



<b>Course title:</b>	Immigration, Forced Migration and Transformative Social Work Practice	
<b>Course #/term:</b>	SW682, Fall 2021	
<b>Time &amp; place:</b>	Wed 5-8pm, online	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Dr Odessa Gonzalez Benson, MSW, PhD in Social Welfare	
<b>Pronouns:</b>	She, her, hers	
<b>Contact info:</b>	<b>Email:</b> odessagb@umich.edu	<b>Phone:</b> (734) 763-6250
<b>Office:</b>	SSWB 3828	
<b>Office hours:</b>	By appointment	

1. Course Statement

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**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 will be on theoretical frameworks for understanding immigration, resettlement and working with immigrants and refugees.

The second half of the semester will be on practice and policy, focusing on different 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

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### a. 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.

b. Course schedule

Week	Date	Topic	Activity	
Framing, Theorizing				
1	Sep 1	Introductions	Getting to know u	
2	Sep 8	Integration Frameworks	Integrate @home; Groupwork	
3	Sep 15	LatCrit, CRT, National Identity Approach – CULTURAL, EPISTEMOLOGICAL	Migrant images; Groupwork	
4	Sep 22	Marxist Approach, Labor Demand – ECONOMIC, LABOR	The food we eat; Groupwork	
5	Sep 29	Institutional Approach – POLITICAL, INSTITUTIONAL	This is Home; Groupwork	
Transformative Practice				
6	Oct 6	Refugee Resettlement	Alliance, Grand Rapids MI	2 Pecha kucha
7	Oct 13	Health, Mental Health	Access, Dearborn MI	2 Pecha kucha
8	Oct 20	Organizing	Cosecha, Ann Arbor MI	2 Pecha kucha
9	Oct 27	School Social Work	Dr Ashley Cureton, U-M	2 Pecha kucha
10	Nov 3	Family, Child Welfare	Annie Taccolini, Bethany	2 Pecha kucha
11	Nov 10	Legal, Policy Advocacy	MI Immigrant Rights Center	2 Pecha kucha
Application				
12	Nov 17	Student presentations		
13	Nov 24	Fall Break		
14	Dec 1	Student presentations; Review and 682 Trivia Night		
15	Dec 8	Last day; No borders; Futurism, with Guest Speaker: Poet Kamalya Omayma Youssef		

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

Date	Agenda	Required Readings And Assignments
Week 1 Sep 1	Introduction	<p>Readings</p> <p>1.1 Detlaff &amp; Wong Ch2: Overview US Immigration System</p> <p>1.2 READ INTRO ONLY &amp; BROWSE WHOLE ARTICLE: Meyers, E. (2000). Theories of International Immigration Policy: A Comparative Analysis. <i>International Migration Review</i>, 34(4).</p> <p>Optional:</p> <p>1.3 Wickramasinghe, A. &amp; Wimalaratana, W. (2016). International migration and migration theories. <i>Social Affairs</i>, 1(5), 13-32.</p> <p>1.4 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.</p> <hr/> <p>Asynchronous Activities, ~24 minutes total</p> <p>1. Categories &amp; Definitions, 23 mins York Center for Refugee Studies <a href="https://www.youtube.com/watch?v=a0DBBa1-8Io&amp;feature=youtu.be">https://www.youtube.com/watch?v=a0DBBa1-8Io&amp;feature=youtu.be</a></p> <p>2. The Meaning of ‘Migrants,’ 1 min <a href="http://www.facebook.com/jorgen.carling/videos/10161492171315565">www.facebook.com/jorgen.carling/videos/10161492171315565</a></p>
Part I: Theories and frameworks on migration		
Week 2 Sep 8	Integration Frameworks	<p>Readings: On Integration Frameworks</p> <p>2.1 Ager, A. &amp; Strang, A. (2008). Understanding Integration: A Conceptual Framework. <i>Journal of Refugee Studies</i>, 21(2).</p> <p>2.2 FOCUS ON PAGE 122-123 ONLY – Beversluis et al. (2017). Developing and Validating the Refugee Integration Scale in Nairobi, Kenya. <i>Journal of Refugee Studies</i>, 30(1), 106–132.</p> <p>2.3 READ PAGE 10-21 and ONE JIGSAW SECTION BELOW: 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.</p> <p>JIGSAW:</p> <p>1 public institutions 2 healthcare institutions 3 faith-based institutions</p> <p>Optional/further reading:</p> <p>2.4 Bloemraad, I. (2018). Theorising the power of citizenship as claims-making, <i>Journal of Ethnic and Migration Studies</i>, 44(1), 4.</p>

