

# Immigration Justice

## Opportunities for Congregations to Help Relieve Suffering and Learn More

UUJAZ Immigration Action Team 2/29/16

### Introduction

The purpose of this document is to suggest focused actions that relieve suffering and address real immigration justice concerns that might be of interest to Arizona UU congregations. The UUJAZ Immigration Action team (IAT) identified 11 activities we want to spotlight. Some of these activities are already being done by at least one Arizona congregation.

These activities range in how much time, commitment, and knowledge they require. Please browse through them to see what might fit your congregation's interest and ability level. At the end of this document you will find two tables that categorize the activities in different ways to help you find good matches.

For each activity that you want to research further for your congregation, we suggest you email or call the contact person listed for it.

Please note that these actions are limited to those that have a member of the IAT committed to organize and pursue them. This is not intended to value some actions above others, but as a way to focus actions to a limited number, hopefully guaranteeing a way to both prevent overwhelming requests and to increase the number of participants for particular projects.

*The Immigration Action Team is a working group of UUJAZ, our statewide network for Unitarian Universalists in Arizona. IAT started out with members from 7 Arizona congregations, but it welcomes new members who will be committed to support all the actions of the group, and who will participate in monthly meetings.*

## **1) Work with Restoration Phoenix, which supports those who are dropped off at Greyhound stations by ICE without supplies or assistance**

The Restoration Project, Phoenix (RPP) works with faith-based groups and people of conscience to build a network of mutual support with those being detained and who have been released. Every day of the week, at any time of day or night, ICE vans from Arizona immigration detention facilities and short term holding facilities pull into the bus depot in Phoenix. These agencies in southern Arizona drop off at Restoration Tucson's safe house.

Some have won their case, but most are released either on bond or their own recognizance and have been granted permission to remain in the United States while pursuing their cases. In Phoenix, families or sponsors have purchased bus ticket(s) awaiting the released detainees at the depot. In Tucson, their stay at the safe house is usually no more than one or two days for staff to make contact with families to procure the bus ticket. They are then transported to the bus depot by volunteers.

Those released usually have nothing but paper or plastic bags to carry their few clothes and possessions, and are traveling as far away as Atlanta, Georgia, Washington D.C. or New York. They rarely have funds to purchase the supplies necessary for these 2 to 4 day trips, and may be traveling with children. Few speak English, and depending on their origins, may not speak Spanish either. They rarely have working cell phones or money for pay phones, which leaves them unable to finalize travel arrangements or communicate with loved ones.

Volunteers from RPP monitor bus depots to provide direct aid and cell phone support to those leaving ICE and Border Patrol custody. Once visitors are identified as needing assistance, they are welcomed and supplied for their trips. Volunteers make their phones available so the families can connect with loved ones and make travel arrangements. Food, water and hygiene items are offered.

RPP is in need of volunteers to be trained in meeting these visitors at the Greyhound bus depot on Buckeye Road. Shifts are available for all hours convenient to volunteer schedules. Spanish speaking is a plus for volunteers. RPP is also looking for people who want to assist the supply volunteers by translating either in person or by phone.

The UUJAZ goal is to hold donation campaigns to help replenish supplies about every 4 months. Congregations statewide can choose to donate items from the list of specific needs provided by RPP. Donations will be divided by the Phoenix and Tucson area groups according to their restocking needs.

Restoration Project requests should not be distributed publicly due to the sensitive nature of their work. Congregations are asked to use internal notices to their members, such as weekly email blasts, Sunday bulletins, and brochures/posters in sanctuary and common grounds.

*Contact: Sharon Kopina (Valley UU – Chandler) 1004slk1950@gmail.com*

## 2) Start an ELL class

### One congregation's experience

Granite Peaks started an adult ELL class in response to a need expressed by a nearby low income community school. Currently they teach one class of 6 to 12 students twice a week for 1-1/2 hours. The class starts after parents drop off the children for school. They meet in a family resource room at the school, using existing tables, seats, and a whiteboard. Two people with experience teaching ELL along with one assistant alternate teaching the sessions. When childcare for children under school-age has been needed, six UU volunteers take turns stepping in. Though the volunteer numbers shrink and grow and teaching strategies vary, they have carried on through a change of schools and spaces, expanding from one to two classes a week.

