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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 732**

**Migration, Human Rights, and Social Justice**

**[Add Semester and Year]**

**NOTE TO INSTRUCTOR: there is an instructor appendix at the end of the syllabus (starting on page 30) with helpful class exercises. Please remove this statement and the appendix from the syllabus that you provide to students.**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

The conditions that fuel migration, as well as the marginalized and vulnerable positions to which many migrants are consigned in countries of origin, transit, destination, and return raise a number of social, economic, and cultural challenges, and of course, a myriad of ethical dilemmas. This course offers an exploration into some of the human rights and social justice concerns associated with global migration. It addresses distinct perspectives and practices of justice as they relate to concrete ethical and justice dilemmas posed by contemporary migration, immigration policies, and the social, political, and environmental factors that contribute to voluntary and forced migration.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1.0: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | StoryCorps Interview Project | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 2.0: Engage in Diversity and Difference**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | StoryCorps Interview Project | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 3.0: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
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| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | StoryCorps Interview Project | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5.0: Engage in Policy Practice**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | StoryCorps Interview Project | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Discussion Forum**

The course is designed to create a student-centered learning environment to encourage teacher-guided learning and learning among students. Towards this end, you are required to make an original response post for each module and then a response post to that of another class participant before the synchronous session associated with the module.

Your forum post should present your reflections on the main argument and concepts offered in the readings, recorded lectures, and videos assigned for the module. Carefully consider the implications of the information presented. The discussion forum provides an opportunity to integrate your field and volunteer experience in your reflection on the readings. Consider how the readings apply to the individuals, families, and communities with which you are working, as well as the organizational context. When possible, include any implications the readings may have for how you approach your fieldwork.

Be ready to contribute to the post-based dialogue in some way—by asking a question, by asking others for clarification of a point that was confusing, or by making a comment. Thoughtful participation is more about the quality of engagement and the sincerity of the questions than the volume of commentary.

Learning happens best when all class participants engage each other in the dialogue forum. Towards this end, it is crucial that you do your best to respect everyone in the discussion and seriously engage the comments of your colleagues. Each participant contributes to the learning environment; therefore, active engagement is required.

**Peer Teaching**

During the synchronous class session participants will be assigned to breakout rooms for small group exercises or structured small groups discussions. The exercises and discussion sessions will allow participants to apply knowledge and skills from the weekly course readings, films and videos, discussion posts, and field experiences.

The instructor will provide an exercise or structured discussion guide for each module to be used for the small groups and peer teaching. The exercises and discussion guide are designed to advance the objectives of each module and encourage integration and reflection on your field experiences. The guides can be found in the synchronous session agenda for each module.

* Each small group will be expected to record (notes) and present highlights of their discussion using the breakout room discussion questions or prompts. Towards that end, in the beginning of each small group session the group should identify one notetaker/recorder and one presenter. The notetaker will be responsible for taking notes on the discussion in a word document which will be shared with the class. The exercise of discussion guide will contain OneDrive links for each group to take notes that all class participants can access. The notes should list the name of the notetaker and the presenter.
* It is expected that each student will be a notetaker for at least one session and presenter for another.  The small group discussion notes will be shared with the full class along with the presenter narrative highlights.  The notetaker will be responsible for uploading the discussion notes to the OneDrive before the verbal summary of highlights is shared by the presenter. The discussion notes should identify the name presenter and notetaker.

**Reflective Film Journal**

The goal of viewing this the two assigned documentaries is to integrate and apply some of the readings, theoretical concepts, lectures, discussion, and posts with the lived experience of migration at various stages of the migratory trajectory and in varied contexts. To help with the integration and the critical refection on the film, you are asked to keep a film journal. The journal is meant to provide a space to collect your thoughts and reactions.

**Part I:** **The New Americans**

Throughout the first half of the semester, we will view this seven-part documentary. A summary of the docu-series follows.

*The New Americans follows four years in the lives of a diverse group of contemporary immigrants and refugees as they journey to start new lives in America. We follow an Indian couple to Silicon Valley through the dot-com boom and bust. A Mexican meatpacker struggles to reunite his family in rural Kansas. Two families of Nigerian refugees (including the sister of slain Ogoni activist, Ken Saro-Wiwa) escape government persecution. Two Los Angeles Dodgers prospects follow their big dreams of escaping the barrios of the Dominican Republic. A Palestinian woman who marries into a new life in Chicago only to discover in the wake of September 11, she cannot leave behind the pain of her homeland's conflict.* Source: <https://kartemquin.vhx.tv/products/the-new-americans>

Your viewing of the series will be paced across the first half of the course, so please take notes as you view each episode of the series. Your notes will serve as a basis for your final Journal reflection which should have a separate entry for each of the six families/peer groups, approximately 1.5-2 double spaced pages in length for each. You should reference the course materials where relevant.

A list of the six families/peer groups in the film series and the journal prompts follow. Note in the course resources I have provided a printable journal for this exercise. It has a section for each family, all of the prompts, and a space for notes. You may print and use this if you find it helpful.

**Families/Peer Groups:**

1. Israel and Ngozi (Nigeria)
2. Barine, Zina and Nini (Nigeria)
3. Ricardo, Jose, and Ramon (Dominican Republic)
4. Naima and Hatem (Palestine)
5. Pedro, Ventura, Nora, and Pedrito (Mexico)
6. Anjan and Harshini (India)

**Journal Prompts:**

1. Pre-Migration Stage
   1. Why are they contemplating migration?
   2. What is their migratory project?
   3. What do they anticipate (dream, expect) regarding their migration?
   4. What losses are associated with their migration?
   5. What examples of human agency and resilience were present at this stage?
   6. What choice and autonomy was present at this stage?
   7. What social justice concerns were raised for you at this stage in their migratory process?
2. Transit Migration Stage
   1. What is the nature of their journey?
   2. What resources and barriers/challenges are present for them in the transit stage?
   3. What is the nature of their transit stage?
   4. What examples of human agency and resilience were present at this stage?
   5. What choice and autonomy was present at this stage?
   6. What social justice concerns were raised for you at this stage in their migratory process?
3. Resettlement Stage
   1. What challenges and opportunities are present in their resettlement community?
   2. What supports, resources, and stressors are they experiencing during this stage?
   3. What are some relevant community factors that influence their process of resettlement?
   4. What examples of human agency and resilience were present at this stage?
   5. What choice and autonomy was present at this stage?
   6. What social justice concerns were raised for you at this stage in their migratory process?
4. Return Stage(not relevant for all cases)
   1. What was the reason and nature of their return?
   2. Was their migratory project achieved?
   3. What are the emotional, social, familial, community and economic consequences of their return?
   4. What examples of human agency and resilience were present at this stage?
   5. What choice and autonomy was present at this stage?
   6. What social justice concerns were raised for you at this stage in their migratory process?

**Part II:** **The Feeling of Being Watched**

Please take notes as you view the documentary. Your notes will serve as a basis for your journal reflection.

*In the Arab American neighborhood outside of Chicago where director Assia Boundaoui grew up, most of her neighbors think they have been under surveillance for over a decade. While investigating their experiences, Assia uncovers tens of thousands of pages of FBI documents that prove her hometown was the subject of one of the largest counterterrorism investigations ever conducted in the U.S. before 9/11, code-named “Operation Vulgar Betrayal.” With unprecedented access, The Feeling of Being Watched weaves the personal and the political as it follows the filmmaker’s examination of why her community fell under blanket government surveillance. Assia struggles to disrupt the government secrecy shrouding what happened and takes the FBI to federal court to compel them to make the records they collected about her community public. In the process, she confronts long-hidden truths about the FBI’s relationship to her community. The Feeling of Being Watched follows Assia as she pieces together this secret FBI operation, while grappling with the effects of a lifetime of surveillance on herself and her family.* Source: <http://www.feelingofbeingwatched.com/about>

Write a three to four page, double spaced, journal reflection that responds to the questions that follow. You should reference the course materials where relevant.

1. What did you learn from this film? Did you gain a new insight?
2. Describe a moment or scene in the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?
3. Did anything in the film surprise you? Was anything familiar?
4. What is the impact of surveillance on the mental health of immigrants? On community bonds?
5. What social justice and/or human rights themes does the documentary raise?

**StoryCorps Interview**

For this final assignment identify a migration related social justice issue. Identify an individual that has some direct experience with this issue. For example, the person can be an immigrant, a family member of an immigrant, a social worker, an activist, an elected official, a pastor, a human service professional, a college student, a law enforcement official, and ICE employee… Conduct a StoryCorps recorded interview with the person and upload the recording to our public community (visit: <https://storycorps.org/> and <https://storycorps.me/interviews/?view=communities>.) While your interview will be longer, you should edit it down to under 10 minutes in length (ideally 5 min).

On Sakai you will find a resource folder that contains a guide to the StoryCorps App (print and video), interview tips, recording tips, and instructions on how to publish your interview in Loyola SOWK 732 Community.

Write a short reflection and analysis piece to accompany the interview recording. The reflection piece should be between 6-8 pages long (12-point font, double spaced with 1” margins) and include:

* A brief overview of the justice issue from your perspective.
* Identify one or more of the various social justice perspectives discussed in class that helped to inform your thinking on the issue. Apply key concepts of the justice theory to explain its relevance for the interview/immigration narrative.
* An introduction to the person interviewed and why that person was selected to be interviewed; A brief discussion on what you take away from the interview and how it challenged, supported, extended, deepened…your understanding of the issue and its associated justice dimensions; and
* A list of several resources and organizations that one can consult for more information. Attach a list of the interview questions that you used (not included in your page count). Your recording will be shared with the class and during our last class session you will have an opportunity to respond to questions and comments. You must post your refection to Sakai and your recorded interview to StoryCorp.me by December 7 by 11:55PM

**Graded Assignments**

Students must submit all assignments using the assignment links in Sakai for each assignment, unless otherwise instructed by the professor.