Date	Agenda	Required Readings And Assignments
		<p>Asynchronous Activities: ~26 minutes total</p> <ol style="list-style-type: none"> <li>Video: Integrating Immigrants, 26 mins Center for Comparative Immigration Studies at UC-San Diego <a href="https://www.youtube.com/watch?v=FWscen-hQCE">https://www.youtube.com/watch?v=FWscen-hQCE</a></li> </ol> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>Submit Online Discussion Posts: due Wednesdays at 5pm</li> </ul>
<p>Week 3 Sep 15</p>	<p>Cultural, Epistemological Lens:</p> <p>Critical Race Theory; LatCrit; National Identity Approach</p>	<p>Readings:</p> <ol style="list-style-type: none"> <li>PAGES 1251-1257: National Identity Approach: Meyers, E. (2000). Theories of International Immigration Policy: A Comparative Analysis. <i>International Migration Review</i>, 34(4).</li> <li>FOCUS ON PAGE 23-27. 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.</li> <li>FOCUS ON PAGE 27-29 ON CRT: 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.</li> <li>FOCUS ON PAGE 105-115: Bernal, D. D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing students of color as holders and creators of knowledge, 22.</li> <li>Lantz, P. (2021). The Tenets of Critical Race Theory Have a Long-Standing and Important Role in Population Health Science</li> </ol> <p>Optional/further reading:</p> <ol style="list-style-type: none"> <li>Aguilar, C. (2019). Undocumented Critical Theory. <i>Cultural Studies, Critical Methodologies</i>, 19(3), 152–160.</li> </ol> <hr/> <p>Asynchronous Activities: ~64 minutes total</p> <ol style="list-style-type: none"> <li>Video: Borderstory, 24 minutes Making Knowledge Public series, Simon Fraser University’s School of Communication <a href="https://www.eringoheenglanville.com/borderstory">https://www.eringoheenglanville.com/borderstory</a></li> <li>Podcast: Migration Conversations, ~40 minutes Undoing Borders, November 23, 2020 <a href="https://migration-conversations.simplecast.com/episodes/undoing-borders">https://migration-conversations.simplecast.com/episodes/undoing-borders</a></li> </ol> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>Submit Online Discussion Posts: due Wednesdays at 5pm</li> </ul>

Date	Agenda	Required Readings And Assignments
Week 4 Sep 22	Economic Lens:  Migrant Labor, Marxist Approach	<p>Readings:</p> <p>4.1. PAGE 1247-1251: Marxist Approach: Meyers, E. (2000). Theories of International Immigration Policy: A Comparative Analysis. <i>International Migration Review</i>, 34(4).</p> <p>4.2. READ ALL: Gonzalez Benson, O., Cross, F. &amp; Montalvo, C. (In Press) Demanding migrant labor in the coronavirus crisis: Critical perspectives for social work. <i>Journal of Ethnic and Cultural Diversity in Social Work</i>.</p> <p>4.3 FOCUS ON PAGE 774-776: Fine, J., Milkman, R., Iskander, N., &amp; Waldinger, R. (2016). Celebrating Enduring Contribution of Birds of Passage: Migrant Labor and Industrial Societies. <i>ILR Review</i>, 69(3), 774.</p> <p>Optional/further reading:</p> <p>4.4 Reich, M., Gordon, D. M., &amp; Edwards, R. C. (1973). Dual Labor Markets: A Theory of Labor Market Segmentation. <i>American Economic Review</i>, 63(2), 359-365.</p> <p>4.5 Piore, M. (1979). <i>Birds of Passage: Migrant labor and industrial societies</i>. Cambridge University Press.</p> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> </ul> <hr/> <p>Asynchronous Activities: ~1hour 16 minutes</p> <ol style="list-style-type: none"> <li>1. Video: How does immigration impact the economy?: 6 mins CNBC Explains, December 2018 <a href="https://www.youtube.com/watch?v=f0dVfDiSrFo">https://www.youtube.com/watch?v=f0dVfDiSrFo</a></li> <li>2. Video: Panel Discussion: 1 hour Zocalo Public Square Discussion, April 15, 2020 Will COVID-19 Finally Convince Us to Do Better by Farmworkers? <a href="https://www.zocalopublicsquare.org/2020/04/15/how-to-help-farm-workers-health-food-supply-covid-19/events/the-takeaway/">https://www.zocalopublicsquare.org/2020/04/15/how-to-help-farm-workers-health-food-supply-covid-19/events/the-takeaway/</a></li> </ol>

