

Immigration and the Practice of Social Work
SSW 788—001 (31127)
Sherrie A. Kossoudji

Course	SSW 788 Immigration and the Practice of Social Work
Instructor	Sherrie A. Kossoudji
Office	2788 SSW Building
Phone	734-763-6320 (office phone, not preferred means of communication)
email	kossoudj@umich.edu Write ssw788 in the subject heading and responses will be quicker.
Class Time	Tuesdays 6-9 pm
Class Location	SSW 1636
Office Hours	Office Hours start September 12 th : Wednesdays 12:30-2:30 except October 3 rd , November 14 th , and December 5 th (OH are 2:30 to 4:30 on those days) and appointments can easily be made by email

Course Description and Objectives

Course Description:

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

We investigate immigration policy reality, history, and future options, advocating for human rights for individuals and communities, the opportunities and restrictions on social justice, and supporting immigrants through ally practices. We consider the opportunities and constraints for undocumented immigrants, temporary migrants, refugees, and asylees and how social workers can best work for individual and social change. 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 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.

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 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.
- address the specific social service, policy, and health needs of immigrants.

Class Organization, Requirements and Assignments, and Course Grades

Organization:

This class has an exciting and enriching format. Students are active participants as we wrestle with the critical questions surrounding immigration today. Classes have lectures based on nuanced factual learning that sets the context for our further development, and student, expert, and professor led conversations on skills and policy, practice, and advocacy strategies. Lectures familiarize students with history, facts, and techniques in immigration policy and advocacy. Conversations develop and consolidate 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 journey.

An Adequately Documented Emergency (ADE) is when there is an emergency and you have a signed letter from someone in an official position like a doctor, police officer, or priest stating in his or her opinion you are NOT able to attend class. A letter saying you have been seen by a doctor is NOT an ADE.

There are no excused absences on November 27th or December 4th without an *adequately documented emergency—ADE*.

Otherwise, you may miss two classes without harm or explanation (e.g. you're ill, you're at a conference, you must 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:** Please be sure to read the statement at <http://www.lsa.umich.edu/academicintegrity> Any student caught plagiarizing or otherwise cheating will earn a failing grade in this course. There are no exceptions. Make sure that you understand what constitutes plagiarism or cheating.

➤ **There are three assignments in this class:**

Assignment # 1 (15 points, 10 points written, 5 points presentation):

Assignment # 1 considers immigration from countries that are often overlooked in the immigration debate, highlights the expressions and sources of xenophobia, and follows our discussion about hatred. This assignment is **short** and has two parts. The first is a one-page profile of immigrants to the United States from a specific country in Africa, South America, the Middle East, or Asia and an examination (also one page) of recent incidents of hatred against people from that country and the reasons justifying it. The second is a five-minute presentation of your findings.

- The Assignment # 1 document details the requirements of the first assignment. It will be open to students on September 11th.
- The written part is due Oct. 11th at 11:59 pm. Each student will give a five-minute presentation of their findings including PowerPoint slides--no more than 5 and must have your own computer) during class on Oct. 30th. PowerPoints are due by Oct. 23rd at 11:59pm. Students will be randomly chosen to present to the whole class or in group discussions.

Assignment # 2 (55 points total) and Assignment # 3 (repeated twice, 15 points each, 30 points total) are the principal assignments for the class:

Assignment # 2 and # 3 are based on roundtable discussions. Teams of two students will present, organize, and lead discussions on November 27th (four roundtables on health care, welfare services, or family issues) or December 4th (four roundtables on education services, legal or incarceration issues, or social work allyship). Each student will participate in one (of two) roundtables for the first half of each class and one (of two) roundtables for the second half of each class. That is, each student will participate in four roundtables; each student will facilitate one and a be a participant in three.

- Students can, within reason, choose to facilitate any roundtable (we need ½ of the class to facilitate each day). Facilitators will work in teams of two to prepare and facilitate one roundtable discussion. The Assignment # 2 document has complete details. It will be open to students on Sept. 18th.
- Participation in specific roundtables is based on student choice and the need to have similar roundtable sizes. Participants will evaluate and prepare a short reflection paper for two roundtables in which they participate (on the day they **do not** facilitate). The Assignment # 3 document has details. It will be open to students on October 30th.

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 = 94-97.99, A- = 90-93.99, B+ = 87-89.99, B = 82-86.99, B- = 78-81.99, C+ = 75-77.99, C = 70-74.99, not passing = <70

788 Class Schedule

A few warnings: It is impossible to cover every topic related to immigration and I have made choices of inclusion and omission. We focus on immigration to the United States. We can't cover every topic (even those I've listed for lecture and discussion) but I am open to students bringing up topics of special interest. Your roundtable may focus on topics we have ignored or not covered sufficiently in class.