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Forum Posts | 20 points |
| Peer Teaching | 12 points |
| Reflective Film Journal | 30 points |
| StoryCorps Interview Project | 38 points |
| **Total** | **100 points** |

**REQUIRED TEXT(S)**

All required reading will be available via Sakai.

You will however need to purchase 7-hour documentary series which we will watch through the semester and rent another:

* ***The New Americans***. [The New Americans Trailer 2.47 min](https://kartemquin.vhx.tv/videos/the-new-americans-trailer-2). You can purchase the seven- part video from Kartemquin Films, a Chicago based-non-profit documentary film collective.

[The New Americans](https://kartemquin.vhx.tv/products/the-new-americans). The purchase cost is $9.99. Please purchase rather than renting because you should only watch each of the seven instalments as they are assigned throughout the semester.

* ***The Feeling of Being Watched.*** [The Feeling of Being Watched Trailer 1.45 min](https://www.youtube.com/watch?v=AgJXuWvK1oY)

This documentary is video 1 hour and 27 min long. It is available for free on [Kanopy](https://www.kanopy.com/) or on Prime Video if you are a member, [or you can rent it for $2.99 on Amazon](https://www.amazon.com/Feeling-Being-Watched-Assia-Boundaoui/dp/B08CKCGWCQ/ref=sr_1_1?dchild=1&keywords=The+Feeling+of+Being+Watched+English&qid=1604174590&sr=8-1).

**RECOMMENDED TEXT(S)**

* Land, M., Libal, K., & Chambers, J. (Eds.). (2021). Beyond Borders: The Human Rights of Non-Citizens at Home and Abroad. Cambridge: Cambridge University Press. doi:10.1017/9781108914994
* Hollenbach, D. (Ed.). (2010). Driven from Home: Protecting the Rights of Forced Migrants. Georgetown University Press. <http://www.jstor.org/stable/j.ctt2tt32z>
* Mapp, S. (2007). Human Rights and Social Justice in a Global Perspective: An Introduction to International Social Work.  Oxford University Press. <https://oxford.universitypressscholarship.com/view/10.1093/acprof:oso/9780195313451.001.0001/acprof-9780195313451>.

**COURSE SCHEDULE**

**Module 1 – Welcome and Course Overview**

**Date**

**Description**

This module provides an overview of the course to class participants. The course builds on several areas of or fields of study with will be introduced: social justice, ethics, human rights, and migration studies. Participants will also be introduced to the relevance of these areas of study for social work.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the diversity of approaches to social justice and human rights, and migration studies
2. Discuss the relevance of these areas of study for the field of social work and for practice at micro, mezzo, and macro levels

**Required Resources**

* Pisarevskaya, A., Levy, N., Scholten, P., and Jansen, J. Mapping migration studies: An empirical analysis of the coming of age of a research field, Migration Studies, Volume 8, Issue 3, September 2020, Pages 455–481, <https://doi.org/10.1093/migration/mnz031>
* Reisch, Michael (2002). Defining Social Justice in a Socially Unjust World. Families in Society:  The Journal of Contemporary Human Services, 83(4), 343-354.  [Social Justice in Social Unjust World](http://flagship.luc.edu/login?url=http://dx.doi.org/10.1606/1044-3894.17)
* Course syllabus

**Module 2 – Social Work and Social Justice**

**Date**

**Description**

This module introduces class participants to themes and controversies in the profession of social work regarding the concept of social justice and the profession’s commitment to this goal.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the provisions of the NASW Code of Ethics that address social justice
2. Describe the International Federation of Social Work Statement of Ethical Principles
3. Compare some of the ways that social justice has been defined by diverse theorists
4. Summarize some of the controversies regarding how social justice should be advanced in the field of social work
5. Explain the value and power of personal narratives

**Required Resources**

* [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)
* [NASW Social Justice Priorities](https://www.socialworkers.org/Portals/0/PDF/Advocacy/Public/Social-Justice/Social-Justice-Priorities-2018-2019.pdf)
* [International Federation of Social Work Statement of Ethical Principles/](https://www.ifsw.org/global-social-work-statement-of-ethical-principles/)
* Levin L. Rethinking Social Justice: A Contemporary Challenge for Social Good. Research on Social Work Practice. 2020;30(2):186-195. doi:[10.1177/1049731519854161](https://doi.org/10.1177/1049731519854161)
* Pelton, Leroy. (2001). Social Justice and Social Work. Journal of Social Work Education, 37(3), 433-439.  [Social Justice and Social Work](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=5290534&site=ehost-live)
* Longres, John., Scanlon, Edward. (2001). Social Work and Social Justice: A Reply to Leroy Pelton. Journal of Social Work Education, 37(3), 441-444. [Reply to Leroy Pelton](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=5290539&site=ehost-live)
* Janice A. Gasker and Alice C. Fischer.  (2014) Journal of Social Work Values and Ethics, 11(1), Association of Social Work Boards (ASWB) [Toward a Context-Specific Definition of Social Justice](https://jswve.org/download/2014-1/articles/6-JSWVE-11-1-Toward%20a%20Context-Specific%20Definition%20of%20Social%20Justice%20for%20Social%20Work-pp%2042-53.pdf)
* [The Danger of a Single Story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en) (18:34 min)
* [Everyone Around You Has a Story the World Needs to Hear](https://www.ted.com/talks/dave_isay_everyone_around_you_has_a_story_the_world_needs_to_hear?language=en) (21:20 min)
* View Episode 1 of *The New Americans*
* Module 2 Prerecorded lecture
* Module 2 Lecture Notes

#### Module 3 – Social Work and Immigration

**Date**

**Description**

This module introduces how the profession of social work has viewed immigrants and the professional response to immigration across several historical periods. The module explores the assumptions and actions of social workers as they formed narratives, interventions, and shaped and implemented policies directed toward refugees and immigrants. Finally, the module identifies several related social justice concerns.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate how the profession of social work has viewed immigrants and developed responses across several historical periods
2. Articulate the assumptions and actions of social workers as they formed narratives, interventions, and shaped and implemented policies directed towards refugees and immigrants
3. Identify several social justice concerns regarding the profession of social worker and its practitioners across different eras

**Required Resources**

* Park, Y. and S. Kemp (2006). Little Alien Colonies: Representations of Immigrants and Their Neighborhoods in Social Work Discourse, 1875-1924. Social Service Review, Vol. 80, No. 4, pp. 705-734. [Little Alien Colonies](https://www.jstor.org/stable/pdf/10.1086/507934.pdf)
* Park, Y., (2008) Making refugees: A Historical Discourse Analysis of the Construction of “Refugee” in US Social Work, 1900-1957. The British Journal of Social Work, Vol. 38, No. 4, pp. 771-787. [Making Refugees](https://www.jstor.org/stable/pdf/23724080.pdf)
* Grace J. Yoo (2008) Immigrants and Welfare: Policy Constructions of Deservingness, Journal of Immigrant & Refugee Studies, 6:4, 490-507. [Immigrants and Welfare](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EUe-5AH7tHZCiv7G_qUGM9sBq3Tw8RZCXohj-k0-9tw-xQ?e=zYMY7o)
* Park, Y and R. Bhuyan (January 2012). Whom should we serve? A Discourse Analysis of Social Worker’s Commentary on Undocumented Immigrants. Journal of Progressive Human Services, 23:18-40. [Whom Should We Serve?](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EcuooWyABSJHpVB_9ahhmhUB0cBiDuJY8dMWvkncLEy5vw?e=PrqCmf)
* Park, Yoosun (2019). Our House Is on Fire: Social Work and the Crisis of Immigration Affilia: Journal of Women and Social Work Vol. 34, No. 4, pp.  413-420. DOI: 10.1177/0886109919880349 [Our House is on Fire](https://journals.sagepub.com/doi/pdf/10.1177/0886109919880349)
* View [Social Work Complicity in the Forced Relocation and Incarceration of Japanese Americans](https://www.youtube.com/watch?v=wLuN2FFTpm0), a 49 minute Interview with Dr. Yoosun Park. May 2021.
* View Episode 2 of *The New Americans*
* Module 3 Prerecorded lecture
* Module 3 Lecture Notes

**Module 4 – Utilitarian, Libertarian, and Communitarian Perspectives on Social Justice**

**Date**

**Description**

This module provides an introduction three of the social justice perspectives addressed in this class: utilitarian, libertarian, and communitarian. The module presents an overview of the main assumptions, concepts, and theorists associated with each of the perspectives. The various perspectives will be applied to key questions concerning immigration, such as borders, citizenship, and the role of the state in the distribution of social goods.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the main assumptions, concepts, and theorists associated with the utilitarian, libertarian, and communitarian justice perspectives
2. Compare and contrast the merits and limitations of each perspective, as well as similarities and differences between the three perspectives
3. Apply the various perspectives to key questions concerning immigration, such as borders, citizenship, and the role of the state in the distribution of social goods

