SOWK 732 MIGRATION AND SOCIAL JUSTICE

PREREQUISITES: None

COURSE DESCRIPTION: 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 ethical dilemmas. This course offers an exploration into some of the social justice concerns associated with contemporary migration. It addresses distinct theories, and practices, of justice as they relate to concrete dilemmas posed by contemporary migration and immigration policies.

COURSE DESIGN: This is a graduate seminar and the emphasis is on collaborative learning. While the instructors and guest speakers will make presentations throughout the course, students will facilitate discussion as well and are responsible for being prepared to participate actively in all class discussions. Weekly discussions will center upon the required readings, related current social, economic, and political realities, and their respective connections to social justice and ethics. Written and research assignments are designed to foster critical thinking, research, and teaching skills among participants.

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 Outcomes
- Familiarity with and understanding of major theories of social justice
- Familiarity with and theories of social justice in national/international legislation
- Familiarity with and understanding of human rights in national and international legislation

Skill Outcomes
- Ability to analyze social policy from a social justice perspective
- Ability to advocate for humane policies regarding immigration grounded in social justice foundations

Values Outcomes
- Commitment to the principles of social justice as they apply to migration

REQUIREMENTS: All required components of the evaluation criteria must be fulfilled in order for an individual to pass the course.

40 points Final Policy/Practice Issue Paper
30 points Small Group Presentation & Facilitation
20 points Responses to Class Readings (4 points per response)
10 points Topic Statement & Tentative Thesis with List of Articles/Books

GRADING SCALE

| Grade | Percentage | 100-94 A (94%) | 93-91 A- (91%) | 90-88 B+ (88%) | 87-84 B (84%) | 83-81 B- (81%) | 80-78 C+ (78%) | 77-73 C (73%) | 72-70 C- (70 %) | 69-67 D+ (67%) | 66-60 D (60%) | 59-0 F (59%) |
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 or Theology Department 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. Any instance of plagiarism will result in failure in the assignment and possibly in the course.

SEMINAR PARTICIPATION: You are expected to attend every class promptly and to be prepared. Being prepared means that you have done the assigned readings and are ready to discuss them. It also means that you are ready to listen attentively to others, to reflect actively on the material/class discussions, and to reflect critically on your own reactions/responses.

Before coming to class: Reflect on the main purpose, argument, and concepts of the readings. Consider carefully the implications of each of the positions presented. Be ready to contribute to the dialogue in some way—by asking a question, by asking others for clarification of a point that was confusing, or by making a comment. You do not have to “talk a lot.” You don’t have to “understand everything” or possess a “brilliant insight.” Thoughtful participation is more about the quality of engagement and the sincerity of the questions than the volume of commentary.

If you miss class: You are responsible for picking up anything distributed during any classes you miss. You will be expected to get class notes from a classmate. Numerous absences are not acceptable. If a personal situation, family crisis, or illness interrupts your ability to attend and/or prepare for class, you need to contact the instructors in a timely fashion and we will discuss the possibility of taking an “Incomplete” for the course. In short, be proactive. If you simply “check out” during class, miss class, often arrive late, turn in an assignment late without contacting us, etc., we will assume that you are not taking the course seriously.

ACCOUNTABILITY TO ONE ANOTHER IN LEARNING: Learning happens best when all class members collaborate together. Making sure the course goes well is a shared responsibility. So, it is crucial that each of us does our best to respect everyone in the class and to take the work of learning seriously. We each affect the learning environment by the quality of our collaboration and participation. You are accountable not only to the professors, but to one another as colleagues.

In our class dialogues, numerous and divergent perspectives will undoubtedly surface. Working hard to understand the views of both our readings and colleagues (where the views come from,
the values/principles and concerns in which they are grounded, etc.) that conflict most directly
with our own is a key task in ethics. Humility, an open-mind, and a genuine willingness to be
(re)informed by others are fundamental qualities of adequate moral agency. Moreover, doing so
will nuance and strengthen the moral arguments you end up advancing.

In a related vein, solid participation in class is as much about active listening to others as it is
about articulating astute observations and questions. If you tend to talk a lot, work at listening
and knowing what comments are most important to speak aloud. If you tend to remain silent,
work at speaking and sharing your thoughts with others on a regular basis.