### What you will need

To get started you will need any number of **students** you can accommodate, a **teacher/tutor** or two (experience helpful, but desire more important), a **place** to meet that has a table, seats, and a whiteboard, and a **curriculum plan** or **text**. (A source of funds for copying worksheets and providing texts is good; GPUUC and the schools have provided some funds.)

### Students

There are various ways you might find students. The GPUUC students are parents of students in an elementary school. School counselors and staff offer the initial invitation to parents to join. Generally they are Spanish speakers who are not eligible to register for classes in the community college due to their non-residency status or lack of funds or transportation. Granite Peak's target population is a narrow subset—Spanish speaking adults with some reading and writing skills. You may find that some of your potential students are not literate in their primary language. For such students, GPUUC is fortunate to be able to refer them to Plaza Comunitaria.

### Tutor qualifications

Experience teaching ELL is helpful, but not required. The GPUUC volunteers see themselves as a group of well-intentioned gringos offering language assistance. All volunteers in this program have applied for and received the school district's required volunteer clearance, including references and fingerprinting.

### Curriculum

The choice of instructional materials will depend upon the profile of the population you will be serving and on teacher preferences. Granite Peak's offering is not a formal ELL class; rather, it is more like an introduction to conversational English. Various textbooks are used as a guide and heavily supplemented with other materials depending upon the needs of the group. A highly recommended book is *Basic English* by Julia Lachance. Other useful books are: *Teaching Intro ESL* by Martha Geroch and Dottie Shattuck; *Oxford Picture Dictionary, English/Spanish* by Norma Shapiro; *Ingles para Latinos: Primer y Segundo Niveles* published by Barron's; *Ingles para Dummies* by Gail Benner; and *English for the Spanish Speaker* by Kathleen Fisher and Kathrane Wilcoxon.

GPUUC recommends incorporating the use of [duolingo.com](https://www.duolingo.com), which is a free, on-line language course. Students use head phones and either a headset microphone or their computer microphone. As they speak, the application responds in real time. It's not perfect, but it does work. It does require a computer or e-tablet, which is why GPUUC bought four notebook

computers to help their computer-less folks have access. A plus to using duolingo is that the students begin developing basic computer fluency by going on-line and logging in.

*Contact: Lena Hubin (Granite Peaks UU - Prescott) [pinetrail@q.com](mailto:pinetrail@q.com) (928)445-9437*

### **3) Start a Plaza Comunitaria program, an adult basic education program, in your community**

Plaza Comunitaria is an excellent free program sponsored by the government of Mexico whereby Spanish-speaking people in the U.S. can earn their elementary (primaria) and middle/high (secundaria) diplomas, earn the equivalent of a GED, and learn English. (An English Language Learners component is now a requirement for a Plaza program.)

Below are the “basics” for starting a Plaza—but most important and helpful to know is that Yavapai County now has a dynamic Plaza Comunitaria “director” who has worked with the Prescott Plazas since the beginning. She will gladly answer questions about starting a Plaza anywhere in AZ, and even arrange to meet with interested people. Here is her info:

Edith Smith- Director, Plazas Comunitarias: [prescottplazacomunitaria@gmail.com](mailto:prescottplazacomunitaria@gmail.com)  
Office at Prescott College: 928-350-2003 x2004; Office at Sacred Heart Parish:  
928-445-3141 x323; Cell phone: 928-642-0408

The set-up process for a Plaza is rather simple if you have the resources and support of an institution or partner institutes. (Prescott area’s three Plazas have been shared/run by Sacred Heart Church, Granite Peak UU, Prescott College, and now Chino Valley High School.) The sponsoring institution fronts all costs and responsibilities, similar to running a small school. The exceptions are student books and monthly volunteer stipends covered by small scholarships from the Mexican government.

