COURSE DESCRIPTION
This course examines social policies and programs that effect immigrants and refugees. 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 with a focus on the situation of immigrants in the greater New York City area. The particular needs of newcomers are identified along with appropriate practice interventions. This course is an elective 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. This course 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.

LEARNING OBJECTIVES
At the conclusion of this course, students will:
1. Be acquainted with the history of immigration into the United States.
2. Understand the relationship between economics, politics, race, ethnicity, religion, and the immigration experience.
3. Understand the immigration policies of the United States, including non-immigrant and immigrant visas, naturalization, asylum application, and current deportation policies.
4. Demonstrate knowledge about the factors that lead people to emigrate from their homelands to the United States.
5. Comprehend various roles that family, community, and social service agencies may play in the immigration process.
6. Demonstrate knowledge about resettlement agency practice.
7. Understand the social and psychological trauma associated with immigration, including refugees who have survived torture.
8. Understand social justice issues that exist within current immigration policy such as use of detention for asylum applicants without access to services, and deportation without due process.
9. Appreciate compounded discrimination that many immigrants experience based on age, poverty, language, skin color, religion, culture, ethnicity, gender, and sexual orientation.
10. Demonstrate ability to incorporate social work value of combating oppression on behalf of disenfranchised and/or powerless populations.
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 REQUIREMENTS
Required Texts:
ISBN: 9780826133359, $60.00

Recommended Texts:
Columbia University Press.


Columbia

COURSE ASSIGNMENTS:

Assignment I
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 at the 4th session. Length 4-6
pages.
Assignment II

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 at the 7th session, Length 6-8 pages.

Assignment III

Examine the background of an 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 by the 13th session. Length 9-11 pages. Meets learning objectives 1, 2, 4, 5, 6, 7, and 10. The schedule for presentations will be developed in class.

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 CLASS PERIOD. ANY PAPERS NOT SUBMITTED BY THAT TIME ARE CONSIDERED LATE. LATE PAPERS WILL NOT BE ACCEPTED!!

GRADING CRITERIA
Grading will be based on written assignments (80%) and class participation (20%). 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 OUTLINE WITH READINGS
Overview of United States and Immigration (Session 1-2) (Learning Objective 1)
a. Historical overview of North American immigration
b. Reasons for immigration
c. The European slave trade in North America
d. Waves of immigration, 1620 to present
Required readings:

Chapter 1: Congress, E. Introduction: Legal and Social Work Issues with Immigrants, 3-38.

Text: Balgopal, P.R., Overview, pp. 1-29.

Recommended:

History of Immigration Policy (Sessions 3-4)
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. Current policies
7. Diversity lottery, quotas

Required Readings:

Text: Balgopal, P.R., Chapter 6: Mayadas, N.S. & Segal, U.A.,

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. (Sessions 5-6)

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:


Text: Potocky-Tripodi, M.


International refugee situations and responses to need (Session 7)
(5 Learning Objectives 2, 3, & 4)
 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:


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

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.

Readings:
UN Conventions: (Handouts)
• Current events in New York Times (handouts)
Immigrant communities; ethnic associations with special focus on New York City (Sessions 10-11)

Required Readings:

Text: 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.


Recommended:


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

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
g. Common themes and issues that occur during immigration
h. Social work practice with survivors of torture

Required Readings:


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.

Text: 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