Finally, we encourage each of you to meet with us during the semester. Come to check in with
us on an assignment, your research topic, if you need help, or if you want to discuss some aspect
of class. We are available and want to be of assistance whenever we are able.

DEADLINES FOR ASSIGNMENTS: All written assignments should be submitted
electronically via Blackboard by the beginning of class on the day each is due. To submit the
paper on Blackboard, open the correct course, select the Tools option, select the Digital Drop
Box, and select the Send File option. Attach the file and submit. If for some reason you cannot
do this, please give your paper directly to the instructors before class time.

Out of fairness to your classmates, all assignments turned in late will be docked 1 point per day
(including each day of the weekend). Assignments will be accepted without penalty only before
or at the beginning of class on the day they are due. So, don’t cut or come late to class in order
to finish your paper; it will be counted late anyway! All course requirements MUST be completed
in order to pass this course.

Exceptions: There can be exceptions to this policy on deadlines, in cases where fairness
requires that lateness be excused. If you believe that such an exception should be made in your
case, you must initiate consideration of this matter with the instructor in a timely fashion, before
the due date of the assignment if at all possible. If you are ill the day an assignment is due, you
must call or email the instructors to tell them that you will be unable to attend class/turn in the
assignment on time. Both in terms of several absences and/or lateness on assignments,
documentation can help in making a case for why an exception ought to be made (clinic or
doctor’s note, program from a conference you attended, bulletin from a funeral, etc).

INCOMPLETE POLICY: For Incompletes assigned in Fall 2006 and later, the student must
complete and submit all outstanding work to the instructor by the last day of the semester
following the term in which the I grade was assigned. (For purposes of incomplete grades, the
summer sessions are counted together as one term.) If the student does not turn in the work by
the deadline, then it will automatically become an F. This new Graduate School policy applies to
all graduate students who enter in Fall 2006 and thereafter.

ASSIGNMENTS AND EVALUATION: The grades for all written assignments will be based
on the quality of their content, the clarity of their expression, and effectiveness of organization.
Carefully proof-read before turning in assignments! Consider asking a colleague to proof or edit
your work—perhaps form a pair in which you agree to read each other’s work throughout the
semester—a great exercise in collegiality.
Reading Responses (20 points possible; 4pts per response): On the days indicated in the course schedule, you are to write a total of 5 out of 6 possible critical responses. **All students must write responses to readings assigned for both ___ and _____.** You may choose which of 3 of the other 4 options you do. No more than 5 will be accepted, although you may write all 6 and drop the lowest score you receive. Each response is worth 4 points. These are to be 1 page long (no more than 1!)—typed and single-spaced. For this assignment, engage a central idea, fact, and/or argument that surfaces in one or more of the readings. What did you learn about it? What moral question(s) did it raise for you? If you wish and if space permits, you may evaluate/critique a central view, argument, idea found in one of the readings. If you do this, be fair in your assessment and presentation of the author’s perspective.

The main purposes of this assignment are: 1. For you to show you both understand the readings and that you have reflected upon them. 2. For us the instructors, to assess your writing and critical reading skills early on so as to give you helpful feedback for you final writing assignment. These responses cannot be exhaustive. So, pick something that seemed particularly significant or was of special interest to you. These assignments will serve as a starting point for you participation in class discussion and will help you organize your thoughts.

Small Group Presentation & Facilitation (30 points possible): At the 2nd meeting of class, you will sign up to facilitate class engagement on 1 of 6 possible topics as part of a 3-4 person group. These presentations will take place on: _____________. Each group will have a maximum of 75 minutes to present and lead class discussion on the topic. As a group, you need to decide how to best use this time. For example, you may wish to do a role play and have the class observe the debate before joining in the discussion. Or you might want to present a video clip or other background materials on the topic. Several options could work well, but make sure you leave **AT LEAST 35 minutes** for small and/or large group discussion. Your presentation should indicate somehow what theory (or theories) of justice are operative in your analysis. You do not have to all take the same justice perspective – you could model a debate that uses 2 or even 3 different ones. Or, if you want, you can all work with the same understanding of justice and use it to base a collective argument about what ought to be done regarding your topic.

You will be graded on: 1. How well you raise the key issues and educate the class on the topic; 2. How well you incorporate at least one understanding of justice and make an ethical argument based on it as part of your presentation; 3. How well you engage others in a lively discussion.

