



Course title:	Immigration, Forced Migration and Transformative Social Work Practice	
Course #/term:	SW682, Fall 2020	
Time & place:	Wed 5-8pm, hybrid	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Dr Odessa Gonzalez Benson, MSW, PhD in Social Welfare	
Pronouns:	She, her, hers	
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Office:	SSWB 3828	
Office hours:	By appointment	

1. Course Statement

Course description

This course focuses on immigration - one of the most volatile and hotly debated issues of our time. 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. Students will gain historical, structural and critical analyses of theories and debates related to immigration and forced migration, such as: political economy perspectives about the supply and demand of migrant labor; identity, culture and intersectionality based on Critical Latinx Theory; the challenges of 'integration'; and tensions between citizenship rights activism versus No Borders activism. Students will understand policies and systems that both facilitate and delimit practice with immigrants and refugees, including the family, child welfare, refugee resettlement, asylum, health and mental health, community and legal systems. This course imparts and aspires for social work practice with immigrants and refugees that is forward-looking, transformative and just.

Course learning objectives

LOI1: develop understanding and critical analysis related to theoretical underpinnings of migration
LOI2: use theories on migration to inform practice
LOI3: understand policies and institutions related to I&R in various domains or systems of practice (advocacy, family, child welfare, refugee resettlement, health, mental health, communities)
LOI4: critically analyze forms of practice, and determine the impact / relevance of rights, institutions, labor and ideas on practice and on migrant communities
LOI5: demonstrate knowledge about practice that is culturally humble, community based, socially just
LOI6: develop global perspectives on policies and practice with immigrants and refugees

Course content and design

Course design will include in-person and online lectures, live and online discussions, guest speakers, in-class and online activities.

The first half of the semester, with five sessions, will be on theoretical frameworks for understanding immigration, resettlement and working with immigrants and refugees.

The second half of the semester, with six sessions, will be on practice and policy, focusing on five domains or systems.

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.

Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Course Requirements

Text and class materials

Detlaff, A. & Fong, R. 2016. Immigrant and Refugee Children and Families: Culturally Responsive Practice. E-book available.

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

Course schedule

Summary/Overview of the semester:

Session	Topic
1	Sep2 Introductions; Terms & concepts; Framing
PART I: Theoretical frameworks	
2	Sep9 Immigration 101; Integration– RIGHTS
3	Sep16 Institutional Framework; Neoliberalism – INSTITUTIONS
4	Sep23 Neoclassical Theory, Dual Labor Market Theory – LABOR
5	Sep30 Critical Race Theory, Latinx Critical Theory – IDEAS
PART II: Practice	
6	Oct 7 Critical Practice with I&R; Communities
7	Oct14 Global Perspectives to Forced Migration
8	Oct21 Legal and Policy Advocacy
9	Oct28 Refugee Resettlement
10	Nov4 Family & Child Welfare
11	Nov11 Health & Mental Health
12	Nov 18 Presentations
13	Nov25 Fall Break
14	Dec2 Last day; No borders
	Dec 15 Finals week

Bold means in-person class.

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

Date	Agenda	Required Readings And Assignments
Session 1 Sep 2	Introduction	Readings 1. Beyond Walls: Why the forces of global migration can't be stopped: A Special Report: Time Magazine
		Asynchronous Activities: Session 1 Introduction, 28 1. Categories & Definitions, 23 mins York Center for Refugee Studies https://www.youtube.com/watch?v=a0DBBa1-8Io&feature=youtu.be 2. Statelessness exists everywhere: Cate Blanchett, UNHCR, 4 mins https://www.unhcr.org/en-us/news/stories/2020/7/5f05893a4/netflix-releases-stateless-new-drama-series-produced-cate-blanchett.html 3. The Meaning of 'Migrants,' 1 min www.facebook.com/jorgen.carling/videos/10161492171315565
Part I: Theories on migration		
Session 2 Sep 9	RIGHTS: Integration; Framing theories; Immigration 101	Readings On framing theories: 1. Detlaff & Wong Ch2: Overview US Immigration System 2. Meyers, E. (2000). 1 Theories of International Immigration Policy: A Comparative Analysis. <i>International Migration Review</i> , 34(4).

