WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

IMMIGRATION
SWK6139/8139
SPRING 2018

COURSE DESCRIPTION
This elective course, which examines social policies and programs that effect immigrants and refugees, is offered to both first and second year students. It builds upon and links to the following courses: Social Welfare Organization, Cultural Diversity and Social Policy. It provides a foundation for understanding the diversity of immigration experiences in addition to understanding specific issues of oppression and social justice that apply to immigrants.

Social work practice with immigrants and refugees is studied in an international context that encompasses political, economic and social factors. The history of immigration to the United States, and the history of immigration laws and social policies effecting immigrants and refugees is studied with attention to current social justice issues. The impact of United States foreign policy, media, and ethnic tensions on the life circumstances of immigrants and refugees is explored in depth. The particular needs of newcomers are identified along with appropriate practice interventions.

COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

COMPETENCY 2-engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, color, class, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and sovereign tribal status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their experiences, and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**INSTRUCTIONAL METHODS**

Learning will occur through a variety of experiences including readings in theoretical sources, didactic lectures, postings and discussion. This is an online course that requires that students post responses to readings, lectures, films on a consistent basis as assigned. Guided questions for postings are designed to permit exploration and critical discussion of the content of assigned readings and of the other student responses.

**COURSE EXPECTATIONS AND GRADING**

This course is online this semester, therefore all instructions, assignments and discussions will be online. It is the responsibility of the student to learn to negotiate the platform, Canvas and to complete work on time.

All students are expected to post a critical response to all readings and to respond to at least 2 posts from other students. Postings will be dated and time required, therefore all postings must be complete for each module by a particular date and time.

Grading will be based on the depth and breadth of completion of modules which includes readings, postings and possible viewing of films, and additional written assignments. It is expected that students complete all assignments on time and take responsibility for their own learning.

Respect and tolerance for a variety of views and values will allow an atmosphere for free exchange and growth through group process. This is considered a part of class participation.

**COURSE REQUIREMENTS**

**REQUIRED TEXTS**


**Recommended Texts:**


WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

IMMIGRATION
SWK6139/8139
SPRING 2018

COURSE DESCRIPTION
This elective course, which examines social policies and programs that effect immigrants and refugees, is offered to both first and second year students. It builds upon and links to the following courses: Social Welfare Organization, Cultural Diversity and Social Policy. It provides a foundation for understanding the diversity of immigration experiences in addition to understanding specific issues of oppression and social justice that apply to immigrants.

Social work practice with immigrants and refugees is studied in an international context that encompasses political, economic and social factors. The history of immigration to the United States, and the history of immigration laws and social policies effecting immigrants and refugees is studied with attention to current social justice issues. The impact of United States foreign policy, media, and ethnic tensions on the life circumstances of immigrants and refugees is explored in depth. The particular needs of newcomers are identified along with appropriate practice interventions.

COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

COMPETENCY 2-engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, color, class, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and sovereign tribal status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their experiences, and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**INSTRUCTIONAL METHODS**

Learning will occur through a variety of experiences including readings in theoretical sources, didactic lectures, postings and discussion. This is an online course that requires that students post responses to readings, lectures, films on a consistent basis as assigned. Guided questions for postings are designed to permit exploration and critical discussion of the content of assigned readings and of the other student responses.

**COURSE EXPECTATIONS AND GRADING**

This course is online this semester, therefore all instructions, assignments and discussions will be online. It is the responsibility of the student to learn to negotiate the platform, Canvas and to complete work on time.

All students are expected to post a critical response to all readings and to respond to at least 2 posts from other students. Postings will be dated and time required, therefore all postings must be complete for each module by a particular date and time.

Grading will be based on the depth and breadth of completion of modules which includes readings, postings and possible viewing of films, and additional written assignments. It is expected that students complete all assignments on time and take responsibility for their own learning.

Respect and tolerance for a variety of views and values will allow an atmosphere for free exchange and growth through group process. This is considered a part of class participation.

**COURSE REQUIREMENTS**

**REQUIRED TEXTS**


**Recommended Texts:**


**ASSIGNMENTS:** Specific instructions will be given for all assignments in the online notifications.

**Participation in Discussions**

As in all online courses, participation in discussion forums weigh heavily on your grades, both in terms of your thoughtful participation and preparation towards the coursework. There are 10 Discussion Forums in this course, each weighs 6% of your overall grade. You will not be able to view your classmates’ responses until you have posted your work. **Please remember:** The discussion post submission WILL CLOSE by end of its due date. IF YOU MISS SUBMITTING YOUR POST, YOU WILL LOSE WHOLE 6% PERCENTAGE OF YOUR GRADE for that posting, so on and so forth.

**Assignment I (10% of your overall grade)**

Trace your own family’s immigration pattern going back at least two generations. Describe the circumstances surrounding immigration. Include economic, social and political factors as well as that of extended family and community. Original immigration to the United States or your country of origin might include several generations. Migration within the United States or country of origin should also be included. This paper is due on February 18th, 2018. Length 4-6 pages.

**Assignment II (15% of your overall grade)**

Analyze a current immigration policy and/or issue. Link the policy and/or issue to relevant immigration policy in your country. Explore the human implications of this policy and/or issue. This paper is due on March 11th, 2018. Length 6-8 pages.
Assignment III (20% of your overall grade)
Choose a specific ethnic or national group and examine the background of the ethnic community’s emigration. Include the following factors where relevant; (a). Historical factors such as oppressive conditions, cultural clashes, political conditions, and human rights violations. (b). Discuss family traditions, race and or ethnicity, religion, and socioeconomic status. (c). Describe immigration to the United States or country of origin, experiences in the United States or country of origin, relationship to native country - return migration, employment and education patterns, acculturation and adaptation, and overall impact of migration experience. This third assignment will also be presented in class. This paper is due on April 29th, 2018. Length 9-11 pages.

