1. Course Statement

a. Course description

This class addresses a critical need for social work students by focusing specifically on immigration—one of the most volatile and hotly debated issues of our time—and the social work profession. How we respond to the myriad questions about immigration and immigrants and the problems generated by public policy responses to various kinds of immigration, will determine how our society and economy will look and function in the future. Nearly all SSW students will be faced with social service controversies, policy development debates and policy consequences, community antagonism, activism and community dislocations during their social work career because the consequences of immigration, and the ways that public policy and community behavior affect immigrants and their families (and the rest of us), are little understood by both the public and by policy makers.

b. Course objectives and competencies

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.

c. Course content and design

Course design will include lecture, class discussion, guest speakers, in-class activities. The first half of the semester, with five sessions, will be on theoretical frameworks for understanding migration and policies on immigration, resettlement and immigrants/refugees. The second half of the semester, with six sessions, will be on practice and policy. Designed as an integrative seminar, this course will involve intensive and extensive participation on the part of the students. To promote critical thinking and analysis, this course will employ a variety of pedagogical strategies, including group projects, small group discussions, didactic lectures, pecha-kucha assignments, videos, guest speakers, reflective writings, critical writings.

d. Curricular themes

*Multiculturalism and Diversity* will be central to the course and integrated throughout. This course will examine how immigration status intersects with gender, race, class, religion/faith, sexual orientation, immigration status, disabilities, and other social stratifications. *Social Justice and Social Change*. This course will examine the ways in which sexism, racism, classism, and heterosexism have interactively shaped social policies and services with immigrants and refugees. It will also examine migrant-led grassroots approaches and other innovative efforts in the U.S. and abroad that are designed to promote social justice and social change.

e. Relationship to social work ethics and values

This course will address many complex and challenging ethical issues that may arise in working with immigrants and refugees, within a punitive, disciplinary policy system and exclusionary domestic politics. This course takes a critical look at current policies and practice approaches by evaluating areas where they come into conflict with fundamental ethical principles. We will explore strategies to change those policies and practices that violate social work ethics and values.

2. Course Requirements

1. Text and class materials


Articles, book chapters, podcasts, news items, and other material will be posted via the class Canvas site.
2. Course schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td><strong>PART I: Theoretical frameworks</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Framing; Neoclassical and Dual Labor Market Theory</td>
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<tr>
<td>3</td>
<td>Institutional Framework</td>
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<tr>
<td>4</td>
<td>Global Perspectives to Refugee &amp; Asylum Policy</td>
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<tr>
<td>5</td>
<td>Critical Race Theory, Latinx Critical Theory</td>
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<tr>
<td>6</td>
<td>Integration Frameworks, No Borders Theory</td>
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<tr>
<td>7</td>
<td>Fall Break</td>
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<tr>
<td><strong>PART II: Practice &amp; Policy</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Overview of Social Work Practice; Legal System</td>
</tr>
<tr>
<td>9</td>
<td>Family System</td>
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<tr>
<td>10</td>
<td>Child Welfare System</td>
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<tr>
<td>11</td>
<td>Health &amp; Mental Health System</td>
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<tr>
<td>12</td>
<td>Refugee Resettlement System</td>
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<tr>
<td>13</td>
<td>Field Work</td>
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<tr>
<td>14</td>
<td>Community System</td>
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<tr>
<td>15</td>
<td>Last day: Future directions</td>
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</tbody>
</table>

Changes to the course schedule, readings, and assignments will come over email or posted to canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings And Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction</strong></td>
<td>Readings</td>
</tr>
<tr>
<td>Sep 3</td>
<td></td>
<td>1. Beyond Walls: Why the forces of global migration can’t be stopped: A Special Report: Time Magazine</td>
</tr>
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**Part I: Theoretical frameworks for migration, immigration control policy and immigrant policy**

