SOWK 730: MIGRATION DYNAMICS AND U. S. SOCIAL POLICY

PREREQUISITES: None

COURSE DESCRIPTION

Economic globalization and migration may emerge as the defining trends of this century along with technological development. The impact of the development of global free markets is observable, as living standards rise in some places and livelihoods are eliminated in others and as the income and wealth gap grows internally between population segments within nations. Globalization as an economic force is having a direct impact on human migration, creating opportunities that encourage people to voluntarily relocate, but often creating pressures that force people to move or even subject them to human trafficking. The UN estimates that one in every 35 persons worldwide is residing outside of their country of birth. Nowhere is the trend of migration more marked than in the U.S., which receives more immigrants and refugees than any other nation (Ryan, 2005).

The impact of globalization and migration can be observed at all levels of society, from the more complex institutions of government, the market, and civil society, to the most basic institution of the family. Globalization, and the forces driving it, is producing a set of intractable challenges that cross national borders and which, by definition, defy national-level solutions. These social challenges are experienced immediately at the level of the family and include: persistent or periodic ruptures in families and social support due to mobility and migration; exposure to violence and exploitation related to migration; poverty and economic insecurity; vulnerability related to legal status; and cultural and linguistic isolation. For the field of Social welfare, these trends pose significant challenges regarding language and cultural differences, dislocation and adjustment of families, legal status issues, transnational family constellations, and inter-governmental and agency relations.

The conditions that fuel migration, as well as the marginalized and vulnerable positions that many migrants assume once in the U.S. raise a number of social, economic, and cultural challenges, and of course, a myriad of public policy dilemmas. This course offers an exploration into some of the social policy and social welfare concerns associated with contemporary migration. This exploration is grounded in an understanding of: major historical and contemporary trends in migration; the social and economic causes and consequences of migration; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental local, national and international organizations. Social justice themes related to migration are also identified in this course.
LEARNING OUTCOMES

Through class discussions and assignments, students are expected to demonstrate mastery of the following objectives all of which are at the basic, foundation level:

Knowledge Objectives
- Historical and contemporary migratory flows (International and U.S.)
- The migratory problematic in the context of globalization: Causes/ Factors leading to migration (expulsion and reception)
- Legal protections and social policy related to migration
- U.S. immigration and refugee service delivery systems
- Consular protection and international organizations

Skill Objectives
- Ability to develop and implement population appropriate social welfare programs
- Ability to identify and access transnational and/or intergovernmental services on behalf of immigrant clients
- Ability to analyze social policy from perspective of how it will impact immigrants

Values Objectives
- Appreciation for immigrant client strengths and a commitment to the promotion of client empowerment
- Commitment to the principles of social justice and human rights as they apply to migration related social policy

TEACHING METHODOLOGY
The course will primarily consist of readings, lectures, focused discussions, group and individual assignments. Case examples and discussion of those cases, along with application of key concepts from readings as they apply to the cases will also be utilized as a learning tool. Guest speakers and videos may also be used in class.

STUDENTS WITH SPECIAL NEEDS
Any student with special needs or difficulties in learning and completing course assignments is strongly encouraged to see the instructor as soon as possible. Please refer to the Student Handbook for student rights and available resources pertaining to assistance with special needs or disabilities.

ACADEMIC INTEGRITY
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 his or her name. Responsibilities of Academic Honesty and Academic Integrity are detailed in Graduate
Manual of Loyola University Chicago and The Graduate School of Social Work Student Handbook. This commitment ensures that a student of 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 plagiarize or use the same assignment content to fulfill different course requirements.

WRITTEN ASSIGNMENTS

Paper I: Migration Narrative
This paper provides an opportunity to contextualize a personal migration story. This exercise allows for the examination of the phenomena of migration from several vantage points, including that of the individual who migrates, the sending country, the receiving country, immigration policy, the receptor community, and so forth. It should be about someone you know. Use primary and secondary sources, including interviews.

The paper should be about 12-15 pages in length.

