



# Separated: Family and Community in the Aftermath of an Immigration Raid

William D. Lopez



A Discussion Guide for High School Students

Developed by La Casa Book Club at the University of Michigan

Art by Xochi Sanchez

Supported by National Center for Institutional Diversity Anti-Racism Grant

&

Johns Hopkins University Press



A Message to High School Readers of *Separated*:

This book is filled with very real stories that can be difficult to read. For some of you, these stories may be all too real and very close to your own, your family's, or your community's experiences. For others, these stories may be difficult to understand given your lack of experience regarding immigration. No matter who you are, we appreciate the empathy you hold for the very real people in the book. We also appreciate the respect and compassion you hold towards your own classmates and teachers of all identities.

We want to emphasize how emotionally charged some of the events illustrated in the book can be. Remember to take a few moments to prepare yourself for each chapter before you read. Hopefully, reading this book will increase your understanding of real-world issues occurring around you. We also encourage you to try to acknowledge the difficulties of those experiencing the topics discussed in the book.

We wish we had read similar books to this when we were in high school. The representation of real-world immigration issues and effects are critical to understand in a country where anti-immigrant, racist rhetoric is everywhere. We encourage you to read and reflect on more books like this as you navigate your way through high school and beyond, and hope that you will carry these narratives with you as you enter college.

But most importantly, we hope that your roles as readers and spectators become those of allies who support, empower, and advocate for those around you, regardless of your differences.

Best,

La Casa Book Club at the University of Michigan  
Summer 2021

Local Resources and Support Services for Students

As you prepare to read *Separated*, it may be helpful to note resources in your area. We invite you to complete this outline as a group before you begin.

Name of High School: \_\_\_\_\_

Wellbeing Counselor: \_\_\_\_\_

Discussion Leader: \_\_\_\_\_

Local Therapy Services: \_\_\_\_\_

Local Immigration Center: \_\_\_\_\_

Local Non-Profits: \_\_\_\_\_

Local Immigrant Advocate Groups: \_\_\_\_\_

Local Mental Health/Well-Being Resource: \_\_\_\_\_

Name and Phone Number of Trusted Adult: \_\_\_\_\_

\_\_\_\_\_

Additional Resources: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

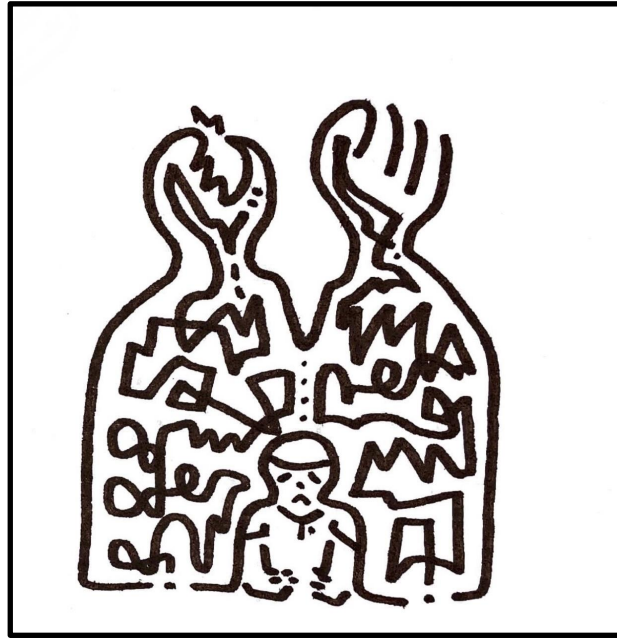


## Forewords and Introduction

1. What do you think it means to be a “vulnerable observer” of other people’s stories? How are you a “vulnerable observer” when reading *Separated*?
2. The author introduces an anthropological term called “thick description.” What do you think might be the merits of this method to study the immigration raid that took place in November of 2013?
3. The author draws our attention to collusion between federal and local agencies in the enforcement of immigration laws. Discuss this collaboration.
4. The author chooses to focus on the gendered and familial repercussions of immigration law enforcement actions in the United States. What are some repercussions that you noticed in the introduction?
5. Discuss the author’s motivation to write about police violence against the Black community in a book about the Latinx community’s encounters with immigration law enforcement.
6. Discuss the author’s application of the feminist ethnographic tradition to his work.
7. The author describes himself as a “non-native native fieldworker.” Discuss instances in which he contrasts his identity with that of those affected by immigration law enforcement.
8. What similarities and differences do you see between the Black Lives Matter movement and the immigrant rights movement?
9. How are the experiences of the Latinx community in the U.S. like those of the Black community in the U.S.? How are they different?
10. Why do you think the author of the book shares details about his own identity? Do you wish more authors did this?
11. There is ongoing debate about who gets to tell the stories of certain communities—in this case, the Latinx immigrant and mixed-status community. Who do you think should tell these stories? Why?
12. How are you privileged? What parts of the introduction made you think about your own privilege?