<table>
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<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Week 2</td>
<td><strong>Framing; Neoclassical (supply) and Dual Labor Market (demand)</strong></td>
<td>Readings</td>
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<tr>
<td></td>
<td></td>
<td>Optional</td>
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Assignment Due: Required all students: Weekly Question 0: *not graded*, practice question.
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<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings And Assignments</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>Institutional perspectives</td>
<td>Readings</td>
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</tbody>
</table>
Optional  
|            |                               | Assignment Due:                                                                                   |
|            |                               | - Required all students: Weekly Question 1: Due Sunday 11:59 pm  
- PechaKucha: Global Perspectives: Week 1 |
| Week 4     | Refugee & Asylum Policy and Detention | Readings                                                                                         |
| Sep 24     |                               | To be determined                                                                                 |
|            |                               | Guest speaker:                                                                                     |
|            |                               | Dr Sherrie Kossoudji, Prof Emeritus, U-M School of Social Work & Dept of Economics                  |
|            |                               | Assignment:                                                                                       |
|            |                               | - Required all students: Weekly Question 2: Due Sunday 11:59 pm  
- PechaKucha: Global Perspectives: Week 2 |
<table>
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<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings And Assignments</th>
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</table>
Optional or further reading:  
| Oct 1      |                             | Assignment:  
- Required all students: Weekly Question 3: Due Sunday 11:59 pm  
- PechaKucha: Global Perspectives: Week 3 |
| Week 6     | Immigrant Protest: Integration and No borders or Autonomous migration. | Readings (read in order)  
Optional  
| Oct 8      |                             | Assignment:  
- Required all students: Weekly Question 4: Due Sunday 11:59 pm  
- PechaKucha: Global Perspectives: Week 4 |
| Week 7     | Fall break                  | Happy fall break.  
No readings. No assignments. |
<p>| Oct 15     |                             |                                                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings And Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Part II: Policy &amp; Practice</strong></td>
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</table>
| **Week 8 Oct 22** | **A. Overview:** Practice with immigrants & refugees | Readings:  
   A. Overview of practice with immigrants & refugees  
   B. Legal  
      2. Detlaff & Wong Ch2: Overview of US Immigration System  
      3. Detlaff&Wong Ch3 Federal Policy Implications  
      4. Detlaff & Wong Ch15: Advocacy  
Guest speaker:  
Michigan Immigrant Rights Center  
**Assignment:**  
- Critical Question: Choose 2 from Weeks 8-14: Due Sun 11:59pm |
| **Week 9 Oct 29** | **Family**      | Readings  
   1. Detlaff & Wong Ch4: Immigration Enforcement & Impact  
Guest speaker:  
Dr Fernanda Cross, Incoming Assistant Professor  
U-M School of Social Work  
**Assignment:**  
- Critical Question: Choose 2 from Weeks 8-14: Due Sun 11:59pm  
- Team-led Discussion & Presentation Week 9 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings And Assignments</th>
</tr>
</thead>
</table>
| Week 10      | Child welfare: Unaccompanied Minors & Refugees | Readings:  
  1. Detlaff & Wong Ch4: Child welfare system  

Guest speaker:  
Annie Taccolini, MSW, National Quality Assurance Manager of Transitional Foster Care Programs  
Bethany Refugee Services, Grand Rapids, MI  

Assignment:  
- Critical Question: Choose 2 weeks from Weeks 8-14: Due Sun 11:59pm  
- Team-led Discussion & Presentation Week 10 |
| Week 11      | Health and Mental Health            | Readings  
  1. Detlaff & Wong Ch13: Mental health system  
  2. Detlaff & Wong Ch14: Health care system  
 Choose two:  

Guest speaker:  
Clinical Social Worker Sura Shlebah, MSW, LCSW  
Arab Community Center for Economic and Social Services, Detroit  

