



## **SW 799: Immigration enforcement, human rights, and social justice**

Method Area: Social Policy and Evaluation, Community Organizing

Instructors: Sherrie Kossoudji and Laura Sanders

Schedule: Saturday, October 4<sup>th</sup> and Sunday October 5<sup>th</sup> from 9am to 5pm (lunch from 12pm to 1:00pm)

Location: We meet in B780 SSW

### **Course Description:**

This mini-course focuses on the real community and personal impact of a public policy with sweeping national controversy, many deaths, and significant questions about social justice, racial discrimination, and even intent in the constitution. Because it is a mini-course, rather than a full course, this course will concentrate on one aspect of immigration policy—undocumented immigrants and the public policy strategy of enforcement for undocumented immigrants at the border and in the interior of the country. Along with discussion of the policies and practices of enforcement, we will bring local enforcement activities to the table and examine their impact on people, families, and Michigan communities. The discussion will have a national, state, and a local component. Students in this course will acquire the skills to analyze this aspect of immigration policy and its controversies. Students will also acquire the skills to develop community and organizational strategies to promote social justice.

### **Significance of the class and its relationship to social work goals:**

This class is based on current policy and current strategies for enforcement and the impact of those actions on workers, families, and communities. Nearly all social workers, no matter what their concentration, will work with or have exposure to undocumented immigrants. The problems associated with being undocumented act as an overarching context to nearly every issue that social workers address and yet are often overlooked or misunderstood as they work with people. Documentation status impacts the experience of people in every system that interfaces with social work including, the schools, child welfare system, criminal justice system, the health system, etc. This class adds knowledge of immigration issues and effective community and organizational responses to enforcement policy to the social worker toolkit. It also provides a basic knowledge for students who may desire jobs that work with immigrants and immigrant communities.

## **Course Objectives:**

Students will:

- become conversant with the history, causes, and consequences of undocumented immigration
- be able to identify and assess the language, intent, and extent of enforcement policies, the strategies and tactics of enforcement, and government entities related to enforcement
- be able to analyze the economic, social, and health impact of enforcement on individuals, families and communities
- be able to use immigrant rights information effectively in community organizing and other activism

## **Requirement for Academic Credit:**

**Class participation:** Students must attend 80% of the mini-course hours in order to get academic credit. In fall, 2014, the class will take place for seven hours on Saturday and seven hours on Sunday. In order to get academic credit, students must physically participate in the class for a minimum of 11.2 of those hours. We apologize but class attendance is a requirement to get credit in this very short mini-course. We cannot make exceptions to this expectation. In addition, active class participation counts for 20% of the overall grade in this class (20 points).

**Mini-Course writing assignment:** Write a five page, double spaced, paper reflecting on what you learned in this class and how you anticipate integrating this learning into your perspectives and practice as a social worker. Incorporate at least three required readings into the reflection, referencing specific quotes, and include a list of sources at the end. This paper will make a good contribution to your eportfolio (80 points).

### **Address ALL of the following questions in your paper:**

- ◆ *What course content had the most impact on your learning and why?*
- ◆ *What that you have learned, if anything, has surprised or inspired you?*
- ◆ *Think about the questions you had and assumptions you were making about undocumented immigrant populations and immigration enforcement before you came into the course. What has shifted for you over the week?*
- ◆ *How do you think your learning in this course will affect your current or future social work practice?*

- ◆ *What social work skills have you learned in this course or elsewhere that would be relevant to apply in order to address the issues facing undocumented immigrant populations?*

Students must turn in a completed paper by Sunday, October 12<sup>th</sup>. To complete the assignment, turn your paper **as a MS Word attachment** into CTools, Assignments, Credit Paper.

### **Biographical Sketch of the Instructors:**

Sherrie A. Kossoudji is an Associate Professor in the School of Social Work, and an Adjunct Associate Professor in the Department of Economics. Her principal research area is immigration. In particular, she has written numerous articles on the legal status of immigrant workers in the United States, the incentives to cross the border illegally, and the wages and jobs of undocumented immigrants. Much of her work attempts to discern the link between legal status in the United States and economic outcomes.

With a master's degree in social work from the University of Michigan, Laura Sanders has been an instructor in U of M's graduate School of Social Work for 14 years, and has practiced for over 23 years as a family therapist in the area. She is a long-time community activist for human rights including those of children, women, TGLB people and immigrants. Her work with people is eclectic and creative including advocacy and community organizing. Most recently, she is the co-founder of the *Washtenaw Interfaith Coalition for Immigrant Rights*, a current and active grassroots organization responding to local ICE raids, detainments and deportations of our immigrant community members, and advocating for immigration reform.

