



**Course title: Community Response to Increased Immigration Enforcement and Social Justice**

**Course #/term:** 799, sec. 005, spring/summer, 2019  
**Time and place:** Thursday, July 11, and Saturday, 13, 9:00 to 5:00, B780  
**Credit hours:** 1  
**Prerequisites:** none  
**Instructor:** Laura Sanders  
**Pronouns:** She and They  
**Contact info:** Email: [lsanders@umich.edu](mailto:lsanders@umich.edu) Phone: 734-662-3509  
**Office:** 2760  
**Office hours:** By appt. Please call or email

**Method area:** Social Policy, Community Organizing and Interpersonal Practice

**Course description:**

This mini-course focuses on the real community and personal impacts of increased immigration enforcement in the United States since the attacks of 911. The course will explore current immigration enforcement policies in the context of social justice issues, human rights violations and impacts on communities. Many of these issues will be explored through focus on case examples from an effective, local, grassroots effort to urgently respond to the needs of the undocumented immigrant individuals and families who are increasingly targeted for detainment and deportation on the borders and interior of the US. Students in this course will acquire the skills to analyze current and changing aspects of immigration enforcement policy and its controversies. Students will also acquire the skills to develop community and organizational strategies to promote social justice including urgent response teams, community education, political actions and the ethics and cultural humility necessary in organizing with immigrant communities around these issues.

**Course content:**

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 and risks 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 helping to organize immigrant communities against the social injustices of current immigration enforcement strategies.

**Course objectives:** Students will:

- become conversant with the history of increased immigration enforcement and policy since 911
- understand the causes and consequences of undocumented migration
- be able to identify and assess the language, intent, and extent of current 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 assess ethical and culturally sensitive response efforts to address the negative impact of increased immigration enforcement
- be able to use immigrant rights information effectively in community organizing and activism
- be able to assess current immigration reform policy in relation to ethics related to social justice

**Biographical sketch of the instructor:**

This course is developed and instructed by Laura Sanders, LMSW:

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 22 years and has practiced for over 28 years as a family therapist in the area. She is a long-time community activist for human rights including those of children, women, TGLBQ 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:**

We only have two days for this course so there are a limited number of required readings. These readings are included on the Canvas site under “files” and then in “required readings” There are additional optional readings under “optional readings and background”.

## **Required Readings before first day of class:**

Hafez, Farid, Refugee Crisis and Islamaphobia, Commentary

Hanser, Robert, D. (2015) Using local law enforcement to enhance immigration law in the United States: a legal and social analysis, *Police Practice and Research: An International Journal*, 16:4, 303-315, DOI: [10.1080/15614263.2015.1038027](https://doi.org/10.1080/15614263.2015.1038027)

Passel, Jeffrey S. and D’Vera Cohn. 2009. *A Portrait of Unauthorized Immigrants in the United States*. Washington, DC: Pew Hispanic Center, April. Read the required Executive Summary (pp. i-v) and any other sections that interest you.

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

Orner, Peter (ed.). 2008. *Underground America. Narratives of Undocumented Lives*. McSweeney’s Books. Abel’s story or Lorena’s story. (read at least one of these)

## **Required Readings before second day of class:**

Ayón C., Becerra, D. Mexican Immigrant Families Under Siege: The Impact of Anti-Immigrant Policies, Discrimination, and the Economic Crisis, Copyright © 2013 *Advances in Social Work* Vol. 14 No. 1 (Spring 2013), 206-228

Briskman, L and Latham, S, Refugees, Islamaphobia, and Ayaan Hiris Ali: Challenging Social Work Co-option, *Affilia: Journal of Women and Social Work*, 2017, Vol 32(1) 108-111.

Costello, Maureen, *The Trump Effect: The impact of the presidential campaign on our nation’s schools*, Southern Poverty Law Center, 2016

Gwozdziwycz, et. al., Meta-Analysis of the Use of Narrative Exposure Therapy for the Effects of Trauma Among Refugee Populations, *The Permanente Journal*, Winter, 2013, vol. 17. No. 1.

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

A Pen and a Phone: 79 Immigration Actions the Next President Can Take. Center for Immigration Studies, By CIS, April 2016

***Optional Readings:***

Amuedo-Dorantes, C, Pozo, S, On the Intended and Unintended Consequences of Enhanced U.S. Border and Interior Immigration Enforcement: Evidence From Mexican Deportees, Published online: 1 November 2014# Population Association of America 2014, Demography (2014) 51:2255–2279, DOI 10.1007/s13524-014-0340-7

A Proposal for Alternative Immigration Reform Bases on Human, Civil and Labor Rights for All, The Dignity Campaign.

Bipartisan Framework for Immigration Reform, 5 pg. summary

Summary of the Border Security, Economic Opportunity and Immigration Modernization Act. 17-pg summary of the last proposed comprehensive immigration reform package.

After Ruling, Hispanics Flee an Alabama Town. The New York Times, October 4, 2011.

Part of Alabama Immigration Law Blocked. The New York Times, October 13, 2011. The text of Alabama's HB 56 (Alabama legislature).

Chaudry, Ajay, et al. 2010. Facing Our Future: Children in the Aftermath of Immigration Enforcement. Washington, D.C. The Urban Institute. Chapters 2-6, pp 12-80. Browse this report.

Chaudry, Ajay, Randy Capps, Juan Manuel Padroza, Rosa Maria Casteneda, Robert Santos, Molly M. Scott. 2010. Facing Our Future: Children in the Aftermath of Immigration Enforcement. Washington, D. C. The Urban Institute. Executive Summary, Introduction and chapter 1, pp iii- pg 12.

