



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit College of Public Programs Department School of Social Work

Subject SWU Number 456 Title Immigrants and Refugees Units: 3

Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
 Course description: _____

Requested designation: Cultural Diversity in the United States-C
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

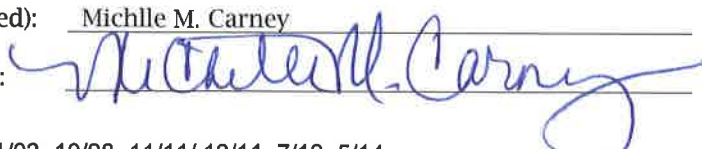
Contact information:

Name Cecilia Ayón Phone 602.496.1196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle M. Carney Date: 9/11/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllbus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus

Course Prefix	Number	Title	General Studies Designation
SWU	456	Immigrants and Refugees	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 2a. Cultural experiences - politics as related to diverse refugee and immigrant population	Study of refugee resettlement in US, refugee experiences in context of acculturation, policies and US laws; immigration policies and experiences	See syllabus Pgs 2 - 4 - objectives and content See syllabus page 16 assignment 1
See 3c. sstudy of social, political,and psychological dimensions among different refugee groups, and integration into new American society	Compares and analyze experiences of refugees resettled in US from different country of origin and refugee camps	See syllabus Pgs 2 - 4

SWU 456 Immigrants and Refugees

Catalog Description

Provides basic conceptual approach to understanding immigrant and refugee issues and how these factors influence social work practice with immigrant and refugee populations.

**Arizona State University
School of Social Work
2014**

Lead Instructor: Dr. Barbara Klimek

Course Instructor: Joanne Morales BSW, MSW

Phone: 602-749-4428

E-mail: Joanne.E.Morales@asu.edu or jemorales@cc-az.org

Office Hours: Office hours by appointment only

I. Name and Number of Course: SWU 456/87267–SWG556/87264: Immigrants and Refugees
Location: Dtphx CRONK 453
Thursdays: 6:00 – 8:45pm

II. Program Level: BSW/MSW500/600: Elective

III. Course Requirements: Credit: 3 semester hours
Prerequisite: None

IV: Course Description:

This course provides a basic conceptual approach to understanding immigrant and refugee issues and how these factors influence generalist social work practice with these populations. The aim is to provide students with knowledge and skills for social work practice with immigrants and refugees. Concepts such as ethnicity, culture, race, gender, social class, sexual orientation, power, inequality, oppression, and discrimination will be discussed. These concepts will be examined in relations to the experiences of immigrants and refugees. Additionally, this course will examine the adaptive capabilities and strengths of immigrants and refugees and how such capabilities and strengths can be used for effective social work practice. Globalization and its impact on refugee and immigration issues will be examined. Students should leave this course with a better understanding of the issues related to immigrants and refugees they will be working with, and of strategies for increasing effectiveness and cultural competence while working with immigrant and refugee populations.

V. Rationale for the Course:

The purpose of this course is to provide students with a comprehensive overview and an integrative perspective to understand specific needs and issues affecting immigrants and refugees residing in the United States, specifically in the South West. It is intended that the students will develop a critical understanding with which to examine diverse population of immigrants and refugees as well as issues which affect their integration and acculturation into the main stream society.

The course covers content which focuses on different aspects of immigrant and refugee populations and provides a conceptual framework of culturally sensitive and competent service delivery on micro, mezzo, and macro levels. The course intends to help students understand the role of the generalist social worker in eliminating political, economic, and social oppression and discrimination, and developing a sense of social and economic justice in the provision of policies and social services to culturally diverse population of immigrants and refugees. The emphasis is placed on understanding the difference between refugees and immigrants and their unique characteristics examined from the strength perspectives.

VI. Course Objectives:

Upon completion of this course, the student should demonstrate the following knowledge and skills:

1. Ability to identify and critically analyze current immigration policies, regulations and legislative initiatives.
2. Understanding legal differences between immigration and refugee status, and how it impacts the social and economic issues affecting immigrants and refugees.
3. Understanding the history of immigration laws in the U.S., and its impact on immigration/border issues, including border security specific to Southwest.
4. Understanding of globalization and its impact on refugee and immigration issues.
5. Familiarity with and critique of common cultural traits discussed in the diversity social work literature. Implications for social work assessment and intervention.
6. Students are expected to be personally involved in the discovery and interpretation of different traces related to speaking tradition(s) and to be aware of the subjective nature of cultural interpretation. Students will draw parallels between the process of cultural discovery (and interpretation) and the professional encounter between worker and client system.
7. Exploration of current policy issues and emerging social needs affecting immigrants and refugees in Arizona, as well as resources available to these populations, and gaps in services.