## Chapter 1

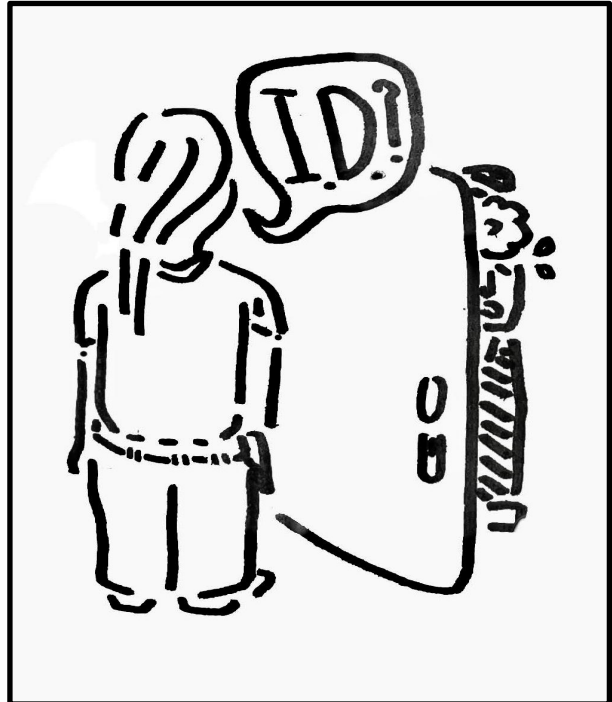


1. Discuss the change in the perception of Latino immigrants within the United States following the events of 9/11.
2. Discuss the author's argument that violence takes many forms in mixed-status communities, and impacts more than those arrested and deported.
3. Discuss the occurrence of collateral arrests during the raid, and in the larger context of immigration enforcement actions.
4. Discuss the role that community members and local organizations played in supporting families affected by the raid.
5. Carlitos has seen two father figures detained and taken away by ICE. How might this experience impact his life and the lives of those around him, such as his mother and siblings? What would you like people in this country to know about this story?



## Chapter 2

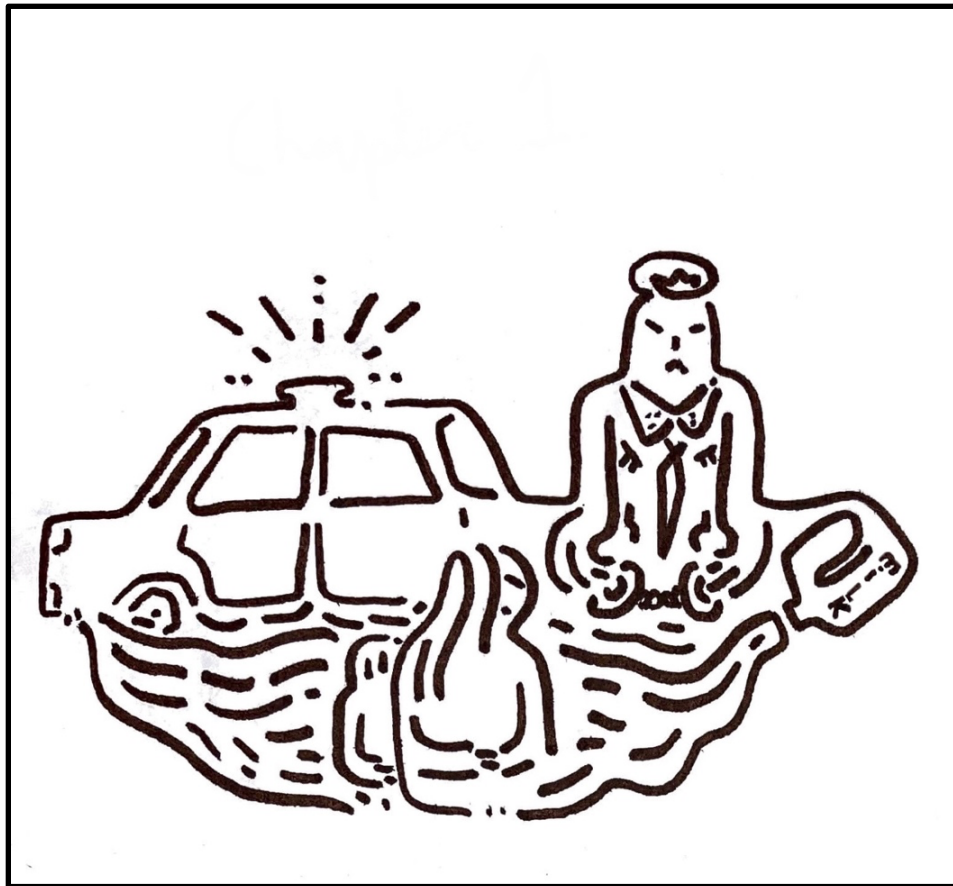
1. What do you think about the idea of “symbols of deportability?”
2. Think about Hilda’s foreign driver license and the English translation of it. Why should the officer accept her license even though it is not a Michigan issued ID or license?
3. Explain Hilda’s thinking of what it means to be “racist.”
4. If you were Yolanda, would you have gone through all the trouble of paying for insurance and the impound services to get your car back even if it could get impounded again?
5. Discuss how the Real ID Act of 2005 affected immigrants’ access to driver’s licenses and the risk reduction strategies they adopted to live their lives without access to driver’s licenses.
6. The author writes that in reducing an immigrant’s choices to compliance or deportation, the REAL ID Act opens enormous opportunities for officers’ discretion. Discuss this in the context of Hilda and Arturo’s interactions with law enforcement officials when they were pulled over.
7. What are some instances of discretion that you noticed in Yolanda’s interactions with the officer, the staff working at car insurance companies, and the clerks at the impound facility?
8. What are your views on Lisa’s approach towards checking identification of undocumented immigrants?