Week 1: Sept 4th	<p>In 1492, Columbus sailed the ocean blue—but someone was already here (kids' song).</p> <p>Lecture topics: Course introduction. Three immigration issues that might not be on your radar. The immigration climate--is this different? A very short history of immigration to the United States with highlights on controversial eras and issues. What are controversies in immigration? National security and immigration post 9/11. Who is actually an immigrant? Five questions that will be answered by the time our fall course ends.</p> <p>Discussion/Practice topics: Round robin small group introductions. Why are you taking this class? What is your personal association with immigration issues? What are your professional associations and aspirations related to immigration issues? Introduce another student. Ten immigration facts or myths.</p>
Week 2: Sept 11th	<p>“And I’m going to make Mexico pay for it” (Donald Trump).</p> <p>Lecture topics: Becoming familiar with multiple immigration policy issues. How has immigration policy changed under the current administration? What actions have been taken to counter these changes? Is there anything that can be done?</p> <p>Discussion/practice topics: Social workers and zero tolerance policy. Complicit? Group discussion about advocacy for separated children.</p>

<p>Week 3: Sept. 18th</p>	<p>"As Whites see their power and control over their lives declining, will they simply go quietly into the night? Or will there be an explosion?" (FAIR founder and board member John Tanton, Oct. 10, 1986).</p> <p>Lecture Topics: Hatred. Criminalization, public opinion, politicians whipping up political opinion. The role of public opinion in policy making. The role of policy in public hatred. Who hates? Who hates whom? Competition among race/ethnic/class groups and immigrant hatred Organized immigrant hate groups—do they have an impact?</p> <p>Discussion Topics: Criminalization and the social work profession. How do problems turn into hatred? What can ethnic, national, and community organizing organizations do to counter hatred?</p> <p>A short discussion about student led roundtables and picking topics.</p>
<p>Week 4: Sept. 25th</p>	<p><i>We are the guardians of our Nation's borders. We are America's frontline. We safeguard the American homeland at and beyond our borders. We protect the American people against terrorists and the instruments of terror. (part of CBP mission statement).</i></p> <p>Lecture topics: Enforcement policy, funds, ideology, and actions. The war at our border and the Border Patrol. Dangers crossing the border The Border Patrol and the use of force. The border patrol and detention facilities. The 100-mile border zone</p> <p>Discussion/practice topics: guest discussant AnaMaria Vasquez, who helps run the Border Patrol Victims Network and is involved in much activism at the US/Mexico border. Border Action Network, Colibri Center for Human Rights, the Southside Presbyterian church, No More Deaths, and other organized groups. Border Action Network, Colibri Center for Human Rights, the Southside Presbyterian church, No More Deaths, and other organized groups.</p> <p>***Some topics from today are also covered in next week's class</p>
<p>Week 5: Oct 2nd</p>	<p>"My mom tried to get me to eat breakfast. I yelled at her and told her school was important to me" (Diane Guerrero on the day her parents were deported).</p> <p>Lecture topics: The war inside and Immigration and Customs Enforcement (ICE). Priority Enforcement Program (PEP-Comm) replaces Secure Communities, ICE and local law enforcement, and Operation Streamline. The end of prosecutorial discretion.</p> <p>How do the undocumented live in the United States? The undocumented relationship with the state. A brief synopsis of federal, state and local policies related to undocumented immigration and how these policies affect immigrants, potential immigrants, and natives.</p>

	<p>The family impact of deportation. 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 (probably during discussion). Washtenaw County ID, Know Your Rights</p> <p>***Some topics from today are also covered in the previous week's class</p> <p>Discussion/practice topics: Guest discussant Fernanda Cross who writes about the ethnic socialization practices of undocumented parents. The family impact of deportation. 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.</p>
<p>Week 6: Oct 9th</p>	<p>"There are approximately 68.5 million forcibly displaced persons, 25.4 million refugees, and 3.1 million asylum seekers worldwide. President Trump has reduced refugee admittances in 2018 to 45,000." (Sherrie).</p> <p>Lecture topics: 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. Refugees from Central America. Morally and ethical choices in dire situations.</p> <p>Discussion/practice topics: group sessions to start discussion with partners or to find partner for roundtables.</p> <p>**Today's and next week's class are jointly concerned with refugee issues and will overlap.</p>
<p>Week 7: Oct 23rd</p>	<p>"A mighty woman with a torch whose flame is the imprisoned lightning, and her name Mother of Exiles" (Emma Goldman).</p> <p>Lecture topics: 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 has been the United States' response to the crisis of refugees in the Middle East? Unaccompanied children from Central America and the quest for asylum. How the Lost Boys of Sudan ended up in Fargo, North Dakota. Refugees and social services in Fargo (and other communities with a new refugee population). What services are available in Michigan? What advocacy possibilities are there when children must represent themselves in immigration court? Supporting, advocating, and thinking about policy for refugees in the future. The lack of United States humanitarian aid and asylum. The ethics of refugee support.</p>