8. Understanding of the cultural competence model as a means of assessing and developing professional and organizational competence.
9. Ability to assess and build professional credibility and competence across cultures.
10. Understanding of the commonalities and differences among different group of immigrants and refugees with specific emphasis on family dynamics, health and mental health, and issues related to human trafficking.
11. Develop skills and knowledge that will facilitate more culturally competent practice with refugees and immigrants.

VII. Course Units:

1. Introduction: Refugee and Immigrants – Defining the Framework: National and International Issues; Refugee 101
2. Working with Refugees and Immigrants: Refugee Families; Immigrant/Refugee Children and Youth
3. Getting to know the Phoenix Refugee Organizations
4. Cuban and Haitian Immigration Issues
5. Human Trafficking: Overview of International and National Issues/Programs
6. Refugees/Immigrants: Issues of Health and Mental Health. Survivors of Torture
7. United States Immigration Program: How does it work?
8. Immigration Program and Border Issues

VIII. Key Course Concepts:

Overview of the historical, geographic, political and globalization context of the immigrants and refugees in the U.S.

Current immigration policies, regulations and legislative initiatives, including impact of the immigration and welfare reform of 1996; impact of rejection of DOMA; impact of ACA; impact of the Arizona Immigration Law (SB1070). Country of origin for refugees and immigrants; issues of legal and undocumented immigrants; human trafficking. Refugee Act of 1980; Cuban Adjustment Act of 1981.

Demographic overview of current immigrants and refugees in the U.S., specifically in the Southwest.

Country of origin; socio-economic status; immigrant/refugee family composition; unaccompanied minors; undocumented children; human trafficking issues; victims of torture; Amerasians.

Cultural competence - culturally competent practice with refugees and immigrants, similarities and differences between refugees and immigrants.

Service delivery systems for immigrants and refugees; effective case management with refugees; cultural co-therapist approach.

Process of acculturation and integration to the main society in relation to immigrants and refugees. Issues of cultural identity.

Family dynamics, health and mental health, child welfare, economic and social self-sufficiency; PTSD, and issues related to victims of torture; exploration of differences based on national origin, time of settlement, levels of acculturation, generation, reasons for immigration, and legal status in U.S.

IX. Required Readings:

- Pipher, M. (2003). *The middle of everywhere. Helping refugees enter the American community* (1st ed). A Harvest Book. Orlando, Florida: Harcourt, Inc.,

Suggested Readings:

- Althem, G., Doran, A. R., Szmania, S. J. (1988). *American Ways: A guide for foreigners in the United States*. Second Edition. Intercultural Press
- Arizona Refugee Resettlement Journal: Refugee Resettlement – Selected readings
- Center for Migration Studies (CMS). (1997). *In defense of the alien*. Volume XIX. New York: CMS
- Danticat, E. (2008). *Brother, I'm dying*. New York, NY: Random House, Inc.
- Gallares-Japzon, L. (2001). Understanding Cultural Differences Chapter 1 (pp. 5-16) in her book: *Succeeding in America: Lessons from immigrants who achieved the American dream*. Silver Spring, MD: TeamCom Books.
- Green, J.W. (1999). *Cultural Awareness in the Human Services: A Multi-Ethnic Approach*. Boston: Allyn & Bacon.
- Hollenback, D. (2008). *Refugee Rights: Ethics, Advocacy, and Africa*. Georgetown University Press
- Journal of Interpersonal Violence. *The production of the “Battered Immigrant” in public policy and domestic violence advocacy*. Volume 23. Number 2. February 2008. Sage Publications
- Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (5th ed.). Belmont, CA: Brooks/Cole.

- Intelligence Report. The Southern Poverty Law Center. Spring 2003. Issue 109.
- National Association of Social Workers. (2001). *NASW standards for cultural competence in social work practice*. Retrieved from:
http://www.socialworkers.org/sections/credentials/cultural_comp.asp
- Psychotherapy Networker. Volume 32. Number 3. May/June 2008
- The Prevention Researcher. *Immigrant and refugee Youth*. Volume 14. Number 4. November 2007.
- The Refugee Council USA. (2006). U.S. Refugee admissions program for fiscal year 2006 and 2007: The impact of the material support bar. Washington, D.C.: The Refugee Council USA.
- United Nations Higher Commissioner for Refugees (UNHCR). (2006). *The State of The World's Refugees 2006: Human Displacement in the New Millennium*. Available on: <http://www.unhcr.org/4a4dc1a89.html>

Selected readings from:

- <http://www.brycs.org/>
- www.unhcr.org/statistics
- <http://www.cliniclegal.org/index.html>
- <http://rcusa.org/>
- <http://www.refugee-rights.org/About%20us/whoweare.html>
- <http://www.state.gov/g/prm/>
- <http://uscgb.org/mrs/resettlementoffices.shtml#NM>
- www.culturalorientation.net
- www.cja.org
- www.cvt.org
- <http://www.splcenter.org/>
- <http://www.psychotherapynetworker.org/>
- <http://www.barbarachesteraward.org/index.php>
- http://www.socialworkers.org/sections/credentials/cultural_comp.asp
- <http://www.phoenixnewtimes.com/2008-02-14/news/after-just-one-year-asu-junked-its-scholarship-program-for-illegal-immigrants-sarah-fenske-wonders-who-will-step-up-for-them-now/1>

- www.migrationpolicy.org/pubs/2008DataGuide.pdf.
- <https://egov.azdes.gov/cmsinternet/main.aspx?menu=28&id=734>.

Selected videos:

- A little rebirth – documentary (Somalia)
- Abandoned: The Betrayal of America’s Immigrants (human trafficking)
- Balseros (Cuba)
- Blood Diamond (Liberia)
- Dying to Live: A migrant’s journey
- God grew tired of us (Sudan)
- Hotel Rwanda (Rwanda)
- Kite runner (Afghanistan)
- Maria full of grace (Columbia – human trafficking)
- The Untouchables (African Immigrants in France)
- Modern Day Slaves (human trafficking)
- Rights on the line: Vigilantes at the border
- Welcome to U.S. – Cultural orientation
- The Visitor

Additional Resources:

<http://libguides.asu.edu/content.php?pid=3106&sid=236996>

<http://www.healthinschools.org/en/Immigrant-and-Refugee-Children/Tools-and-Documents/Understanding-the-Legal-Issues-Impacting-Immigrant-Families.aspx>

NOTE: The instructor may periodically distribute copies of additional readings and make substitutions. Moreover, readings may be put on reserve in the library or available at a course website, accessible through my.asu portal.

X. ASU and Related Professional Policies:

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Cheating and/or plagiarism will not be tolerated and will result in severe sanctions. Students are responsible for being familiar with policies regarding student academic Integrity. Please take special note of the policy regarding plagiarism. As stated in the *Academic Integrity Policy*,

"Plagiarism is defined as using another's words (written or spoken), ideas, or visual, without properly documenting the source. While not all plagiarism is willful or intentional, students are always responsible for knowing the rules governing the use of another's material and appropriately acknowledging their source."

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Most of you know that you should use scholarly citations for material you use from journal articles, books, book chapters, and related published materials. However, many students do not realize that in addition to letting the reader know that you have used these materials you also have an obligation to *avoid using another's actual words*. You have two options. First, you can paraphrase the authors' words by putting them into your own words. This is hard work and most of you will not be as effective in putting things into your words as published authors, but nonetheless you must do this to avoid plagiarism. Second, you can put quotation marks around words that you take from the original. Your usage of this latter strategy should be limited to no more than about two quotations per page.

If you have any questions about how to do this, please get in touch with me.

Student Code of Conduct:

<http://www.asu.edu/studentaffairs/studentlife/judicial>

Computer, Internet, and Electronic Communications Policy:

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/portal/filelib/students/PlagiarismPolicy.pdf>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

HIPPA Policy Statement:

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow someone to know who

the person was needs to be changed or eliminated. This includes obvious things like names and birthdates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender.

XI. Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, please refer to the Disability Resource Services= website for eligibility requirements and resources. <http://www.asu.edu/studentaffairs/ed/drc/qualification.html>

XII. Course Units and Readings:

Week 1: August 21st, 2014

Introductions and Course Overview

Refugee and Immigrants – Defining the Framework: National and International Issues (Objective: 2 – 4)

Instructor Introduction

Student Introductions

Syllabus review

International perspective on immigration and refugee issues

Facts about immigration and refugee resettlement in the U.S. and Arizona

Issues concerning illegal immigration

Important immigration terms and concepts

Video presentations:

- 2011 UNHCR Global trends Report:
<http://www.unhcr.org/pages/49c3646c4d6.html>
- Understanding the legal issues impacting immigrant families: Part I and Part II: <http://www.healthinschools.org/en/Immigrant-and-Refugee-Children/Tools-and-Documents/Understanding-the-Legal-Issues-Impacting-Immigrant-Families.aspx>
- Dying to live: A migrant's journey