### Chapter 3

1. What is your understanding of “multilevel thinking”?
2. Do you believe the events of November 2013 were traumatic, based on the definition of a traumatic event in the *Diagnostic and Statistical Manual for Mental Disorders*? What difference does this make? To whom?
3. Discuss how the raid affected family units beyond those arrested.
4. Discuss the unanticipated burdens placed on Guadalupe, Fernanda, and Hilda when they were compelled to experience “suddenly single motherhood.”
5. What are your views on Jaime’s transition from an “agent of deportation to a man attempting to prevent it?”
6. Discuss the description of “healthy communities” in terms of people and places.





## Chapter 4

1. The author introduces the phrase “*andamos volteando*” which, loosely translated, means “we walk turning around, checking behind us.” Discuss the author’s observations about hypervigilance and how it can affect one’s life.
2. In Chapter 2, Hilda attributes the police officer’s decision to invalidate her right to drive to racism. In this chapter, we revisit Hilda’s views that arrest decisions are a consequence of racial profiling. Discuss how interviewees’ experiences compare with race differences in investigatory stops, especially among African Americans.
3. Fabian, from the community organization Sowing Seeds, shares, “in the end, this family was marked.” Discuss what it means to be “marked” for arrest or deportation.
4. Discuss Guadalupe’s reluctance to engage with service providers after the raid. How would that impact her family’s health?
5. The author emphasizes that there is an interplay among three aspects of identity—immigration status, gender, and race—when we consider what might shape the type of support available within one’s social network. Does this make sense to you? What other identities can impact our social networks?
6. In Chapter 4, we revisit the limitations of policies that entail presenting documentation during dire situations. How does this relate to paying bonds?