Assignment:  
- Critical Question: Choose 2 from Weeks 8-14: Due Sun 11:59pm  
-- Team-led Discussion & Presentation Week 11 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings And Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Resettlement</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment:</td>
</tr>
</tbody>
</table>
|            |                | - Critical Question: Choose 2 from Weeks 8-14: Due Sun 11:59pm  
|            |                | - Team-led Discussion & Presentation Week 12 |
| Week 13    | Fieldwork      | Two options:                      |
| Nov 26     |                | a) UMS theater production, *A Man of Good Hope*, by Isango Ensemble at Power Center, Oct 18 or 20  
|            |                | b) U-M Humanities Institute Galleries, *Yo Tengo Nombre [I Have a Name]*, by Texas artist Ruth Leonela Buentello, Sept 19 - Oct 31 |
| Week 14    | Community      | Readings                          |
|            |                | Guest speaker:                    |
|            |                | Dilli Gautam, MPH, refugee leader of grassroots organization  
|            |                | President, Bhutanese Community of Michigan  
|            |                | Assignment:                       |
|            |                | - Critical Question: Choose 2 from Weeks 8-14: Due Sun 11:59pm |
| Week 15    | Last day:      | Readings                          |
3. Assignments

Overview:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Notes</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE FALL BREAK</strong></td>
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<tr>
<td>A) PechaKucha: Global Lens</td>
<td>TBD</td>
<td>6-minute pecha-kucha on a noteworthy migration-related aspect in a country of your choice.</td>
<td>18%</td>
</tr>
<tr>
<td>B) Four Critical Questions</td>
<td>By Sunday night 23:59</td>
<td>Three sentences only. Three points each Question.</td>
<td>18%</td>
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<tr>
<td></td>
<td>Weeks 3,4,5,6</td>
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<tr>
<td><strong>POST FALL BREAK</strong></td>
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<tr>
<td>C) Two Additional Critical Questions</td>
<td>Two weeks of your choice:</td>
<td>Three sentences only. Three points each Question.</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Weeks 8 to 14</td>
<td></td>
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<tr>
<td>D) Critical Reading Note</td>
<td>One week of your choice:</td>
<td>Two pages, double-spaced.</td>
<td>18%</td>
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<tr>
<td></td>
<td>Weeks 8 to 14</td>
<td></td>
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<tr>
<td>E) Team-Led Discussion &amp; Presentation</td>
<td>TBD</td>
<td>Groupwork: 60 minutes or so: (a) presentation on policy (b) lead class discussion.</td>
<td>36%</td>
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<td>Weeks 9, 10, 11 or 12</td>
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<tr>
<td><strong>FINALS WEEK</strong></td>
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<tr>
<td>F) Reflection on theater production or art installation</td>
<td>Dec 19th of finals week</td>
<td>Two pages, double-spaced.</td>
<td>10%</td>
</tr>
</tbody>
</table>
A) Pecha-Kucha: Global Lens (18%)
SUBMIT BY CANVAS your powerpoint file by Monday 11:59PM before class on the week you present. Choose one country and any noteworthy aspect related to migration in that country. Prepare a Pecha-Kucha: powerpoint presentation with 20 slides x 20 second each (total 6 mins 40 secs). https://www.pechakucha.com/watch
You will use a pecha-kucha powerpoint template uploaded in Canvas.

The assignment is intended for learning about perspectives that are different, innovative, out-of-the-box, experimental, extreme, radical, really new, really old, really weird or odd, in an engaging, dynamic, creative way. Students will be assigned to various global regions as much as possible (Africa, Asia, Middle East, Europe, Americas). This assignment is intended to de-center U.S. policy.
A “noteworthy” aspect related to migration can be anything, depending on how you see it. First of all, it can simply be a different regulation or policy or rule, compared with U.S, with different or interesting or unexpected consequences, processes, implications. But it can also be something more unusual. It can be new modes of radical resistance with migrants, but also ultra conservative or traditional policies. It can be obscure immigration policies or unusual citizenship policies. It can be an extra-ordinary story of a family or person or community, one of loss or one of hope and perseverance.
Email or talk to me if you want to brainstorm ideas; I also have some possible countries/ideas in mind.

