutions. 2010. Columbia University School of International and Public Affairs.

Abandoned Upon Arrival: Implications for Refugees and Local Communities Burdened by a U.S. Resettlement System that is not Working. 2010. A Report to the Committee on Foreign Relations, U.S. Senate. U.S. G.P.O.

### **Date due—November 20<sup>th</sup>**

Articles for today will be listed in the Wiki and will be accessible through the Roundtables area in Resources of the CTools site.

I have many articles that may be useful to use to think about different roundtable discussions. I will work with students to find useful articles using the search engines of MLibrary.

### **Date due—December 4<sup>th</sup>**

Avoiding unintended consequences in civil advocacy for criminally charged immigrants. 2007 or 2009. Das, Alina (still working on getting a copy).

Other Readings TBD