Date	Agenda	Required Readings And Assignments
Week 5 Sep 29	Institutional Lens:  Institutional, Bureaucratic Political Approaches;  Refugee Resettlement	<p>Readings:</p> <p>5.1. PAGES 1260-1263: Institutional and Bureaucratic Politics Approaches: Meyers, E. (2000). Theories of International Immigration Policy: A Comparative Analysis. <i>International Migration Review</i>, 34(4).</p> <p>5.2. FOCUS ON PAGE 5-10 and DISCUSSION SECTION: 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.</p> <p>CHOOSE ONE OF THESE TWO READINGS:</p> <p>5.3. Darrow, J. H. (2015). Getting Refugees to Work: A Street-level Perspective of Refugee Resettlement Policy. <i>Refugee Survey Quarterly</i>, 34, 78–106</p> <p>5.4. Gonzalez-Benson, O. &amp; Taccolini, A. (2019). ‘Work is worship’ is refugee policy: Diminution, deindividualization, and valuation in implementation. <i>Social Service Review</i>, 93(1), 26-54.</p> <p>Optional/further reading:</p> <p>5.5. 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> <p>5.6. 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.</p> <p>5.7. Flynn, M. &amp; Flynn, M. 2017. Critiquing zones of exception: Actor-oriented approaches explaining the rise of immigrant detention, p. 116. In D. Brotherson &amp; O Kretsedemas (Eds.), <i>Immigration policy in the age of punishment</i>.</p> <hr/> <p>Asynchronous Activities: ~5 minutes            1) ~5 minutes            Youtube: Professor Wendy Brown, UC-Berkeley: minute 0:00 to 4:34: How neoliberalism threatens democracy  <a href="https://www.youtube.com/watch?v=ZMMJ9HqzRcE">https://www.youtube.com/watch?v=ZMMJ9HqzRcE</a></p> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> </ul>

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Part II: Transformative Practice with Immigrants and Refugees		
Week 6 Oct 6	Framing: Critical, Transformative Social Work Practice;  Refugee Resettlement	<p>Readings: On Critical, Transformative Social Work Practice</p> <p>6.1 FOCUS ON CONCLUSION SECTION: Park, Y. &amp; 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.</p> <p>6.2. FOCUS ON PAGES 705-712: Carrillo, A., &amp; O’Grady, C. L. (2018). Using Structural Social Work Theory to Drive Anti-Oppressive Practice with Latino Immigrants. <i>Advances in Social Work</i>, 18(3), 704.</p> <p>Readings: On Refugee Resettlement</p> <p>6.3 FOCUS ON PAGE 8-15 FINDINGS and CONCLUSION: 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>6.4 FOCUS ON PAGES 7-9 FINDINGS: Gonzalez Benson, O. &amp; Pimentel Walker, A.P. (2021). Grassroots refugee community organizations: In search of participatory urban governance. <i>Journal of Urban Affairs</i>.</p> <p>Optional/further reading:</p> <p>6.5 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 Activities: ~1hour 40mins</p> <p>1) Documentary Film: This is Home: A Refugee Story, 1h 30 mins <a href="https://www.hrw.org/africa/democratic-republic-congo#">https://www.hrw.org/africa/democratic-republic-congo#</a></p> <p>2) Webpage: UNCHR Democratic Republic of Congo, ~5 mins <a href="https://www.hrw.org/africa/democratic-republic-congo#">https://www.hrw.org/africa/democratic-republic-congo#</a></p> <p>3) Video: Power of RLOs, 2 minutes <a href="https://www.youtube.com/watch?v=Y87fO_X7Rrs&amp;t=5s">https://www.youtube.com/watch?v=Y87fO_X7Rrs&amp;t=5s</a></p> <p>4) Video: Shifting the power to CBOs, 3 minutes <a href="https://www.youtube.com/watch?v=o0jauLevjWQ">https://www.youtube.com/watch?v=o0jauLevjWQ</a></p> <hr/> <p>Guest speaker: Leader/s, Congolese Refugee Community of Michigan, Grand Rapids Leader/s, Bhutanese Refugee Community of Michigan, Grand Rapids</p> <hr/> <p>Assignment Due:</p>