	<p>Discussion/Practice topics: Odessa Benson, expert on refugee resettlement in the United States and refugee community groups. The Bhutanese Community of Michigan (Grand Rapids non-profit).</p> <p>**Today's and last week's class are jointly concerned with refugee issues and will overlap.</p>
<p>Week 8: Oct. 30th</p>	<p>"Our immigration system is broken" (the White House--during several presidents, most senators and representatives, the Economist, the US Chamber of Commerce, most newspapers in the country, most periodicals in the country, etc. etc.)</p> <p>Lecture Topics: Why is our immigration system so complicated and unwieldy? Working with the Immigration and Nationality Act (INA). The ins and outs of the legal immigration system, transitions to legality including DACA, immigration policy and recent changes (these topics are for October 30th and November 6th)</p> <p>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. Numerical and non-numerical quotas. T-visas (human trafficking) and U-visas (domestic violence). Working through the immigration process.</p> <p>Discussion/Practice topics: Students presenting on specific country immigration to the United States and hatred. Whole class discussion about what social workers can do in situations of hatred against immigrants.</p> <p>**Today's and next week's class are jointly concerned with immigration law and will overlap.</p>
<p>Week 19: Nov 6th</p>	<p>Lecture Topics: Today's lecture will continue our work from October 30th and also focus on DACA and other recent changes.</p> <p>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. Executive action and DACA and DAPA. The politics, economics, and cultural sources driving a lack of comprehensive immigration reform. Is CIR off the table? Distinctions among the undocumented and worthiness.</p> <p>Discussion/practice topics: Roundtable partner discussion time for roundtables. Advocacy and political action among youth at the federal,</p>

	<p>state, and community level. Social work allies and advocacy. Discuss rights, identity, trauma, ethnic intimidation, and other issues. Strategize about ally support and community communications.</p> <p>**Today's and last week's class are jointly concerned with immigration law and will overlap.</p>
--	--

Week 10: Nov 13th	<p>“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</p> <p>Lecture topics: 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. The role of fear and suspicion in community life. State and local policies that affect immigrants. The difficulties of building and managing services for immigrants. What are the ethical issues in using immigrants for urban revitalization? Sanctuary cities.</p> <p>Discussion/practice topics: Guest discussant Christine Sauve, the director of Welcoming Michigan.</p>
Week 11: Nov. 20th	<p>U.S. is denying passports to Americans along the border, throwing their citizenship into question (Washington Post headline Sept. 1, 2018.)</p> <p>Citizenship, political participation, and the meaning of home.</p> <p>Lecture topics: Immigrants as residents, political agents, and citizens. The citizenship choice. How do people become naturalized citizens? The new attack on citizenship. Naturalization and language. Naturalization videos and exercises. How can social workers support the process? The political participation choice. Political and social implications of those choices. Participation with and without citizenship</p> <p>Discussion/practice topics: TBD</p>

<p>Week 12: Nov. 27th</p>	<p>“What if your parents are undocumented and don’t speak English? What do you do on parents’ night at school?”</p> <p>Student facilitated roundtable discussions: Topics chosen by students. Some examples include educational services and educational opportunities and constraints for immigrants. The question of language, language bias, and how language barriers create hardship for immigrants within their communities. Immigrants, law enforcement, and Incarceration (some specific issues related to detention facilities). What are some paths to specific forms of advocacy?</p> <p>Student Roundtable Sessions 1 and 2 (see roundtable assignment documents):</p> <p>Possible Topic Areas:</p> <ol style="list-style-type: none"> 1. Policing issues in immigrant communities 2. Finding and advocating for someone in detention 3. The process of removal and an immigrant’s options 4. Local law enforcement and immigration laws 5. Crime and deportability for any immigrant 6. Education services K-12 for immigrant children 7. Post high school education opportunities and constraints for immigrants 8. Language and education issues 9. Private detention facilities and detainees mental health
<p>Week 13: Dec. 4th</p>	<p>“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?”</p> <p>Student facilitated roundtable discussions: Topics chosen by students. Some examples include health issues and health services. Dilemmas in getting health care services for Immigrants with a special emphasis on the undocumented. Welfare Issues and welfare services. Dilemmas in getting welfare services for Immigrants with a special emphasis on the undocumented. Questions of access and rights to services in the United States.</p> <p>Student Roundtable Session 3 and 4 (see roundtable assignment documents):</p> <p>Possible Topic Areas:</p> <ol style="list-style-type: none"> 1. Where are immigrants having difficulties with health care services? 2. What are successful immigrant health programs? 3. Problems/solutions to access to mental health services.