Date	Agenda	Required Readings And Assignments
		<p>On Integration:</p> <ol style="list-style-type: none"> 3. Ager, A., & Strang, A. (2008). Understanding Integration: A Conceptual Framework. <i>Journal of Refugee Studies</i>, 21(2), 166. 4. Bloemraad, I. (2018). Theorising the power of citizenship as claims-making, <i>Journal of Ethnic and Migration Studies</i>, 44(1), 4. <p>Optional/further reading</p> <ol style="list-style-type: none"> 5. Lee, C. (2009). Sociological Theories of Immigration: Pathways to Integration for U.S. Immigrants. <i>Journal of Human Behavior in the Social Environment</i>, 19(6), 730–744. 6. Page 122-123 only—Beverluis et al. (2017). Developing and Validating the Refugee Integration Scale in Nairobi, Kenya. <i>Journal of Refugee Studies</i>, 30(1), 106–132. 7. Wickramashing <hr/> <p>Asynchronous Activities:</p> <p>Session 2: RIGHTS and integration, 60</p> <ol style="list-style-type: none"> 1. Webpage with video: Refugees, Asylum-Seekers and Migrants, 20min webpage + 5min video Amnesty International https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/ 2. Video: Stand up for the human rights of all migrants, 3 mins United Nations Commission on Human Rights UNHCR https://www.youtube.com/watch?v=9yzfbUdIk4k&t=4s 3. Video: Integrating Immigrants, 26 mins Center for Comparative Immigration Studies at UC-San Diego https://www.youtube.com/watch?v=FWscen-hQCE 4. Survey: Integration Index or survey, ~5 mins Immigration Policy Lab https://www.integrationindex.org/ <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit Critical Question: due Mon midnight: <u>Practice week, Graded but not recorded</u> • Submit Online Discussion Post: due Tue midnight

Date	Agenda	Required Readings And Assignments
Session 3 Sep 16	INSTITUTIONS: Migration industrial complex and neoliberal practice	<p>Readings (read in order):</p> <ol style="list-style-type: none"> 1. Gonzalez Benson, O. (2016). Refugee resettlement policy in an era of neoliberalization: A policy discourse analysis of the Refugee Act of 1980. <i>Social Service Review</i>, 90(3), 515-549. 2. Darrow, J. H. (2018). Administrative Indentureship and Administrative Inclusion: Structured Limits and Potential Opportunities for Refugee Client Inclusion in Resettlement Policy Implementation. <i>Social Service Review</i>, 92(1), 36–68. 3. Pine, A. (2020) An “Expert” View of the Asylum Industry. In McGuirk, S. and Pine, A. (Eds), <i>Asylum for Sale: Profit and Protest in the Migration Industry</i>. Pablo Melchor Press. 4. Lindberg, A. (2020). In the Best Interest of Whom? Professional Humanitarians and Selfie Samaritans in the Danish Asylum Industry. In McGuirk, S. and Pine, A. (Eds), <i>Asylum for Sale: Profit and Protest in the Migration Industry</i>. Pablo Melchor Press. <p>Optional/further reading:</p> <ol style="list-style-type: none"> 5. Cabell, M. 2007. Mexican Immigrant Integration in the U.S. Southeast: Institutional Approaches to Immigrant Integration. Working paper 153: Center for Comparative Immigration Studies, University of California, San Diego. 6. Flynn, M. & Flynn, M. 2017. <i>Critiquing zones of exception: Actor-oriented approaches explaining the rise of immigrant detention</i>, p. 116. In D. Brotherson & O Kretsedemas (Eds.), <i>Immigration policy in the age of punishment</i>. <hr/> <p>Asynchronous Activities (listen/view in this order): Session 3: INSTITUTIONS, 59</p> <ol style="list-style-type: none"> 1. Podcast: This American Life, 21 mins Goodbye, Stranger By Molly O’Toole, May 15, 2020 (the very first Pulitzer Prize ever awarded to a radio show) https://www.thisamericanlife.org/704/our-pulitzer-winning-episode 2. Video: Preparing for Asylum Interviews, 3 mins https://www.youtube.com/watch?v=ukhfYIIHWwI 3. Videos: LegalEDweb, 35 mins <ol style="list-style-type: none"> i. Preparing with client, 8 mins https://www.youtube.com/watch?v=W_gTOrPGYVE ii. Closing arguments for refugees, 9 mins https://www.youtube.com/watch?v=gz0LDvz8HeM iii. Cross exam of refugee client, 11 mins https://www.youtube.com/watch?v=g1Ak0t7pajg&t=43s iv. Cross exam of expert, 8 mins https://www.youtube.com/watch?v=sNEhuHqG5U8 v. Judge decision, 7 mins https://www.youtube.com/watch?v=bwywuY4EzAq <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight

Date	Agenda	Required Readings And Assignments
		<ul style="list-style-type: none"> • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ D) Policy Presentation: due Tue 2pm
Session 4 Sep 23	LABOR: Neoclassical (supply) and Dual Labor Market (demand)	<p>Readings (in this order):</p> <ol style="list-style-type: none"> 1. Reich, M., Gordon, D. M., & Edwards, R. C. (1973). Dual Labor Markets: A Theory of Labor Market Segmentation. <i>American Economic Review</i>, 63(2), 359-365. 2. PAGES 774-776 ONLY Fine, J., Milkman, R., Iskander, N., & Waldinger, R. (2016). Celebrating Enduring Contribution of Birds of Passage: Migrant Labor and Industrial Societies. <i>ILR Review</i>, 69(3), 774. 3. Gonzalez-Benson, O. & Taccolini, A. (2019). 'Work is worship' is refugee policy: Diminution, deindividualization, and valuation in implementation. <i>Social Service Review</i>, 93(1), 26-54. 4. Gonzalez Benson, O. et al (In review) Demanding migrant labor in the coronavirus crisis: Critical perspectives for social work. <p>Optional/further reading</p> <ol style="list-style-type: none"> 5. Wickramasinghe, A. & Wimalaratana, W. (2016). International migration and migration theories. <i>Social Affairs</i>, 1(5), 13-32. 6. Piore, M. (1979). <i>Birds of Passage: Migrant labor and industrial societies</i>. Cambridge University Press. <p>Asynchronous Activities:</p> <p>Session 4: LABOR 1.16</p> <ol style="list-style-type: none"> 1. Video: How does immigration impact the economy?, 6 mins CNBC Explains, December 2018 https://www.youtube.com/watch?v=f0dVfDiSrFo 2. Video: Panel Discussion: 1 hour Zocalo Public Square Discussion, April 15, 2020 Will COVID-19 Finally Convince Us to Do Better by Farmworkers? The current crisis, and longstanding conditions, argue for enforcing laws and offering better protections—from face masks to retirement accounts https://www.zocalopublicsquare.org/category/events/video-archive/?postId=110797 3. Webpage: Covid response/recovery must ensure migrant rights, ~10 mins Migrant Rights Network https://migrantrights.ca/covid19/
		<p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ D) Policy Presentation: due Tue 2pm

Date	Agenda	Required Readings And Assignments
Session 5 Sep 30	IDEAS: Critical Race Theory; Latinx Critical Theory;	<p>Readings: Critical theories:</p> <ol style="list-style-type: none"> Romero, M. (2008). Crossing the immigration and race border: A critical race theory approach to immigration studies. <i>Contemporary Justice Review</i>, 11(1), 23–37. Bernal, D. D. (n.d.). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing students of color as holders and creators of knowledge, 22. <p>Optional/further reading:</p> <ol style="list-style-type: none"> Optional/Further reading: De Genova, N. (2013). Spectacles of migrant ‘illegality’: the scene of exclusion, the obscene of inclusion. <i>Ethnic and Racial Studies</i>, 36:7. Aguilar, C. (2019). Undocumented Critical Theory. <i>Cultural Studies ↔ Critical Methodologies</i>, 19(3), 152–160. <hr/> <p>Asynchronous Activities: Session 5: IDEAS, 36</p> <ol style="list-style-type: none"> Video: The Refugee Label, 2 mins <i>Making Knowledge Public</i> series Simon Fraser University’s School of Communication https://www.eringoheenglanville.com/borderstory Video: Borderstory, 24 minutes <i>Making Knowledge Public</i> series Simon Fraser University’s School of Communication https://www.eringoheenglanville.com/borderstory Podcast: Migration Conversations, trailer, 10 mins University of Ottawa, Law Professor Jamie Liew Trailer: https://migration-conversations.simplecast.com/ Optional: Choose one episode, ~1hour <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you’re scheduled this week: <ul style="list-style-type: none"> ○ B) Pecha Kucha: due Tue 2pm ○ C) Peer Review of Pecha Kucha: due Tue midnight ○ D) Policy Presentation: due Tue 2pm
Part II: Transformative Practice with Immigrants and Refugees		
Session 6 Oct 7	Critical Practice with I&R; Communities (A)	<p>Readings Critical SW Practice with I&R</p> <ol style="list-style-type: none"> Park, Y. & Kemp, S. (2006). “Little Alien Colonies”: Representations of Immigrants and Their Neighborhoods in Social Work Discourse, 1875–1924. <i>Social Service Review</i>, 80(4), 705. Carrillo, A., & O’Grady, C. L. (2018). Using Structural Social