Only two requirements:
(a) at least 3 slides on policy, with citations.
(b) 20 slides x 20 seconds. A pecha-kucha is supposed to be only images per slide, but we are modifying that – you can include text. I will present a pecha-kucha in class as an example.
Go to pechakucha.com to get a sense of this.

Grading:
Overall Content (substance, organization) = 25%
Policy Slides with Citations = 25%
Visual Presentation = 25%
Verbal Presentation = 25%

B) Four Critical Questions (3 points per question)
SUBMIT BY CANVAS ON SUNDAYS 11:59 PM for Weeks 3, 4, 5 and 6.
Three sentences that reflect critical thinking about readings for the coming week. The last sentence should be a question.

The point of the assignment is to ensure that you read critically and engage with the views and ideas offered by the writers. It is not an assignment asking you to record your reactions or personal reflections.
• Please do not summarize the readings. Outline, instead, your ideas, observations, and perspectives applied to the views and positions presented in the readings.
• Reading critically and engaging with the reading means, (in this context), exploring, investigating, testing, challenging your responses to the reading as well as the viewpoints/ideas posited by the writer.
• Applying the following questions may be useful to consider as entry points to the assignment:
  • Which ideas did you find most convincing? Or most problematic? Why?
  • What kinds of counter-arguments to these perspectives can you offer?
  • What questions/ideas related to the session topic are missing from these readings?
• How do the ideas relate to practice as you have seen it?
• What histories, meanings, contexts, powers, possibilities are embedded in ideas in the reading?

We will use your Questions to tailor our discussions and make clarifications during lecture, as needed. Your name will not be shared during class. The aim is to facilitate open discussions. But you can voluntarily share this and provide more explanation during class discussions, as you wish.

-- Clarifying Questions--- In addition to Critical Questions, you can submit as many clarifying questions as you wish, if something is unclear or confusing. Clarifying questions will not be graded.

-- ‘What can social workers do?’ -- Do not submit broad questions such as, ‘what can social workers do to address this?’ or “what are some interventions” or “how can we resolve these issues/problems” or a variation of these. These questions are relevant and important, however these are not considered ‘critical’ perspectives, intended from this assignment. (0.50 for ‘what can social workers do’ questions).

-- Format and other details
Three sentences for each Critical Question (0.25 deduction if more than three sentences). Write one or two sentences to summarize or contextualize the specific part/s in the readings you are addressing. And then write one or two sentences for your Question.
You must include the author and page number (0.25 deduction if no author and page number). Practice week. Week 2 is a practice week. I will grade it, but this grade will not be recorded. Absences. No points if you are not in class that week, unless it’s an excused absence---please email me. In other words, you need to be in class for the weeks you submit, unless something urgent comes up.

-- Grading
3 points per Question, based on quality and clarity of argument or question.
0.25 points deducted for each additional sentence over three sentences
0.25 points deducted if there is no author or page number
0.50 points deducted for each 12 hours late. Will not be accepted after class time that week
0.50 points deducted if it is a Question about “what can social workers do” (see above for details)

C) Two Additional Critical Questions (3 points per question)
SUBMIT BY CANVAS ON TWO SUNDAYS 11:59 PM OF YOUR CHOICE
Choose two weeks for Weeks 8-14 post Fall Break, except your week for the Team-Led Discussion 3 (see below)
except the week you choose to submit a Critical Reading Note (see below)
In short, out of the seven weeks after Fall Break, choose three weeks for which you want to write.

See above, Assignment B on Critical Questions for assignment description.

D) Critical Reading Note (18 points)
SUBMIT BY CANVAS ON A SUNDAY 11:59 PM OF YOUR CHOICE
Choose one week for Weeks 8-14 post Fall Break, except your week for the Team-Led Discussion 3 (see below)
except the week you choose to submit a Critical Questions (see above)
Two pages, 12font, 1”margins, double-spaced.
10% reduction in grade for late submissions.
Think of this as an extension of Critical Questions but this allows you more than 3 sentences.