Some items that should be included in the paper are:

1) Push- pull dynamics (individual and group conditions that propelled and pulled)
2) Process of decision making (to leave, how to leave, where to go, who should go…)
3) Resources at the disposal of the individual to migrate (policy, money, networks, programs, status…)
4) The story of the journey (length, means…)
5) How the decision to move impacted the individual, family, sending community, receptor community…
6) Process of adaptation, including supports, challenges, and modes of incorporation. Explore which model of incorporation fits best.
7) Draw connections between the story you are telling and course readings where possible.

Paper II: Research Brief or Policy Analysis Paper

Option I: Research Brief
The research brief should include a summary statement, an annotated bibliography, and a copies of materials referenced that are not readily available on-line:

1) A four to five page summary of literature that you reviewed in the area that you selected (major themes, trends, dominant theories, conceptualizations, organizing ideas…). This summary should be based on your literature search and compilation of bibliographic references. You should begin by define which aspect of the following broad research areas you selected as your area of study. (E.g. segmented assimilation in relation to immigrant integration).

2) An annotated bibliography with a minimum of 15 references see the guide
Option II: Policy Analysis Paper
The policy analysis paper should focus on a particular area of immigration or immigrant policy that is of interest to you. The focus may coincide with one of the Jesuit Conference research requests or with a policy area discussed in class. The paper should be 15 to 20 pages in length (double spaced with 1” margins), with at least 15 citations. The paper should be written in APA format and include the following:

1) Issue Definition: The policy decision area is articulated and its significance is established.
2) Background: All background information (technical, political, etc.) necessary to place the decision in its proper context should be provided.
3) Policy Options: The various policy options that the decision-maker must decide between should be presented and described.
4) Policy Analysis: The pros and cons of each option should be explained. The value trade-offs implicit in choosing one option over another should be included/
5) Recommendation: Based on your analysis, provide a recommendation. The judgment factors that went into the recommendation should be explained.

GRADING
Written Assignments
Both papers will be graded on:

1. Presentation and elaboration of central thesis supported by thoughtful integration and analyses of classroom lectures and discussions, films and required readings;

2. Clarity and presentation.

Papers should be typewritten, grammatically correct, using appropriate citations in the footnotes and bibliography, and sufficient in length to accomplish the assigned tasks (approximately 12 to 15 double spaced pages).

Class Participation
Class participation is essential. The grade assigned for class participation will be based on two forms of participation: participation in the class sessions and participation in the class discussion facilitation.

**Class Sessions:** Students are expected to attend all classes and to have completed all assigned readings. Students should come to class prepared to discuss the issues, ideas, concepts and questions raised in the readings and come to class prepared to discuss the readings. Active class participation involves asking questions, posing problems or issues for further investigation, sharing insights, and responding to the ideas of others. Students who participate actively as described above will receive full credit with respect to this portion of the class participation grade, while those who participate passively by simply attending class will only receive partial credit.

**Class discussion facilitation:** Since student participation and class discussion are such integral elements of this course, small student groups will be asked to facilitate one class discussion on an assigned reading during the semester. A sign-up sheet will be passed around the second day of class for individual students to commit themselves to a particular date for this purpose. Students will who sign up for the same class session will form a group and work together.

In preparation for facilitating the class discussion on a specific reading, each group should identify some of the issues, ideas, concepts, and questions raised by the reading in a short (2 – 4 pages typed) handout. While the facilitators need not provide a detailed summary or have a complete understanding of the material, their handout should reflect a critical reading of the text and careful reflection, analysis and synthesis. The handout should include several related questions for small group discussion. A copy of the reaction paper must be turned into the instructor and all class participants on the assigned day.

Participation of all members in the group meetings and work leading up to the class facilitation is essential. All group members are expected to be responsible to each other, contribute to each other's learning, and share equally in the division of work. Class time will be given for groups to meet and form their own procedures and norms (e.g. decision making, division of work, methods of communication, courtesy...). Groups will be asked to make the procedures and norms explicit and document them in writing. This will allow students to establish an enjoyable and productive learning partnership, evaluate individual performance as a group member, and hold each other accountable.