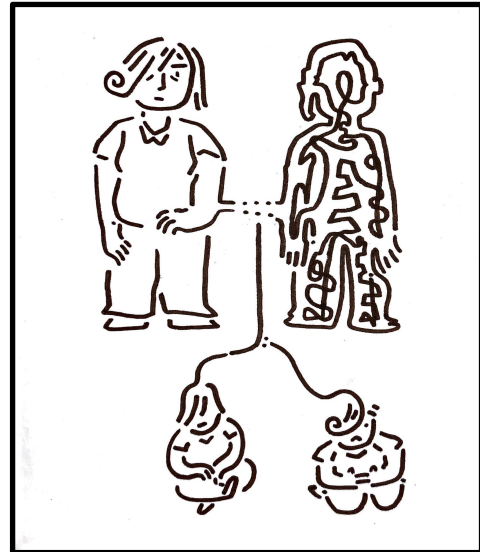






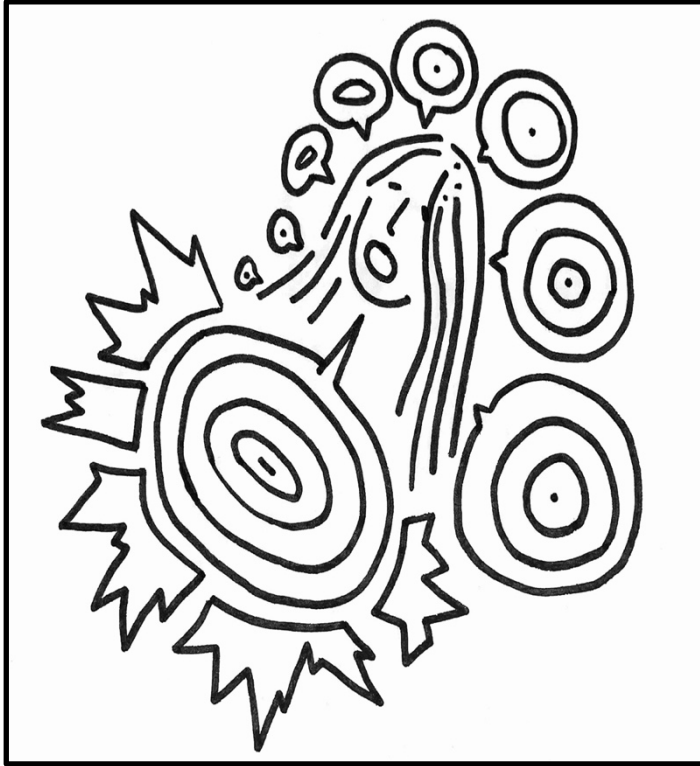
## Chapter 5

1. Discuss the disagreement between community members and officers on whether it is necessary to empathize with the challenges of being a police officer.
2. Discuss the War on Drugs and how language from it is used to justify violence against Black people.
3. Discuss this worldview among law enforcement personnel that identifies three roles in any scenario involving a crime—villains, victims, and victors.
4. The author observes that police officers' stories created an image of the vulnerable person protected by the police from nonspecific dangers. Discuss this view considering the author's interactions with officers Logan and Lee.
5. The author argues that police officers perceive their job as full of danger or risk of danger and behave accordingly. How does this impact their policing of communities of color?
6. Describe how the community as a whole responded to the raid. List as many stakeholders as possible and explain the role each played when responding.
7. Do you think this response would look the same in any community? How would the people in your community respond to similar events?
8. Based on the content of this chapter, do you believe the author supports or opposes law enforcement broadly? Discuss how you came to this conclusion.





## Conclusion, Epilogue



1. Discuss the author's recommendation that the provision of counseling, legal assistance, and childcare should be a mandated component of law enforcement activity.
2. In Chapter 4, the author describes a "river of fear" that keeps community members from trusting service providers who they associate with the government. Discuss his proposed solutions to mitigate this fear.
3. In Chapter 2, the author extensively describes the challenges faced by undocumented immigrants in their interactions with institutions in the US due to rigid ID requirements. Discuss his ID-related recommendations for organizations and law enforcement agencies.
4. Discuss the recommendations made by the author for local law enforcement to alter their practices related to collaborating with federal immigration enforcement agencies such that they can better serve communities of color and mixed-status communities in their jurisdiction.
5. The author favors allyship among racial minority groups to counter state violence. Discuss his suggestions related to the need for the Latinx community to break down intra-community barriers based on immigration status and unite with Black communities.
6. Discuss the experiences of those left behind after the raid. What are the factors that determined whether they could remain in the United States?



**Other general questions for discussion after reading the book.**

1. With which character do you identify most? Why? What shocked you about this character or this character's life?
2. What do you think about how the Black Lives Matter movement was included in these stories? How do you understand the relationship between BLM and the anti-deportation movement?
3. When you think about immigration and deportation, what communities do you think about? What communities are included or excluded in the conversation around immigration?
4. How do these stories align with your own family's experiences—whether you come from a family of recent immigrants or not?
5. What is one thing you learned about the immigration system or immigrant experience in the U.S. from reading this book?
6. How did this book impact your understanding of race and racism in the U.S.?
7. How did reading this make you feel? How did you work through those feelings and emotions?
8. What does this book have to do with health?
9. What are your views on law enforcement after reading this book?
10. What are some ways you think children of immigrants are affected by raids? By deportation?
11. What aspects of fear are part of controlling the way people move in their communities?
12. What can we, as allies, as impacted communities, or as those invested in each other, do to make a difference?



## Activities

### Foreword, Introduction, Chapter 1

**In One Word** Choose one word to describe a reaction or emotion you had while reading the first section of the book. With your class, or in a group, create a collective diagram on the board or on a piece of paper and explain why you chose that particular word.