The Mexican Consulate in Phoenix will work with any institution that can commit to providing all the human and material resources needed for the Plaza operation. Their contact information is: Consulate-General of Mexico in Phoenix, 1990 West Camelback Road, Suite 110, Phoenix, AZ 85015. (602) 242.7398; email: [comunidad@consulmexphoenix.phxcoxmail.com](mailto:comunidad@consulmexphoenix.phxcoxmail.com)

Website: <http://portal.sre.gob.mx/phoenix> (Edith can help you connect to the Consul for Plazas in Phoenix.)

Here are requirements:

- Building/room
- Coordinator of volunteers (must be bilingual)
- Instructors/tutors- Spanish-speaking volunteers (5 suggested, to start). You will need tutors for math, history, science, and Spanish reading/writing.
- Computers (Prescott Plazas have been afforded school and church computer facilities.)
- Printer(s)
- Knowledge of approximate number of students and their levels

The Mexican ministry of education provides the subject course work for elementary and middle/high school as well as some basic English coursework. They also provide the official certificate/ diploma for the students. Course work is supplied in the form of on-line modules with tests, all in Spanish.

The sponsoring institution must sign a contract with IME (Instituto de los Mexicanos en el

Exterior, i.e. the Institute for Mexicans Abroad). Then the host institution receives access credentials that allows them to register and graduate students officially and offer graduation diplomas valid in the U.S. and in most Latin American countries. Students of any nationality are accepted as long as they can manage learning in Spanish. The sponsoring institution is responsible for promoting and running the Plaza, and it can decide how and when to hold sessions. (Each of the 3 Prescott area Plazas holds one 3-hour session per week.) Tuition may be charged as a way to cover some of the operational expenses. Childcare may be organized.

\*For inspiration, check out the website [prescottplazacomunitaria.com](http://prescottplazacomunitaria.com) and watch the video clip "2015 graduacion!" under Noticias.

As to "recruiting" Plaza students, contact Edith to get her 3-fold promotional flyer. The word seems to spread easily in the Latino community in Prescott. A local Latina has been a key link; she puts out the word to her 'network' including her email list, Latino stores, the Latino newspapers, and the Catholic Churches.

*Contact: Lena Hubin (Granite Peaks UU - Prescott) [pinetrail@q.com](mailto:pinetrail@q.com) (928)445-9437*

#### **4) Work with Transcend Arizona, which addresses the isolation of LGBT undocumented immigrants and asylum seekers**

##### **What Transcend Arizona does and why**

LGBT asylum seekers often go through long and arduous journeys to reach the U.S. All of the people Transcend AZ (TA) visits come from countries where it is dangerous to be LGBT; many are from countries where homosexuality is illegal. Of the people TA works with, many take airplanes from African nations to Ecuador or Brazil, which often costs them their life savings. They then travel mainly by foot to the U.S-Mexico border, where they present themselves to the border patrol to request asylum. At this point, 95% of arriving asylum seekers are taken to immigration detention while they wait to be seen by an immigration judge. Most of them are held in detention for at least six months, sometimes multiple years. People in immigration proceedings do not have the right to an attorney, so most asylum seekers in detention do not have legal representation. The burden of proof for an asylum application is on the asylum seeker, and it is difficult, if not impossible, for most detained people to gather the evidence necessary to prove their claims. In Arizona, about 95% of people who fight asylum cases from detention end up losing their case, which means deportation. On the other hand, around half of asylum seekers who fight their case from outside detention end up winning, which means a path to U.S. citizenship. Fortunately, immigration judges have the power to grant bonds that, when paid, allow asylum seekers and others in immigration detention to go free while their case is pending. Recently, judges have been setting higher and higher bonds, and many LGBT detained migrants have no family that will help them pay their bonds. Many bonds in Arizona now exceed \$10,000. Many people's only option is to become indebted to a bond company.