	<ol style="list-style-type: none"> 4. Physical/mental health care service issues in Washtenaw County. 5. Physical and mental health care services and family issues. 6. Language issues and health care. 7. Who is eligible for welfare services/who is excluded? 8. What are successful immigrant welfare service programs? 9. Bias in access to public (if eligible) or private welfare services. 10. Welfare service issues in Washtenaw County. 11. Refugee welfare services.
--	---

<p>Week 14: Dec. 11th</p>	<p>Summary, Spillover, student driven topics</p>
--	--

Resource Sites

.govs:

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

U.S. Customs and Border Protection: 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>

Office of Refugee Resettlement: <http://www.acf.hhs.gov/orr>

.orgs:

Immigration Advocates Network (good source of regular news) <http://www.immigrationadvocates.org/>

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

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

Puente Movement <http://puenteaz.org> Fights **enforcement** and the detention and deportation system and combats **attrition** policies.

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

Freedom House Detroit: <http://www.freedomhousedetroit.org/>

Colibri Center for Human Rights: <http://www.colibricenter.org>

National Immigration Law Center: <http://nilc.org/>

Migration Policy Institute: <http://www.migrationpolicy.org/>

Immigration Policy Center: <http://www.immigrationpolicy.org/>

Worldwide group investigating detention: <https://www.globaldetentionproject.org/>

Resources for professionals and other:

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

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/>

Julie's list: <http://julieslist.homestead.com/ImmigrationResources.html>

Southwest Detroit Immigrant and Refugee Center: <http://www.detimmigrantcenter.com/>

The journal of the Center for Migration Studies <http://cmsny.org/jmhs/>

<http://cmsny.org/cms-research/catholicintegration/references-and-resources/> --related to Catholic church

Great advocate library

<https://michiganimmigrant.org/resources/advocate-library>

Trainings for professionals

<https://michiganimmigrant.org/about-us/projects/trainings-professionals>

ACCESS and Take on Hate emergency toolkit

<http://www.takeonhate.org/emergencytoolkit>

Welcome America welcoming week activities

<https://www.welcomingamerica.org/programs/welcoming-week>

Undocumented movement and online guides

<http://www.lahuelga.com/#new-page>

<https://cosecha.gitbook.io/guide/>

Required and Supplemental Resources

- **All readings and other resources are free and are either linked or stored on our Canvas site.** I can also share hundreds, if not thousands, of other resources with you. Our goal is to become as familiar as possible with immigration issues.
- Given the explosion of news about immigration and major changes and policy initiatives taking place daily, it is also useful to keep up with news alerts about immigration.

Weekly Readings

All semester

We will be reviewing the Immigration and Nationality Act (INA) and learning about different visa categories all semester. I don't expect you to read the INA like an article but begin to

pay attention to its topics and organization. The INA is the source of ALL immigration law in the United States.

*R How the United States Immigration system Works. FAQ Sheet (The short version). 2016. The American Immigration Council.

<https://www.americanimmigrationcouncil.org/research/how-united-states-immigration-system-works>

*R The Immigration and Nationality Act legal code.

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

Date due—September 8th

*R Opportunity and Exclusion: A brief history of immigration policy. 2012 update. Ewing, Walter. *Immigration Policy Center*.

<https://www.americanimmigrationcouncil.org/research/opportunity-and-exclusion-brief-history-us-immigration-policy>

Facts about immigration and the U.S. economy. Answers to frequently asked questions. 2014. Costa, Daniel, Cooper, David, Shierholz, Heidi. *Economic Policy Institute*.

<http://www.epi.org/publication/immigration-facts/> This is a very informative introduction to many issues surrounding immigration.

Date due—September 15th

*R Americans' views of immigrants marked by widening partisan, generational divides.

Bradley Jones. *Pew Research Center*. 2016. <http://www.pewresearch.org/fact-tank/2016/04/15/americans-views-of-immigrants-marked-by-widening-partisan-generational-divides/> (short statistical blog post).

*R The Criminalization of Immigration: Value Conflicts for the Social Work Profession.

2012. Rich Furman, Lissa R. Ackerman, Melody Loya, Susanna Jones, Nalini Negi.

Journal of Sociology & Social Welfare, March 2012, Volume XXXIX, Number 1

https://www.wmich.edu/hhs/newsletters_journals/jssw_institutional/individual_subscribers/39.1.Furman.pdf *Start with Social Work Ethical Values and Value Discrepancies* (if you're familiar with this history)—*will be one topic of our discussions in class this week.*

*R http://blog.adl.org/anti-semitism/with-open-gates-racist-anti-refugee-video-goes-viral?_ga=1.85821721.1248352535.1471463041

Read this short blog post from the Anti-Defamation League and pay particular attention to the comments.

*R How Immigration and Concerns about Cultural Changes Are Shaping the 2016

Election. 2016. Robert P. Jones, Daniel Cox, E.J. Dionne, Jr., William A. Galston, Betsy

Cooper, and Rachel Lienesch. *The Brookings Institution*. <http://www.prrri.org/wp-content/uploads/2016/06/PRRI-Brookings-2016-Immigration-survey-report.pdf> .