Each group member will be asked to evaluate their own contribution to the group, as well as that of each of the other members. The last day of class each class participant must turn in a written statement summarizing their contribution to the group and that of the other group members. This peer review process and written summary will be anonymous (to group members, but not instructor) and will affect form the group work portion of the class participation grade.
Final Course Grade:

Separate handouts detailing each of the paper assignments will be distributed.

The final grade will be based on the:

- **Paper I:** Personal Immigration Narrative 33%
- **Paper II:** Research Brief or Policy Analysis Paper 33%
- **Class Participation*** 33%

*Includes class discussion facilitation and handout

REQUIRED TEXTS


All other required articles are posted on Blackboard under Course Documents by week of required reading.

COURSE SCHEDULE

Part I: Overview of Class and Migration as a Critical Issue for Social Work

Session 1: Migration as an Enduring Concern of Social Work

- Syllabus Assignments Expectations
- Overview of Immigration as a historical and contemporary concern of social work

Required readings:


Part II: USA as a Land of Immigrants: Historical and Contemporary Immigration Trends
Session 2: Colonial America

- Overseas Migration from Europe
- English Immigrants in America: Virginia, Maryland, and New England
- Slavery and Immigrants from Africa
- Other Europeans in Colonial America
- Ethnicity and Race in American Life

Required readings:


Session 3: The Century of Immigration (1820-1924)

- Pioneers of the Century of Immigration: Irish, Germans, and Scandinavians
- From the Mediterranean: Italians, Greeks, Arabs, and Armenians
- Eastern Europeans: Poles, Jews, and Hungarians
- Minorities from Other Regions: Chinese, Japanese, and French Canadians
- The Triumph of Nativism

Required readings:


Session 4: Modern Times

- Migration in Prosperity, Depression, and War, 1921-1945
- From the New World: Mexicans and Puerto Ricans
- Changing the Rules: Immigration law, 1940-1980
- The New Asian Immigrants
- Caribbean, Central Americans, and Soviet Jews
- The 1980s and Beyond
- Immigration in an Age of Globalization

Required readings:


Session 5: A Profile of the Contemporary U.S. Immigrants

- Types of Migration
- Status Issues
Sending Regions and Countries
Gateway Communities and New Settlement Patterns
Population Characteristics

Required readings:


**Part III: Historical and Contemporary U.S. Immigration Policy**

**Session 6: U.S. Immigration Policy from our Founding to the 1960’s**

- The Western European New World and the New Americans
- The Undesirable Asian
- "Translate This": The 1917 Literacy Law
- The Xenophobic 1920s
- The 1952 Act: Excluding Communities, Homosexuals, and Other Undesirables

Required readings:
Session 7: U.S. Immigration Policy 1960’s to the 1990

- 1965 to 1990: From Discriminatory Quotas to Discriminatory Diversity Visas
- Politicizing the Southwest Border
- Patrolling the Border and Sweeping for Mexicans
- IRCA: Penalizing Employers, as Amnesty Barely Survives

Required readings:


Session 8: U.S. Immigration Policy 1990’s to the Present

- The Dark Side of Modern-Day Enforcement: Operation Gatekeeper
- Removal
- The Politics of Asylum
- Epilogue: Two Americas

Required readings:


Session 9: The Contemporary Immigration Policy Debate


NOTE: Additional readings regarding will be added several weeks prior to the class session so that they will be up to date and reflect the current policy debate.

Part IV: Immigration and Social Welfare Policy and Programs
Session 10: Immigration and Welfare and Health Care Policy

Required readings:


Singer, Audrey. (May 2004). Welfare Reform and Immigrants. The Brookings


Session 11: Immigration Domestic Violence Policy

Required readings:


Session 12: Immigration and Family, Child Support, and Child Welfare Policy

Required readings:


**Session 13 and 14: Immigrant and Refugee Protections Service Resources**

- Governmental and non-governmental resources
- International Service Organizations
- Consular protections and services

Required readings:

Vienna Convention on Consular Relations. 1963


International Labor Conference, 87th Session, Geneva (June 1999), Report III (1B), *Migrant Workers: General Survey on the Reports of the Migration for Employment Convention (Revised) (No. 97), and Recommendation (Revised) (No. 86), 1949, and the Migrant Workers (Supplementary Provisions) Convention (No. 143), and Recommendation (No. 151), 1975*, International Labor Office.