Local groups like Transcend Arizona, based in Phoenix, and Mariposas' Sin Fronteras, based in Tucson, work to provide support to LGBT asylum seekers and other detained LGBT migrants through regular visitation, letter writing, assistance in gathering evidence, attending court hearings, providing phone cards and money for food, bond fund raising, and providing post-detention housing. Transcend Arizona was founded by formerly detained transgender and queer asylum seekers and other migrants.

## **How to support the work of Transcend Arizona**

### **Detention visitation**

UU's can visit those detained, providing emotional support to immigrants while they wait for their case to be determined. By contacting Transcend Arizona or Casa Mariposa, individuals can arrange to go for one-time or repeated visits to those in detention. Visits usually occur on Wednesdays and Fridays from 7:30-10:30 a.m. You can also visit on weekends and holidays.

### **Correspond with people in detention**

Many people in detention feel alone and isolated from the outside world. Receiving letters or postcards can brighten someone's day and remind them that someone cares. Letters can be in English or Spanish. Individuals can contact Transcend Arizona for names of those welcoming letters, or a congregation can host letter or note card writing events (for instance during coffee hour after the Sunday service once a month.)

### **Financial Assistance**

Congregations can collect money for several purposes. Paying all or part of someone's bond increases their chance of winning asylum. for bond money. Also, smaller amounts of money can be given to people in detention for supplemental food and phone cards. Many people in detention report inadequate food, and evening meals are given too early. Phone calls from detention are not free, and small amounts of money can allow people to have an option for emergency communication.

### **Immigration case assistance**

Congregants can write letters of support or sponsorship. Immigration judges often grant a lower bond if an immigrant has letters of support from community members. Also, in order for immigrants to get a bond granted, they need a letter from a U.S. citizen or Legal Permanent Resident sponsor. Another way you can help is to attend court hearings which can provide those in detention support as they face court hearings that can be intimidating and scary. A big need is for *pro bono* representation by immigration lawyers; if you help find representation, the detained immigrant has an increased chance of winning his or her immigration case.

### **Housing**

A big need is short-term housing for those released from detention. They need a safe and welcoming place to stay until they are able to apply for work permits.

#### *Contacts:*

*Lori Rubin-Williamson lorirdashw@gmail.com (480)234-1476*

*Marcos Williamson node.ue@gmail.com (480)529-5757*

## **5) Join the Sanctuary Movement, keeping a safe place for people needing refuge from ICE**

### **Sanctuary 2014**

The New Sanctuary Movement, now called Sanctuary 2014, is a growing movement of faith and immigrant communities doing what Congress and the Administration refuse to do: protect and stand with immigrants facing deportation. Members pledge to protect immigrant families who face workplace discrimination or unjust deportation. Unitarian Universalists are joining the many religious leaders, congregations, and faith-based organizations of all denominations who are part of the Movement.

### **Sign the Sanctuary pledge**

Sign the Sanctuary pledge as a congregation. Ask your congregation to sign the pledge at <http://sanctuary2014.org/> to support or offer sanctuary. In some congregations, the social justice committee has signed, while in others the board signed on, and in others the congregations adopted a resolution. Some congregations choose to go through a process of education and dialogue until they are able to reach consensus. Please contact the Unitarian Universalist Association (UUA) at [socialjustice@uua.org](mailto:socialjustice@uua.org) to share if your congregation has signed the pledge.

### **Become an active Sanctuary congregation**

Check out the congregational toolkit for becoming a Sanctuary congregation. Find a New Sanctuary Movement coalition representative near you or contact Unitarian Universalist Refugee and Immigrant Services and Education (UURISE), who provide free consultation for Unitarian Universalist (UU) congregations considering sanctuary.