Read *Anxieties about Personal Safety and Well-Being* (pp. 10—12) and *Anxieties about cultural change* (pp. 13—22). I will also talk about other sections during lecture time.

The Nativist Lobby: Three Faces of Intolerance. 2009. Heidi Beirich (Edited by Mark Potok). *Southern Poverty Law Center*.
https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/splc_nativistlobby.pdf (skim)

The criminalization of immigration in the United States. 2015. Walter A. Ewing, Daniel E. Martinez, and Ruben G. Rumbaut. *American Immigration Council*. Read pages 10—21

Public Attitudes toward Immigration. 2014. Jens Hainmueller and Daniel J. Hopkins. *Annual Review of Political Science*, volume 17.

The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes toward Immigrants. 2015. Jens Hainmueller and Daniel J. Hopkins. *American Journal of Political Science*, Vol. 59, No. 3. Pp. 529–548.

http://www.adl.org/assets/pdf/civil-rights/immigration/Immigrants-Targeted-UPDATE_2008.pdf?_ga=1.73253523.1248352535.1471463041 Skim this Anti Defamation League 2008 report.

Economic Insecurity, Prejudicial Stereotypes, and Public Opinion on Immigration Policy. Peter Burns and James G. Gimpel. *Political Science Quarterly*, Vol. 115, No. 2 (Summer, 2000), pp. 201-225. *The Academy of Political Science*. Stable URL:
<http://www.jstor.org/stable/2657900>

Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. Benjamin Bailey. 2000. *Discourse & Society*. Vol 11(1): 86—108. SAGE Publications.

Date due September 22nd

*R What Every Social Worker Should Know About Immigration Law. 2008. Emily Haverkamp. *Social Work Today* Vol. 8 No. 1 P. 26
<http://www.socialworktoday.com/archive/janfeb2008p26.shtml> *An example of an incomplete review of immigration law and law related to immigrants.*

*R Read at least one of the **following four** articles:

Immigrants and WIOA Services. Comparison of Native and Foreign-Born Adults in Michigan. 2016. Margie McHugh and Madeleine Morawski. Migration Policy Institute.
<http://www.migrationpolicy.org/research/immigrants-and-wioa-services-comparison-sociodemographic-characteristics-native-and-foreign>

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.
<https://www.law.berkeley.edu/files/Koelschpaper.pdf>

Tell em you're from Detroit: Chinese Americans in the Model City. Chapter 3 of Asian Americans in Michigan: Voices from the Midwest. 2015. Chelsea Zuzindlak.
<https://books.google.com/books?hl=en&lr=&id=Q311BwAAQBAJ&oi=fnd&pg=PP1&dq=asi+ans+in+michigan&ots=wu0OLaZQ9w&sig=fOY1hXvCstzb8gYPEjoyUr64kuA#v=onepage&q=asians%20in%20michigan&f=false>

New Americans in Michigan: The political and economic power of Immigrants, Latinos, and Asians in the Great Lakes State. 2015. American Immigration Council Fact Sheet.
https://www.americanimmigrationcouncil.org/sites/default/files/research/new_americans_in_michigan_2015.pdf

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

South Asian American Voices for Impact—view advocacy site. <http://www.saa-vi.org/>

Social Work Podcast: Social Work with Immigrants and Refugees: Interview with Dr. Elaine Congress and Fernando Changy-Muy, J.D. 2009.
<http://socialworkpodcast.blogspot.com/2009/01/social-work-with-immigrants-and.html>

The complexity and ambivalence of immigration attitudes: Ambivalent stereotypes predict conflicting attitudes toward immigration policies. 2013. Reyna, Christine; Dobria, Ovidiu; Wetherell, Geoffrey. *Cultural Diversity and Ethnic Minority Psychology*, Vol 19(3), 342-356.

Date due—September 29th

*R Immigration Activists Launch “Embrace Your Power” Campaign on National Voter registration Day. September 23, 2014. Grace DeWitt and Hillary Jackson. Annenberg TV News (very short). <http://www.atvn.org/news/2014/09/immigration-activists-launch-embrace-your-power-campaign-national-voter-registration-da>

*R The Economic Impact of Naturalization on Immigrants and Cities. Research Report. 2015. Maria Enchautegui and Linda Giannarelli. *The Urban Institute*.
<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000549-The-Economic-Impact-of-Naturalization-on-Immigrants-and-Cities.pdf>

*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). A little old but still interesting.

*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 so just skim it and keep it as part of your toolkit.*

Patler, Caitlin and Roberto G. Gonzales. 2015. "Framing Citizenship: Media Coverage of Anti Deportation Cases Led by Undocumented Immigrant Youth Organizations." *Journal of Ethnic and Migration Studies*, Volume 41, No. 9, 1453-1474.

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).

Hispanic voters and the election (pp. 49—53), chapter 6 of 2016 Campaign: Strong Interest, Widespread Dissatisfaction. 2016. Pew Research Center.

