



**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 457 Title Borderlands Immigration Issues Units: 3

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

Is this a shared course? No 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](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto: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.**

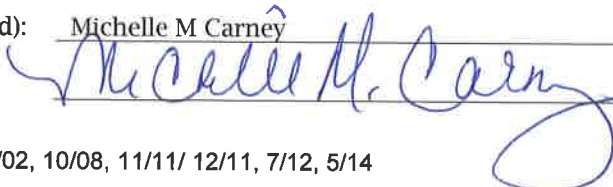
**Contact information:**

Name Cecilia Ayon Phone 6024961196

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

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Michelle M Carney Date: 12/1/14

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.

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

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		<b>1.</b> 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 <b>contemporary</b> U.S. Society.	Syllabus
		<b>2.</b> A Cultural Diversity course must then meet <b>at least one</b> 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.	Syllabus
<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 type="checkbox"/>	<input checked="" 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.	

Course Prefix	Number	Title	General Studies Designation
SWU	457	SW Borderlands Immigration Issues	

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 1 course must contribute to an understanding of cultural diversity in the U.S.	Assingment: Immigrant Empowerment t	See page 10 in syllabus: This assingment requires students to actively participate in a coalition addressing the needs of immigrants - thus allowing students hands on expereince with diversity/needs among immigratns in AZ.
See 2a in depth cultural study of cultural specific elements	Assingment: SW practice with immigrnats and resources group project  Unit 2 focus on the political climate impacting immigrants currently  Unit 3 focuses on the Immigrant stress within the social, economic, and health context.	See page 11 in syllabus: For this assingment student will select a group of immigrants then identify (1) major challenges impacting this group, and (2) policies and resources that impact immigrants;  See page 5-6 in syllabus: unit covers local and national policies impacting groups of immigrants  See page 6-7 in syllabus: Unit addresses intended and unintended consequences the national/AZ socio political climate


## SWU 457 SW Borderlands Immigration Issues

### Catalog Description:

Class content addresses immigration history, trends, policies and legislations; and social work practice with Latino immigrants.

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Arizona State University  
School of Social Work  
Course Syllabus  
Fall 2015

- I. **Name and Number of Course:** SWU 457/SWU591  
SW Borderlands Immigration Issues
- II. **Program Level:** BSW
- III. **Course Requirement:** Credit: 3 semester hours
- IV. **Course Description**

Class content addresses immigration history, trends, policies and legislations; and social work practice with Latino immigrants.

V. **Rationale for the Course**

This class will prepare students to work with borderland immigrant populations. Students will learn about immigration history, trends, policies and legislation. The class will focus on social work practice related to the immigrant experience in the southwest United States and will address a number of issues including family system and structure, economic impact, education, mental and physical health, social and political implications. Thus students will be prepared practice with and advocate for immigrants, immigrant families, and immigrant communities. RESILIENCY AND FAMILY STRENGTHS!

VI. **Course Competencies**

- Explain and discuss historical immigration trends and theories of immigration that inform and motives and forces of immigration between Mexico and the U.S. [EPAS 2.1.3, 2.1.4]
- Demonstrate a critical understanding of federal and local policies and legislation including supportive and opposing views to such legislation. [EPAS 2.1.3, 2.1.4]
- Examine the intersection between social work practice ethics and local immigration policies [EPAS 2.1.2, 2.1.3].
- Demonstrate an understanding of immigration identity/status, immigration legal process, and deportation process [EPAS 2.1.4].
- Articulate the stressors immigrants face during pre-migration, migration, and post-migration process. [EPAS 2.1.3, 2.1.5]
- Identify services available for immigrants as relates to their own legal status and duration in the United States and implications for practice. [EPAS 2.1.4]
- Demonstrate an ability to understand, articulate, and develop a plan to empower an immigrant community. [EPAS 2.1.3, 2.1.5]