E) Team-Led Discussion with Presentation (36 points)

In this assignment, your Team (of 4-5 students) will be responsible for presenting the main points/issues of the assigned week’s readings and facilitating class discussion.
In addition, your Team will do a brief presentation on one policy.
We will devote class time for Teams to meet, during Weeks 2 to 6.
Total of 60 minutes or so.

A) Presentation on Policy—based on research
To further contextualize class discussion, Teams will do a presentation on these four policies:
Week 9  Family  Policies on dreamers
Week 10  Child welfare  Policies on family separation
Week 11  Health & mental health  Policies on sanctuaries
Week 14  Resettlement  Policies on refugee admissions and refugee ban

B) Lead Class Discussion – based on Readings for that week
Incorporate policy (see A above) into discussion.
Incorporate theories, frameworks, debates, issues from readings and discussions during pre Fall Break.
Incorporate into discussion: Classmates’ Critical Questions and Reading Notes. I will email this to your group by Sunday midnight.
Incorporate that week’s lecture, as much as possible.

Pay attention to:
• The goals, underlying values and assumptions, and strengths and limitations of the framework/policy/practice approaches presented;
• When applicable, impact of the framework/policy/practice approaches presented, including intended and unintended consequences;
• Implications for multiple levels of social work practice;
• Issues of PODS (privilege, oppression, diversity, and social justice), especially intersections of oppression and privilege

Encourage students’ participation, reflection, and/or critical analysis. You are encouraged, but not required, to use interactive and other creative methods to present the main point of the readings and/or facilitate the class discussion.

Before the presentation in class (6pm Tuesday), one Team member will submit the materials (e.g., PPT slides, handouts, exercises) via email. After the presentation, I will share material with the class.

The same grade will be assigned for all students in the Team. You are encouraged to share responsibilities for preparation and presentation/facilitation in class.
Reflection Note on UMS Theater Production or U-M Art Exhibit (10 points)

SUBMIT BY CANVAS DECEMBER 19 at 11:59 PM of Finals Week.
NO LATE SUBMISSIONS. Last day of finals week is Dec 20 so I will not have time to read & grade.
2 pages, 12font, 1” margins, double-spaced.

Write a reflection note on a theater production or art installation (see below for options). Complete this assignment towards the end of the semester, when you have had more class sessions and readings from which you could draw for your reflections. Here are some prompts or questions you may consider, but your reflection can also be about something different:

- What ideas, concepts, theories, debates from class apply or relate to the production or art?
- How can the theater production or art inform theories and ideas in the readings?
- In what ways, if any, do your positionalities affect your analysis of the production or art?
- If applicable, what new perspectives or ideas from class did you find yourself thinking about, as you watched the production or viewed the art exhibit?
- Thinking about your ideas about migration before you took this course, what has changed in how you viewed the production/art? In other words, what do you think changed in how you received and analyzed the production/art now that you have read and learned more about immigration?

Choose one:

Option A: Man of Good Hope by Isango Ensemble, Power Center, UMS
Friday October 18th at 8pm with post-performance discussion or Sunday October 20th at 4pm, by UMS
Student tickets to be provided free; as part of a UMS Course Development Award for our class.
“Isango Ensemble is a South African theater company that draws its artists from the townships surrounding Cape Town. The company reimagines classics from the Western theater canon while finding new context for the stories within a South African township setting, thereby creating inventive work relevant to the heritage of the nation and a ‘joyful fusion of two cultures.’” (Boston Globe)