Date	Agenda	Required Readings And Assignments
		<ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> <li>• If you're scheduled this week: <ul style="list-style-type: none"> <li>○ Pecha Kucha</li> <li>○ Peer Review of Pecha Kucha</li> </ul> </li> </ul>
Week 7 Oct 13	Health & Mental Health	<p>Readings on Health, Mental Health:</p> <p>7.1 FOCUS ON RESULTS SECTION PAGE 836-845: Yalim, A. C., &amp; 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.</p> <p>7.2 FOCUS ON RESULTS SECTION PAGE 940-945: Alessi, E. J., Kahn, S., &amp; 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.</p> <p>7.3 BROWSE: LGBTQ Asylum Seekers: How clinicians can help. American Psychological Association <a href="https://www.apa.org/pi/lgbt/resources/lgbtq-asylum-seekers.pdf">https://www.apa.org/pi/lgbt/resources/lgbtq-asylum-seekers.pdf</a></p> <p>7.4 BROWSE: Crossroads: The psychology of immigrants in the new century. American Psychological Association, 2012 <a href="https://www.apa.org/topics/immigration/immigration-report.pdf#page=48">https://www.apa.org/topics/immigration/immigration-report.pdf#page=48</a></p> <p>Readings: On Critical, Transformative Social Work Practice</p> <p>7.5 FOCUS ON PAGE 716-719 ONLY_Carrillo, A., &amp; O'Grady, C. L. (2018). Using Structural Social Work Theory to Drive Anti-Oppressive Practice with Latino Immigrants. <i>Advances in Social Work</i>, 18(3), 704.</p> <p>Optional/further reading:</p> <p>7.6 Detlaff &amp; Wong Ch13: Mental health system. Detlaff, A. &amp; Fong, R. 2016. Immigrant and Refugee Children and Families: Culturally Responsive Practice. E-book available.</p> <p>7.7 Detlaff &amp; Wong Ch14: Health care system. Detlaff, A. &amp; Fong, R. 2016. Immigrant and Refugee Children and Families: Culturally Responsive Practice. E-book available.</p> <p>7.8 CDC: COVID-19 in Newly Resettled Refugee Populations <a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/refugee-populations.html?mc_cid=c669be57ae&amp;mc_eid=f042f48a83">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/refugee-populations.html?mc_cid=c669be57ae&amp;mc_eid=f042f48a83</a></p> <p>7.9 Dubus, N., &amp; Davis, A. (2018). Culturally Effective Practice with Refugees in Community Health Centers: An Exploratory Study. <i>Advances in Social Work</i>, 18(3), 874.</p>