## VII. Course Units

- Unit 1: Immigration patterns and theories
- Unit 2: Federal and local immigration policies
- Unit 3: Immigrant stress
- Unit 4: Community engagement, advocacy, and empowerment

## VIII. Key Course Concepts

Immigration	Asylum	Immigration legislation
Immigrant	Immigration patterns	Motivation for immigration
Refugee	Documentation Status	Immigrant services
Legal immigration process	Detention/Deportation	Immigrant stressors
U.S. – Mexico border issues	Immigrant community	Office of Homeland Security

## IX. 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>
- **Student Code of Conduct:** <http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)
- **Computer, Internet, and Electronic Communications Policy:** <http://www.asu.edu/aad/manuals/acd/acd125.html>
- **Missed Classes Due to University Sanctioned Activities:** <http://www.asu.edu/aad/manuals/acd/acd304-02.html>
- **Accommodations for Religious Practices:** <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- **Commercial Note Taking Services:** <http://www.asu.edu/aad/manuals/acd/acd304-06.html>
- **Handling Disruptive, Threatening, or Violent Individuals on Campus:** <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>
- **School of Social Work Student Academic Integrity Policy:** <http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>
- **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>

## X. Accommodations for Students with Disabilities



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If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

**XI. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:**

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

**XII. Required Textbook and Readings**

- Massey, D.S., Durnad, J., Malone, N.J. (2002). *Beyond Smoke and Mirrors*. Russel Sage Foundation: New York.
- Additional articles are available on Blackboard and ASU library

**XIII. Evaluative Procedures**

16 Week In person course

Assignment	Due Date	Points
Immigration Theory Paper		20
Immigrant Advocacy and Empowerment		20
Midterm exam		20
Practice with Immigrants and Resources Group Project		30
Participation		10
Total		100

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An **A** grade at the undergraduate level means that a student is doing **outstanding** or **excellent** work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go well above and beyond the basic expectations for the course.

A **B** grade at the undergraduate level means that a student is doing **above average** work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material.

A **C** grade at the undergraduate level means that a student is doing at least **satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A **D** or an **E** at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Grading System:

90-100 = A

80-89 = B

70-79 = C

61 -69 = D

60 and below= E

XIV. All assignments are due at the beginning of class on the date specified in this syllabus. Except under extreme extenuating circumstances beyond the student's control, 10% of the assignment grade will be deducted on late assignments. If an assignment is to be handed in late, the instructor must be contacted in advance before the due date for an extension to be negotiated. No assignments will be accepted later than one week after the original due date.

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**XV. Course Outline**

Date	Content	Assignment/ Task Due
<b>UNIT 1</b>		
<b>Week 1</b>		
8/22/2013	<p><b>Topic: Introductions, review of syllabus and assignments; brief introduction to immigration context in the U.S. and those impacted.</b></p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>	
<b>Week 2</b>		
8/27/2013	<p><b>Topic: Immigration Theories</b></p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Massey, Durand, &amp; Malone (2002): Chapter 1 &amp; 2</li> </ul>	
<b>Week 3</b>		
9/3/2013	<p><b>Topic: Mexico U.S. immigration history and patters</b></p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Massey, Durand, &amp; Malone (2002): Chapter 3</li> </ul>	
<b>Week 4</b>		
9/10/2013	<p><b>Topic: US Immigration policies 1986-1990s</b></p> <p><u>Required Readings*:</u></p> <ul style="list-style-type: none"> <li>• Massey, Durand, &amp; Malone (2002): Chapter 5 &amp; 6</li> </ul> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>UNIT 2</b>		
<b>Week 5</b>		
10/1/2013	<p><b>Topic: Current immigrant profile: local and national data;</b></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>• Yoshikawa, H., &amp; Kholoptseva (2014). Unauthorized immigrant parents and their children’s development.</li> <li>• Impact of deportations paper -</li> </ul>	
<b>Week 6</b>		
9/17/2013	<p><b>Topic: immigration status and eligibility for “legal’ documents; AZ immigration related policies</b></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>• Kennedy, H. (July 28, 2010). Arizona immigration law</li> </ul>	