Week 2: August 28th, 2014

Working with Refugees and Immigrants: Refugee 101/202 (Objective: 5, 6, 8, 9 & 11)

Concepts of acculturation, social integration, social distance, assimilation,

secondary migration
Roles of kinship networks, mutual aid, fraternal and religious associations, and social service organizations
Issues concerning illegal immigration
Implications for social service location and delivery

- Readings:** Pipher, M. (2003): Foreword, Prelude, Chapters 1, 2, 3, 4, 8, 12 & Appendix 3
- Lugar's Report: A Report to the members of the Committee on Foreign Relations, United States Senate: Abandoned upon arrival: Implications for refugees and local communities burdened by a U.S. resettlement system that is not working. (posted on the blackboard)
- Refugee Admissions – general information:
<http://www.state.gov/j/prm/ra/index.htm>
- Refugee Admission – FY2012 Statistics:
<http://www.state.gov/j/prm/releases/statistics/206319.htm>

Suggested:

Migration Policy Institute:
www.migrationpolicy.org/pubs/2008DataGuide.pdf. (glossary)

UN Human Rights: Office of the High Commissioner of Human Rights:
<http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

UNHCR 2009 Global Trends Report:
<http://www.unhcr.org/4c11f0be9.html>

Migration Information Source: Frequently Requested Statistics on Immigrants and Immigration in the United States:
<http://www.migrationinformation.org/USFocus/display.cfm?ID=747>

Migration Information Source: Spotlight on Refugees and Asylees:
<http://www.migrationinformation.org/USFocus/display.cfm?ID=734>

NASW Code of Ethics:
http://www.socialworkers.org/sections/credentials/cultural_comp.asp

Discussion: Debate over immigration: Birthright Citizenship – The Diane Rehm Show,

NPR, August 4, 2010:

<http://thedianerehms.org/audio-player?nid=12822>

Video: Refugee in Africa: Another Quiet Emergency

Refugee Experience in US: <http://www.cal.org/co/videos/index.html>

Week 3: September 4th, 2014

Working with Immigrant/Refugee Families: Immigrant/Refugee Children and Youth (Objective 5, 6, 8, 9 & 11)

Cultural differences in family systems and expectations

Stresses on immigrant/refugee families

Domestic abuse in immigrant families

Immigrants' aspirations for their children

Acculturation of immigrant/refugee children and youth – Schools, schooling, and friendship networks

Inter-generational tensions

Cultural differences and child protection

Readings: Pipher, M. (2003): Chapters: 5, 6, 7, 9 & Appendix 1 & 2

Suggested: Psychotherapy Networker. *Living up to the American Dream*. p.40.
Volume 32. Number 3. May/June 2008

The Prevention Researcher. *Immigrant and refugee Youth*. Volume 14.
Number 4. November 2007.

<http://www.firrp.org/children.asp>

<http://www.brycs.org/documents/URMdescOnly-rev7-04.pdf>

<http://www.brycs.org/documents/SECGENRP.PDF>

For more information related to children issues, please search:

<http://www.brycs.org/>

Guest speaker presentation:

- ~~William Tuoy, President, South Sudanese Association~~
- Representatives from refugee and undocumented minors programs in Arizona

Video: God grew tired of us

Week 4: September 11th, 2014

Human Trafficking: Overview of International and National Issues/Programs Refugees/Immigrants: Issues of Health and Mental Health. Survivors of Torture (Objective: 1-11)

Assignment I. Due

Issues in working with undocumented clients
Human Rights and International Law

Acculturation stress and mental health needs of immigrants
Some common immigrant health needs and issues -issues in social service and health access for immigrants
Mental health service delivery to immigrants and refugees

- Readings:** Pipher, M. (2003): Chapters: 10 & 11
U.S. Administration for Children & Families (2007). Fact Sheet: Human Trafficking. Explore this site (note links at bottom of page):
http://www.acf.hhs.gov/trafficking/about/fact_human.html
- Dottridge, M. (2004). Kids as commodities? Child trafficking and what to do about it. Lausanne, Switzerland: Terre des Hommes Foundation. Available at:
<http://www.terredeshommes.org/pdf/commodities.pdf>
- Van Reisen, M. and Ttefanovich, A. Lost kids, lost futures: The European Union's response to child trafficking. Lausanne, Switzerland: Terre des Hommes Foundation. Available at:
<http://www.terredeshommes.org/pdf/lost-kids.pdf>
- Center for Victims of Torture information: <http://www.cvt.org/what-we-do/training/minnesota-training>

Suggested: Review information at: <http://www.firrp.org/index.asp>

Discussion: Come prepare to ask questions and discuss issues related to human trafficking.