**Required Resources**

* Wellman, Christopher Heath, "Immigration", The Stanford Encyclopedia of Philosophy (Spring 2020 Edition), Edward N. Zalta (ed.), [Immigration](https://plato.stanford.edu/entries/immigration/) <https://plato.stanford.edu/archives/spr2020/entries/immigration/>.
* Joseph H. Carens. Aliens and Citizens: The Case for Open Borders. The Review of Politics. Vol. 49, No. 2 (Spring, 1987), pp. 251-273. [Aliens and Citizens: The Case for Open Borders](https://www.jstor.org/stable/1407506?seq=1#metadata_info_tab_contents)
* Jonathan Seglow. (2005). The Ethics of Immigration. Political Studies Review, Vol.3, No. 3, pp. 317-334. DOI: [10.1111/j.1478-9299.2005.00026.x](https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.1111%2Fj.1478-9299.2005.00026.x?_sg%5B0%5D=QpYcZKUXqIqq7bLIb4RjLyyGojMBPQj803bT3OUky8LGvDCkpXiouK5-4jjyIXUz1ziTTCqLvmQCawJfjVEPT7uemw.kOlUjrsMAPLPTca3-HV6Ed4y_gLFzyR7VVop9bBWg3wUkhefYMQSWeJBgUvwVakjWwW5IGNepDBuEXH-9ER2Yw). [The Ethics of Immigration](https://onlinelibrary-wiley-com.flagship.luc.edu/doi/epdf/10.1111/j.1478-9299.2005.00026.x)
* View Episode 3 of *The New Americans*
* Module 4 Prerecorded lecture
* Module 4 Lecture Notes

**Module 5 – Social Contract/Distributive and Feminist Perspectives of Social Justice**

**Date**

**Description**

This module provides an introduction to two more social justice perspectives addressed in this class: social contract/distributive justice and feminist ethics.  Feminist ethics and distributive justice perspective are varied, and this unit will introduce a few.  The module presents an overview of the main assumptions, concepts, and theorists associated with each of the perspectives.  The various perspectives will be applied to key questions concerning immigration, such as borders, citizenship, care, community, and the role of the state in the distribution of social goods.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the main assumptions, concepts, and theorists associated with the social contract/distributive and varied feminist justice perspectives
2. Compare and contrast the merits and limitations of each perspective, as well as similarities and differences among the perspectives
3. Apply the various perspectives to key questions concerning immigration, such as borders, community, citizenship, care, globalization, and the role of the state in the distribution of social goods

**Required Resources**

* Wenar, Leif, [John Rawls,](https://plato.stanford.edu/entries/rawls/) The Stanford Encyclopedia of Philosophy (Summer 2021 Edition), Edward N. Zalta (ed.) URL= <https://plato.stanford.edu/archives/sum2021/entries/rawls/>.
* Papazoglou, Alexis (January 15, 2019). [The Philosophical-roots of Today’s Immigration Debate](https://newrepublic.com/article/152883/philosophical-roots-todays-immigration-debate). *The New Republic.*
* Pierrette Hondagneu-Sotelo, (2000). [Feminism and Migration](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/ERjh0TuNinRHlHGEoqaVqIsBijYSgmfaFCU8hCIAOefKhw?e=PwGXoX)  
  The Annals of the American Academy of Political and Social Science  
  Vol. 571, Feminist Views of the Social Sciences (Sep., 2000), pp. 107-120.
* Tong, Rosemarie and Williams, Nancy, [Feminist Ethics](https://plato.stanford.edu/archives/sum2018/entries/feminism-ethics/), The Stanford Encyclopedia of Philosophy (Summer 2018 Edition), Edward N. Zalta (ed.) Feminist Ethics
* [Care Ethics](https://www.youtube.com/watch?v=4iaCpAFypq8) (5.25 min)
* [Carol Gilligan](https://www.youtube.com/watch?v=2W_9MozRoKE&t=82s)  (6:27 min)
* [Philosophy Talk Radio/Immigration and Citizenship](https://soundcloud.com/philtalkradio/143-immigration-and-citizenship) 10:45 min podcast
* View Episode 4 of *The New Americans*
* Module 5 Prerecorded lecture
* Module 5 Lecture Notes

**Module 6 – Retributive, Transitional, and Restorative Approaches to Social Justice**

**Date**

**Description**

This module explores the causes and experience of internal displacement in conflict situations and the relevance of transitional and restorative justice approaches in post conflict situations. Towards that end, the module explores concept of negative and positive peace in relation to social justice and migration; the relationship between various forms of violence and forced migration, with an emphasis on internal displacement;  the main assumptions, concepts, and theorists associated with the transitional and restorative justice approaches; the merits and limitations of each transitional and restorative justice perspective, as well as similarities and differences among these perspectives; and the application of these concepts to the situation of Colombia.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Distinguish between notions of negative and positive peace
2. Identify and describe the causes and experience of internal displacement
3. Recognize the relationship between violence and displacement
4. Articulate the main assumptions, concepts, and theorists associated with the transitional and restorative justice approaches
5. Articulate the merits and limitations of each perspective, as well as similarities and differences among the perspectives
6. Apply the various perspectives to key the context of Colombia

**Required Resources**

* Canefe, N. (2019). Rethinking Displacement: Transitional Justice and Forced Migration Studies. In MCGRATH S. & YOUNG J. (Eds.), *Mobilizing Global Knowledge: Refugee Research in an Age of Displacement* (pp. 45-66). Calgary, Alberta: University of Calgary Press. Retrieved September 24, 2020, from <http://www.jstor.org/stable/j.ctvpr7r1q.5>
* United Nations General Assembly. (July 17, 2018).*Report of the Special Rapporteur on the human rights of internally displaced persons*, pp. 1-22. [Rights of Internally Displaced Persons](https://www.ohchr.org/Documents/Issues/IDPersons/A73_173.pdf)
* International Center for Transitional Justice (June, 2012). *Transitional Justice and Displacement: Challenges and Recommendations.* Brookings-LSE Project on Internal Displacement International Center for Transitional Justice, pp.1-12. [Transitional Justice and Displacement](https://ictj.org/sites/default/files/ICTJ%20and%20Brookings-LSE%20Transitional%20Justice%20and%20Displacement%20Report.pdf)
* Anna Myriam Roccatello and Gabriel Rojas (2020). A mixed Approach to International Crimes: The Retributive and Restorative Justice Procedures of Colombia’s Special Jurisdiction for Peace. New York: International Center for Transitional Justice, pp.1-33.[Colombia Retributive and Restorative Justice Procedures of Colombia’s Special Jurisdiction for Peace](https://www.ictj.org/sites/default/files/ICTJ_Report_Colombia_MixedProcedures.pdf)
* [Returning to Our Lands](https://www.youtube.com/watch?v=F_PAvDys_Jw&feature=youtu.be) (10:20 min)
* [Restorative Justice Conversations in Colombia](https://youtu.be/N2OCkSAxzlk) (8:21 min)
* [Under new President Columbia’s Internal Refugees Still Cannot Go Home](https://www.nationalgeographic.com/culture/2018/08/colombia-inauguration-elections-displaced-people-FARC/#close) (5:47 min)
* [Galtung Positive Peace](https://www.youtube.com/watch?v=RYFn_hSF3wQ) (1.59 min)
* [Analysis of Peace](https://www.youtube.com/watch?v=rPX3QHUyfxg) (4.58 min)
* [Under New President, Colombia’s Internal Refugees Still Can't Go Home (Companion Article to National Geographic Video)](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EaVUiojMzLxFupgsRq9aNwQBsJvHQAw35POKmsidQfYcJg?e=1Echwc)
* [National Geographic Video to After Years of War and Violence, This Colombian Woman Still Can't Return](https://www.youtube.com/watch?v=2PYJWp1QQ-A) (7.35 min)
* [Five Years After Peace Deal, Colombia Is Running Out of Time, Experts Say](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/ETKDdaq8JzpMsPMwuIPjHJQBnx9j6EbJYiuEPGE_TrSU8g?e=DYgk1D)
* Module 6 Lecture Notes
* Module 6 Pre-recorded Lecture
* View Episode 5 of *The New Americans*

**Module 7 – Human Rights and Capability Approaches to Social Justice**

**Date**

**Description**

This module segment presents Capabilities and Human Rights approaches to social justice.  The main assumptions, concepts, and theorists associated with each approach are presented.  The merits and limitations of each perspective, as well as similarities and differences among the perspectives are also discussed. The relevance of these perspectives to key questions concerning immigration, such as borders, community, citizenship, care, globalization, and the role of the state in the distribution of social goods are considered.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Summarize the main assumptions, concepts, and theorists associated with Human Rights and Capabilities approaches to social justice
2. Discuss the merits and limitations of each perspective, as well as similarities and differences among the perspectives
3. Apply the various perspectives to key questions concerning immigration, such as borders, community, citizenship, care, globalization, and the role of the state in the distribution of social goods

**Required Resources**

* United Nations General Assembly (2018). Global Compact for Safe, Orderly and Regular Migration. Geneva, Switzerland: United Nations Office of the High Commissioner for Human Rights. [Global Compact for Migration](https://refugeesmigrants.un.org/sites/default/files/180713_agreed_outcome_global_compact_for_migration.pdf)
* United Nations General Assembly (2018). Report for the United Nations High Commissioner for Refugees. Part II: Global Compact on Refugees. Geneva, Switzerland: United Nations Office of the High Commissioner for Human Rights. [Global Compact on Refugees](https://www.unhcr.org/gcr/GCR_English.pdf)
* United Nations General Assembly (1990). International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. Geneva, Switzerland: United Nations Office of the High Commissioner for Human Rights. [Rights of Migrant Workers & Their Families](https://www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx)
* [Links to Declarations on Asylum and Rights of Refugees](https://ijrcenter.org/refugee-law/)
* Nussbaum, Martha C. (2003). Capabilities as Fundamental Entitlements: Sen and Social Justice. Feminist Economics 9(2-3), 33-59.  [Capabilities](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=10283016&site=ehost-live)
* [Martha Nussbaum on Capabilities and Human Development (9:40 Min)](https://www.youtube.com/watch?v=AoD-cjduM40)
* [Sabina Alkire on Capabilities and Development (2:06 Min)](https://www.youtube.com/watch?v=hZgsFd-huFw)
* Module 7 Lecture Notes
* Module 7 Prerecorded Lecture
* View Episode 6 of *The New Americans*