**Bibliography**


Web-Based Resource Materials
December 9, 2005.


Eliminate the Asylee Adjustment Cap.


H.R.3244: Victims of Trafficking and Violence Protection Act of 2000 (Enrolled as Agreed to or Passed by Both House and Senate). http://thomas.loc.gov/cgi-bin/query/z?c106:H.R.3244.ENR: Retrieved from the


University of Alaska Anchorage. (Summer 2003). Visa Protections for Immigrant


Useful Websites

American Immigration Lawyers Association
Home Page: http://www.aila.org/

Chicago Council on Foreign Relations
Home Page: http://www.c CFR.org/

Publications: http://www.c CFR.org/publications/publications.html

Family Violence Prevention Fund
Home Page: http://www.endabuse.org/

Immigrant Women: http://www.endabuse.org/programs/immigrant/

Florida State University Law Review:
Law Review Journal: http://www.law.fsu.edu/journals/lawreview/

Immigrant Legal Resource Center
Home Page: http://www.ilrc.org/

Massachusetts Immigrant and Refugee Advocacy Coalition:
Home Page: http://www.miracoalition.org/

Michigan in Brief – Michigan State Government and Public Policy
Home Page: http://www.michiganinbrief.org/

Migration Information Source
Home Page: http://www.migrationinformation.org/

National Center for Children in Poverty
Home Page: http://www.nccp.org/

Publications by Date: http://www.nccp.org/index_bydate.html

National Center for Youth Law:
Home Page: http://www.youthlaw.org/

Youth Law News: http://www.youthlaw.org/YLN.htm

National Immigration Law Center:
Home Page: http://www.nilc.org/

Low-Income Immigrant Rights Conference:
Immigration and Law Policy Resources:  
http://www.nilc.org/immlawpolicy/index.htm

NACARA:  http://www.nilc.org/immlawpolicy/nacara/index.htm

National Online Resource Center on Violence Against Women
Home Page : http://www.vawnet.org/


National Poverty Center – Gerald R. Ford School of Public Policy, University of Michigan
Home Page : http://www.npc.umich.edu/

Newsletter - Poverty Research Insights :
http://www.npc.umich.edu/publications/newsletter/

NOLO Law for All
Home Page: http://www.nolo.com/


The Brookings Institute
Home Page : http://www.brookings.edu/

Center for Immigration Studies
Home Page : http://www.cis.org/

The American Immigration Law Foundation
Home Page : http://www.ailf.org/

The Civil Rights Coalition for the 21st Century
Home Page: www.civilrights.org

Immigration: http://www.civilrights.org/issues/immigration/

The Future of Children
Home Page : http://www.futureofchildren.org/

Publications: [http://www.futureofchildren.org/homepage2824/index.htm](http://www.futureofchildren.org/homepage2824/index.htm)

**The Library of Congress Thomas (For Legislation)**  
Home Page: [http://thomas.loc.gov](http://thomas.loc.gov)

**Sage Publications for Affilia**  
Home Page: [http://aff.sagepub.com/](http://aff.sagepub.com/)

**University of Alaska Anchorage Justice Center**  
Home Page: [http://justice.uaa.alaska.edu/index.html](http://justice.uaa.alaska.edu/index.html)

**Urban Institute: A Nonpartisan Economic and Social Policy Research Organization**  
Home Page: [www.urban.org](http://www.urban.org)

Publication on Child Support and PRWORA:  
[http://www.urban.org/publications/410421.html](http://www.urban.org/publications/410421.html)

**U.S. Citizenship and Immigration Services**  

Laws, Regulations, and Guides:  

**US DHHS Office of Child Support Enforcement** :  
Home Page for Administration of Children and Families:  


Office of Child Support Enforcement and PRWORA:  

Office of Child Support Enforcement Programs:  

Office of Child Support Enforcement by State:  

Office of Child Support Enforcement Publications:  

**Violence Against Women Act Reauthorization**  
VISALAW.COM The Immigration Law Portal
Home Page: http://www.visalaw.com/