Guest speaker(s) presentation:

- Cynthia Holt, Manager, Dignity Program, Catholic Charities
- IRC, ALERT Program

Video: Human trafficking 101

Week 5: September 18th, 2014

United States Immigration Program: How does it work?

Immigration Program and Border Issues (Objective: 1- 4, 7, 10 & 11)

Legal assistance resources for immigrants
Impacts of immigration on the U.S., Arizona and local economies
Issues concerning illegal immigration

- Readings:**
- Journal of Interpersonal Violence. *Arizona Extremists Start Anti-Immigrant Citizen Militias*: <http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2003/spring/open-season?page=0,0>
- The Refugee Council USA. (2006). U.S. Refugee admissions program for fiscal year 2006 and 2007: The impact of the material support bar. Washington, D.C.: The Refugee Council USA: <http://www.rcusa.org/uploads/pdfs/RCUSA2006finpostbl-w.pdf>
- The Faltering US Refugee Protection System: Legal and Policy Responses to Refugees, Asylum Seekers, and Others in Need of Protection. Migration Policy Institute. May 2011. Author: David Kervin (posted on Blackboard)
- Psychotherapy Networker. *The immigrant's odyssey*. p. 35. Volume 32. Number 3. May/June 2008: <http://www.psychotherapynetworker.org/component/content/article/75-2008-mayjune/134-the-immigrants-odyssey>
 - Psychotherapy Networker. *The immigrant's odyssey*. p. 35. Volume 32. Number 3. May/June 2008: *Living Up to the American Dream*: <http://www.psychotherapynetworker.org/component/content/article/75-2008-mayjune/130-living-up-to-the-american-dream>
- AZ Immigration Law (SB 1070) Article in New York Times, July 29, 2010 and other relevant articles: <http://topics.nytimes.com/top/reference/timestopics/subjects/i/immigration-and-emigration/arizona-immigration-law-sb-1070/index.html>
- Advocates for Human Rights, "Immigration and the Economy," <http://www.energyofanation.org/fd5574be-6dd1-4614-8f8f-2e425daa0f76.html?NodeId>

Advocates for Human Rights, “Immigration and Human Rights”
<http://www.energyofanation.org/7d00b32b-a738-4a71-9ccf-2117fc9bbb64.html?NodeId=>

The Mexican Braceros. <http://www.farmworkers.org/benglish.html> and
<http://www.farmworkers.org/bracerop.html>

International Farmworkers Program.
<http://www.reuters.com/article/reutersEdge/idUSN2165176420080221>

Discussion: Come prepare to ask questions and discuss issues related to the US Immigration Policies

Guest speaker presentation: Overview of the US Immigration Program, and its impact on border states:

- William DeSantiago, Immigration Attorney, Catholic Charities, Immigration Program

Video: Rights on the line: Vigilantes at the border

Week 6: September 25th, 2014

Getting to know the Phoenix Refugee Communities (Objective 1 & 7)

Facts and history of the Arizona Refugee Program

Mutual Assistance Organizations and refugee populations

Refugee service providers

Readings: Arizona Refugee Program information:
https://www.azdes.gov/refugee_resettlement/

Discussion: Come prepare to ask questions and discuss issues related to the Arizona Refugee Program

Guest speaker(s) presentation: Panel Presentation: Representatives from Refugee Mutual Assistance Organizations, ASU Initiative

Week 7: October 2nd, 2014

Cuban and Haitian Immigration Issues (Objective: 1 – 9)

History of Cuban immigration to US
Cuban Adjustment Act of 1981
Immigration Control and Reform Act of 1986
Refugees, entrants, border-crossers, asylees

Readings:

MARIEL CHRONOLOGY:

http://cuban-exile.com/doc_026-050/doc0038.html

THE MARIEL EXODUS A YEAR IN RETROSPECT:

http://cuban-exile.com/doc_026-050/doc0033.html

<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=7286136d2035f010VgnVCM1000000ecd190aRCRD&vgnnextchannel=b328194d3e88d010VgnVCM10000048f3d6a1RCRD>

U.S. Immigration Policy on Haitian Migrants:

<http://trac.syr.edu/immigration/library/P960.pdf>

Cuban Haitian Entrant Program (CHEP):

<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=221ef7c555b2e210VgnVCM100000082ca60aRCRD&vgnnextchannel=acc3e4d77d73210VgnVCM100000082ca60aRCRD>

Suggested: Review Cuban/Haitian issues on: <http://www.cliniclegal.org/index.html>

Discussion: Come prepare to ask questions and discuss issues related to Cuban/Haitian entrants and border-crossers