<http://newamericanscampaign.org/wp-content/uploads/Increasing-Naturalization-Rates-through-Innovation-and-Collaboration.pdf>

Is this the year of the Latino voter? 2016. Eliza Newlin Carley. *Prospect*

<http://prospect.org/article/year-latino-voter>

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

The Naturalization of U.S. Immigrants: Why Citizenship Rates Differ by State. 2016.

Tamara M. Woroby and Melissa A. Osborne Groves. *Review of Social Science*. Vol 1 (7).

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).

Opening Doors to Citizenship. Undated. The New Americans Campaign.

<http://newamericanscampaign.org/wp-content/uploads/NAC-Evaluation-Summary-Opening-Doors-to-Citizenship.pdf>

Increasing Naturalization Rates through Innovation and Collaboration. A Report on Year 3 of the New Americans Campaign. 2015. Ria Sengupta Bhatt and Dina de Veer. The New Americans Campaign. <http://newamericanscampaign.org/wp-content/uploads/Increasing-Naturalization-Rates-through-Innovation-and-Collaboration.pdf>

Immigration Activists Launch "Embrace Your Power" Campaign on National Voter registration Day. September 23, 2014. Grace DeWitt and Hillary Jackson. Annenberg TV News (very short). <http://www.atvn.org/news/2014/09/immigration-activists-launch-embrace-your-power-campaign-national-voter-registration-da>

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—October 6th

*R How the United States Immigration system Works. FAQ Sheet (The short version). 2016. *The American Immigration Council*.

<https://www.americanimmigrationcouncil.org/research/how-united-states-immigration-system-works>

*R What Part of Legal Immigration Don't You Understand? *Infographic from 2008 article in Reason Magazine*. <https://reason.org/files/a87d1550853898a9b306ef458f116079.pdf>

*R Secure Communities: Burdening Local Law and Undermining the U Visa. 2013. Lindsey J. Gill. *William and Mary Law Review*.

<http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=3491&context=wmlr>

*R Read at least one of the **three** following articles:

1. The H-1B Visa Program: A Primer on the Program and Its Impact on Jobs, Wages, and the Economy. 2016. The American Immigration Council.

https://exchange.americanimmigrationcouncil.org/sites/default/files/research/the_h-1b_visa_program_a_primer_on_the_program_and_its_impact_on_jobs_wages_and_the_economy.pdf. (very short).

2. Types of U.S. Work Visas. Summaries of the most frequently obtained U.S. work visas.

<http://www.alllaw.com/articles/nolo/us-immigration/types-work-visas.html>

3. That's no way to treat a guest: Why the H2A Agricultural Visa program fails U.S. and Foreign Workers. 2012 (?). Etan Newman. Farmworker Justice Report.

<https://www.farmworkerjustice.org/sites/default/files/documents/7.2.a.6%20No%20Way%20To%20Treat%20A%20Guest%20H-2A%20Report.pdf> Read the Executive Summary and Part 1: An Inherently Flawed System (pp.10—17).

*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 (important for social workers). The last area is called “Green Card Processes & Procedures. It’s a bit long but read the link on “Green Card Eligibility”.

Date due—October 13th

*R—The death of Joseline. Immigration stories from the Arizona badlands. 2010. Margaret Regan. Beacon Press (very short).

*R There is no Mistaking She is Dead. 2015. Jason de Leon. Salon News.
http://www.salon.com/2015/10/11/there_is_no_mistaking_that_she_is_dead_am_i_robbing_her_of_her_dignity_to_photograph_her_corpse/# (short)

*R—Chinese Immigrants Chase Opportunity in America. 2007.
<http://www.npr.org/templates/story/story.php?storyId=16356755> *Listen to the NPR report (or read the transcript) on undocumented immigration from China (less than 8 minutes long).*

*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.
http://www.policylink.org/sites/default/files/INSECURE_COMMUNITIES_REPORT_FINAL.PDF

*R Divided by Detention: Asylum-Seeking Families’ Experiences of Separation. 2016. Leigh Barrick. American Immigration Council Special Report.
<https://www.americanimmigrationcouncil.org/research/divided-by-detention-asylum-seeking-families-experience-of-separation>

*R 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*. https://cdn.americanprogress.org/wp-content/uploads/issues/2012/03/pdf/life_as_undocumented.pdf

*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).

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

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.

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

Understanding the Potential Impact of Executive Action on Immigration Enforcement. 2015. Marc R. Rosenblum. Migration Policy Institute.

Avoiding Unintended Consequences in Civil Advocacy for Criminally Charged Immigrants. Das, Alina. in *Social Work with Immigrants and Refugees* (Fernando Chang-Muy and Elaine P. Congress, ed., Springer Publishing Company, 2009.

