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 10th and Sunday October 11th from 9am to 5pm (lunch from 12pm to 1:00pm)

Location: We meet in 2816 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, 2015, 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).

Assignment Options: You may choose any ONE of these three options to get credit for the course! This assignment contributes 80% of the grade.

Option 1 (to be turned in as a Word document to the Canvas site by Sunday, October 25th): 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 or optional readings into the reflection, referencing specific quotes, and include a list of sources at the end. Address ALL of the following questions in your paper:

a. What course content had the most impact on your learning and why?
b. What that you have learned, if anything, has surprised or inspired you?
c. 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?
d. How do you think your learning in this course will affect your current or future social work practice?
e. What social work skills have you learned in this course or elsewhere that would be relevant to apply to address the issues facing undocumented immigrants?
Option 2 (reflection to be turned in as a Word document to the Canvas site by Sunday, October 25\textsuperscript{th}): Get involved in WICIR by attending the Volunteer and Urgent Responder Training that is coming up next Saturday on October 17 from 10:00am to noon, at the First Congregational United Church of Christ in Ypsilanti at 218 N. Adams St. The assignment is to attend the training and write a one-page, brief reflection. Your decision to get involved with WICIR in any further volunteer capacity is yours.

Option 3 (to be turned in as a Word document to the Canvas site by Sunday, October 25\textsuperscript{th}): Using the reading on the health and social service needs of U.S. children with detained or deported parents and your notes from the documentary abused, write a five page, double spaced, paper about children whose parents are detained or deported.

a. Reflect upon the ways that the children in the documentary revealed their increased health and social service needs after the Postville raid.

b. Consider how the barriers to meeting the needs of children with detained or deported parents (starting on page 19) were illustrated by the children’s experiences in the documentary.

c. Describe how promising approaches to meet children's needs (starting on page 29) could have been used to promote the welfare of the children of the people apprehended in the Postville, Iowa raid.

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 weekend for this course so we limit the number of required readings. We will include supplementary readings on the Canvas site and we will be glad to discuss extra readings with interested students.

Resources

For Saturday:


Useful videos for our discussion:

CNN Report “America’s Shameful Prison Camps”:

Inside America’s $2b immigrant detention industry
https://www.youtube.com/watch?v=7mJaiNEv09k

Lost in Detention (Frontline) http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/ frontline 15:07

For Sunday:


Daily Class Topics and Organization
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?

Day 1—Saturday

We will talk about the body of immigration law (The Immigration and Nationality Act, The INA), the laws that are broken by people who live in the United States without the sanction of the U.S. government. We will have a general conversation about federal/local immigration enforcement initiatives and their consequences. We will talk about demonizing undocumented immigrants and the making of public perception and public policy. Why comprehensive immigration reform is dead and why much of the public finds Donald Trump's solutions appealing.

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 consider detention facilities and the abuses of the detention system.

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

In discussion, we will consider the impact on children of the detention and deportation of their parents. What are the harms to the children? What are the social welfare impacts?

Day 2—Sunday

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 502 raid-related calls in the local community.
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.

We will explore fundamental principles of humane immigration reform in a social justice context and then analyze the current proposed bi-partisan immigration reform bill from that perspective that passed in the Senate, but has failed in the house of representatives.

We will explore efforts in organizing toward reform on the local, state and national levels, with a focus on critical analysis of recent reform package.