Date	Agenda	Required Readings And Assignments
		<p>Work Theory to Drive Anti-Oppressive Practice with Latino Immigrants. <i>Advances in Social Work</i>, 18(3), 704.</p> <p>3. Furman, R. et al. (2012). Criminalizing immigration: Value Conflicts for the Social Work Profession. <i>Journal of Sociology & Social Welfare</i>, 39(1), 169–185.</p> <p>Communities</p> <p>4. Gonzalez Benson, O. (2020). Welfare support activities of grassroots refugee-run community organizations: A reframing. <i>Journal of Community Practice</i>.</p> <p>5. Gonzalez Benson, O. (2020). Refugee-run grassroots organizations: Responsive assistance beyond the constraints of US resettlement policy. <i>Journal of Refugee Studies</i>.</p> <p>6. Block, A. et al. (2018). Peer Support Groups: Evaluating a Culturally Grounded, Strengths-Based Approach for Work with Refugees. <i>Advances in Social Work</i>, 18(3), 930–948.</p> <hr/> <p>Asynchronous Material: SESSION 6: CRITICAL SW PRACTICE, COMMUNITIES, 44</p> <p>1. Video: Power of RLOs, 2 mins https://www.youtube.com/watch?v=Y87fO_X7Rrs&t=5s</p> <p>2. Video: Shifting the power to CBOs, 3 mins https://www.youtube.com/watch?v=o0jauLevjWQ</p> <p>3. Video: Global Summit of Refugees, 9 mins https://www.youtube.com/watch?v=0EMlBu9iw3M</p> <p>4. E:study: Refugee Resettlement, Nonprofit Sector, Refugee Community Organizations, Hubert Project, Module 3, ~30 mins https://hubertproject.org/hubert-material/406/</p> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ B) Pecha Kucha: due Tue 2pm ○ C) Peer Review of Pecha Kucha: due Tue midnight ○ D) Policy Presentation: due Tue 2pm
Session 7 Oct 14	Global Perspectives to Forced Migration	<p>Readings:</p> <p>1. News Article: Fracking, mining, murder: the killer agenda driving migration in Mexico and Central America Please also read some of the links embedded into the article. The Conversation, November 2016 https://theconversation.com/fracking-mining-murder-the-killer-agenda-driving-migration-in-mexico-and-central-america-67822</p> <hr/> <p>Asynchronous Material: Session 7: GLOBAL PERSPECTIVES, 43 mins</p>

Date	Agenda	Required Readings And Assignments
		<p>For Guest Speakers'</p> <ol style="list-style-type: none"> 1. Podcast: Awake at Night, 4 mins multiple episodes of interviews with humanitarian workers in the world's most dangerous refugee situations, UNHCR https://www.unhcr.org/awakeatnight/ or App Store 2. Video: What is Home? 3 mins A South Sudanese poet reflects on flight and exile, UNHCR https://www.unhcr.org/en-us/news/videos/2019/7/5d23520a4/what-is-home-south-sudanese-poet-reflects-on-decades-of-flight-and-exile.html 3. News Article: Greece has a deadly new migration policy – and all of Europe is to blame, ~20 mins The Guardian, Aug 2020 https://www.theguardian.com/commentisfree/2020/aug/27/greece-migration-europe-athens-refugees 4. News Article: Ten places in crisis the world chooses to ignore, ~10 mins The Guardian, July 2018 https://www.theguardian.com/global-development/gallery/2018/jul/02/10-crises-millions-flee-world-looks-away-in-pictures 5. Video: What's causing Central American migration crisis? 6 mins The History Channel, November 2018 https://www.youtube.com/watch?v=Ybs3Zn086a0 <p>Guest speaker: Professor Emeritus Sherrie Kossoudji, U-M School of Social Work</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ B) Pecha Kucha: due Tue 2pm ○ C) Peer Review of Pecha Kucha: due Tue midnight ○ D) Policy Presentation: due Tue 2pm
Session 8 Oct 21	Legal Systems and Policy Advocacy	<p>Readings:</p> <ol style="list-style-type: none"> 1. Franco, D. (2020) This Land Is Our Land: Exploring the Impact of U.S. Immigration Policies on Social Work Practice, <i>Journal of Progressive Human Services</i>, 31:1, 21-40. 2. Schmidt, P.W. (2019). An Overview and Critique of US Immigration and Asylum Policies in the Trump Era. <i>Journal on Migration and Human Security</i>, 1-11. 3. Detlaff&Wong Ch3 Federal Policy Implications 4. Detlaff & Wong Ch15: Advocacy 5. Roth, B., Park, S. Y., & Grace, B. (2018). Advocating for Structural Change? Exploring the Advocacy Activities of Immigrant-Serving Organizations in an Unwelcoming Policy Context. <i>Advances in Social Work</i>, 18(3), 682–703.