READ THIS SOMETIME—Health and Social Service Needs of U.S. Citizen Children with Detained or Deported Immigrant Parents. 2015. Heather Koball, Randy Capps, Krista Pereira, Andrea Competella, Sara Hooker, Juan Manuel Pedroza, William Monson, and Sandra Huerta. Washington D. C. Migration Policy Institute.

 **Date due--October 20th**

*R—In the Shadow of the Wall: Family Separation, Immigration Enforcement, and Security. 2013. Various authors. The Center for Latin American Studies, The University of Arizona. Read pps. 16—21 on the crossing experience.
http://las.arizona.edu/sites/las.arizona.edu/files/UA_Immigration_Report2013web.pdf

*R- America's Shameful Prison Camps. 2015. Raul A. Reyes.
http://www.cnn.com/2015/07/23/opinions/reyes-immigration-detention/?iid=ob_article_footer_expansion&iref=obnetwork

*R Detainees Sentenced in Seconds in 'Streamline' Justice on Border FEB. 11, 2014. FERNANDA SANTOS. New York Times. (news article—very short)
<http://www.nytimes.com/2014/02/12/us/split-second-justice-as-us-cracks-down-on-border-crossers.html>

Hidden Camera of Mass Deportation and Protest. 2016. Abby Martin.
<http://trofire.com/2016/02/19/hidden-camera-of-mass-deportation-trial-and-protest-operation-streamline-abby-martins-empire-files/>

The All-in-One Guide to Defeating ICE Hold Requests. 2012. Lena Graber. National Immigration Project of the National Lawyers Guild.
https://www.ilrc.org/sites/default/files/resources/013_all_in_one_guide.pdf

The Immigration and Nationality Act legal code.
<http://www.uscis.gov/iframe/ilink/docView/SLB/HTML/SLB/act.html>

The Worst Company in the World Wants You in Prison:
<http://www.bravenewfilms.org/worstcompany>. (date unknown). With Henry Rollins. Brave New Films. (clip—very short)

Justice Department Won't Discuss Status of Operation Streamline. Sep 23, 2014. [Jack Pinnix](#). [Immigration News](#). (news article—very short)

Federal-Local Cooperation on Immigration Enforcement Frayed; Chance for Improvement Exists: <http://www.migrationpolicy.org/news/federal-local-cooperation-immigration-enforcement-frayed-chance-improvement-exists> 2015. Marc R. Rosenblum. Migration Policy Institute.

Immigration Enforcement in the United States: The Rise of a Formidable Machinery. 2013. Doris Meissner, et al. Migration Policy Institute. Read any **one** of Chapter 2—6 (of course, more if you want).

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!

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—October 27th

*R DACA at Four: Participation in the Deferred Action Program and its Impacts. 2016. Faye Hipsman, Bárbara Gómez-Aguiñaga, and Randy Capps. *Migration Policy Institute* Issue Brief.

*R— Dreamers Unbound: Immigrant Youth Mobilizing. 2015. Walter Nicolls and Tara Fiorito. New Labor Forum. CUNY School of Professional Studies
<http://newlaborforum.cuny.edu/2015/01/19/dreamers-unbound-immigrant-youth-mobilizing/>

*R Read any of the articles in the toolbox for United We Dream.
<http://unitedwedream.org/toolbox/>

*R--My Un(DACA)mented Life: Experiences of Undocumented Immigrant Young Adults


Growing Up and Resisting Through Activism. Summer, 2014. Carolina Valdivia and Diana Valdivia. *Journal of Transborder Studies Research and Practice*.

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*.

Frequently asked questions about deferred action. U.S. Citizenship and Immigration Services: <http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/frequently-asked-questions> Last updated June 15, 2015.

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).

DACA Guide for Teachers. 2014. content in this guide was compiled by United We Dream's DREAM Educational Empowerment Program (DEEP), Own the DREAM, the National Immigration Law Center and the AFT.

 **Date due—November 3rd**

Articles for today's roundtables will be linked and/or uploaded in the Canvas web site at least one week before the roundtable.

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

 **Date due—November 10th**

TBA

 **Date due—November 17th**

Articles for today's roundtables will be linked and/or uploaded in the Canvas web site at least one week before the roundtable.

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, Google Scholar, etc.

 **Date due—December 1st**

*R Beyond Detention: A Global Strategy to Support Governments to End the Detention of Asylum Seekers and Refugees 2014—2019. Progress Report, mid 2016. UN High Commissioner for Refugees. <http://www.unhcr.org/en-us/protection/detention/57b579e47/unhcr-global-strategy-beyond-detention-progress-report.html> *Read the Executive Summary (pp. 9-11), Strategy Implementation (pp. 15-24), and Results for the United States (pp. 79—82).*

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

*R—The United States Refugee Admissions Program (USRAP) Consultation & Worldwide Processing Priorities: <http://www.uscis.gov/humanitarian/refugees-asylum/refugees/united-states-refugee-admissions-program-usrap-consultation-worldwide-processing-priorities> . [USCIS.gov](http://www.uscis.gov). *(skim to add to your toolkit)*

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.