Date	Agenda	Required Readings And Assignments
		<p>Asynchronous Activities:</p> <ol style="list-style-type: none"> <li>1) Art installation viewing at U-M SSW, ~1 hour <a href="https://www.pintorealdead.com/">https://www.pintorealdead.com/</a></li> <li>2) TedX: Bridging the refugee health gap   Claire Jones, 17 mins <a href="https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s">https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s</a></li> <li>3) Video: This is psychology: Immigration, APA, 4 mins <a href="https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s">https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s</a></li> </ol> <hr/> <p>Guest speakers: ACCESS (Arab Community Center for Economic &amp; Social Services) Dearborn, Metro Detroit</p> <ul style="list-style-type: none"> <li>• Lead Clinician for Substance Use Disorder: Sura Shlebah, LCSW</li> <li>• Supervisor for the Victims of Crime Act Program</li> <li>• Coordinator for the Transitional Housing Program</li> </ul> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> <li>• If you're scheduled this week: <ul style="list-style-type: none"> <li>○ Pecha Kucha</li> <li>○ Peer Review of Pecha Kucha</li> </ul> </li> </ul>
Week 8 Oct 20	Organizing	<p>Readings: On Organizing 8.1 BROWSE: Detlaff &amp; Wong Ch15: Advocacy. Detlaff, A. &amp; Fong, R. 2016. Immigrant and Refugee Children and Families: Culturally Responsive Practice. E-book available.</p> <p>Readings: On Critical, Transformative Social Work Practice JIGSAW: Choose one:</p> <p>8.2 Roth, B., Park, S. Y., &amp; 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.</p> <p>8.3 Gates, A. (2015). Integrating Social Services and Social Change: Lessons from an Immigrant Worker Center. <i>Journal of Community Practice</i>, 22, 1-2.</p> <hr/> <p>Asynchronous Activities: ~12 minutes plus TBD</p> <ol style="list-style-type: none"> <li>1) To be determined, by Guest Lecturer Cosecha</li> <li>2) Video: Migrant Rights Network: Unite Against Racism, 7 mins Migrant Workers Alliance for Change, May 2019 <a href="https://www.youtube.com/watch?v=GYq7Bi-7S_U">https://www.youtube.com/watch?v=GYq7Bi-7S_U</a></li> <li>3) Video: Berta Cáceres 2015 Goldman Envi Prize Honduras, 5 min <a href="https://www.youtube.com/watch?v=zh9Sn9oJR94#action=share">https://www.youtube.com/watch?v=zh9Sn9oJR94#action=share</a></li> </ol>

Date	Agenda	Required Readings And Assignments
		<p>Guest speaker: Cosecha</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> <li>• If you're scheduled this week: <ul style="list-style-type: none"> <li>○ Pecha Kucha</li> <li>○ Peer Review of Pecha Kucha</li> </ul> </li> </ul>
<p>Week 9 Oct 27</p>	<p>School Social Work</p>	<p>Readings: On School Social Work: TBD</p> <p>Readings: On Critical, Transformative Social Work Practice 9.1 Reynolds, A. D., &amp; 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.</p> <p>Asynchronous Activities: TBD</p> <p>Guest speaker: Professor Ashley Cureton, PhD, MSW University of Michigan School of Social Work</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> <li>• If you're scheduled this week: <ul style="list-style-type: none"> <li>○ Pecha Kucha</li> <li>○ Peer Review of Pecha Kucha</li> </ul> </li> </ul>
<p>Week 10 Nov 3</p>	<p>Family and child welfare</p>	<p>Readings: On Family and Child Welfare 10.1 Detlaff &amp; Wong. Thronson Ch4: Immigration Enforcement and Impact on Immigrant Children and Families</p> <p>Readings: On Critical, Transformative Social Work Practice 10.2 FOCUS ON PAGE 303-310: Detlaff &amp; Fong Ch10: Practice with Refugee Children and Families in the Child Welfare System 10.3 Evans, K., Diebold, K., &amp; 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.</p> <p>Optiona/Further Reading: 10.4 Detlaff &amp; Wong: Cervantes Ch3: Federal Policy Implications for Immigrant Children and Families</p>