**Module 8 – Religious Traditions and Approaches to Social Justice and Migration**

**Date**

**Description**

This module segment presents the concept of social justice from various faith traditions.  The main assumptions, concepts, and expressions associated with each approach are presented.  The similarities and differences among the perspectives are discussed. The relevance of these perspectives to key questions concerning immigration is considered.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Compare and give examples of the concept of social justice from various faith traditions
2. Describe and discuss the main assumptions, concepts, and expressions associated with each faith-based approach to social justice
3. Identify and contrast the similarities and differences among the perspectives discussed
4. Apply these perspectives to key questions concerning immigration

**Required Resources**

* HOLLENBACH, D. (2019). Humanity in Crisis: Ethical and Religious Response to Refugees. Washington, DC: Georgetown University Press. doi:10.2307/j.ctvrnfqjj. pp. Religious Action Today: Ethical and Religious Response to Refugees [Chapter 3. Religious Traditions & Humanitarian Responses](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EdZgZVc9d6tCgQXJDAvwuHQBm7C8MOly8boZntEfra5lCA?e=DjICHj), pp. 25-45
* HOLLENBACH, D. (2019). Humanity in Crisis: Ethical and Religious Response to Refugees. Washington, DC: Georgetown University Press. doi:10.2307/j.ctvrnfqjj. [Chapter 4. Religious Action Today](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EfwUfMbe0p1Emkz2zqCQgYABc6mdU82kg93oV0A8qmTiEQ?e=fIbjMi), pp. 46-62.
* HOLLENBACH, D. (2019). Humanity in Crisis: Ethical and Religious Response to Refugees. Washington, DC: Georgetown University Press. doi:10.2307/j.ctvrnfqjj. [Endnotes](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/ESMj5GJqVwJPj-8JBf-PwigBxMB2mkEZ0EulLxHfoy9gLg?e=nUfm3W), pp. 155-174.
* [Black Liberation Theology](https://www.youtube.com/watch?v=K_KF5p57WHE&feature=related)  (10.18 min)
* [Jewish tradition of social justice](https://www.youtube.com/watch?v=vlKyzf1mbrI)  (5.24 min)
* [Social Justice in Islam](https://www.youtube.com/watch?v=julPCgMBMwY) (10:17 min)

**Module 9 – Brain Waste, Brain Drain, Brain Gain, and Brain Circulation: Migrant Agency & Development**

**Date**

**Description**

Migration and development have been discussed together for half a century. Central to this discussion has been how can sending and receiving states maximize the development benefits of migration, and two major sub-themes of this discussion have focused on “high-skill labor exports” and economic remittances, both distinct, yet interconnected. For this unit, we will focus on high-skilled migration and controversies regarding human capital and migration, commonly discussed in terms of brain drain, brain gain, and brain circulation.

Brain drain refers to the migration of individuals with high human capital/skill/resources from developing countries for the purposes of trade, education, better standards of living and quality of life, higher salaries, access to advanced technology, and more stable political conditions in the developed countries attract talent from less developed areas. While this may produce benefits for the high-skilled migrant, for some states, brain drain is a severe problem, weakening their ability to provide basic services, advance development, and lost opportunity. Some sending countries have invested in the education and training of professionals, and their emigration can result in a loss of considerable resources, with the direct benefit accruing to the receiving states who have not contributed to the cost of their education. Because of these asymmetrical investments, losses, and gains, some have argued for some immigration restrictions, but this has implications for the individuals’ agency. Others have examined the problem of brain waste where high skilled citizens cannot exercise their full potential in their country of origin, representing lost individual and well as state opportunities. More recently, the discussion on migration and development has moved from one of brain drain/gain to one of brain circulation.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe some of the central questions and debates regarding migration and development
2. Define brain drain, brain waste, brain gain, and brain circulation
3. Explain and discuss some of the ways that sending and receiving countries have tried to maximize the benefits of migration
4. Discuss the impact of remittances on individual immigrant households and national economies
5. Identify some of the related ethical questions regarding the asymmetrical differences between sending and receiving states regarding human capital investments, losses, and gains associate with emigration and immigration
6. Summarize ethical concerns regarding human agency and right to mobility and state immigration restrictions regarding high skilled labor

**Required Resources**

* Oberman, K. (2013). [Can Brain Drain Justify Immigration Restrictions?](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EWxhYkUBloFKmiij0joKplcB9eCyRS-_oIoiLBKGblqw9g?e=dYER5G) Ethics, 123(3), 427-455. doi:10.1086/669567
* Board of Trustees of the Leland Stanford Junior University.  Retrieved from <https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/brain_drain_to_circulation_and_linkage_0.pdf>
* Newland, Kathleen. (2019). Migration Development, and Global Governance: From Crisis to Consolidation. Washington, D.C. Migration Policy Institute.  Retrieved from <https://www.migrationpolicy.org/research/migration-development-global-governance-crisis-consolidation>
* Batalovia, Jeanne and Michael Fix. (2017). New Brain Gain: Rising Human Capital among Recent Immigrants to the United States. Washington, D.C. Migration Policy Institute.  Retrieved from <https://www.migrationpolicy.org/research/new-brain-gain-rising-human-capital-among-recent-immigrants-united-states>
* Asis, Maruja M.B. (2017).The Philippines: Beyond Labor Migration, Toward Development and (Possibly) Return. Washington, D.C. Migration Policy Institute.  Retrieved from <https://www.migrationpolicy.org/article/philippines-beyond-labor-migration-toward-development-and-possibly-return>
* [Does Migration Harm Developing Countries](https://www.youtube.com/watch?v=RKgBS3coK9w) (5.04 min)
* [Relationship Between Migration and Development](https://www.youtube.com/watch?v=qz-Cdf5Q-lo) (7.59 min)
* [Migrant workers' remittances a 'win-win'](https://www.youtube.com/watch?v=c6Q2bphEKYI)  (1.44 min)
* [What are Remittances](https://www.youtube.com/watch?v=p38c0KNxdWU)  (8:42 min)
* [Are Facebook Employees Depressed (7.11 min)](https://www.youtube.com/watch?v=6CIXZljyQAo)
* [Life on an H1B (15.17 min personal narrative)](https://www.youtube.com/watch?v=ge9LQQfckUY)
* **View Episode 7 of the** New Americans
* Module 9 Lecture Notes
* Module 9 Pre-recorded Lecture

**Module 10 – National Security and Human Security**

**Date**

**Description**

While the circumstances forcing migration for many have intensified in the last decade, the response of many governments have ranged from indifference to hostility, marked by anti-immigrant rhetoric and political mobilizations, and increasingly restrictive immigration policies and hardening of borders.  This turn toward more restrictive immigration policies during a period of increased forced migration has led to a humanitarian crisis along some of the most traveled migration corridors and at national borders, including the Mexican migration corridor and the U.S./Mexico border. In this module, we will explore some of the experiences of migrants in transit along the Mexican migration corridor.

This module will also examine the focus on international security vs. human security in relation to migration. The more recent hardening of attitudes and policies towards immigration in this country can be traced back to 9/11.  After 9/11, there has been severe consequences for specific groups identified as “security threats” by the general public. These policies have collectively produced what has become known as the “securitization of immigration governance.” The securitization process has given legitimacy to a range of narrative frameworks that, as Sarah Scuzzarello noted, “have strong normative implications for how we conceive of a society, it's citizens and the values that are honorable in it” (2011: 4).

**Learning Objectives**

After successfully completing this module, student will be able to:

1. Describe and discuss the significance of borders for human mobility and migration management regimes.
2. Define and give examples of securitization of immigration
3. Compare and contrast immigration policies that attend to human security to those that focus on national security
4. Explain what is meant by the internalization and externalization of borders and provide examples of it in the context of US. policies and practices
5. Describe how borders are contested through various actions and actors
6. Identify some of the common experiences of irregular migrants in transit and asylum seekers