ALL PAPERS REQUIRE A LITERATURE REVIEW, USE OF APA STYLE WRITING AND CITATIONS AND MUST BE TYPED DOUBLE SPACED.

ALL PAPERS ARE DUE ON THE SCHEDULED DATES BY THE END OF THAT WEEK. ANY PAPERS NOT SUBMITTED BY THAT TIME ARE CONSIDERED LATE. LATE PAPERS WILL NOT BE ACCEPTED!!

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new 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 another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates 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. If diagnosis, race/ethnicity, or
gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY
Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RES (Electronic Reserve)
Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES].
You can access the full text articles from your home or from a university computer at no charge.
How do I Use E-RES?
1. Go to the library’s online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on “Search E-RES” or on “Course Index,” and search by instructor's name, department, course name, course number, document title, or document author. [all Foundations courses will be listed under Clemans, the sequence chair]
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.
To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/ readstep2.html
COURSE OUTLINE

1. Exploration of Immigration and Migration (session 1-2)
Learning Objectives:
a. Historical overview of global immigration
b. Reasons for immigration and migration
c. Examine the motivations and impacts of punitive immigration policies on immigrants, citizens, families and communities

Trends of immigration and migration in the United States
a. The European slave trade in North America (An example)
b. Waves of global immigration, 1620 to present

Required Readings:
Balgopal, P.R., Overview, pp. 1-29.

Recommended Readings:

2. History of Immigration Policy (session 3-4)
Learning Objectives:
1. United States immigration legislation; use of the Quota Act from 1924 to 1951.
2. Immigration and Nationality Act of 1952; reform of 1965
3. Immigration Reform and Control Act of 1986
4. Immigration Act of 1990
5. Illegal Immigration Reform and Immigrant Responsibility Act and Welfare Reform legislation of 1996
6. Diversity lottery, quotas
Required Readings:

3. Entry of Aliens to United States - Social and economic implications of different types of status, what it means to be illegal. Possible difficulties converting status from temporary to permanent legal resident (session 5-6)

Learning Objectives:
a. Employment based immigration
b. Family-sponsored immigration
c. Other bases -student, tourist/visitor, special needs, etc.
d. Refugees and asylum
e. Deportation and exclusion
f. Administrative and judicial review
g. Rights and obligations of Aliens
h. Employment of Aliens
i. Naturalization
j. Citizenship

Required Readings

Recommended Readings
https://travel.state.gov/content/visas/en/law-and-policy.html

4. International refugee situations and responses to need (session 7)

Learning Objectives:
a. Current refugee situations
b. United States foreign policy and response to refugee situations
c. Relationship between advocacy within the United States and United States' policy
Required Readings

Recommended Readings & Media
http://www.pbs.org/video/2365720757/
http://www.unhcr.org/576408cd7

4. Policy analysis of United States legislation and practice regarding the treatment and handling of immigrants (session 8-9)

Learning Objectives:
a. Human rights of immigrants
b. Examination of entry requirements
c. Availability of services
d. Effect on family and community of policies
e. Social justice issues within current immigration policy; i.e. detention for asylum seekers.

Required Readings


Refugees Today
The displacement and reception of refugees worldwide has become very real problems for many receiving countries today. There are challenges, and there are efforts to find solutions. Below are documentaries and new articles from recent news around the world that shed some light on the latest development:
http://video.pbs.org/video/2365020488/
http://video.pbs.org/video/2332666667/
http://video.pbs.org/video/2262091142/
http://www.unhcr.org/52737e7b6.html

Recommended Readings
http://www.unhcr.org/en-us/3b66c2aa10
5. Immigrant communities; ethnic associations with special focus on New York City

Learning Objectives:

a. Learning about the different immigrant cultural communities and the unique challenges facing the particular population.

b. Gain an overview and greater understanding of best social work practices in different regions/countries.

Required Readings

Balgopal, P.R.:

Chapter 2 - Nimmagadda J. & Balgopal, P.R. Social Work with Asian Immigrants, 30-64.


Chapter 4 - Francis, E. A., Social Work Practice with African Descent Immigrants, 127-166.


Chang-Muy, F. & Congress, E. (eds.):


Recommended Readings


6. Social work practice with immigrants in the United States including the work of resettlement agencies (Sessions 12-14)

Learning Objectives:

a. Risks and needs of immigrants

b. Programs and social work services

c. Differential assessments and interventions.

d. Family systems and role adjustments

e. Special needs of children
f. Strengths and histories of immigrant communities

h. Social work practice with survivors of torture

**Required Readings**

Chang-Muy, F. & Congress, E. (eds.)

Chapter 4; Garcia, B., Theory and Social Work Practice with Immigrant Populations; 79-102.

Chapter 5; Smith, S. B.; Social Work and Physical Health Issues of Immigrants, 103-134.

Chapter 6; Michultka, D.; Mental Health Issues in New Immigrant Communities, 135-172.

Chapter 9; Rieser, L.; Immigrant Children & Education; 209-234.

Chapter 10: Warrier, S. & Rose, J.; Women, Gender-Based Violence, & Immigration; 235-256.

Chapter 11: Tiven, R. B. & Victoria, N.; Working with Lesbian, Gay, Bisexual, & Transgender Immigrants; 257-276.

Chapter 12; Brownell, P. & Fenley, R. C.; Older Adult Immigrants in the United States: Issues & Services; 277-308.

Potocky-Tripodi, M.

Chapter 3; Service Delivery Systems, 123-182.

Chapter 5; Health, 183-255.

Chapter 6; Mental Health, 256-309.

Chapter 7; Family Dynamics, 310-355.

**BIBLIOGRAPHY**

**ARTICLES**


BOOKS