Date	Agenda	Required Readings And Assignments
		<p>Asynchronous Activities: 66 mins full version or 18 mins short version</p> <p>1) Podcast: This American Life The Outcrowd, May 15, 2020, Pulitzer-winning podcast <a href="https://www.thisamericanlife.org/704/our-pulitzer-winning-episode">https://www.thisamericanlife.org/704/our-pulitzer-winning-episode</a></p> <ul style="list-style-type: none"> <li>• Full version, 66 minutes <ul style="list-style-type: none"> <li>○ whole episode</li> </ul> </li> <li>• Short version, ~18 minutes <ul style="list-style-type: none"> <li>○ 00:00 to 15:17, Prologue, 14 minutes</li> <li>○ 60:57 to 64:20, Closing, ~4 minutes</li> </ul> </li> </ul> <hr/> <p>Guest Speaker Annie Taccolini, MSW National Quality Assurance Manager Global, Refugee and Immigrant Services Bethany Refugee Services, Grand Rapids, MI</p> <hr/> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> <li>• If you're scheduled this week: <ul style="list-style-type: none"> <li>○ Pecha Kucha</li> <li>○ Peer Review of Pecha Kucha</li> </ul> </li> </ul>
Week 11 Nov 10	Legal Systems and Policy Advocacy	<p>Readings: On Legal &amp; Policy Advocacy 11.1 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.</p> <p>Readings: On Critical, Transformative Social Work Practice 11.2 FOCUS ON PAGE 177-179: Furman, R. et al. (2012). Criminalizing immigration: Value Conflicts for the Social Work Profession. <i>Journal of Sociology &amp; Social Welfare</i>, 39(1), 169–185.</p> <hr/> <p>Asynchronous Activities: ~38 minutes total</p> <ol style="list-style-type: none"> <li>1. Video: Preparing for Asylum Interviews, 3 mins <a href="https://www.youtube.com/watch?v=ukhfYIIHWwI">https://www.youtube.com/watch?v=ukhfYIIHWwI</a></li> <li>2. Videos: LegalEDweb, 35 mins total <ol style="list-style-type: none"> <li>(1) Preparing with client, 8 mins <a href="https://www.youtube.com/watch?v=W_gTOrPGYVE">https://www.youtube.com/watch?v=W_gTOrPGYVE</a></li> <li>(2) Closing arguments for refugees, 9 mins <a href="https://www.youtube.com/watch?v=gz0LDvz8HeM">https://www.youtube.com/watch?v=gz0LDvz8HeM</a></li> <li>(3) Cross exam of refugee client, 11 mins <a href="https://www.youtube.com/watch?v=g1Ak0t7pajg&amp;t=43s">https://www.youtube.com/watch?v=g1Ak0t7pajg&amp;t=43s</a></li> <li>(4) Cross exam of expert, 8 mins</li> </ol> </li> </ol>

Date	Agenda	Required Readings And Assignments
		<p><a href="https://www.youtube.com/watch?v=sNEhuHqG5U8">https://www.youtube.com/watch?v=sNEhuHqG5U8</a> (5) Judge decision, 7 mins <a href="https://www.youtube.com/watch?v=bwywuY4EZaQ">https://www.youtube.com/watch?v=bwywuY4EZaQ</a></p> <p>Guest speaker: Tania Morris Diaz, Michigan Immigrant Rights Center</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Submit Critical Question: due Tuesdays midnight 11:59pm</li> <li>• Submit Online Discussion Posts: due Wednesdays at 5pm</li> <li>• If you're scheduled this week: <ul style="list-style-type: none"> <li>○ Pecha Kucha</li> <li>○ Peer Review of Pecha Kucha</li> </ul> </li> </ul>
Week 12 Nov 17	Presentations; Student Presentations	<p>Readings and Asynchronous Activities: To be determined</p> <p>Assignment: Presentations</p>
Nov 24	Fall Break	None
Week 14 Dec 1	Student Presentations;	<p>Readings and Asynchronous Activities: To be determined</p> <p>Assignment: Presentations</p>
Week 15 Dec 8	Last day: Futurism; Radical imagining	<p>Readings:</p> <p>15.1 Anderson, B., Sharma, N., &amp; Wright, C. (2009). Editorial: Why No Borders? <i>Refuge: Canada's Journal on Refugees</i>, 26(2), 5–18.</p> <p>15.2 BROWSE: Beyond Walls: Why the forces of global migration can't be stopped: A Special Report: Time Magazine</p> <p>15.3 Choose one story: Octavia's Brood: Science Fiction Stories from Social Justice Movements, edited by Walidah Imarisha, and adrienne maree brown, AK Press, 2015. ProQuest Ebook Central.</p> <p>Asynchronous Activities: ~24 mins</p> <ol style="list-style-type: none"> <li>1. TEDx: Imagine world without borders   Bridget Anderson, 11mins <a href="https://www.youtube.com/watch?v=zht-6BrX1b4">https://www.youtube.com/watch?v=zht-6BrX1b4</a></li> <li>2. Ytasha Womack, Afrofuturism, 13 minutes <a href="https://www.youtube.com/watch?v=xlF90sXVfKk">https://www.youtube.com/watch?v=xlF90sXVfKk</a> START minute 00:45 END minute 13:50</li> </ol> <p>Assignments: none</p>