### **Learn More**

- See the list of Unitarian Universalist congregations and organizations that have pledged to support the New Sanctuary Movement and/or are offering Sanctuary.
- Check out the Interfaith Immigration Coalition webinar "Faith Response to ICE Raids of Central American Families" (January 2016): PowerPoint and audio recording available on their website.
- Read about the process through which the Danbury, CT, UU congregation reached consensus in *The Road to New Sanctuary*.
- Take a look at the UU Church of Long Beach's Sanctuary Pledge.
- Review "Taking Action as a Congregation: a guide for congregational resolutions and social justice statements"
- Review stories and more information on the website.

### **Congregations in Arizona that have signed the pledge**

- Granite Peak UU Congregation, Prescott
- Mountain Vista UU, Tucson
- UU Congregation of Phoenix, Paradise Valley
- UU Congregation of Green Valley, Amado
- Valley UU Congregation, Chandler

### *Contact:*

*Nancy Reid-McKee (Granite Peak UU – Prescott) [nreidmckee@cableone.net](mailto:nreidmckee@cableone.net) (928) 273-8976*

## **6) Gather the stories of those subjected to 'crimmigration'**

One term for the unjust immigration laws and practices, taken together, adds 'criminalization' to 'immigration', yielding 'crimmigration'; that term is used in this activity description. Much, but not all, of the 'crimmigration' machine is the detention/deportation pipeline.

Some Immigration Action Team members and others in UUJAZ congregations will gather stories of undocumented immigrant neighbors who have been touched by crimmigration, with the intention that the story of at least one immigrant neighbor will become a routine part of any UU educational session on the topic of immigration injustices in Arizona.

An Immigration Action Team member will describe the potential project to any UU group interested in gathering a story. Any group that requests assistance will be mentored by a Team member. For those who do not need assistance, a Team member will still coordinate to facilitate compilation of the stories into a coherent anthology. Those gathering various stories could include the Team itself, a group within a congregation, or another group such as YRUUs gathering a story during a youth conference.

### **Option 1. Select stories from among those gathered by others**

- a) Review stories. Members of a group would review several stories provided by an Immigration Action team member, learning in the process about the wide range of situations that lead to detention, including a workplace raid, a traffic stop, and a home visit by Immigration and Customs Enforcement (ICE). Some detention/deportation stories are in the voice of the one detained, while others are about their family members, so readers would learn about the effects of crimmigration on a variety of persons.
- b) Select a story from those reviewed. Your group should select a story that you find compelling. One group might select a story rich in detail to inspire discussion of many aspects of the immigration situation, while another group might select a story illustrating one key aspect of the struggle, such as racial profiling during a traffic stop. The story might be selected because someone in the group identifies with the undocumented storyteller due to a shared age, family status, or occupation.
- c) Use the story. Schedule a class session or event when the story will be discussed, distribute the story to all who will be in the class, prepare for and discuss the story, and report the results to UUJAZ. Did the story inspire discussion of class members' own stories? Did it inspire the group to take action, such as participating in an end detention petition drive, engaging with a local migrant group, or becoming better acquainted with an English Language Learner student?
- d) If the Option 1 experience has heightened the group's interest in a more ambitious project, consider gathering another story by engaging in Option 2.

### **Option 2. Interview**

- a) Gain some insight into how the oppression of crimmigration affects people. Before asking any immigrant neighbor to consent to an interview, read the narrative "People Need to Speak for Themselves" from "Partnering for Immigrant Rights as the Challenges Evolve," by Sandy Weir. Think about some of its main messages. The narrative advises: "If they [a potential interviewee] choose to talk with you about their experience, they need to tell you whatever is on their mind." With regard to a story once collected, the narrative advises: "It should always be in the hands of a detainee or a former detainee (or

undocumented immigrant who has experienced another form of crimmigration) to decide how, where, and why their stories are shared publicly.”