As a group, prepare a 1 page handout that highlights the most central concepts and arguments (this list cannot be exhaustive and bullet points are fine) related to the topic and that lists 2-4 critical questions for seminar participants to use as a focus for the discussion. Make copies for all members of the class.

**Additional Tips:** Be an engaging and dynamic group of presenters! Avoid reading prepared statements in a monotone voice. Feel free to be creative with how you structure the time, but make sure you give adequate care and attention to heart of the topic—teach us and help us deal with the complexity of the issues at stake. Don’t address them only in a surface manner.

Choose which group you join carefully because your final paper or policy brief will also deal with some aspect of it. The 6 options are:

- How Open or Closed Ought U.S. Borders Be?
What Constitutes Just Border Security Law and Practice? How Should the U.S. Police its Borders?

How Ought Immigrants be Treated and Protected in the U.S. Workplace? What Constitutes Just Employment Policy and Practice?

To What (if any) Basic U.S. Services are Immigrants Entitled? (e.g. education, healthcare, housing, driver’s licenses)

When in the U.S. illegally, What Ought to be Done with Undocumented Immigrants?

What Kinds of Detention for Immigrants are Morally Permissible and Do Immigrants Have a Claim to Civil Liberties?

**Final Policy Issue Paper (40 points possible):** For this final assignment, build on your individual research and upon the group presentation & facilitation work. Choose one or possibly two specific sub issues related to the topic and develop it/them, offering your own argument of what constitutes just law, policy, practice regarding the topic. Use social science sources and also an ethical framework—a particular theory of justice from the ones we have studied—and explain why this view of justice is a compelling, justified, appropriate lens for this topic/question. In other words, you need to make an argument. Your argument make take the form of a final policy issue paper. The paper should be 15-20 pages in length (double spaced with 1” margins), with at least 15 citations. The paper should be written in APA format or *The Chicago Manual of Style* and include the following:

- **Issue Definition:** The policy decision area is articulated and its significance is established.
- **Background:** All background information (socio-economic, historical, technical, political, legal, values, etc.) necessary to place the topic and your argument in their proper context should be provided.
- **Policy Options:** Briefly list and describe the various policy options that available to the policy makers.
- **Policy Issue Analysis:** The pros and cons of each policy option described above should be discussed here. The value trade-offs implicit in choosing one option over another should be included. Your discussion should identify any ethical dilemmas and practice conflicts the proposed policy may present for social workers engaged in direct practice. In other words, discuss any relevant ethical considerations implicit in each option.
- **Recommendation:** Based on your analysis, provide a policy recommendation. The ethical reasoning and justice lens that justify your argument and recommendation should be explained and defended.

**Topic Statement & Tentative Thesis with List of Articles/Books (10 points possible):** On ____ turn in a one page topic and thesis statement so that the instructors can give you helpful feedback on your research direction. Attach to this document a list of 10 articles and/or books you are starting to consult. You will be graded on the clarity of thought and expression and on how well developed your reading list is.

**REQUIRED TEXTS**


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

Stepping In: Confronting Social, Economic, and Political Realities of Migration

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Introduction</th>
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<tr>
<td>➢ Overview of course objectives, structure, content, and expectations</td>
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<td>➢ Introduction of participants</td>
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<tr>
<td>➢ Opening analysis &amp; discussion: Why do people migrate? And why bring social ethics, God/theology, &amp; theories of justice into the discussion? (How) Is migration an issue of social justice?</td>
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<td><strong>Video:</strong> Migrante</td>
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Session 2 Migration Dynamics 1: Overview

| ➢ Overview of migration trends (contemporary and historic internal and transnational trends of human migration) |
| ➢ Overview of common migration patterns (e.g. step, chain, circular) |
| ➢ Push and Pull Factors that influence migration |
| ➢ Migrant types (refugee, asylee, immigrant, internally displaced person) |
| ➢ Laws of migration (Ravenstein) |
| ➢ Measuring migration |

Required Readings:
  
  Ch. 1: “Why Migration Matters,” pp.1-15
  Ch. 2: “Who is a Migrant?” pp.16-27
  Ch. 5: “Irregular Migration” pp. 54-69

**BROWSE:** Migration Policy Institute, MPI Data Hub: Migration Facts, Stats, and Maps at [http://www.migrationinformation.org/datahub/charts/6.2.shtml](http://www.migrationinformation.org/datahub/charts/6.2.shtml) Look at the US data research tools (Census Data on Foreign Born; US Historical Trends, Who’s Where); and International Data (World Migration Map; Global Remittances Guide, and type U.S. into country field and click on all available sub-fields and submit)