c. Assignments

Assignment	Due Date	100 pts	Notes	Main LO
A. Critical Questions	Weekly – due Tue 11:59pm	24	- Individual	1,2,3,4
A. Online Discussion Posts & Participation	Weekly – due Wed 5pm	8	- Individual	1,2,3,4
B. Pecha Kucha	Once: Oct 6 – Nov 3	18	- Paired - Presentation ~7min	3, 6
C. 2 peer reviews of Pecha Kucha	Twice: 7 pts each: Oct 6 – Nov 3	14	- Individual	3, 6
E. Summative Assignment: Analyzing and Envisioning SW Practice with Im/migrants & Refugees	Once: Nov 10, 17, Dec 1	36	- Individual - Presentation ~10 min	2,4,5

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

**Critical Questions: 24 points (3 points per submission for any 8 weeks in the semester)**

Critical Questions- Submit 1 CQ by Tue night midnight 11:59pm for eight weeks in the semester.

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 for you read critically and engage with the views and ideas offered by the writers.

Two CQs will be posted each week for our Online Discussion Assignment (see below for details).

*Write three sentences:*

One or two sentences to summarize or contextualize specific part/s in the readings you are addressing. Then write one or two sentences for your CQ. The last sentence should be a question.

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.

Reference: Put a reference so that we will know where to look, when we are thinking about your CQ. Reference means (a) the author and page number for readings; OR (b) speaker and exact time point for videos/audio (exact time point as much as possible).

The following questions may be useful as entry points to the assignment:

What are some **counter-arguments** to specific ideas in the readings?

What (un/intended) **consequences, tensions or value conflicts for SW practice** may arise from specific ideas in readings? Note: consequences or tensions are **not** the same as impact.

What (un/intended) **consequences, tensions or value conflicts for communities** that may arise from specific ideas in readings?

What ideas related to the topic are **missing** from the readings?

What & whose voices, histories, meanings, contexts, resistances are **reflected** in the readings? **Not reflected**?

*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.*

*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 social work 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 or 0.50 Points deducted if the question asks about the main points of readings.

0.25 Points deducted: if more than 3 sentences.

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

0.25 Points deducted if submitted late. It’s not a big deal at all if you’re late, but please just send me a quick email and no points deducted. We aim for timely submission of CQs, because our Online Discussions about CQs are used for class discussion.

Practice week: Your first CQ for Week 2 is for practice, graded but not recorded. But, if you like your grade, you can use this as grade if you want.

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

### **Online Discussion Post and Participation: 8 points**

*Canvas Discussion tab: Post at least 1 comment/response by Wednesday 5pm.*

Online Discussion- Post at least 1 online comment by Wed 5pm for eight weeks in the semester.

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

Your Online Discussion Posts are NOT graded for substantive content. Your comments, questions, participation during live class sessions, will also be considered as part of grades for Online Discussion Posts and Participation.

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

Due Date: Assigned Week for Week 6 to 11

Submit via Canvas.

Paired Assignment

Pecha-Kucha presentation – presented live or pre-recorded-- about a noteworthy aspect related to im/migration and forced migration in a global scale, based on the specific topic of the week for class.

You will be assigned to a global region: Sub-Saharan Africa, Asia, Middle East and Northern Africa, Europe, South/Central America. This assignment is intended to de-center the U.S.

Choose one country in your assigned region and a noteworthy aspect related to the topic of the week for Weeks 6 to 11: refugee resettlement, mental health, organizing, school social work, family and child welfare, and legal/policy advocacy.

20 slides x 20 seconds each slide (6 minutes and 40 seconds total)

20 words max on one given slide, except if you have graphs and key quotes. A Pecha Kucha usually has no words completely, 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.