- b) As needed, find intermediaries or advocacy groups to assist in finding an interviewee. Understand that some undocumented immigrants choose not to share their status. Others are eager to tell their stories; often they express their willingness as “coming out of the shadows.” Never ask anyone their status, but become aware of people who might volunteer to be interviewed. Tell your minister about the project and ask the minister whether they know of anyone who has “come out of the shadows” and who might be a potential interviewee, including any member or friend of your congregation who may have experienced crimmigration. If you already have an established relationship with a human rights advocacy organization, a leader of that group might be willing to invite its members to be interviewed. Conditions might be imposed upon the interview, such as requiring the use of pseudonyms in the final story.
- c) Plan the interview. Once an interviewee is identified, invite the interviewee to discuss the potential interview. There is no single recommended structure for the interview, since the learning goal of your group may be different from that of another group. If the UU who is to conduct the interview is a professional in a field such as journalism or social science research, they will likely meet their professional standards for the interview. For those who do not have formal interview training, here are some guidelines for achieving a successful interview:
  - i. Establish how many interviewers and interviewees will be present (no more than two of each is recommended). Establish whether the interviewee(s) speak for themselves as individuals or on behalf of their family.
  - ii. Establish a schedule and length of time for the interview. 1.0 to 1.5 hours is recommended.
  - iii. Decide whether you will make an audio and/or video recording. Audio is recommended (for simplicity). It is recommended that one person create a transcript from the audio.
  - iv. Establish whether the interview will be conducted in English or another language. One interviewer must be fluent in the language of the interview and willing to arrange for translation of the transcript into English.
  - v. Decide how the group wants to thank the interviewees. For example, perhaps the group wants to offer a thank-you gift to the interviewee or to make a donation to their advocacy group;
- d) Conduct the interview. On the appointed day, begin with a check-in and assure the interviewee that they will generally be taking the lead, telling their story in their own way. Of course, you will have already discussed the learning goal with your own group and with the interviewee, so all concerned will work to capture the bare facts of the story (the what, when, where, why, who, and how). The interviewee should be encouraged, as they are willing, to tell you their thoughts and feelings about the religious principles and moral issues connected to the story. They should feel free to choose whatever they wish to emphasize about the emotional, financial, health, cultural, and other effects upon them and their families. An example follows that is similar to Raúl’s story in “Partnering for Immigrant Rights as the Challenges Evolve,” by Sandy Weir:

An individual was detained by local police after a traffic stop on a given day, taken to a holding cell, then turned over to ICE, detained for some period of time, released after some number of hearings, and the case is either closed or still open

with hearings to continue. *This is the “bare facts” of a fairly common crimmigration story.*

One interviewee, as Raúl did, may weave in historical and cultural references. Raúl also chose to share that he is dedicating his energy to the social justice movement. Another interviewee might emphasize health problems related to their experience, or the impact of a loss of income upon their families. *Everybody has their own story, and when they share it freely we learn how their experience is unique and at the same time how it is universal. We see the whole person more fully when they weave these additional threads into the story.*

- e) Transcribe and edit the story. An interviewer types a transcript and arranges for the interviewee to review it. Next they edit the story, and the interviewee may review it again. Others in the interviewee’s group and other Team members will read the stories as a part of their education on the suffering of those caught up in the immigration system. You might decide to share the story and experience at an immigration education day.

Contact: Sandy Weir (UUCP - Phoenix) [maphappy@cox.net](mailto:maphappy@cox.net) (602)750-1526

## **7) Send representative(s) on an educational border trip**

UUJAZ will be organizing short, affordable trips for Arizona UUs to physically experience the situation at the Arizona/Mexico border. Participants can come for either one or both of the days. The UU Congregation of Amado hopes to extend home hospitality to participants. (The first trip is scheduled for April 1 and 2, 2016.)