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	<p>SB 1070 has most controversial parts blocked by federal judge. New York Daily News. Retrieved from <a href="http://www.nydailynews.com/fdcp?1290828013967">http://www.nydailynews.com/fdcp?1290828013967</a>.</p> <ul style="list-style-type: none"> <li>• POLICIES</li> <li>• Minutemen</li> </ul> <p>D. Massey on Immigration Policy Fiasco (12/2013):  <a href="https://www.youtube.com/watch?v=EUOB_UWy4iM">https://www.youtube.com/watch?v=EUOB_UWy4iM</a></p>	
<b>Week 7</b>		
9/24/2013	<p><b>Topic: immigration status and eligibility for “legal” documents; AZ immigration related policies</b></p> <p>Video and Discussion: Precious Knowledge</p>	
<b>Week 8</b>		
	<p><b>Topic: Federal policies: Immigration reform and DACA; Immigration debate</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Papademetriou, D.G (2013) Fundamentals of Immigration Reform.</li> <li>• Capps, Bachmeier, Fix, &amp; van Hook (2013). A demographic. Socioeconomic, and health coverage profile of unauthorized immigrants in the United States.</li> <li>• Cervantes (2013). Immigration reform and the implications for children.</li> <li>• Cubias, D. (June 24, 2010). Why is anyone opposed to the Dream Act? Retrieved from <a href="http://humanrights.change.org/blog/view/why-is-anyone-oposed-to-the-dream-act">http://humanrights.change.org/blog/view/why-is-anyone-oposed-to-the-dream-act</a>.</li> <li>• National Immigration Law Center (September, 2010). Dream Act: Summary. Washington, DC: National Immigration Law Center.</li> <li>•</li> </ul>	
<b>UNIT 3</b>		
<b>Week 9</b>		
10/8/2013	<p><b>Topic: Immigrant Stress</b></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>• Androff, D.K. &amp; Tavassoli, K.Y. (2012). Deaths in the Desert: The human rights crisis on the U.S.-Mexico border. <i>Social Work</i> 57(2), 165-172.</li> <li>• Androff, D., Ayón, C., Becerra, D., Gurrola, M., Salas, L., Krysik, J., Gerdes, K., &amp; Segal, E. (2011). US immigration policy and immigrant children's well-being: The impact of policy shifts. <i>Journal of Sociology &amp; Social Welfare</i>, 38, 77-98.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• MPI_ Ayon Paper</li> <li>• Pre, migration, post migration paper</li> </ul> <p><u>Activity:</u></p>	
<b>Week 10</b>		
10/15/2013	<p><b>Topic: Immigrant Stress: Wage differentials, exploitation, and social isolation</b></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>• Ayón, C., Gurrola, M., Moya-Salas, L., Androff, D., &amp; Krysik, J. (2012). Intended and unintended consequences of the employer sanction law on Latino families. <i>Qualitative Social Work, 11</i> (6), 587-603.</li> <li>• Social Isolation</li> </ul>	
<b>Week 11</b>		
10/22/2013	<p><b>Topic: Immigrant Stress: Health, mental health, barriers to care</b></p> <p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>• Sullivan, J.E., &amp; Zayas, L.E. (in press). Passport biopsies: Hospital deportations and implications for social work. <i>Social Work</i>.</li> <li>• Salas, L., Ayón, C., Gurrola, M. (2013). <i>Estamos traumatizados</i>: The impact of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. <i>Journal of Community Psychology, 41</i>(8), 1005-1020.</li> <li>• Sabo, S., Shaw, S., Ingram, M., Teufel-Shone, N., Carvajal, S., de Zapien, J. G., . . . Rubio-Goldsmith, R. (2014). Everyday violence, structural racism and mistreatment at the US–Mexico border. <i>Social Science &amp; Medicine, 109</i>, 66-74. doi:10.1016/j.socscimed.2014.02.005</li> <li>• Ayón, C. (2014). Service needs among Latino immigrant families: Implications for social work practice. <i>Social Work, 59</i>(1), 13-23.</li> </ul>	
<b>Unit 4</b>		
<b>Week 12</b>		
10/29/2013	<p><b>Topic: Community Engagement, Advocacy, and Empowerment: DISPELING MYTHS</b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>• Becerra, D., Androff, D., Ayón, C., &amp; Castillo, J. (2012). Fear vs. Facts: The economic impact of undocumented</li> </ul>	