A *noteworthy* aspect related to im/migration can be anything, depending on how you see it. First of all, it should be an intervention, program, tool, regulation, or policy, with *different or interesting or unexpected* processes, implications, consequences, when compared with the U.S. 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 or unusual programs/interventions/tools. It can be an extraordinary story of a family 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 follow this template:

- 1 title page, with student names
- 2-4 data on migration in the country and/or region (3 slides)
- 5-6 background on issue/topic of the week in the country (3 slides)
- 7-8 policy related to issue/topic of the week (2 slides)
- 9-12 noteworthy aspect (4 slides)
- 13-14 relevance to social work or practice with I&R (2 slides)
- 15 what's next; how can we participate, if relevant (1 slides)
- 16-19 freebie (4 slides)
- 20 references. Every slide should have reference/s; points deducted otherwise (see grading rubric for details). References will help classmates access resources, should they choose to do so in the future.

## **C) Peer review –14 points for two peer reviews (7 points each)**

Submit via Canvas. Individual assignment.

You will be assigned for peer viewing of two Pecha Kucha presentations by classmates.

Your peer review will be shared with your classmates, but anonymous.



**Due:**

Wednesday one week after your classmates' presentation.

**Format:**

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

**Content:**

Provide your review and feedback on the following:

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

**D) Summative Assignment: Analyzing and Envisioning Practice with Im/migrants: 36 points**

Submit via Canvas. Individual assignment.

**Due:** Presentations are due Nov 17 or Dec 1. Papers are due Dec 15.

**Format:** There are three options for the format:

1. Paper: Write a 15 page research paper, double-spaced, 12-font, 1" margins, APA style.
2. Panel presentation: Prepare a 10-minute ppt presentation for the class, with a written outline of the presentation. References needed for every single slide.
3. A different format of your choice (ie blog, poetry, art work, live performance, etc); let's talk.

**Content:**

Select a domain/system/area of social work practice with im/migrants and refugees, and you could focus on a specific institution, agency, organization, program, intervention or tool.

For instance, it could be school social work, medical social work, mental health counseling, case mgmt, policy advocacy, policy making, community building, etc.

There are three parts for the content:

A) Briefly describe your selected domain/system/area or institution of social work practice. This will entail about 20 percent of assignment content.

-- Start with a very brief broad overview.

-- Then zoom into a specific intervention, tool, program or policy that you will analyze.

B) Draw on theories on migration (Part 1 of the sem) to critically analyze social work practice with im/migrants and refugees. This will entail about 60 percent of assignment content.

-- Consider the following for your critical analysis: Choose one or all:

- cultural, ideological: See Week 3

- What is the role of *ideas* and culture in your selected practice domain or institution or intervention with im/migrants and refugees? How do dominant ways of doing and thinking apply, vis-à-vis immigrants' ways of doing and thinking?

- economic: See Week 4

-- How does *labor* / employment / work conditions impact, inform or facilitate your selected practice domain or institution or intervention with im/migrants and refugees?

How does labor SW practice? How is labor/work conditions neglected in SW practice?

- political, institutional: See Week 5

- How do *institutions*—policies, funding, org rules, mandates—inform/affect/limit your selected practice domain or institution or intervention with im/migrants and refugees?
- Use information, reflections and/or data from your own experience in your selected domain or institution of social work practice.
- Research articles, books and/or news about your selected domain or institution of SW practice.

C) Envision (and plan) how practice could be strengthened in your selected domain or institution, so that it is culturally humble, transformative, equity based and socially just. Include some concrete steps/actions. This will entail about 20 percent of assignment content.

- As you envision practice in your selected domain/institution/intervention, draw from Weeks 6 to 11:
  - how can practitioners incorporate *advocacy* into SW practice? Weeks 7, 8 & 11
  - how can practitioners work meaningfully with *communities*? Week 6 & 7
  - how can practitioners work meaningfully with *schools and families*? Week 9 and 10
  - how can practitioners incorporate *ideas, knowledges, worldviews* of im/migrants?
  - how do issues of privilege, oppression, diversity, and social justice apply?

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#### d. 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.

#### e. 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](#).

#### f. 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.

#### g. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

#### h. 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.

#### Additional Resources

##### Online courses

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

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

1. 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](http://www.ice.gov)

U.S. Customs and Border Protection: [www.cbp.gov](http://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/>

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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](mailto: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](mailto: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](mailto: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](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](mailto: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*