The Faltering US Refugee Protection System: Legal and Policy Responses to Refugees, Asylum-Seekers, and Others in Need of Protection. 2012. *Refugee Survey Quarterly* 31 (1): 1-33 *first published online January 9, 2012*

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.

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.

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

A Theoretical Understanding of Refugee Assistance Program and Worldwide Priorities: 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).

More general readings about refugees worldwide:

The Harriet Tubman of Mediterranean Migrants:

<http://america.aljazeera.com/watch/shows/compass/articles/2015/5/7/nawal-soufi1.html>

May 7, 2015. Aaron Ernst. Aljazeera America.

World at War: Forced Displacement in 2014. 2015. United Nations High Commissioner for Refugees. 56 pages. <http://unhcr.org/556725e69.html>. Read pps. 2—16 and the last page very carefully. Read the rest of the document as your interest suggests.

Iraqi refugees in Jordan: Lessons for practice with refugees globally. 2011. Talal Al-Qdah and Marie Lacroix. *International Social Work*. 54: 521. Pay attention to the section called Models for Intervention.

Shouting at the Sky: the role of religious individuals, communities, organizations and institutions in support for refugees and asylum seekers. 2015. Christine Goodall. UNHCR Policy and Development Service.

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

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

Rumble around the astonishingly informative UNHCR (UN High Commissioner for Refugees) site and learn something about refugees in the world today.

<http://www.unhcr.org/pages/49c3646c4b2.html>

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—December 8th**

*R Read one of the following **two** reports:

1. Understanding the Central American Refugee Crisis: Why They Are Fleeing and How U.S. Policies are Failing to Deter Them **2016. Jonathan T. Hiskey, Abby Córdova, Diana Orcés, and Mary Fran Malone**, *American Immigration Council*.

<https://www.americanimmigrationcouncil.org/research/understanding-central-american-refugee-crisis>

2. A Guide to Children Arriving at the Border: Laws, Policies, and Responses. 2015.

American Immigration Council.

<https://www.americanimmigrationcouncil.org/research/guide-children-arriving-border-laws-policies-and-responses>

*R—In-Country Refugee/Parole Processing for Minors in Honduras, El Salvador and Guatemala (Central American Minors – CAM)

<http://www.uscis.gov/humanitarian/refugees-asylum/refugees/country-refugeeparole-processing-minors-honduras-el-salvador-and-guatemala-central-american-minors-cam>.

USCIS.gov. Last update 08/11/2016.

*R Statement of Mary Meg McCarthy, Executive Director Heartland Alliance’s National Immigrant Justice Center Senate Judiciary Committee Hearing on “The Unaccompanied Children Crisis: Does the Administration have a Plan to Stop the Border Surge and Adequately Monitor the Children” February 23, 2016

[http://immigrantjustice.org/sites/immigrantjustice.org/files/2016_02_23%20NIJC%20State ment%20for%20SJC%20hearing%20on%20UACs.pdf](http://immigrantjustice.org/sites/immigrantjustice.org/files/2016_02_23%20NIJC%20Statement%20for%20SJC%20hearing%20on%20UACs.pdf)

Unaccompanied Children’s Program. Factsheet. 2016. Office of Refugee Resettlement, U.S. Department of Human Services.

https://www.acf.hhs.gov/sites/default/files/orr/orr_uc_updated_fact_sheet_1416.pdf

Representing Children in Immigration Matters. KIND (Kids in Need of Defense). Circa 2010. Washington, DC. <https://supportkind.org/wp-content/uploads/2015/04/Representing-Children-In-Immigration-Matters-FULL-VERSION.pdf> (It’s seems you have to cut and paste this URL).

The Issue of Immigration Court Representation, Representation for Unaccompanied Children in Immigration Court:

<http://trac.syr.edu/immigration/reports/371/> TRAC-Immigration. Syracuse University.

Representation makes fourteen fold difference in outcome: Immigration Court Mothers with Children Cases. <http://trac.syr.edu/immigration/reports/396/>

Child and Family Migration to the United States: Continuing Flows and Evolving Responses (webinar): <http://www.migrationpolicy.org/multimedia/child-and-family-migration-united-states-continuing-flows-and-evolving-responses>. March 31, 2015. Migration Policy Institute.

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>

Some Interesting articles that have been on the reading list in the past.

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

*R—Inclusive Policies Advance Dramatically in the States. 2013. National Immigrant Law Center.

*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).

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

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>

*R—“Africa” in Minnesota: New Models of Translocal Culture. 2005. Jacqueline Copeland Carson. *Ìrìnkèrindò: 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. Fetters, MD, MPH, MA. *JABFM*. Vol20(6).

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

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.

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.

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/>