Date	Agenda	Required Readings And Assignments
		<p>Asynchronous Activities: Session 8: LEGAL AND POLICY ADVOCACY, 12</p> <ol style="list-style-type: none"> 1. Video: Migrant Rights Network: We Must Unite Against Racism, 7 mins Migrant Workers Alliance for Change, May 2019 https://www.youtube.com/watch?v=GYq7Bi-7S_U 2. Video: Berta Cáceres 2015 Goldman Envi Prize Honduras, 5 min https://www.youtube.com/watch?v=zh9Sn9oJR94#action=share <hr/> <p>Guest speaker: Tania Morris Diaz Immigration Attorney, Michigan Immigrant Rights Center</p> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ B) Pecha Kucha: due Tue 2pm ○ C) Peer Review of Pecha Kucha: due Tue midnight ○ D) Policy Presentation: due Tue 2pm
Session 9 Oct 28	Refugee Resettlement; Communities (B)	<p>Readings</p> <ol style="list-style-type: none"> 1. Darrow, J. (2015). The (Re)Construction of the U.S. Department of State's Reception and Placement Program by Refugee Resettlement Agencies. <i>Journal of the Society for Social Work and Research</i>, 6(1), 91–119. 2. Darrow, J. H. (2015). Getting Refugees to Work: A Street-level Perspective of Refugee Resettlement Policy. <i>Refugee Survey Quarterly</i>, 34(2), 78–106. 3. Gonzalez Benson, O. & Panaggio, A. (2019). "Work Is Worship" in Refugee Policy: Diminution, Deindividualization, and Valuation in Policy Implementation. <i>Social Service Review</i>, 93(1), 26–54. <hr/> <p>Asynchronous Activities: Session 9: REFUGEE RESETTLEMENT, 2h</p> <ol style="list-style-type: none"> 1. Webpage: UNCHR Democratic Republic of Congo, ~25 mins https://www.hrw.org/africa/democratic-republic-congo# 2. Documentary Film: This is Home: A Refugee Story, 1h 30 mins https://www.hrw.org/africa/democratic-republic-congo# 3. Webpage: Refugees and Asylees in the United States, ~5 mins https://www.migrationpolicy.org/article/refugees-and-asylees-united-states: data: changes in refugee numbers, resettlement, etc. over time <hr/> <p>Guest speaker: Mr Jean de Dieu Manishimwe President, Congolese Community of Michigan, Grand Rapids, MI</p>

Date	Agenda	Required Readings And Assignments
		Assignment Due: <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • No presentations today, let's welcome our speaker.
Session 10 Nov 4	Family and child welfare	<p>Readings: on the Family</p> <ol style="list-style-type: none"> 1. Ayon, C. (2016). Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. <i>Journal of Society for Social Work and Research</i>. 2. Suárez-Orozco et al. (2011). Growing Up in the Shadows: The Developmental Implications of Unauthorized Status. <i>Harvard Educational Review</i>, 81(3). 3. Dreby, J. (2012). The Burden of Deportation on Children in Mexican Immigrant Families. <i>Journal of Marriage and Family</i>, 74, 829 – 845. 4. Detlaff & Wong Ch4: Immigration Enforcement & Impact <p>Readings: on Child Welfare</p> <ol style="list-style-type: none"> 5. Detlaff & Wong Ch4: Child welfare system 6. Evans, K., Diebold, K., & Calvo, R. (2018). A Call to Action: Re-imagining Social Work Practice with Unaccompanied Minors. <i>Advances in Social Work</i>, 18(3), 788–807. 7. Finno-Velasquez, M., & Dettlaff, A. J. (2018). Challenges to Family Unity and Opportunities for Promoting Child Welfare in an Increasingly Punitive Immigration Landscape. <i>Advances in Social Work</i>, 18(3), 727–744. <p>Optional/further reading</p> <ol style="list-style-type: none"> 8. Reynolds, A. D., & Bacon, R. (2018). Interventions Supporting the Social Integration of Refugee Children and Youth in School Communities: A Review of the Literature. <i>Advances in Social Work</i>, 18(3), 745–766. <hr/> <p>Asynchronous Activities: Session 10: FAMILY AND CHILD WELFARE, 37</p> <ol style="list-style-type: none"> 1. Nuestro South Podcast, 27 minutes Episode1: A time Mexicans lived as Europeans in New Orleans https://www.buzzsprout.com/293819/1067408-episode-1-a-time-mexicans-lived-as-europeans-in-new-orleans?play=true 2. What US could learn from Canada about integrating immigrant students, PBS, 10 mins https://www.youtube.com/watch?v=4GnokVd5Xp8 <hr/> <p>Guest speaker:</p> <ol style="list-style-type: none"> 1. Professor Fernanda Cross, PhD, MSW U-M School of Social Work 2. Annie Taccolini, MSW National Quality Assurance Manager