**Required Resources**

* Astrada, M. L. (2018).  [Fear & loathing in the present political context: The incubus of securitizing immigration](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/Eawme4MPmutPt0nwFucJZEUB0xAE2qE0p9ZyKlLXzz_KQw?e=yOWvaP). Georgetown Immigration Law Journal, 32(2), 169-216.
* Estevens, J. (2019). [Human (In)security and Irregular Migration. The Atlantic Basin](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EVWfZd05XQlNlC_izRc7Eq4BeEYnjeW2JupF-upqGr9fww?e=K2kRlT). In N. S. Teixeira, & D. Marcos (Eds.), Evolving Human Security Challenges in the Atlantic Space (pp. 105-127). Brookings Institution Press.
* Menjivar, C. (2014). [Immigration Law Beyond Borders- Externalizing and Internalizing Border Controls in an Era of Securitization](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EXVNVLeSd1lCrABOvNM3n5MBHw9mHkW1UfqPO8xCdJY4Ww?e=MrblqU). Annual Review of Law and Social Science 2014 10:1, 353-369.
* Celikates R. [Constituent power beyond exceptionalism: Irregular migration, disobedience, and (re-)constitution.](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EdMEMsqnFe1Onux-pydw6IYBgeRHNbuh_oAeLR-snUMzyQ?e=84tncK)  Journal of International Political Theory, 2019;15(1):67-81. doi:[10.1177/1755088218808311](https://doi.org/10.1177/1755088218808311)
* Wonders NA, Jones LC. Theoretical Criminology. 2019;23(2):136-155. [Doing and undoing borders: The multiplication of citizenship, citizenship performances, and migration as social movement.](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EciiAe1DcrpNlzBtAu2cK1EBu-x2Ea6iiFnBfzzw0YMPMA?e=DurZas)  doi:[10.1177/1362480618802297](https://doi.org/10.1177/1362480618802297)
* [The Securitization of Migration. Gillian Wylie (22.09 min)](https://sharingperspectivesfoundation.com/video-lecture/video-11/)
* [Alejandro Olayo, sj.- Transit Migration in Mexico (34 min)](https://www.dropbox.com/s/knznpkbcjazwajg/Alejandro%20Olayo%2C%20sj.%20-%20Context%20on%20Transit%20Migration%20and%20Refuge%20in%20Mexico.mp4?dl=0)
* Module 10 Lecture Notes
* Module 10 Pre-recorded Lecture

**Module 11 – Immigrant Surveillance**

**Date**

**Description**

Increasing surveillances on immigrants has been part of the heightened focus on migration management, national security and immigration enforcement at the border and the interior of the nation. Surveillance is wide reaching and includes the integration of databases, mining of big data, monitoring of social media, use of facial recognition technologies, and use of biometrics such as retinal scans, fingerprints, and DNA. At the border x-ray vehicles, night vision goggles, motion detectors, cameras, heat sensors and other technologies have been used for surveillance and immigration enforcement. All of these technologies have been used to control mostly BIPOC bodies and have been deeply integrated and expanded into our immigration enforcement apparatus. These technologies present many social justice and ethical questions regarding privacy, freedom, consent, and autonomy.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss increasing surveillance on immigrants that has been part of the heightened focus on migration management, national security and immigration enforcement at the border and the interior of the nation
2. Identify and name the different surveillance technologies that are used in immigration enforcement in the interior of the nation
3. Identify and name the different surveillance technologies used in immigration enforcement at the border
4. Describe how these technologies have been used to control mostly BIPOC bodies and have been deeply integrated into our immigration enforcement apparatus
5. Discuss the many social justice and ethical questions regarding privacy, freedom, consent, and autonomy that the application of these technologies in immigration enforcement present

**Required Resources**

* [**Omar Duwaji**](https://www.pri.org/people/omar-duwaji)**,** [**The World**](https://www.pri.org/programs/the-world), Friday, March 12, 2021 - 4:15pm
* [Immigrants’ rights groups sue facial recognition tech company](https://www.pri.org/file/2021-03-12/immigrants-rights-groups-sue-facial-recognition-tech-company) (Podcast 4.36 min)
* Archana Ahlawat, AnaKaren Ortiz Varela, & Anuj Shah, (July 2021). Open Society Justice Initiative (September , 2020) [The U.S. Department of Homeland Security is Deploying a Massive New Database to Gather Biometric Information](https://www.justiceinitiative.org/voices/the-us-department-of-homeland-security-is-deploying-a-massive-new-database-to-gather-biometric-information)
* [“The Data Broker to Deportation Pipeline: How Thomson Reuters & LexisNexis Share Utility & Commercial Data with ICE,"](https://justfutureslaw.us3.list-manage.com/track/click?u=d7a2769542ef6caff01a4044f&id=abe84e6d35&e=8741e025c0)
* Mijente, Immigrant Defense Project, and the National Immigration Project of the National Lawyers Guild. (October 23, 2018. [Who's Behind ICE? The Tech Companies Fueling Deportations](https://nipnlg.org/PDFs/community/2018_23Oct_whos-behind-ice.pdf)
* [Privacy Concerns Grow as Federal Immigration Agencies Use More Surveillance Technology](https://immigrationimpact.com/2019/10/24/privacy-concerns-immigration-surveillance-technology/#.X527klNKhBw)
* [Information Vacuuming Immigrants and Citizens](https://www.nilc.org/2018/08/22/information-vacuuming-immigrants-and-citizens/)
* [How Surveillance and Data Sharing used in Immigration-Enforcement](https://www.ilrc.org/webinars/how-surveillance-and-data-sharing-used-immigration-enforcement)
* Click on this link to sign up for an on demand 1 hour narrated lecture.  You must create an account and place the webinar in your cart, but no payment of payment information will be requested at Checkout.
* **Required Full Length Video:** The Feeling of Being Watched Trailer

**Module 12 – Family Integrity: Separation, Detention, and Deportation**

**Date**

**Description**

This module focused on detention, deportation, and family separation. It includes readings and videos on detention and separation including child and family detention, unaccompanied minors, and family’s separation related to detention and deportation, as well as migration and the formation of transnational families.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Summarize policies and processes associated with immigrant detention, deportation, family separation, and the immigration and child welfare system
2. Describe some of the experiences of immigrants in detention and deportation and some of the socio-emotional dimensions of the experience
3. Identify some of the actors, agencies and interests associated with immigrant detention and deportation
4. Predict some of the dynamics and impacts of family separation due to migration in transnational families

**Required Resources**

* [ICE Detention Management](https://www.ice.gov/detention-management) Spend some time on this webpage and click on the video links and related information tabs including the National Detention Standards
* [Immigration Detention 101 Detention Watch](https://www.detentionwatchnetwork.org/issues/detention-101) Spend some time on this webpage and click on the video links and related information tabs
* [Overview of Deportation Process](https://www.ilrc.org/sites/default/files/resources/overview_deport_process-20181221.pdf)
* [Trust and Consequences](https://www.washingtonpost.com/graphics/2020/national/immigration-therapy-reports-ice/)
* Read article and listen to podcast [therapy-notes-are-being-used-against-migrant-children 6 min podcast](https://www.npr.org/2020/02/18/806886958/washington-post-therapy-notes-are-being-used-against-migrant-children)
* [Record number of immigrants funneled into alternative detention programs](https://thehill.com/policy/technology/581125-record-number-of-immigrants-funneled-into-alternative-detention-programs?userid=33668&utm_source=Center+for+Migration+Studies+Mailing+List&utm_campaign=23d8ec2d86-EMAIL_CAMPAIGN_2018_12_03_05_58_COPY_01&utm_medium=email&utm_term=0_74e5cba118-23d8ec2d86-115675110)
* [“You Will Never See Your Child Again”: The Persistent Psychological Effects of Family Separation](https://phr.org/our-work/resources/you-will-never-see-your-child-again-the-persistent-psychological-effects-of-family-separation/)
* [Jacob Soboroff on Family Separation 5:44 min](https://youtu.be/QKs0EM7m-Xw)
* [Migrants Separated from Their Children Will Be Allowed Into U.S.](https://www.nytimes.com/2021/05/03/us/migrant-family-separation.html)
* [U.S. Citizen Children Impacted by Immigration Enforcement](https://www.americanimmigrationcouncil.org/research/us-citizen-children-impacted-immigration-enforcement)
* [Transnational families negotiating migration and care life cycles across nation-state borders](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EZ4CJ67CxZtEo9emAqBQIuAB00FeXSNZHtCKQBSEpOWFgQ?e=BN2NSl)
* [Destroying Families](https://features.propublica.org/illinois-dcfs/illinois-child-welfare-agency-burgos-consent-decree-spanish-language-issues/)
* [Illinois’ Child Welfare Agency Continues to Fail Spanish-Speaking Families](https://www.propublica.org/article/illinois-child-welfare-agency-continues-to-fail-spanish-speaking-families?utm_source=sailthru&utm_medium=email&utm_campaign=majorinvestigations&utm_content=river)
* Module 12 lecture notes
* Module 12 Pre-Recorded Lecture

**Module 13 –** **Witness, Testimony, and Social Justice**

**Date**

**Description**

This module explores the telling of personal narratives /stories through a justice lens that considers the relationship between testimony and witness in efforts to promote understanding, empathy, solidarity, and action for structural change to address injustice and the root causes of human suffering as it relates to migration. The use of testimony and witness as tools for immigration social justice efforts is examined as an example.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Recognize the power of testimony and personal narratives as important sources of truth and knowledge
2. Explain how personal narratives and testimony are effective tools in advancing social justice by their power in generating understanding, critical reflection, empathy, and solidarity

**Required Resources**

* Givoni, M. (2014). [The ethics of witnessing and the politics of the governed](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/ERsAxnxo9l9EpiWS5_HB73wBP4N2wjmpNtjihqAo1PO7PQ?e=OfYFhn). Theory, Culture, & Society. 31(1), 123-142. doi:[10.1177/0263276413488633](https://doi.org/10.1177/0263276413488633)
* Pirie, S.H. (1990). [The Origins of a Political Trial: The Sanctuary Movement and Political Justice](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/Ebpwc935_6lPuDGizDKPb48BguYeWsuxXb5x4U2gz1QREw?e=NPpUrZ). *Yale Journal of Law & the Humanities.* 2(2), 381- 416.
* Kurasawa, F. (2009). [A message in a bottle: Bearing witness as a mode of transnational practice](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EdtrTGeZrHFCjraPDniwLXgB0qNxjhAqhNvuJKVkEo-aOA?e=7Wft1U). *Theory, Culture, & Society.* 26(1): 92-111. DOI: 10.1177/0263276408099017
* McGibbon, E., Hendra, S. (2019). [Critical Social Justice: The Moral Imperative for Critical Perspectives in Nursing](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EawIFkbHw_FAqaCofJxRSXYB3SDQG05QDgxHnG288W7OxA?e=qRsGOk). *Witness The Canadian Journal of Critical Nursing Discourse* 1(1):3-12. DOI: [10.25071/2291-5796.21](http://dx.doi.org/10.25071/2291-5796.21)
* Module 13 lecture notes
* Module 13 Pre-Recorded Lecture