Guest Speaker(s) presentation: Cuban and Haitian Experience

Week 8: October 9th, 2014

Problem Based Learning Process: group mentoring and coaching (Objective: 1 – 11)

Readings: to be provided as deem appropriate/recommended for the group work

Discussions: in group discussion and planning on assigned project

Week 9: October 16th, 2014

Problem Based Learning Process: group mentoring and coaching (Objective: 1 – 11)

Readings: to be provided as deem appropriate/recommended for the group work

Discussions: in group discussion and planning on assigned project

Week 10: October 23rd, 2014

Problem Based Learning Process: group mentoring and coaching (Objective: 1 – 11)

Readings: to be provided as deem appropriate/recommended for the group work

Discussion: in group discussion and planning on assigned project

Week 11: October 30th, 2014

Problem Based Learning Process: group mentoring and coaching (Objective: 1 – 11)

Readings: to be provided as deem appropriate/recommended for the group work

Discussion: in group discussion and planning on assigned project

Week 12: November 6th, 2014

Problem Based Learning Process: group mentoring and coaching (Objective: 1 – 11)

Readings: to be provided as deem appropriate/recommended for the group work

Discussion: in group discussion and planning on assigned project

Week 13: November 13th, 2014

Problem Based Learning Process: group presentations (Objective: 1 – 11)

Group presentations: assigned groups

Discussion: Expert Panel(s)

Week 14: November 20th, 2014

Problem Based Learning Process: group presentations (Objective: 1 – 11)

Group presentations: assigned groups

Discussion: Expert Panel(s)

Week 15: November 28th, 2014

Thanksgiving Holiday: No Class

Week 16: December 4th, 2014

Toward cultural competent social work practice while working with refugees and immigrants: What does it all mean? (Objective: 1 – 11)

Course Evaluation

Poster Session – Cultural Event

Discussion:

- Focus on: What have I learned, and how can I apply my knowledge and skills in practice?

XII. Assignments:

*** All written assignments should be written in accordance with the relevant APA style guidelines.**

1. *Becoming an Expert and Volunteer Field Experience: Getting to Know the Refugee Community in Phoenix*

(Due on Assigned week: November 13th or November 20th)

Your assignment for becoming an expert is based on the problem based learning and requires you and your group to work collectively to research a problem within the refugee communities and develop an expertise in a chosen/assigned area related to working with immigrants and refugees. These problems will be related to one of the following areas: refugee children, refugee/immigrant \welfare, refugee/immigrant families: women and elders,

refugee/immigrant health/mental health, services for refugees/immigrants, and acculturation/assimilation process among refugees/immigrants. Professor Morales will assume a role of coach/mentor, and will guide each group in the process of researching an assigned problem.

You will be assigned to teams (of five to six students). Each team will collaborate with an assigned Ethnic Community Based Organization (ECBO), along with an ASU Mentor. ECBOs will be representative of the refugee communities in Arizona, including the following: Bhutanese, Burmese, Congolese, Iraqi, and Somali. ASU Mentors will be research team members from the School of Social Work's Technical Assistance to Ethnic Community Based Organizations project, a University-community partnership developed to empower and build capacity among refugee communities through community-building, social pedagogy, and technical assistance strategies.

This assignment will require group collaboration and team work, as well as reaching out and using multiple resources available on the national, international, and local levels. Groups will be responsible for conducting an in-class panel presentation and explain the process of becoming experts in area of their assigned problem. The pertinent researched information should be presented in a form of a poster, and should include: (1) the etiology/history of the problem; (2) summary of the relevant information/findings gathered from multiple sources; (3) steps in problem resolution and justification/rationale for it; (4) implication for refugees/immigrants as far as their well-being and integration into the new society.

The presentation should demonstrate cultural awareness and competency around the important and oftentimes controversial issues surrounding your research problem. Ask yourselves: "How can we best portray the issues relevant to the assigned problem?" Be creative! Prepare and distribute a one-page handout to all class members with useful information relating to the presentation. Presentations should be 45 minutes (this includes time for questions, comments and class participation). Divide presentation tasks evenly among all team members. The presentation will account for 40% of your final grade. *In addition, each team member needs to prepare a two page summary reflecting on your participation in this problem based learning assignment. Your summary will account for 10% of your final grade.*

2. Who Am I? - Personal Reflections on my Family Journey to the US

(Due: September 11th)

Write about your own cultural and ethnic heritage. Where do your relatives come from? What do you know about their journey to the U.S. and their immigration experience? Your narrative needs to be based on your memories and stories you heard growing up. If you are adopted or do not know, reflect on your own thoughts and feelings about your lack of knowledge about your ethnic and cultural heritage. Remember, there are no right or wrong comments.