**SIGN UP:** For Small Group Facilitation
**DUE:** Reading Response #1

Session 3 Migration Dynamics 2: Who Migrates & Why

| ➢ The economic and social costs and benefits of contemporary migration for source and sending communities, as well as migrants and their families |
Required Readings:
   Ch. 3: “Migration and Globalization,” pp. 22-40
   Ch. 4: “Migration and Development,” pp.41-53
   Ch. 6: “Refugees and Asylum Seekers,” pp. 70-89
   Ch. 7: “Migrants in Society,” pp. 90-108
   Ch. 8: “Future of International Migration,” pp. 109-123

Guest Speaker: Oscar Chacon, Executive Director of the National Alliance of Latin American & Caribbean Communities (NALACC), President of the Salvadoran American National Network (SANN), and former Director of i Enlaces América, a project of the Chicago-based Heartland Alliance for Human Needs and Human Rights. Mr. Chacon will address the economic and social cost of migration and the work of immigrant organizations in the U.S. committed to a just, dignified and sustainable way of life for their communities in the U.S., as well as in their countries of origin.

DUE: Reading Response #2

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<th>Session 4</th>
<th>Stages of Migration Part I</th>
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<td>➢ How do individuals and families experience migration</td>
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<td>➢ Stages of Migration Framework</td>
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Required Readings:

Video: Wetback

DUE: Reading Response #3

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<th>Session 5</th>
<th>Stages of Migration Part 2</th>
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<td>➢ How do individuals and families experience migration</td>
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<td>➢ Stages of Migration Framework</td>
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<td>o Resettlement</td>
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<td>o Return to home country</td>
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Required Readings:
“Throwaway Workers: Immigrants in the Labor-Force,” 2006 Chicago Tribune Series. Retrieve at:


Video: *Sentenced Home*

DUE: Reading Response #4

**Stepping Back: How Do We Think about Justice and Migration?**

<table>
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<tr>
<th>Session 6 Utilitarianism &amp; Social Contract Theory</th>
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<td><strong>Required Readings:</strong></td>
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DUE: Reading Response #5 – Mandatory for All

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<th>Session 7 Neo-Conservativism &amp; Individual Rights Vs. Communitarianism: A Fishbowl and Debate</th>
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<td><strong>Required Readings:</strong></td>
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<td>Sections 1-6, pp. 20-63.</td>
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*Optional*—For research personal enrichment, etc: Read works by Iris Marion Young on democracy, participation, justice, diversity, feminist theory—e.g.: *Justice and the Politics of Difference* (1990) and *Inclusion and Democracy* (2000)

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<th>Session 8 Religious Voices: The Common Good &amp; Liberation Ethics</th>
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**DUE: Reading Response #6 – Mandatory for All**

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<th>Session 9</th>
<th>Advocacy &amp; Policy Proposals by Chicago Catholics</th>
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<td><strong>Guest speaker from Justice for Immigrants Coalition</strong> (either Father Chuck Dahm, Pastor of St. Pius V Parish and author of Parish Ministry in a Hispanic Community or Elena Segura, Diocesan Director for the Catholic Campaign for Human Development and Catholic Relief Services of the Archdioceses of Chicago). Speaker will provide a brief summary of the major (elements of the contemporary immigration debate in the U.S.; and 2. The Justice for Immigrants campaign for comprehensive immigration reform and how it is informed by Catholic Social Teachings.</td>
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**Required Reading:**
Justice for Immigrants http://www.justiceforimmigrants.org
Read the Documents found under the heading: About the Campaign: The Justice for Immigrants: A Journey of Hope, Excerpts form Strangers no Longer (review), Catholic Social Teachings Regarding Migration, and Meet the Justice for Immigrants Coalition. Browse other resources that can be found under the “Media” and “Policy Makers” headings.