Date	Agenda	Required Readings And Assignments
		<p>Global, Refugee and Immigrant Services Bethany Refugee Services, Grand Rapids, MI</p> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ B) Pecha Kucha: due Tue 2pm ○ C) Peer Review of Pecha Kucha: due Tue midnight ○ D) Policy Presentation: due Tue 2pm
Session 11 Nov 11	Health and mental health	<p>Readings:</p> <ol style="list-style-type: none"> 1. Detlaff & Wong Ch13: Mental health system 2. Detlaff & Wong Ch14: Health care system 3. Yalim, A. C., & Kim, I. (2018). Mental Health and Psychosocial Needs of Syrian Refugees: A Literature Review and Future Directions. <i>Advances in Social Work</i>, 18(3), 833–852. 4. Crossroads: The psychology of immigrants in the new century American Psychological Association, 2012 https://www.apa.org/topics/immigration/immigration-report.pdf#page=48 5. LGBTQ Asylum Seekers: How clinicians can help American Psychological Association https://www.apa.org/pi/lgbt/resources/lgbtq-asylum-seekers.pdf <p>Optional/further reading:</p> <ol style="list-style-type: none"> 6. CDC: COVID-19 in Newly Resettled Refugee Populations https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/refugee-populations.html?mc_cid=c669be57ae&mc_eid=f042f48a83 7. Alessi, E. J., Kahn, S., & Horn, R. V. D. (2017). A Qualitative Exploration of the Premigration Victimization Experiences of Sexual and Gender Minority Refugees and Asylees in the United States and Canada. <i>The Journal of Sex Research</i>, 54(7), 936–948. 8. Dubus, N., & Davis, A. (2018). Culturally Effective Practice with Refugees in Community Health Centers: An Exploratory Study. <i>Advances in Social Work</i>, 18(3), 874. <hr/> <p>Asynchronous Activities:</p> <p>Session 11: HEALTH AND MENTAL HEALTH, 26</p> <ol style="list-style-type: none"> 1. Video: Migration & health: world on the move, 4 mins The Lancet, https://www.youtube.com/watch?v=-efWKvVzats 2. TedX: Bridging the refugee health gap Claire Jones, 17mins https://www.youtube.com/watch?v=q_xZFDVT1VY&t=1s 3. Video: This is psychology: Immigration, APA, 4mins https://www.youtube.com/watch?v=q_xZFDVT1VY&t=1s

Date	Agenda	Required Readings And Assignments
		<p>Panel guest speakers: ACCESS (Arab Community Center for Economic & Social Services) Dearborn, Metro Detroit</p> <ul style="list-style-type: none"> • Lead Clinician for Substance Use Disorder: Sura Shlebah, LCSW • Supervisor for the Victims of Crime Act Program • Coordinator for the Transitional Housing Program <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> • Submit A) Critical Question: due Mon midnight • Submit A) Online Discussion Post: due Tue midnight • If you're scheduled this week: <ul style="list-style-type: none"> ○ B) Pecha Kucha: due Tue 2pm ○ C) Peer Review of Pecha Kucha: due Tue midnight ○ D) Policy Presentation: due Tue 2pm
Session 12 Nov 18	Presentations	Readings: none Asynchronous Activities: none Assignment: Presentations
Session 13 Nov 25	Fall Break	Readings: none Asynchronous Activities: none Assignment: none
Session 14 Dec 2	Last day: Wrap up and future directions; No borders	Readings: <ol style="list-style-type: none"> 1. Tyler, I., & Marciniak, K. (2013). Immigrant protest: an introduction. <i>Citizenship Studies</i>, 17(2), 143–156. 2. Anderson, B., Sharma, N., & Wright, C. (2009). Editorial: Why No Borders? <i>Refuge: Canada's Journal on Refugees</i>, 26(2), 5–18. 3. King, L., Ng'andu, B. & Wroe, L. (2020) Surmounting the Hostile Environment: Reflections on Social Work Activism without Borders. In McGuirk, S. and Pine, A. (Eds), <i>Asylum for Sale: Profit and Protest in the Migration Industry</i>. Pablo Melchor Press. Optional/further reading: <ol style="list-style-type: none"> 4. Rigby, J., & Schlembach, R. (2013). Impossible protest: No borders in Calais. <i>Citizenship Studies</i>, 17(2), 157–172. <hr/> Asynchronous Activities: Session 14, LAST DAY, 11 mins <ol style="list-style-type: none"> 1. TEDx: Imagine world without borders Bridget Anderson, 11mins https://www.youtube.com/watch?v=zht-6BrX1b4 <hr/> Assignments: None

Assignments

Assignment	Due Date	100 pts	Notes	Main LO
A. Critical Questions	Weekly - due Mondays	24	- Individual	1,2,3,4
A. Online Discussions	Weekly -due Tuesdays	8	- Individual	1,2,3,4
B. Pecha Kucha	Once: Session 5-9	18	- Pairs ~7min presentation	3, 6
C. Peer review	Once: Session 5-9	5	- Individual	3, 6
D. Policy Presentation	Once: Session 3-11	10	- Individual - 3-min presentation or infographic	3
E. Analyzing and Envisioning SW Practice with Migrants	Session 12	35	Individual paper OR Paired presentation	2,4,5

A. Assignment A: Critical Questions 24 pts + Online Discussion 8 pts

Critical Questions- *Submit by Monday 11:59pm for eight weeks in the semester; 3 points each; except last three Sessions/weeks of class.*

Online Discussion- *Post at least 1 comment by Tuesday 11:59pm;*

Critical Questions: 24 points (3 points per week for any 8 weeks)

Practice week: Sep 8 Session 2 is a practice week, graded but not recorded.