This write-up will be graded and account for 30% of the final grade. The following format should be followed: two pages in length (three page max.), typewritten, double-spaced, 12 font size, with 1-inch margins.

3. ***Weekly submission of one-page summary on the discussion topic, and/or problem based learning activity*** (Due: Weekly)

Your one-page summary should include at least 2-3 topics and/or questions you would like to contribute to the class discussion. For problem based learning activity, you are expected to provide a list of activities you have contributed to your group project. It should include your comments related to the progress on the group project. (10 points total)

4. ***Opportunities will be provided for an extra credit*** (Due as assigned)

XIII. Guidance and Criteria for Grading:

Attendance and Active Participation (Due: Weekly)

Attendance and active participation in all class sessions are critical for the learning process. In this course, you will learn through listening, reading, class discussion, presentation, and writing. Experiential learning as well as reiterative problem-based learning is essential for successful completion of this course. Weekly readings are outlined in this syllabus. I expect that students will complete all readings and come to class ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about issues related to history and current events as well as social work practice with immigrant and refugees that we cover in class as well as provoke your own critical thinking on these issues. You will also be expected to participate with others in a respectful manner and treat differences both ethically and professionally appropriate. Attendance and active participation will be evaluated on three criteria: 1) attendance, both physically and mentally, of all class sessions; 2) demonstration that you have reflected upon and integrated relevant material learned from reading, research, and class discussions; 3) the degree to which your communication is clear, concise, relevant and professionally appropriate. **Attendance and participation account for 10% of your final grade.** An important component of attendance is punctuality. Therefore, being late to three class sessions will be considered the equivalent of being absent from one class session and participation points will be deducted accordingly.

Course Assignments

% of final grade

Attendance and Active Participation

10

Weekly Reflections

10

Personal Reflections on my Family Background/Journey to the US	30
Becoming an Expert/Volunteer Field Experience: Presentation	40
2-page personal summary	<u>10</u>
Total	100%

Grading Scale

100+	A+
100 – 95	A
94 – 90	A-
89 -- 87	B+
86 – 84	B
83 – 80	B-
79 – 75	C+
74 – 70	C
69 – 60	D
59 -- Below	E

XIV. Other Expectations:

Graduate Student Assignment and Grading:
(Due November 6th)

Students will select and be asked to evaluate one of the following policies and its impact on immigrants and refugees:

- Defense of Marriage Act and Federal level response
- Immigration Reform
- Affordable Care Act
- Dreamers Policy and Deferred Action
- Unaccompanied Alien Children: Current and Proposed Policies

Students will need to provide a summary of main points of the policy, and evaluate its intended and unintended consequences for immigrants and refugees. Student will also evaluate how, as social workers this will affect our profession and recommendations for approaches in working with clients affected by the issue. Students should also identify how social workers can become involved in terms of advocating for change on macro level for

clients.

As this is a formal policy assessment, APA format is required and students should cite all references utilized in the course of research, including formal papers, articles, and one-on-one interviews if conducted.

Paper will be graded on the following points:

Summary of overall policy (5pts.)

Intended and unintended consequences towards immigrants and refugees (5 pts.)

Recommendations for approaches working with impacted clients (5pts.)

Identification for opportunities for macro level change in regards to policy (5pts.)

Paper should be at least a minimum 5 pages, 20 points earned

Grading Scale

120+	A+
100-120	A
90-100	A-
89 -- 87	B+
86 – 84	B
83 – 80	B-
79 – 75	C+
74 – 70	C
69 – 60	D
59 -- Below	E

Student's responsibilities

The material covered in this course forms the theoretical foundation and practical application for social work practice. Class time is used to integrate the reading material through lectures, discussions, experiential learning and use of an interactive method of teaching. Therefore, **attendance and class participation are expected and will be considered in final grading.**

Students are expected to have completed the assigned materials from the course outline by the beginning of each class and **should be ready to actively participate in all activities.**

All assignments are due at the beginning of class on the syllabus date. Late papers will not be accepted unless prior arrangements have been made with the instructor.

All written assignments should be typed, double spaced, and presented in the APA style.

Students are expected to adhere to scrupulous behavior and comply with the NASW Code of Ethics.

Classroom Etiquette: All students are expected to treat their classmates with respect. Please turn off all cell phones, pagers, and computers before class begins. There is to be no texting in class. You may be permitted to use computers as deem appropriate and require for in-class group work.