Events included in this trip may include the following:

1. Go to the wall at Nogales and cross at Mariposa Port entry.
2. Walk across to the Comedor in Nogales, Mexico where the Jesuits from KBI have a soup kitchen for recently deported migrants as they decide what to do next. Amado congregants go weekly to take clothing and supplies. It is instructive and heart-changing to see and possibly talk to real people instead of statistics.
3. Visit La Roca, a temporary shelter in Nogales MX for mostly Central American migrants/families.
4. Go downtown to visit the site where Jose Antonio was murdered by a border patrol agent.
5. Eat at a restaurant (popular with tourists) and return to port by bus.
6. Visit crosses at sites in Green Valley where migrant bodies have been found.
7. Perhaps visit a detention site, take water to a desert drop site, or witness the community action in Arivaca.
8. Walk to the remote desert water drop sites to experience areas migrants are traveling through.
9. Observe Operation Streamline, which is a mass deportation hearing held at the Federal Courthouse in Tucson M-F at 1:30 PM.
10. During the evening between the two days trip participants will return to UU church Amado to have dinner, discuss the day, and have a chance to hear from speakers or watch some videos.

Contact: Barb Lemmon (UUC in Amado) [blemmon5@yahoo.com](mailto:blemmon5@yahoo.com) (970)366-8697

## **8) Attend an education day for UUs**

Members of this Immigration Action Team are willing to travel to planned events around the state to help others learn ways to be involved. These presentations could be to the regional clusters or to individual congregations in the form of seminars or as Sunday services. Dates have yet to be determined.

This training could cover all or some of the following:

- Review of this document
- Presentation by Transcend Arizona to discuss the situation in detention centers and particularly, the impact on the LGBT immigrants in detention
- Presentation on how to facilitate congregational involvement, how to develop programs that meet various aspects of congregational needs, interests and abilities
- Viewing and discussion of videos and books to facilitate understanding and involvement including videos such as “Locked In A Box” and “Harvest of Empire”
- How to establish the connection between our UU faith tradition and spiritual grounding with our justice work around immigration concerns

*Contact:*

*Nancy Reid-McKee (Granite Peak UU – Prescott) nreidmckee@cableone.net (928) 273-8976*

## **9) Organize educational opportunities at your site using UU College of Social Justice materials**

### **Four-Study Session: Immigration Justice**

<http://uucsj.org/immigrationstudyguide/>

This four-session course on immigration justice is designed by UU College of Social Justice primarily for congregational study groups, with the expectation that participants will gather weekly for four successive weeks. Motivated by the growing numbers of migrants entering the United States via the Mexico border, the intention of the authors is to help Unitarian Universalists reflect on historic patterns of migration, the role the United States has played (and still plays) in Latin America, and how we might engage meaningfully with immigration reform. In addition to new insight and learning from the book and broadcast, the authors hope this guide assists participants in reflecting together on our own faith.

### **Harvest of Empire Film Discussion Guide**

One-Session Screening and Discussion (2.5 Hours)

<http://uucsj.org/harvest-of-empire-film-discussion-guide/>

“Harvest of Empire” is a feature-length documentary that reveals the direct connection between the long history of U.S. intervention in Latin America and the immigration crisis we face today. Based on the groundbreaking book by award-winning journalist and Democracy Now! Co-host Juan González, *Harvest of Empire* takes an unflinching look at the role that U.S. economic and military interests played in triggering an unprecedented wave of migration that is transforming our nation’s cultural and economic landscape. (<http://harvestofempiremovie.com/synopsis/>)

*Contact:*

*Nancy Reid-McKee (Granite Peak UU – Prescott) nreidmckee@cableone.net (928) 273-8976*

## **10) Participate individually or as a congregation in public witness actions (such as marches or protests), announced through UJAZ**

UJAZ intends to invite congregants to a couple of public witness actions during each year. Preference will be given to actions that are requested by those who are directly affected by oppression. Sometimes directly affected persons in our own congregations make the request and sometimes a human rights partner organization makes the request. The public witness action is centered on and (nearly always) led by those who are directly affected. Preparation for any public witness event should include anti-oppression training.

An Immigration Action Team representative will reach out to each of the 3 Arizona groups of congregations (The Baja 4, El Centro, and Arriba 4!) to plan a regional public witness event, or rally people to attend a bigger state-wide event. The Immigration Action team will schedule events for which ample advance scheduling possible, usually around major events such as court cases and state policies coming up for vote or approval.

