



Course title:	Understanding and Organizing Against Inhumane Immigration Policy	
Course #/term:	SW784, winter term, 2021	
Time and place:	Remote, Fri, Feb 12 and Sat. Feb 13, 9:00am-5:00pm	
Credit hours:	1	
Prerequisites:	none	
Instructor:	Laura Sanders	
Pronouns:	She and They	
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Office hours:	By appt. Please call or email	

1. Course Statement

a. Course description

The Understanding and Organizing Against Inhumane Immigration Policy mini-course focuses on the impact of immigration-related public policy on individuals, families, and communities. In this course, we will identify and address sweeping national controversies around immigration and significant questions about social justice and racial discrimination. This course will focus on the problems undocumented immigrants face and the public policy strategies of enforcement, particularly at the border and in the interior of the country. Along with discussion of the policies and practices of enforcement, we will explore local enforcement consequences to individuals, families, and local communities. Discussions will include global, national, state, and local components. Students in this course will acquire the skills to critically analyze and address this aspect of immigration policy, its controversies, and strategies for organizing for change within local communities.

b. Course rationale

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.

c. Course objectives and competencies

- 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

d. Course design: The course readings, back-ground materials, extra resources and assignments are organized through a Canvas site. The course is primarily designed in two all-day (8- hour sessions with some flexibility due to on-line learning restrictions) using a variety of instructional modalities including class discussion, interactive exercises, intermittent lecture, guest speakers including a panel of local advocates, a documentary movie, and video examples. Direct advocacy with the immigrant community is an assignment option.

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e. 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.

f. 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 23 years and has practiced for over 32 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.

2. Class Requirements

a. Text and class materials

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". There are also additional resource files on your Canvas site with past readings and current material coming out in the Biden era.

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

Lopez, et. al., (2020) Team-based Urgent Response: A Model for Community Advocacy in an Era of Increased Immigration Law Enforcement, *Journal of Community Practice*, <https://doi.org/10.1080/10705422.2020.1717711>

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.

Muzaffar Chishti, Sarah Pierce, and Jessica Bolter, The Obama Record on Deportations: Deporter in Chief or Not? Migration Policy Institute: file:///C:/Users/Isanderse/Documents/Laura's%20Professional/Mini%20Course.%20Immigration/Readings%20for%20winter.%202021/The%20Obama%20Record%20on%20Deportations_%20Deporter%20in%20Chief%20or%20Not_%20%20migrationpolicy.org.html

New York Times Editorial Board: (Oct, 2020) Trump’s Overhaul of Immigration Is Worse Than You Think: This administration has attacked every aspect of the immigration system — and it won’t be easy to undo.

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, Islamophobia, and Ayaan Hiris Ali: Challenging Social Work Co-option, *Affilia: Journal of Women and Social Work*, 2017, Vol 32(1) 108-111.

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.

Wang, et.al. (2019) Health and Mental Health Effects of Local Immigration Enforcement, *International Migration Review*, Vol. 53(4), pgs. 970-1001

Wasem, Ruth Ellen, 2017, More than a Wall: The Rise and Fall of US Asylum and Refugee, *Policy Journal on Migration and Human Security* 1-20, DOI: 10.1177/2311502420948847

Biden Harris administration press release: (1-20-2021) Fact Sheet: President Biden sends Immigration Bill to Congress as Part of His Commitment to Modernize Our Immigration System.

Optional Readings:

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

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.

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.

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, (2018) *The Myth of the Criminal Immigrant*, *The Marshall project*.

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

Hidalgo, Javier, (2019), *The Ethics of Resisting Immigration Law*, *Philosophy Compass*, 2019;14:e12639.

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

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)

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

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

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*.

Wickham Schmidt, Paul *An Overview and Critique of US Immigration and Asylum Policies in the Trump Era*, *Journal on Migration and Human Security*, pgs,1-11

Author(s) 2019 Article reuse guidelines:sagepub.com/journals-permissions DOI:
10.1177/2331502419866203 journals.sagepub.com/home/mhs

Wasem, Ruth Ellen, 2017, More than a Wall: The Rise and Fall of US Asylum and
Refugee, Policy Journal on Migration and Human Security
1-20, DOI: 10.1177/2311502420948847

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.

b. Class schedule

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 urgent response to calls from targeted community members, 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 learn the basics of legal immigration law and critically analyze current immigration policy with a focus on changes proposed by the Biden administration.

c. Assignments

You can choose one of these two assignments:

Option 1:

Students must turn in a completed paper within three 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 7 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 you can include optional readings in addition 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.

d. Attendance, class participation and grading:

Full attendance both days, and your participation is required for the class to be successful and to get credit for the course – engagement with guests, the instructor and other students is expected and is worth 80% of your grade. The completed assignment is worth 20%. If you attend the course, but do not turn in an assignment, you will get a B- in the course.

In class, I ask you to have your cameras on so that you can be seen and fully participate as you would do with your clients. I realize that there are sometimes circumstances that make this difficult so if this is a problem, please discuss the issue with me.

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*

COVID-19 Statement - Required

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.

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.