### **Mini-Course Readings and Organization**

We only have one week for this course so we limit the number of required readings. We will include supplementary readings on the CTools site in Resources and we will be glad to discuss extra readings with interested students.

### **Required Readings**

#### **Readings before class Saturday:**

Regan, Margaret. 2010. *The Death of Josseline. Immigration Stories from Arizona's Heartland.* Beacon press. Prologue.

The American Immigration Council. 2014. Children in Danger: A Guide to the Humanitarian Challenge at the Border.

### **Readings before class on Sunday Part 1:**

Chaudry, Ajay, et al. 2010. *Facing Our Future: Children in the Aftermath of Immigration Enforcement*. Washington, D.C. The Urban Institute. Chapter 2, 3 and 4, pp 13-55.

Rosenblum, Marc R. 2011. *US Immigration Policy Since 9/11: Understanding the Stalemate over Comprehensive Immigration Reform*. Washington D.C. the Migration Policy Institute.

### **Required Readings before class on Sunday Part II:**

Fife, John. 2012. New Sanctuary Movement at the Border can Spiritually Transform Us. National Catholic Reporter. July 6<sup>th</sup>.

*Batalova, Jeanne et al. 2014. DACA at the Two Year Mark. A National and State Profile of Youth Eligible and Applying for Deferred Action. Migration Policy Institute.*

Sanders, Laura, Ramiro Martinez, Margaret Harner, Melanie Harner, Pilar Horner, and Jorge Delva. 2013. *Grassroots Responsiveness to Human Rights Abuse: History of the Washtenaw Interfaith Coalition for Immigrant Rights, Social Work.*

## **Daily Class Topics and Organization**

### **Day 1—Saturday**

Interactive experiences that introduce issues associated with immigration. What do you assume about undocumented immigration? What do you assume about immigration enforcement efforts? What do you know? What do you think? How do you feel?

**Organizing** – We will provide a brief history of immigration raids and the rise of immigrant rights and anti-raid organizations will be presented from the community organizing viewpoint. In particular we will look more specifically at the history and development of a local organization called *Washtenaw Interfaith Coalition for Immigrant Rights*, that has responded to over 302 raid-related calls in the local community.

**Policy**—We will present a brief history of undocumented migration and immigration to the United States. We will detail why “they just don’t come legally”. We will talk about the body of immigration law (The Immigration and Nationality

Act, The INA), the laws that are broken by undocumented immigrants, and who is in the United States as an undocumented immigrant.

We will discuss the process of crossing and apprehension at the U.S. border. We will explore historical strategies of enforcement, current enforcement efforts and organizations. We will examine the missions, activities, and human rights violations of ICE (Immigration and Customs Enforcement) and CBP (Customs and Border Protection). We will compare enforcement at the border with enforcement in the interior and the various shifts in enforcement over time. We will explain the process from arrest to deportation. We will talk about border rights organizations, No More Deaths and the law.

**Documentary Evidence**—We will view **abUSed**, a documentary of the largest ICE raid in U.S. history, followed by a discussion of enforcement and human rights.

## **Day 2—Sunday**

**Organizing** – We will examine the activities and organizing of a local organization called *Washtenaw Interfaith Coalition for Immigrant Rights*, that has responded to over 302 raid-related calls in the local community. We will explore the effect of immigration enforcement on children, families and neighborhoods including cases that intersect with local law enforcement and the child welfare system. A pattern of human rights violations associated with raids, detainments and deportations will be explored. We will explore community education efforts that focus on Know Your Rights education for targeted groups and information building for ally communities will be discussed.

We will explore efforts in organizing toward reform on the local, state and national levels, with a focus on critical analysis of recent reform packages and pieces of stand-alone legislation such as the Dream Act. Through the exploration of the work of WICIR, we will explore the effect of immigration enforcement on children, families and neighborhoods including cases that intersect with local law enforcement and the child welfare system. A pattern of human rights violations associated with raids, detainments and deportations will be explored as well as education efforts that focus on Know Your Rights education for targeted groups and information building for ally communities. Political actions targeting local policies and special projects will be highlighted.

**Policy**— We will have a general conversation about federal/local immigration enforcement initiatives and their consequences. How have the states and localities gotten involved with enforcement and immigration policy? We will look at Maricopa County, state laws in Arizona, Georgia, and Alabama, and other state proposed laws as a glimpse into the future. Finally, we will talk about demonizing undocumented immigrants and the making of public perception and public policy