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	<p>immigrants in the U.S. <i>Journal of Sociology &amp; Social Welfare</i>, 39(4), 111-135.</p> <ul style="list-style-type: none"> <li>• Chung, Bemak, Grbosky (2011). Multicultural-Social Justice Leadership strategies: Counseling and advocacy with Immigrants. <i>Journal for Social Action in Counseling and Psychology</i>, 3, 86-102.</li> <li>• Capps, R., &amp; Fix, M. E. (2005, November 1). Undocumented immigrants: Myths and reality. Retrieved from <a href="http://www.urban.org/url.cfm?ID=900898">http://www.urban.org/url.cfm?ID=900898</a>.</li> <li>• National Council of La Raza (2006). Fact sheet: Common myths about undocumented immigrants. Retrieved from <a href="http://www.immigrantsolidarity.org/Documents/CommonMyths-Immigrants-FINAL.pdf">http://www.immigrantsolidarity.org/Documents/CommonMyths-Immigrants-FINAL.pdf</a>.</li> <li>• Porter, E. (2005, April 5). Illegal immigrants are bolstering social security in billions. <i>New York Times</i>. Retrieved from <a href="http://www.nytimes.com/2005/04/05/business/05immigration.html?position=&amp;r=1&amp;adxnnl=1&amp;pagewanted=print&amp;adxnnlx=1277064125-0eyd6PZa1mqTKVyEhwQpKg">http://www.nytimes.com/2005/04/05/business/05immigration.html?position=&amp;r=1&amp;adxnnl=1&amp;pagewanted=print&amp;adxnnlx=1277064125-0eyd6PZa1mqTKVyEhwQpKg</a>.</li> <li>•</li> </ul>	
<b>Week 13</b>		
	<p><b>Topic: Community Engagement, Advocacy, and Empowerment</b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>• Leitner, H. &amp; Strunk, C. (2014). Spaces of immigrant advocacy and liberal democratic citizenship. <i>Annals of Association of American Geographers</i>, 11, 348-356.</li> <li>• Cleaveland, C. (2010). We are not criminals: Social work advocacy and unauthorized migrants. <i>Social Work</i>, 55(1), 74-81.</li> </ul>	
<b>Week 14</b>		
	<p><b>Topic: Community Engagement, Advocacy, and Empowerment</b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>• Bosco, Aitken, &amp; Herman (2011). Women and children in a neighborhood advocacy group: Engaging community and refashioning citizenship at the United States-Mexico border. <i>Gender, Place, and Culture</i>, 18(2), 155-178.</li> <li>• Sanders, L., Martines, R., Harner, M., Harner, M., Horner, P., &amp; Delva, J. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw interfaith coalition for immigrant rights. <i>Social Work</i>, 52(2), 117-125.</li> </ul>	

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<b>Week 15</b>		
	<b>Topic: Community Engagement, Advocacy, and Empowerment</b> <b>GUESTS:</b>	
<b>Week 16</b>		
	<b>Final Class</b> <b>Group Presentation</b> <b>Celebration</b>	

**SWU 457: Borderlands Immigration Issues****Assignments****Immigration Theories Paper (20 points)**

Massey, Durand, & Malone (2002) present various theories that inform our understanding of Mexico U.S. immigration patterns. It is possible for all of the theories to be at play in any one time. For this assignment select two theories that you believe are most relevant to the current immigration environment. In the paper, describe each theory. Compare and contrast the two theories. How do these theories complement each other or work against each other to promote or deter migration? Include supporting evidence for how this theory is at play in the current immigration environment [supporting evidence includes data, articles, reports]. The paper should be 5 pages in length and follow APA guidelines.