Option B: Yo Tengo Nombre: An Exhibition by Ruth Leonela Buentello, UM Humanities Institute Gallery
https://lsa.umich.edu/humanities/news-events/all-events.detail.html/64978-16499251.html
The exhibition runs September 19 - October 31 at the U-M Humanities Institute Gallery.
“This series of paintings was inspired by the cruelty of the Trump administration’s “zero tolerance” immigration policy and the appalling images of migrant families being separated and detained at the US-Mexico border that dominated media outlets across the nation since the summer of 2017. Focusing on images from the US media sources that exposed the violence of migrants’ dehumanization, vulnerability, fear, loss, and criminalization the paintings document the embodiment of state-authorized brutality and erasures of personhood.”
Possible visits:
- September 19 at 5:30pm: artist conversation between Buentello and our curator, followed by Q & A
- September 23 at 1-2pm: “Look 101: Seeing Art in an Instagram World. How to look at the art of Ruth Leonela Buentello”, led by curator Amanda Krugliak
- November 22 at 2-5 pm during class time Week 12: Scheduled class visit (45 mins) with a presentation/conversation with curator Amanda Krugliak
- Individually scheduled visit (45 mins) with a presentation/conversation with curator. END

4. Attendance and class participation

School of Social Work policy is that students attend all of their classes. Class attendance and participation are critical to achieving the full impact of the course. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class.

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).
You may miss two additional classes with explanation. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave early, please email me.
Class attendance will be taken at random, and a third and fourth absence with no reason will result in grade reduction.
Missing a fifth class (excused or unexcused) will be brought to attention of student and faculty advisor.
If you have a contagious disease that can easily spread in the classroom (e.g. flu), please let me know and do NOT come to class.
Religious Observances. Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

5. Grading

Your final course grade is based on Total Percentage Points:
C+ = 75-77.99,  C = 70-74.99,  not passing = <70
● See Assignment descriptions for grading related to late submissions.
● Link to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.
6. Additional Resources on Immigration
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
- Bureau of Population, Refugees, and Migration for the U.S. Department of State: http://www.state.gov/j/pm/
- 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:
- 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/
- 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/
7. Resources for Students

**Accommodations:** If you have a disability or condition that may interfere with your participation in this course, please contact me as soon as possible to discuss accommodations for your specific needs. This information is kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, [http://ssd.umich.edu/](http://ssd.umich.edu/), Email ssdoffice@umich.edu.

**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

**Academic Integrity**
We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at [http://guides.lib.umich.edu/swintegrity](http://guides.lib.umich.edu/swintegrity). Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

**A Note on Scholarly Discourse**
What we will discuss in the class involves controversial issues, such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives even though some of them may conflict with our own.

**Use of electronic devices.** You are expected to participate in class activities. Please turn off cell phones during class sessions. If you are using an electronic device (e.g., a laptop), I assume it is relevant to class. If not, the instructor reserves the right to request that the student not use a laptop during class. Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

**Mental Health and Wellbeing**
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
- **Counseling and Psychological Services (CAPS):** 734-764-8312
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at 734-763-7894 or via email at mshaughm@umich.edu.
- **University Health Service (UHS):** 734-764-8320
- **Sexual Assault Prevention & Awareness Center (SAPAC):** 734-936-3333 (24hr Crisis line); [https://sapac.umich.edu/](https://sapac.umich.edu/)
- **Spectrum Center 734-763-4186; spectrumcenter@umich.edu;** [https://spectrumcenter.umich.edu/](https://spectrumcenter.umich.edu/)
- **Center for Education of Women (CEW+):** 734-764-6005; [http://www.umich.edu/~cew/](http://www.umich.edu/~cew/)
- **For alcohol or drug concerns, see** [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
Safety & Emergency Preparedness
School and University policies, information and resources are available at https://ssw.umich.edu/standard-policies-information-resources. Here are some highlights.

- In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.
- All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.
- Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.
- Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.
- If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-adacompliance@umich.edu.
- All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. Click here to read more about the School of Social Work's emergency policies and procedures.
- For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.
- Register for UM Emergency Alerts at: http://www.dpss.umich.edu/emergency-management/alert/.
- Report a hate crime or bias-related incident at: https://expectrespect.umich.edu/topic/report-incident

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