**Module 14 –** **A Balance of Stories**

**Date**

**Description**

Recalling the warning of novelist Chimamanda Adichie, the participants in this module will share a balance of stories regarding immigration to avert the danger of a single story that risks critical misunderstanding and gross generalizations.  During the last synchronous class session of the class, participants will share short excepts form the migration narratives they have collected for their StoryCorps Project.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Recognize the importance of balance of stories regarding immigration and have a commitment to avert the danger of a single story that risks a critical misunderstanding and gross generalizations
2. Identify ethical and social justice issues as presented in the daily lives of immigrant and refugees
3. Apply diverse social justice frameworks to migration realities
4. Recognize personal narratives as sources of knowledge and transformation

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**

**INSTRUCTOR APPENDIX**

**SOWK 732 Exercises**

**Small Group Exercise for Module 2**

**General Instructions:**  Identify one person to serve as a recorder/note taker and another to serve as the presenter.  You will have 30 minutes as a group to discuss the case and formulate a response/summary of your discussion. The recorder/ note taker should: 1) list the name of the recorder and presenter for your group and 2) summarize the main point of discussion in a word document (bullet points) for the presenter to reference.    I will provide a link for a shared OneDrive document to take notes. After break the presenter will use the notes to make a verbal presentation of the main points of the discussion.

**Case for Discussion:**

**Exercise Instructions:**  Please read the following Scenario. After reading, please discuss the scenario with your group.  Please write a brief narrative that: 1) Explains what your group decided that you should do; 2) how you came to your decision about what to do; and 3) list what were the ethical issues that were present for you in this case.

**Case:**  You are a social worker in an organization that provides services to battered women and their children.  You are typically underfunded and overcrowded. Many of your clients are undocumented immigrant workers.  A new state law has passed that requires that you do two things: **NOT** provide services to undocumented immigrants and **REPORT** such individuals to federal immigration officials.  Failure to report can result in both jail time and a significant fine.

Sonita and her children arrive shortly after the new law is passed. She has been beaten, her children have been threatened, they have no relatives, no income, and no place else to go.

* Would you provide services?  Why or why not?
* Would you report them, Why or why not?

**Links for Summaries:**

[Group 1 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EXFOa907tRhKtljx_njJE90BMArqeJj-OD-SeEfh4pC7-w?e=wmW7fp)

[Group 2 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EcS7OjRyHFZBve6mnMzm5zEBkrc480Ya0kKN2YBZ_Kl09g?e=DpdCMy)

[Group 3 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EbgOdXnwLz9BtNg-s-I2iz4BW7rIdl4dBOdZneNkeDA7wQ?e=UUqniw)

[Group 4 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ER0gcIVvbUZFnUDxfCAICmUBJKLxvohoCORZmfocEnbayA?e=OUP48Q)

[Group 5 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ERw1igZvCX1AnQWChras2VwBsSxUR5HwwNzUlVcN3X4wxQ?e=Nw8FVx)

[Group 6 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ER8qXd6OltpFgaitNNGVg6cBALtI_i_pq2zkY0pyxIM9MA?e=pByxi8)

[Group 7 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ESdkjWfrZqVNgOy8MoGFb-8BTbQChBToIXhRXJzAzl1ysQ?e=clLqma)

**Additional Links:**

* The exercise is based on this article: [A Qualitative Study of Immigration Policy and Practice Dilemmas for Social Work Students](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EdpJM0yOH5BNuMIvQR7GcBYBg9IIXbkqpTnZzVVOcM1BMQ?e=ePscM6)
* In our discussion I referred to moral distress, moral residue, and ethical debriefings.  Here are some related notes and references:  [Notes on Moral Distress](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/Ede35GdjllNKtfjXlZUd3DEBMyifE3gFcMqmxP53xidHFw?e=sPoVgI)

**Small Group Exercise for Module 3**

**Exercise: Part 1**

**Take a few minutes to reflect on these prompts individually.  Write down a few of your thoughts. Consider one that you might share with the class.**

**Power of words:**

* New words, terms, or re-definition of words that you want to incorporate in your vocabulary, in your thinking, and in your discussions with others
* Words and narratives that you want to challenge

**Power of Listening:**

* The extent to which I engage in true dialogue; with others that have a different view; with others that may be different from us
* How I practice listening
* Do I listen to understand; listen to relate?

**Power of Critical Reflection**

* How have I shown or acted with indifference, complicity, and/or misguided assumptions
* How will I discern how I am to act/respond?

**Exercise Part II:  Small Group Discussion**

**Module 3 Small Group Discussion**

The readings for this week described the power of words and narratives in our discourse regarding immigration.  They are powerful in that they contribute to the creation of social groups and identities, legal categories, and social, policy, and professional responses/actions.

Consider the following terms/categories and whom they are meant to include.  What are their distinct characteristics?   What is share across categories?

* DREAMer
* unaccompanied minor
* refugees
* asylum seeker
* migrant
* immigrant
* undocumented immigrant

Now consider how these categories in relation to the binaries discussed in the readings.

What do they evoke in popular imagination and discourse? What do these categories evoke for you? What moral responses do they suggest?  What “managerial” responses do they suggest?

* Deserving vs. undeserving
* Desirable vs. undesirable

Finally, consider the utility of these categories?  What are their functions? What are their limitations? What are their merits?

[Group 1 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ETQVGd2p_XZBuj8m2THJ3vABMIcXRDmrNwluNar955OmpA?e=t9bQhh)

[Group 2 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EUHbxboyKw1JjP0O6CgokT8BOW0gU1c_tJl4ZFtBmhphLg?e=Ogfgos)

[Group 3 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EWM5xpjvp99Aj0fe6Ad5Y5oBRmD1PjtEe5lCp0nSXgGbeg?e=siNOZp)

[Group 4 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EQLT4vTrW-VClmS6NPi1xyUB57_ocp-dq4kkIOJonbKYTA?e=9rV6k8)

[Group 5 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EUkbGNd5fUpOk6d5X94wKeYBxpDtyj-N8nC3zQCrYaUb3w?e=vNYLPf)

[Group 6 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EZsjYerQRKxEh3JC1uvVUwgByukunmvMrpFVPkNX1Nuwlg?e=LzxQxV)

[Group 7 Summary](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EbV6bVxxLnxOqM87WwjMc6oBu8jm68iMtgoU2EEAckVawA?e=qOF0dC)

**Small Group Exercise for Module 4**

**Exercise** **1 – Small Group Discussion Prompts**

**Consider your personal experience as you respond to the following prompts:**

* Have you ever left your birthplace to live somewhere else (in the same or another country)?
* How did you create a sense of “home” in the new place? What did you lose?  What did you gain?

**Consider *The New Americans* as you respond to the following prompts:**

* Why is each person leaving for the United States?  What is pushing them to emigrate?
  + Israel and Ngozi
  + Barine, Zina and Nini
  + Ricardo and Jose,
  + Naima and Hatem
* What do they hope to find in the United States? Where did their expectations come from?
* Do you think that they will find what they are looking for in the United States? What strengths and supports can they each draw upon?
* Who is sponsoring each newcomer and why?
* How are the journeys of each character tied to the sacrifice of others?  How do you think that this will impact their lives
* Consider some of the theories of justice/ ethics related to immigration.  Do they have any relevance in considering the experiences of the individuals we met in episode one of the New Americans?

**Small Group Notes**

[Group 1 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EcvalZfNJ9NKijOjs5M9eegB0RTHxXFviEGnNEpg3Zm12A?e=tfLCYo)

[Group 2 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/Ef4ScHLDIHhDoC28o8tRml0BURz6mHq2h7We-Lsn9CTyUA?e=lpdsI9)

[Group 3 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EQLVEcNpcY5EpVWfBeD3vtkBBx3EZWpr5fSBMOn2HVVS8A?e=uESMJ0)

[Group 4 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EVY6mtYtOQ9OhAbDlRhQd6kBrhL7jcLn-tJ-KLNdyzOAFA?e=eS2cM1)

[Group 5 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EUoAO0_d9O1Ou1ID8mQekKwB8Xsrr8SGFVlGJWTU0SMkDQ?e=0KR6Yg)

[Group 6 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ERHADtk6EcpJhoxQ92N12I4BPQTy6xQ-fLJbEJ0EU142Gw?e=3UlvVy)

[Group 7 Module 4 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EUNftkfQLdxFk2-mst8yBwwBbpiAE17iwex3uA5gaFvnag?e=oN9b0Y)

**Exercise 2 – Preparation for next week**

Please add to the chat some social justice questions/themes that the experiences of the protagonists in the New Americans raised for you.  We will explore these themes through the justice frameworks presented in Module 4 and 5 next week.