**DUE: Topic Statement & Tentative Thesis with List of Articles/Books you are gathering and reading**

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<tr>
<th>Session 10</th>
<th>U.S. Immigration Policy</th>
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<td>➢ Immigration Policy and immigrant Policy</td>
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<td>➢ Overview of US Immigration Policy</td>
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<td>➢ Overview of Immigration Policy Goals</td>
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<td>o Refuge for Persecuted</td>
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<td>o Diversity</td>
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<td>o Security</td>
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**Required Readings:**
Zolberg, A. (June, 2006). Rethinking the Last 200 Years of Immigration Policy. Migration Policy Institute.
Tsao, F. (2003). Losing ground: The loss of freedom, equality, and opportunity for
America’s immigrants since September 11. Retrieve from the Illinois Coalition for Immigrant and Refugee Rights website:
http://www.icrir.org/dat/pages/losingground03.pdf


Guest Speaker: Fred Tsao, Policy Director of the Illinois Coalition for Immigrant and Refugee Rights, will provide an overview of contemporary US immigration policy, immigration policy goals, and the advocacy work of the Coalition for policy reform.

Session 11 Small Group Facilitations, Ethical Analysis & Debate
1. How Open or Closed Ought U.S. Borders Be?
2. What Constitutes Just Border Security Law and Practice? How Should the U.S. Police its Borders?

Include in your analysis: On what moral grounds and with what understanding(s) of justice do you make your argument?

Session 12 Small Group Facilitations, Ethical Analysis & Debate
1. How Ought Immigrants be Treated and Protected in the U.S. Workplace? What Constitutes Just Employment Policy and Practice?
2. To What (if any) Basic U.S. Services are Immigrants Entitled? (e.g. education, healthcare, housing, driver’s licenses)

Include in your analysis: On what moral grounds and with what understanding(s) of justice do you make your argument?

Session 13 Small Group Facilitations, Ethical Analysis & Debate
1. When in the U.S. illegally, What Ought to be Done with Undocumented Immigrants?
2. What Kinds of Detention for Immigrants are Morally Permissible and Do Immigrants Have a Claim to Civil Liberties?

Include in your analysis: On what moral grounds and with what understanding(s) of justice do you make your argument?

Session 14 Practicing Justice: Social Work and Migration
△ Practicing Justice: Historical and Contemporary Challenges to Social Work Clinical and Policy Practice with Immigrants

Required Readings:


**Guest Speakers:** Mauricio Cifuentes, Clinical Director, Programa Cielo and Despierta of St. Anthony Hopsital and Thu A. Vo, Immigration Specialist, Illinois Department of Children and Family Services. Speakers will address the contemporary challenges faced by social workers engaged in clinical social work practice, program administration, and policy work with immigrants.
ADDITIONAL/OPTIONAL RESOURCES

Social Justice Related Readings


Drafting and Adoption: The Universal Declaration of Human Rights (http://www.udhr.org/history/default.htm)


Rochefort, D. & Cobb, R. (Eds.), *The politics of problem definition*, Lawrence, KS: The University of Kansas Press.


**Migration Related Readings**


Economic Policy Institute (November 17, 2003 | EPI Briefing Paper #147
Scott, R.E. (November 2003). The high price of ‘free’ trade. NAFTA's failure has cost the United States jobs across the nation. 
http://www.epinet.org/content.cfm/briefingpapers_bp147


Ethics, 93(3), 525-536.


Web-Based Resource Materials


Eliminate the Aslyee Adjustment Cap.


Useful Websites

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

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

Publications: http://www.ccfre.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

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

Sage Publications for Affilia
Home Page: http://aff.sagepub.com/

University of Alaska Anchorage Justice Center
Home Page : http://justice.uaa.alaska.edu/index.html

Urban Institute: A Nonpartisan Economic and Social Policy Research Organization
Home Page: www.urban.org

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

U.S. Citizenship and Immigration Services

Laws, Regulations, and Guides:
http://uscis.gov/graphics/lawsregs/index.htm
US DHHS Office of Child Support Enforcement:
Home Page for Administration of Children and Families:
http://www.acf.dhhs.gov/index.html


Office of Child Support Enforcement and PRWORA:

Office of Child Support Enforcement Programs:
http://www.acf.dhhs.gov/programs/cse/fctdsc.htm

Office of Child Support Enforcement by State:
http://www.acf.dhhs.gov/programs/cse/extinf.htm

Office of Child Support Enforcement Publications:
http://www.acf.dhhs.gov/programs/cse/prgrpt.htm

Violence Against Women Act Reauthorization

VISALAW.COM The Immigration Law Portal
Home Page: http://www.visalaw.com/