Costello, Maureen, The Trump Effect: The impact of the presidential campaign on our nation's schools Southern Poverty Law Center, 2016

Delva, et. al. Mental Health Problems of Children of Undocumented Parents in the United States: A Hidden Crisis, Journal of Community Positive Practices, XIII(3) 2013, 25-35 ISSN Print: 1582-8344; Electronic: 2247-6571

Dreby, J., The Burden of Deportation on Children in Mexican Immigrant Families, University at Albany, State University of New York

Journal of Marriage and Family 74 (August 2012): 829 – 845  
DOI:10.1111/j.1741-3737.2012.00989.x

Flagg, Anna, The Myth of the Criminal Immigrant, The Marshall project, 2018.

Hafez Farid, The Refugee Crisis and Islamophobia, Insight Turkey, Vol. 17 / No. 4 / 2015, pp. 19-26

Lopez et. al., Health Implications of an Immigration Raid: Findings from a Latino Community in the Midwestern United States, Journal of Immigrant Minority Health, 2016, DOI 10.1007/s10903-016-0390-6

Reuters: The Trump Effect – Immigration: Tracking the Impact of the President’s Policies., 2017.

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.

January 27, 2017: Executive Order Protecting the Nation from Foreign Terrorist Entry into the United States.

Chen, Michelle, Twitter, Want to Know How Trump’s Policies Will Actually Impact Undocumented Immigrants? How Trump Will Target Immigrants and How All of Our Communities Can Fight Back.

## **Organization of the Course Content (Subject to changes):**

### **Day 1**

Day one starts with interactive experiences that introduce current issues, myths and facts associated immigrants and migration and an introduction to the local, grassroots organization, the Washtenaw Interfaith Coalition for Immigrant Rights. A brief review of immigration trends especially from Mexico, Central and South America, and policy, post-911, root causes of undocumented migration, and an introduction to the bodies of government responsible for current immigration enforcement including the missions, activities and strategies of ICE (Immigration and Customs Enforcement) and CBP (Customs and Border Protection) will be explored. We will discuss the process of crossing and apprehension at the U.S. border through guest presentation and understand the current spectrum of immigration raids as illustrated by local documentation of enforcement activities, and a film of the most massive, full-scale, workplace raid in the recent history.

## Day 2

Through the exploration of the work of WICIR and community-based research, we will explore the effects 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 campaigns to stop deportations, sanctuary projects and policies will be highlighted, as well as, a discussion of counseling and advocacy with refugees and immigrant people. We will hear from people in the community who have been affected by immigration enforcement policy and advocates who have been involved in fighting for immigrant rights and responding to their needs. We will critically analyze current immigration policy put forth by the Trump administration and efforts in organizing for reform on the local, state and national levels,

### **Assignments:**

**You can choose one of these two assignments:**

#### **Option 1:**

Students must turn in a completed paper within two weeks of the course. **To complete the assignment, turn in your paper through Canvas Assignments - Thanks.** 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. Think about the questions you had and assumptions you were making about undocumented immigrant populations and immigration enforcement before you came into the course, and what has shifted for you as a result of the course. What content had the most impact on your learning and why? What, if anything, has surprised or inspired you? What would you like to know more about? What social work skills have you developed in order to better work with undocumented immigrant populations? *Incorporate at least three required readings from the course, and do include those from the list of optional readings if you would like, into your reflection, referencing specific quotes, and include a list of sources at the end.*

#### **Option 2: (this option is subject to accessibility or change depending on what WICIR is working on at the moment)**

Get involved in a current project of WICIR – in particular, attend a WICIR volunteer orientation or get directly involved via exploring the WICIR face book page for other activities. If you go to an orientation, you can choose to get involved with WICIR if you want to (but it is not required for the course), and opportunities to get involved will be mentioned at the orientation. If there is another immigrant rights program or event, sponsored by another organization, that is fine too.

This assignment provides an option to experience active community organizing in our area. Please write a thoughtful, two-page essay on your experience and how it furthered your learning. Please do the readings to prepare for the course and your activity, but I am not asking you to reference readings for this option.

### **Attendance and class participation:**

Full attendance both days, and your participation is required in order for the class to be successful – engagement with guests, the instructor and other students is expected and worth 80% of your grade.

### **Grading:**

Your attendance and participation both days is worth 80% of your grade. This grade relies on prompt attendance throughout the course, and active participation in the course. The assignment is worth 20% of your grade. If you do not turn in an assignment, but did fulfill the attendance and participation expectations, you will receive a B- in the course.

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### **TRIGGER WARNING:**

Because this course examines injustice and trauma, much of the material is painful in nature, and encourages students to explore and share issues of identity, focusing on imbalances of power, privilege, oppression, and discrimination. It is likely to bring up painful material for some students and very new information for others. Please know that all feelings are acceptable and invited, but students are expected to be respectful to others and able to manage their emotions. As well, personal stories are invited but students should not feel pressured to share painful personal material unless they feel prepared and compelled to do so. There will not be sufficient follow-up for processing painful memories or severe anxiety that might get triggered. In general, it is important that students who expect to struggle seek support and/or therapeutic assistance to work through their own feelings, and/or recovery during their graduate education in order to be present and effective in working with struggling clients. Wounded healers who have worked toward resilience and empowerment make some of the best therapists and organizers. See resources for this below.

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*

- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*