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 asking you to record your reactions or personal reflections.

Write three sentences:

One or two sentences to summarize or contextualize the specific part/s in the readings you are addressing. Make sure you put the reference so that we will know where to look, when we are thinking about your Critical Question or CQ. Reference means (a) the speaker and the exact time point (exact time point as much as possible) for videos; or (b) the author and page number for readings.

And then one or two sentences for your CQ.

Do not summarize the readings. Instead, outline 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, challenging, testing your responses to the reading as well as the viewpoints/ideas posited by the writer.

The following questions may be useful 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 the readings?

What and whose histories, meanings, contexts, powers, possibilities (Finn's social justice framework) are (not) reflected in the readings?

We will use Critical Questions for Online Discussions and live discussions. Your name will not be shared as attached to your Critical Question. The aim is to facilitate open discussions. But you can voluntarily share this and give more explanation during class discussions, as you wish.

Clarifying Questions--- In addition to Critical Questions, you can send as many clarifying questions as you wish, if something is unclear or confusing. Not graded.

Grading: three points automatically, but with these deductions as relevant:

0.50 Points deducted for '*what-can-social-workers-do?*' questions – 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 types of questions are not what are intended from this assignment.

0.50 Points deducted for '*what-are-the-implications-or-impact?*' questions – Do not submit broad questions about impact, like "how does this impact clients" or "what are implications for practice" or "how does this affect mental health" or a variation of these. These questions are relevant and important; however, these types of questions are not what are intended from this assignment.

0.25 / 0.50 Points deducted if the question summarizes main points of readings.

0.25 Points deducted: if more than 3 sentences.

0.25 Points deducted: if no reference or citation (speaker + minute; author + page#)

0.25 Points deducted if submitted late after Monday 11:59pm. It's not a big deal or not a problem at all if you're late, please just send me a quick email. We are aiming for timely submission of CQs on Mondays, because our Online Discussions about CQs are set for just one day on Tuesdays, before class on Wednesdays.

Online Discussion Post (and Live Discussions): 8 points

Canvas Discussion tab: Post at least 1 comment/response by Tuesday 11:59pm.

No other instructions, other than please conduct with respect and camaraderie.

Your Online Discussion Posts are NOT graded for content. However, Online Discussion posts will be considered as part of 'engagement and participation', along with your comments, questions, input, participation during live class sessions.

B. Assignment B. Pecha Kucha: Migration/Forced Migration – 18 points

Date to be assigned: Session 5-9.

Work in pairs.

Pecha-Kucha presentation about a noteworthy aspect related to migration and forced migration.

20 slides x 20 second each (6 minutes and 40 seconds, minus pages for References)

20 words max on one given slide, other than graphs and key quotes. A Pecha Kucha usually has no words, but we will modify for this Assignment.

See here to familiarize: <https://www.pechakucha.com/watch>.

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 different global regions: Sub-Saharan Africa, Asia, Middle East and Northern Africa, Europe, South/Central America. This assignment is intended to de-center the U.S./North America.

Choose one country in your assigned region with a noteworthy aspect related to migration.

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 the 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 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 and oppression, or one of hope & perseverance.

Email or talk to me if you want to brainstorm ideas; I also have possible countries/ideas in mind.

Use the PPT template uploaded into Canvas; Your 20 slides should include:

- 1 title page, with student names
- 2-4 data on migration in the country (and region, if you want) (3 slides)
- 5-8 noteworthy aspect (4 slides)
- 9-11 policy, related to noteworthy aspect (3 slides)
- 12-13 relevance to social work or practice with I&R (2 slides)
- 14 what's next; how can we participate, if relevant
- 15-18 freebie (4 slides)
- 19-20 references (you can repurpose 1 slide, if you want). Every slide should have references; points deducted otherwise (see grading rubric for details). References will help classmates access resources, should they choose to do so in the future.

Grading rubric to be provided.

C) Peer review – 5 points

Submit via Canvas. Due Session 5-9.

Individual assignment.

You will be randomly assigned for an anonymous peer review of one Pecha Kucha by two classmates. This will be shared with your classmates, but your name will not be shared. But you can voluntarily discuss with your classmates offline, if you wish.