**Immigrant Empowerment Assignment (20 points)**

This assignment is based on experiential learning. Identify a coalition or community group who is addressing issues that impact immigrants. The organization may be working towards immigration reform, addresses issues of social justice, or immigrant rights. For this assignment you will participate in three meetings with the selected organization that open to the public. You will document your participation and observations. Using the following questions as a guide, write a 5 page, double-spaced paper on your experience and an analysis of the organization efforts. Attach a copy of the meeting agenda or notice.

1. About the coalition or group
  - What is the mission of this organization or coalition?
  - What are their current objectives or goals?
  - What strategies are they implementing to meet their objectives?
  - Describe the membership? What roles do members take?
2. About your experience
  - How were you involved? What tasks did you complete? What did you learn about issue through this process? What did you learn about yourself through this process?
3. Social work macro level intervention
  - What role can social workers play with this organization? How can social workers be involved to support and further this organizations efforts?

**Exam (20 points)**

The exam will consist of two essays. It will cover all the readings and class discussion. You will receive the exam one week before it is due. This exam is an individual *effort* collaboration with other students is *not* permitted.



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**SW Practice with Immigrants and Resources Group Project (30 Points)**

Group paper 20 points, presentation 10 points

Students will form groups with four to five members. As a group you will select one of the following groups of immigrants: immigrant families, undocumented youth or DREAMers, undocumented individuals, or refugees. As a group you will write a paper and present your findings to the class at the end of the semester. The paper should be 12 pages max (NOT including title page, references, or appendix). The group will have 20 minutes to present their project.

Group Work: Group projects, especially group writing projects, can be time-consuming and challenging. Be sure to allocate sufficient time for this process. If problems arise in your working relationships that you are unable to work out among the group, please bring them to my attention as early in the semester as possible. However groups are encouraged to resolve their differences on their own, as team work is a critical part of social work practice.

Address the following questions in your paper and presentation:

1. What are the major issues impacting this group?
2. What are risk and protective factors for this group?
3. What are federal and local resources available for this group? What are informal community resources available to this group?
4. What macro interventions exist for this group? What interventions are needed for this group?
5. What can you do as a SWer to advocate for this group?

**Participation (10 points)**

Participation and attendance are critical to this class. It is expected that you will attend class on a regular basis, arrive on time, and actively participate in class discussions. As active participation is expected, it is essential that you ***read all required materials before each class.***

A note about class discussions: *Respect for others in the classroom is fundamental and must be adhered to in each session.* Social work courses are often filled with multiple and diverse perspectives. We all must make every effort to treat each other with respect when opinions are shared. It is also imperative that we struggle with complex political, personal, and social issues, that we not silence others by making assumptions.

Participation grade will be based on in-class participation, completion of study questions, and attendance. If you are more than 10 minutes late it will be considered an absence. If you will be absent let the professor know. Participation points will be based on the quality of contributions made during class including (a) evidence of reading the required materials, (b) the extent to which *critical* questions and comments are raised in class, (c) evidence of reflecting on *one's own and others'* ideas, and (d) evidence of ability to relate course materials to multiple social conditions/issues, populations, change arenas, and interventions.

The instructor may utilize multiple methods for evaluating students' class participation, including asking students to submit written summaries and critiques of the week's readings, asking students to post

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comments on Blackboard, and/or administering pop quizzes related to the readings.



## SWU 457 SW Borderlands Immigration Issues

### Bibliography

#### Required Text:

- Massey, D.S., Durnad, J., Malone, N.J. (2002). *Beyond Smoke and Mirrors*. Russel Sage Foundation: New York.

#### Table of Contents:

- Chapter 1: Ghost in the Machine: Interventions in the Mexico-U.S. Immigration system
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