**Small Group Exercise for Module 5**

​**Exercise 1: Consider the various individuals and families that you are coming to know through the *New Americans.  What issues or themes related to their immigration experience stood out for you? What would you like to discuss with our class about the families?   List the issue / them in the chat.***

**Families**

* Israel and Ngozi
* Barine, Zina and Nini
* Ricardo, Jose, and Ramon
* Naima and Hatem **Module 5 Exercise**

**Exercise 2: Consider how visas are distributed in our current immigration policy scheme.**

* What types of potential immigrants have more access or opportunities to migrant and/or stay?
* What priorities or principles are privileged in our immigration system?
* Is there a proper balance between market/employment needs, family unification, diversity, and humanitarian concerns?
* Is there adequate/too much/too little emphasis migration management and on security?
* What guidance do any of the theories that you reviewed so far provide in your assessment? See notes if that helps.
  + [Notes on Justice Theories](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EUSYb5slGqREl_Zu2eh2P74BVxK1-IQ2z5gq73zdEzrzFw?e=Fzia5D)
* How would your group alter the distribution of visas and the priority of principles related to our immigration system?

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**Exercise Groups**

[Group 1 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EXntCs98LVRPmL-EdkCAJmMBNikddY3ip0Ouqf1Y4T5ACg?e=e5nujq)

[Group 2 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EeruIqfTiE1Ggp8M2mxvAKMBjLhLVqysV1ELLGSQhyjvbQ?e=zRglMv)

[Group 3 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EcJUU1HKDolPqq_BQYRB_0AB_u2vSUm2uBeQdWQgRdnh2Q?e=CfpUe9)

[Group 4 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EWbVt9aOry5DrcTMQdf6Ms0BxKAJRWgyiXXhtEahGZ3boQ?e=Bg2Ko2)

[Group 5 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EX_LAcYXC_JIhbEcdMjz124BQuc1dmCaviyHA-iPY5OWHg?e=4UT5Nc)

[Group 6 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EdCDLzsASu9JnmxBn1nExEUBTgFclRbiX2DpnnRDSVup4Q?e=RWZyfU)

[Group 7 Module 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ETdrMhgTcttBvI7qLi4lnvkBxYoTeGvgo_rj5wvO7EyY-A?e=GHabhy)

**Small Group Exercise for Module 6**

* Please a few minutes to read the short editorial, [Confronting Social Work's Troubled Past](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EYTwFVUTKrlPgS-TKd-gIlYBqEGE86IqBmLvo6-rQTBuIQ?e=k5ttrS). This editorial essay appeared in a thematic issue of *Social Dialogue (No.22, April 2020)*, titled *Social Work: Key Lessons from Its Troubled Past.*  *Social Dialogue* is the magazine of the International Association of Schools of Social Work
* Watch video clips:
* Please consider the following questions.
* What are some examples of social worker complicity with state violence in the U.S.?
* What are some examples of complicity, including complicity through silence, of our professional organizations? Our schools of social work?  Our leading theorists?
* While many contemporary social workers practicing today did not commit these wrongs discussed in the essay, what responsibility, if any, do they have in repairing these harms?
* What responsibility to they have now when they see contemporary complicity in harm exercised by social workers and our organizations (e.g., video clips)?
* Do you support the idea of a Global Truth and Reconciliation Commission for social work?  Why or why not?
* If you were to have a say in the realization of a Global Truth and Reconciliation Commission for social work, what would you recommend in terms of:
  + What should be the goal of the commission?
  + Who should participate and in what roles?
  + What process to be employed for the commission?
  + How should one measure/appreciate the success of the commission?
* What from the readings, videos, and the example of Colombia informed your thinking regarding these questions (truth telling, reparations, institutional reforms; legal actions; various actors to involve the process)

**Small Group Exercise for Module 7**

**Part I.  Human Rights, Development, and Capabilities**

I would like to ask you to think about capabilities approach as one that is concerned with human flourishing.  It begins with the conception of the dignity of the human being and of a life that is worthy of that dignity.  This approach is concerned about human agency and the freedom to pursue (capabilities) and achieve (functions) activities and states of life that are values and that one values.

* Think back to our early discussion on *proyectos de vida/ life projects*.  This is pretty close to the concern of the capability approach with the opportunity and realization one’s full humanity in ways that are meaningful to the individual and their particular society.  For some that requires migration because of the lack of opportunity in their context of origin. Hence the life project is addressed through a migratory project.
* Now consider the following questions:
  + How do they apply to the families that we are coming to know in the New Americans?
  + What are examples from the United States in which human and political rights are written into law, but may not be accessible to everyone?

**Part II.   Religious Traditions and Approaches to Social Justice and Migration**

Reflect on the readings the draw on religious traditions and their approach to social justice.

The religious traditions that were included in the readings for this module were also concerned with human flourishing and have some commonalities.

* Please consider the following ideas reflected in the discussion of the various religious traditions explored in the readings:
* All persons have been created in the image of Allah/Yahweh/God and are brothers and sisters
* One should love one’s neighbor as oneself and practice the hospitality (welcoming the stranger) and sanctuary (protecting the vulnerable).
* Social life should be animated by compassion and solidarity (social responsibility).
* One has special responsibilities to people fleeing slavery, abuse, and other crises (preferential option for the vulnerable).
* The poor not only should be cared for, but also brought into the fullness of human flourishing and the gospel of Jesus Christ should be interpreted through the lived experiences of oppressed people (preferential option for the poor from Liberation Theology)

**Links for Small Group Notes**

[Module 7 Group 1](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/Eddz3BXybn1Btz109luInbIBnL7BMr6NSRVqJuh05GnhIA?e=mTI808)

[Module 7 Group 2](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EffhFiFRBPdMvnJtGVyNJKwBUrOPMpU4KBFIwCUDl7S-Bw?e=eVATNZ)

[Module 7 Group 3](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EdjLBh8xDYVNvIjmIhfo2jwBwCZ0IFNwvy5nwVyc3ZNNiA?e=SYfKeq)

[Module 7 Group 4](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EbCCL0l1VBNNqwj7C9XKL24BoDFZeuwqSAEJw8Ya7_CNVQ?e=iEfJby)

[Module 7 Group 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EbRjxzBRo19OijQhskN-pyoBGL5DiXCSNnf1cNPKOmLgMA?e=yFfVNB)

[Module 7 Group 6](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EcNYgQAjqxVAjubuhHudJRcB0x_VyWB2AOeUgPKRuWQ4og?e=yr6Or3)

**Small Group Exercise for Module 8**

**Brain Waste of immigrants in destination countries such as the U.S.**

* Downward mobility of high skilled migrants Israel and Barane, and Naima
* Inability to study despite their smarts and deep desire: Nora y Pedrito
* Harshini’s inability to work and advance her career due to the HI-B Vida of her husband Anjan
* And what about the many youthful immigrants with irregular status in this country that are extended an opportunity to study K-12 grade, but opportunities become narrower post-secondary.
* Or those that have been able to complete college, but because of their immigration status have restricted employment opportunities
* Or those that are DACAmented but have tremendous uncertainty that makes it difficult to plan for one’s future.

**Exploitation of Immigrant Labor**

* What Examples of immigrant labor did you see in the *New Americans*?
* What vulnerabilities did you see that were associated with the nature of their visas/immigration status?

**Human Agency and Resilience**

* What examples of human agency did you see being exercised by the various individuals in the new Americans?
* What examples of resilience did you see being exercised by the various individuals in the new Americans?
* Did they advance their migratory project?

**Sharing from Your Experiences**

* Many of you had firsthand experience with the themes form the readings this week.  Are there any that you would like to share?
* Did the reading make you rethink your understanding of these experiences or the meaning that you have attributed to them?  How so?

[Module 8 Group 1](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EcLd37acdRJMo_P5EFkgqYMB5zkr-cKsHbdg5_D4Bc20kA?e=TbMue7)

[Module 8 Group 2](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ER6u5ALLNLpFjxMKAiJs2QIBcT9mJ28pbZSNp9uBJ9VCYg?e=ZvCjbD)

[Module 8 Group 3](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EWWdLVYVIE5ClckYa2PwoGEBIzlar0lDHBtwBsGmADIQeA?e=Sph87J)

[Module 8 Group 4](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ER9IoGekcFJNq8J90q78JA8BO27MmhkRe7nO70q8DrPY5g?e=gvFv8R)

[Module 8 Group 5](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ESqPfbFb_SZJveKhwr0u500B_VKrElcxF03l7rkCVkMwIg?e=XLnTxC)

**Small Group Exercise for Module 9**

**Sign of the Times and Points of Inflection**

**Sign of the Times:** The idea of reading the signs of the times refers to contemplation regarding some public current happening which calls our attention to a significant change that is taking place in the world.   It refers to significant political, social, or economic events or developments which are widely known- but whose full significance may not be understood fully or widely.

Reading the signs of the times is a phrase that has been attributed to Jesus and is widely used by Christians.  The idea is that one can understand more fully the deeper meaning of an event, a trend, a dynamic by “reading the signs through the light of faith”.  The reason for doing this is because engaging in such a process should help one to discern how one ought to act.  In this process one must distinguish between the “signs as objective events” and “our subjective reading of the signs.” For our purposes today, please read the signs through the light or lens of social justice.

Reading the signs of the times calls us to ask questions such as:  What is the message of these political, social, technological, or economic events/ developments?  How can we interpret them more accurately? Are they connected?

Having come to a deeper understanding of the significance of an event, situation, trend or development, we should be better positioned to know how to act or how to respond to what is going on.

I**nflection Point(s):** By definition, an inflection point is a momentous event or trajectory of some widespread process that results in a significant alteration in a situation and can be considered a turning point after which a dramatic change is expected to result (negative or positive); or that requires a dramatic change in response. An inflection point often signals that the affected sectors, must make a fundamental examine and consider the changes needed, the response the momentous event requires. In reading the signs of the times one can identify infection points that require action.