Format:

- 200-300 words, Times New Roman, double spaced, 1-inch font

Content:

- A. substantive content of Pecha Kucha
 1. main takeaways for you
 2. questions raised for you
 - *optional: some analysis, maybe based on readings and class discussions
- B. presentation (tone of voice, pace, graphics, ppt slides, photos, references, etc)
 3. what you enjoyed best
 4. how presentation could be improved

No grading rubric. Your peer review will NOT be graded for substance, but only for presence of each of the four items listed above as Content required.

D) Policy presentation – 10 points

Submit via Canvas. Due Session 3-11.

Individual assignment.

You will be assigned to one policy on immigration and forced migration, in the US/globally, past/present. Prepare a short presentation. Welcome to send to me a few days before your presentation, for feedback. As a class, we will together create a historical timeline of key policies. Your presentation will be shared with classmates, for future reference.

Format: Choose one:

- 3-minute live or recorded powerpoint presentation
- Infographic with a brief discussion
- Other brief format: let's talk.

Content suggested:

- Describe the policy, history, impact (with/without data), key figures or groups (pro/against)
- No analysis required.

Content required:

- References as much as possible
- End with something about impact or influence or relevance or continuation of policy today.
- End with one photo that captures the essence of the policy, in your view.

Grading rubric to be provided.

E) Summative Assignment:

Analyzing and Envisioning Practice with Migrants: 35 points

Submit via Canvas. Due Session 12 Nov 18.

Individual or paired assignment.

Format:

There are three options for the format:

Write a 10 to 15-page paper individually, double-spaced, 12-font, 1" margins, APA style.

Prepare a ppt presentation as a pair, with a written outline of script; 15 minutes

A diff. format of your choice (ie blog, vlog, short film, poetry, art exhibit, theatre, etc); let's talk.

Content:

First, select an institution or domain/system/area of social work practice with migrants. For instance, it could be school social work, medical social work, mental health counseling, case management, policy advocacy, policy making, community building, etc.

There are two parts for the content:

A) Draw on theories on migration (Part 1) to critically analyze practice with I&R (Part II).

Consider the following for your critical analysis:

- How do migrants' *rights* affect practice? How does the concept of rights* inform/facilitate and/or is neglected in practice? (Session 2) (rights conceptualized as integration/belonging and freedom of movement/migration)
- How do *institutions*—policies, funding, organizational rules and mandates—inform/affect practice? (Session 3)
- How does *labor* or employment affect practice? How does it inform/facilitate and/or is neglected in practice? (Session 4)
- What is the role of *ideas* and culture in practice? How do dominant ways of doing and thinking apply in practice, vis-à-vis immigrant/indigenous/global ways of doing and thinking? (Session 5)
- references needed for every single slide

B) Envision (and plan) how practice could be strengthened in your selected domain, so that it is culturally humble, community based and socially just. Include some concrete steps/actions.

Consider the following as you envision practice:

- how can *advocacy* be incorporated into practice with I&R? (Session 7)
- how can practitioners work meaningfully with *communities*? (Session 8)
- how can practitioners incorporate *ideas, knowledges, worldviews* of I&R (Session 5)
- how do issues of privilege, oppression, diversity, and social justice or *PODS* apply?
- references needed for every single slide, as appropriate

Grading rubric to be provided.

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.

Religious Observances. Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

Grading

Grading rubrics to be provided.

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.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is not required. Absences related to mental health, personal challenges and family health/issues are applicable also, for this course.

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Additional Resources

Online courses

1. University of London: MOOC: Refugees in the 21st Century

<https://www.coursera.org/learn/refugees-21st-century>

5. Center for Refugee Studies, York University, Canada

Online Video Series: Intro to Refugee Studies <https://crs.info.yorku.ca/onlineintro>

- i. Categories & Definitions
- ii. International Refugee Law

- iii. International Politics of Refugee Protection (coming soon!)
- iv. The Canadian Refugee Determination System
- v. Overseas Protection: Resettlement and Sponsorship in Canada

.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/>
 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 <https://www.welcomingamerica.org/programs/welcoming-week>
 Undocumented movement and online guides
<http://www.lahuelga.com/#new-page>
<https://cosecha.gitbook.io/guide/>

Resources for Students

Accommodations:

You have a right to an inclusive and accessible education. We want to foster the academic success of all students. Let's work together to make sure that happens.

This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. This information is kept confidential.

I also encourage you to contact the Services for Students with Disabilities (SSD) office at <http://ssd.umich.edu>. If you have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. 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. 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/>, 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>. 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.

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/>

Spectrum Center 734-763-4186; spectrumcenter@umich.edu; <https://spectrumcenter.umich.edu/>

Center for Education of Women (CEW+): 734-764-6005; <http://www.umich.edu/~cew/>

For alcohol or drug concerns, see 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

Teaching evaluations

Accommodations for students with disabilities

Military deployment

Academic integrity and plagiarism

Mental health and well-being

Proper use of names and pronouns

Religious/spiritual observances

Writing skills and expectations