### **Remote solidarity**

In situations where travel to regional or state events is too difficult, individual congregations can show solidarity by mimicking the action. This could take the form of a vigil (although these may result in lots of planning with little turn-out), or groups gathering with signs/banners and sending 'selfie' pictures to UJAZ and the sponsoring organization for posting on their web-site. This is a way to demonstrate that the rural and remote regions of the state are aware and in support of the witness action.

*Contact:*

*Sandy Weir (UUCP - Phoenix) [maphappy@cox.net](mailto:maphappy@cox.net) (602)750-1526*

## **11) Monitor legislative action**

Stay aware of bills that have been filed in the state legislative offices, and monitor their progress through the committees. This is a way to monitor when to call state representatives or senators to make your voice heard, and to alert others who are concerned with immigration when needed. To learn how to do this contact Anne Schneider, or sign up to be on the UJAZ Legislative Alerts list ([anne.schneider@asu.edu](mailto:anne.schneider@asu.edu) or [legislativeadvocacy@vuu.org](mailto:legislativeadvocacy@vuu.org)). The Alerts come out regularly when the state legislature is active during the early part of the year, then slow down for the second part of the year.

*Contact:*

*Anne Schneider (Valley UU- Chandler) at [anne.schneider@asu.edu](mailto:anne.schneider@asu.edu)*

## Finding the right fit for your congregation

Using the format of the *Inspired Faith Effective Action: A Social Justice Workbook for Unitarian Universalist Congregations*. ([www.uua.org/documents/washingtonoffice/ifea.pdf](http://www.uua.org/documents/washingtonoffice/ifea.pdf)), we categorized the list of actions into the areas of direct service, education, advocacy/lobbying, witness, and organizing in accordance with the workbook. (See Table 1: Actions by Type ) This allows congregations to choose a variety of actions, appealing to the variety of interests and personalities in our communities. We also graphically show the degree of involvement each action might entail with Table 2: Relative Ease of Tasks. Some actions require organization and planning, while others may be faster and easier to implement. Charting the degree of involvement is meant to help individual congregations in deciding on the level of commitment and involvement they feel ready to pursue.

**Table 1: Actions by Type**

	Direct Service	Advocacy	Witness	Organizing	Education
1) Work with Restoration Project: p.2				X	
Gather supplies for bus depot					
Visit Greyhound bus stations	X				
2) Start congregational ELL program p. 3	X			X	
3) Start Plazas Comunitaria p. 4	X			X	
4) Work with Transcend Arizona p. 5				X	
Letter writing	X				
Detention visitation	X				
Financial assistance	X			X	
Legal assistance	X				
Housing	X				
5) Join Sanctuary movement p.7				X	
6) Hear immigrant stories p.8					X
7) Join a border trip p. 10				X?	X
8) Attend UU Education Day p. 11				X?	
9) Promote UU College of Social Justice curriculum p. 11					X
10) Witness/protest events p.12			X		
11) Monitor legislative action p. 12		X			

**Table 2: Relative Ease of Tasks**

I= Individuals participating O=Person organizing the task

	Easy: Individuals can do in <1/2 hour	Moderate: Short-term, some organizing	Moderate/ Involved: Commitment but not too complex	Moderate but requires organizing/ planning	Difficult: requires planning & commitment
1) Work with Restoration Project: p.2				O	
Gather supplies for bus depot	I	O			
Visit Greyhound bus stations		I	O		
2) Start congregational ELL program p. 3			I	O	
3) Start Plazas Comunitaria p. 4				I	O
4) Work with Transcend Arizona p. 5			O		
Letter writing	I	O			
Detention visitation			I	O	
Financial assistance	I	O			
Legal assistance		I			
Housing			I		
5) Join Sanctuary movement p.7				O	
6) Hear immigrant stories p.8	I		O		
7) Join a border trip p. 10			I		O
8) Attend UU Education Day p. 11			I	O	
9) Promote UU College of Social Justice curriculum p. 11	O				
10) Witness/protest events p.12			I	O	
11) Monitor legislative action p. 12	I				