Please note: Due to the nature of diversity issues, some course content may be considered sensitive. Feel free to contact the course Instructor to discuss subjects which deem sensitive to you.

MARY PIPHER

Bestselling author of REVIVING OPHELIA

THE MIDDLE OF EVERYWHERE

HELPING REFUGEES ENTER
THE AMERICAN COMMUNITY

"Pipher enters the hearts and homes of refugees who now live virtually from coast to coast, chronicling their struggles. . . . Her work is a plea for others to join her in a campaign of understanding."

—*USA Today*

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SWU 456 SWG 556 Additional Readings and Resources

Suggested Readings:

- Althem, G., Doran, A. R., Szmania, S. J. (1988). *American Ways: A guide for foreigners in the United States*. Second Edition. Intercultural Press
- Arizona Refugee Resettlement Journal: Refugee Resettlement – Selected readings
- Center for Migration Studies (CMS). (1997). *In defense of the alien*. Volume XIX. New York: CMS
- Danticat, E. (2008). *Brother, I'm dying*. New York, NY: Random House, Inc.
- Gallares-Japzon, L. (2001). Understanding Cultural Differences Chapter 1 (pp. 5-16) in her book: *Succeeding in America: Lessons from immigrants who achieved the American dream*. Silver Spring, MD: TeamCom Books.
- Green, J.W. (1999). *Cultural Awareness in the Human Services: A Multi-Ethnic Approach*. Boston: Allyn & Bacon.
- Hollenback, D. (2008). *Refugee Rights: Ethics, Advocacy, and Africa*. Georgetown University Press
- Journal of Interpersonal Violence. *The production of the "Battered Immigrant" in public policy and domestic violence advocacy*. Volume 23. Number 2. February 2008. Sage Publications
- Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (5th ed.). Belmont, CA: Brooks/Cole.
- Intelligence Report. The Southern Poverty Law Center. Spring 2003. Issue 109.
- National Association of Social Workers. (2001). *NASW standards for cultural competence in social work practice*. Retrieved from: http://www.socialworkers.org/sections/credentials/cultural_comp.asp
- Psychotherapy Networker. Volume 32. Number 3. May/June 2008
- The Prevention Researcher. *Immigrant and refugee Youth*. Volume 14. Number 4. November 2007.
- The Refugee Council USA. (2006). U.S. Refugee admissions program for fiscal year 2006 and 2007: The impact of the material support bar. Washington, D.C.: The Refugee Council USA.
- United Nations Higher Commissioner for Refugees (UNHCR). (2006). *The State of The World's Refugees 2006: Human Displacement in the New Millennium*. Available on: <http://www.unhcr.org/4a4dc1a89.html>

Selected readings from:

- <http://www.brycs.org/>
- www.unhcr.org/statistics
- <http://www.cliniclegal.org/index.html>
- <http://rcusa.org/>
- <http://www.refugee-rights.org/About%20us/whoweare.html>
- <http://www.state.gov/g/prm/>
- <http://usccb.org/mrs/resettlementoffices.shtml#NM>
- www.culturalorientation.net
- www.cja.org
- www.cvt.org
- <http://www.splcenter.org/>
- <http://www.psychotherapynetworker.org/>

- <http://www.barbarachesteraward.org/index.php>
- http://www.socialworkers.org/sections/credentials/cultural_comp.asp
- <http://www.phoenixnewtimes.com/2008-02-14/news/after-just-one-year-asu-junked-its-scholarship-program-for-illegal-immigrants-sarah-fenske-wonders-who-will-step-up-for-them-now/1>
- www.migrationpolicy.org/pubs/2008DataGuide.pdf.
- <https://egov.azdes.gov/cmsinternet/main.aspx?menu=28&id=734>.

Selected videos:

- A little rebirth – documentary (Somalia)
- Abandoned: The Betrayal of America’s Immigrants (human trafficking)
- Balseros (Cuba)
- Blood Diamond (Liberia)
- Dying to Live: A migrant’s journey
- God grew tired of us (Sudan)
- Hotel Rwanda (Rwanda)
- Kite runner (Afghanistan)
- Maria full of grace (Columbia – human trafficking)
- The Untouchables (African Immigrants in France)
- Modern Day Slaves (human trafficking)
- Rights on the line: Vigilantes at the border
- Welcome to U.S. – Cultural orientation
- The Visitor

Additional Resources:

<http://libguides.asu.edu/content.php?pid=3106&sid=236996>

<http://www.healthinschools.org/en/Immigrant-and-Refugee-Children/Tools-and-Documents/Understanding-the-Legal-Issues-Impacting-Immigrant-Families.aspx>