**Exercise:**

I would like each of you individually to contemplate the first question.  Please put your response to the first question in the chat.

We will then break into groups to work on the next three questions, based on the responses to the first question placed in the chat.

1. Consider the themes of the assigned readings and videos for this week. With that in mind, now consider what are the signs that you see in the world, our country, at the moment and in the last decade (significant political, social, scientific, or economic events or developments)?
2. How do you interpret them?
3. How ought we respond?
4. Are we at an inflection point(s) as a nation, global community?

[Group 1 Module 9 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EQsYGszANtBLpB62rHxcH7kBYCDGU9RzUMAglnt5t01ycQ?e=tYW6Zc)

[Group 2 Module 9 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EbHtbBbJTkpHgN-6h_dfmPMBReW8q6txdZsmRQYGYh4XAw?e=KziRiX)

[Group 3 Module 9 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EU21lahzt6VAnG6oDvLpjLMBJUKVkjAqVa8BG-B3aqFuqA?e=B4rgRU)

[Group 4 Module 9 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EZzJenlHoMRKuwwws-mo6U0BxH7QtUcVXGCC9AXWvosJ_A?e=e5H2My)

[Group 5 Module 9 Exercise](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EZGNgRK8pAVGhUmhH0wvu2sBx4bSIs2LjYPmR0rUsk9l3A?e=bTo9AG)

**Small Group Exercise for Module 11**

**Contesting Borders: Exercise on Protest & Activism**

[Ice El Hielo Lyrics](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/mvidal_luc_edu/EafjPVM0GjJCm2v-uMYnoz0BR2VsNtnn67U04X0eluGV0A?e=et78sx)

[Contesting and Resisting Borders](https://loyolauniversitychicago-my.sharepoint.com/:p:/g/personal/mvidal_luc_edu/Eb4fyNvD6FtOjPqFJa8818MBz3YkhMm7KO3ri9nlc4C_lQ?e=FdlgUH)

**Questions to Consider**

What are the justice issues presented by the various artists?

What are the different viewpoints presented in the various works?

How did the various works impact or move you?

How do these artists help you see an issue differently?   Help you see different possibilities?

How do you connect these works to the readings for Module 11?

**Small Group Exercise for Module 12**

**Case Study**

Leonel’s parents are Indigenous people who in the mid 90’s, because of the civil war, moved to San Salvador, the country’s capital, where they lived in a slum area and had their two children.  The older was born with severe physical disabilities and Leonel is the younger.

Leonel’s father worked as a street shoe polisher and his mother stayed at home.

Despite being 16 years old, Leonel reads, writes, and has mathematical skills at the third-grade level.  Leonel’s attendance to school was sporadic since he worked most of the time to contribute additional income to the family. He feels most comfortable communicating in Nahuatl. His Spanish is basic, and he does not speak much English. He has superior mechanical skills that allowed him to work at a small auto body shop close to his home.

A couple of years before Leonel left El Salvador, a group of individuals who had been accused of belonging to the M-18 gang, settled in his neighborhood, and used threats and violence to impose their will. One day, some of the gang members came to the auto body shop and ordered the owner to start “fixing” cars to be used for drug trafficking. Leonel was terrified and decided not to return to the auto body shop. Instead, he started going with his father.

Gang members came to Leonel’s home and hit his brother in front of his mother to force Leonel to go back to work at the car body shop. They said that they would pay him well. Leonel felt that he had no choice but to return to the body shop to protect himself and his family.

For three months, Leonel went to “fix” cars, and for doing so he received money. He saved most of the money and took his family to a small town far from the capital and started his journey to the U.S. His only contact there was an aunt who lived in a small town called Sleepy Eye, Minnesota. Leonel had never met her, but his mother gave him her phone number.

Leonel’s trip to the U.S. took almost four months. During a train ride, a group attempting to rob Leonel stabbed a bystander who died in Leonel’s arms. Leonel does not have many memories of the trip after this event. He says that in México he found a *coyote* (human smuggler) who took him and five others across the desert to the U.S. After an excruciating journey, border patrol agents apprehended the group.  Leonel asked for asylum.  He did not understand the meaning of this, but he had been told that it was his only option to remain in the United States.

Leonel was taken to a minimum-security detention center. A case worker from a social service agency who regularly came to visit the minors helped Leonel find a lawyer and connect with his aunt. She was working in a meat packing plant using a false name and social security number because she was undocumented. She was living with a partner and his two adult children from a previous relationship. All of them worked at the same plant.

After some time, she agreed to become Leonel’s sponsor. Leonel’s aunt completed a sponsor application, and he was subsequently released to her without a home study or a post-release service plan because he was being released to a relative and he did not meet one or more of the TVPRA-required conditions.

Leonel’s is grateful for the opportunity to be with some family but attending school has been a major challenge. Leonel lives approximately 25 minutes away from the school by car.  Family members have been negotiating their work schedules to respond to Leonel’s transportation needs but, sometimes, he has waited for hours to be picked up.  He receives some English language support but there is no formal bilingual program in which he can participate.

Leonel considers going to school a waste of time since he is mostly bullied by fellow classmates and does not feel like he is learning much. He wants to work to send some money to his family and to help his aunt, but his lawyer has been clear that he is not legally allowed to work and doing so would jeopardize his case.  He helps at home by cleaning and cooking.

Leonel’s case has been transferred to a lawyer’s office in Minneapolis, 110 miles away with no public transportation service from Sleepy Eye. The lawyer has spoken to Leonel via phone but needs to interview him in person. It is difficult to have someone drive Leonel to Minneapolis because whoever drives him would have to miss work. His lawyer is concerned because a hearing is approaching, and they have not met in person to prepare.

Leonel is feeling lonely, profoundly sad, and has lost his appetite. He is afraid of falling asleep because he has horrible nightmares. At times, he feels his heart racing and finds it difficult to breathe. He does not share these feelings with anyone and wonders if it would be better to return to El Salvador, but his sense of duty towards his family pushes him to keep going.

**Discussion Questions**

* How is Leonel’s background and situation similar and different than that of youth involved in the child welfare system?
* Should children involved in the immigration system be afforded the same protections and services as those involved in the child welfare system?  Why or why not?
* In your opinion, for which legal protections and forms of immigration relief does Leonel qualify?
* What are some of Leonel’s specific mental health, education, and legal service needs?
* If Leonel lived in your current location, where would you refer him to and with what resources would you connect him and his sponsor? What are some ways in which technology could be used to address some the service access barriers in the case of Leonel?
* What are some of the individual and familial strengths and resources Leonel possesses?  How can they be incorporated to facilitate his adjustment and well-being and enhance community integration?
* What provisions and mandatory services would you include in a reform platform to enhance the well-being of unaccompanied children and youth when apprehended at the border?   When released from an ORR facility to a sponsor? To a foster parent?

**Group Exercise Notes**

[Group 1 Module 12 Exercise Notes](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EaIV06VNF-xAkYdX-Vg8fEgBjcRArDp3eemoUMdaw0rLzQ?e=xTWrR2)

[Group 2 Module 12 Exercise Notes](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EZPx1VcGq1JNhIREMGVLlhIBSggUEF9LT5VccO-U2e_RWQ?e=RhZhWd)

[Group 3 Module 12 Exercise Notes](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EfHFfH_GYM1OnHziVeqEwQABVVxybJItTUMhEJrRwW1bcw?e=JUzDb6)

[Group 4 Module 12 Exercise Notes](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/ETnQy7aDEEdCmsjNE6abdE4B_0tH_QzzitySEgUHl815lA?e=aGL3I9)

[Group 2 Module 12 Exercise Notes](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/mvidal_luc_edu/EQSsafriaNRNnvTqOmeUFXAB2g84N0cY-wFIAVQeyGUEgw?e=D25FlQ)

**Small Group Exercise for Module 13**

Each participant will have approximately five minutes to share an interview excerpt with the class.

As we listen to the immigrant interviews you have prepared to share with the class, please consider the social justice themes that they raise.  Try to apply some of the relevant social justice frameworks we have explored in this class and discern what these narratives call you to do.

Also, as you listen to the interview clips, consider the following observation regarding the significance of individual stories and the stories of peoples, and the importance of a balance of stories.

The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story. ― Chimamanda Ngozi Adichie

Their story, yours and mine — it’s what we all carry with us on this trip we take, and we owe it to each other to respect our stories and learn from them. —William Carlos Williams

There is no agony like bearing an untold story inside of you. —Maya Angelou

A narrative seems likely to be more effective than an image. Partly it is a question of the length of time one is obliged to look, and to feel. - Susan Sontag

People are hungry for stories. It's part of our very being. Storytelling is a form of history, of immortality too. It goes from one generation to another. -Studs Terkel”

The universe is made of stories, not atoms. —Muriel Rukeyser

To be a person is to have a story to tell. —Isak Dinesen

What I bring to the interview is respect. The person recognizes that you respect them because you're listening. Because you're listening, they feel good about talking to you. When someone tells me a thing that happened, what do I feel inside? . . . In most cases the person I encounter is not a celebrity; rather the ordinary person. "Ordinary" is a word I loathe. It has a patronizing air. I have come across ordinary people who have done extraordinary things. ― Studs Terkel

By taking their audiences through a process of "critically reflecting at deeper and deeper levels about how human beings live and die in this world," the refugees "conscientized" through their testimonials. Those whom Sanctuary reached became not only conscientious about truth but confident in their own ability to appreciate alternative truths.  — Sophie Pirie