### The Raid: Before, Chapter 2

**Poem or Short Story** Create a poem or short story of what “stereotypes” and “discrimination” mean. Have you personally experienced racism or discrimination based on your appearance or behavior? What have been your experiences with police? Have they been positive or negative? What are some examples of discrimination and stereotypes?

### The Raid, Chapter 3, Chapter 4

**Compare & Contrast** How could the community’s reactions differ from what actually happened in the book? What changes could they have made to create a more positive impact on those affected? Create a compare and contrast diagram of the actual behavior of the community to the ideal behavior we want to see as allies. What are some positive steps the community took that helped those affected from the raid?

### The Raid: The Hours and Days After, Chapter 5

**Concept Map** Draw a concept map of the major book themes or concepts. Brainstorm ideas about each concept and include examples from the book. How does each concept, like discrimination or police brutality, relate to the experiences of Fernanda, Francisco, Arturo, and others in the book?

### Chapter 5, Conclusion, Epilogue

**Individual/Collective Action** Let’s learn more about immigration policies by searching legislators in your county, state, and federal government. Can you identify some current immigration policies they discuss? Now, let’s search non-profits or organizations in your area and identify their activist goals (e.g. organizing for driver’s licenses, health insurance, in-state tuition etc.). What can you, as an individual, do to be an activist or supportive ally? What is one action you commit to taking that is related to the immigrant community? Present this research to your teacher, classmates, or in small groups.

## National Community Resources

**United We Dream** The largest immigrant youth-led community in the country. UWD creates welcoming spaces for young people—regardless of immigration status—to support, engage, and empower them to make their voice heard.

Website: <https://unitedwedream.org/>

**FWD.us** A bipartisan political organization that believes America’s families, communities, and economy thrive when more individuals are able to achieve their full potential. Website: <https://www.fwd.us/>

**National Immigration Law Center** The NILC is one of the leading organizations in the U.S. exclusively dedicated to defending and advancing the rights of immigrants with low income. Website: <https://www.nilc.org/>

**National Suicide Prevention Lifeline 1-800-273-8255** A national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Website: <https://suicidepreventionlifeline.org/>

## Michigan Community Resources

**Michigan United** A coalition of over 100 organizations representing faith communities, labor organizations, businesses, and civil rights organizations fighting for social and economic justice. Website: <https://www.miunited.org/>

**One Michigan for Immigrant Rights** Immigrant- and ally-led group with the mission to empower immigrant groups through education and information.

Website: <https://1michigan.org/>

**Legal Services of South Central Michigan** The LSSCM provides free civil legal advice and representation to low-income and senior citizens of Barry, Branch, Calhoun, Clinton, Eaton, Hillsdale, Ingham, Jackson, Lenawee, Livingston, Monroe, Shiawassee, and Washtenaw Counties. LSSCM also provides legal services to senior citizens of St. Joseph County. Website: <https://lsscm.org/>

**The Michigan Immigrant Rights Center** MIRC is a legal resource center for Michigan’s immigrant communities. MIRC works to build a thriving Michigan where immigrant communities are fully integrated and respected.

Website: <https://michiganimmigrant.org/>

**Justice for Our Neighbors** Justice for Our Neighbors welcomes and supports immigrant communities through legal services and social actions.

Website: <http://www.jfonmi.org/>

**MIStudentsDream** Coalition of educators, students, and community members in Metro Detroit who organize, educate, and advocate at the intersection of education and immigration justice. Website: <https://sites.google.com/view/mistudentsdream>



This guide was created by the La Casa Book Club, with art by Xochi Maja Sánchez



Book Club organizers Sandy Perez and Lesley Tayagua Lua (left, center) and artist Xochi Sanchez (right).

### What is La Casa Book Club?

La Casa strives to unite, empower, and holistically support members of the Latinx community at the University of Michigan while working to represent the voice and issues of our community at large. We are a student-led undergraduate organization who have a passion to engage our campus community by hosting an inclusive space for all.

During the Summer of 2021, La Casa created a virtual book club to engage undergraduate and graduate students who were looking to connect virtually through our passion for reading. The La Casa Book Club met bi-weekly in the month of July and August to discuss Dr. William D. Lopez's *Separated: Family and Community in the Aftermath of an Immigration Raid*. The discussions consisted of conversations and reflections of what families go through and the health impacts that follow these traumatic events. We centered our conversations around allyship and the positionality one holds in situations like these, as well as developing a guide to future readers who may need to take initiative to become a better support network for their community.

The 2021 La Casa Book Club was led by Sandy Perez and Lesley Tayagua Lua. Other members included: Ronnie Rios, Luisa Esther Sanchez, Isabel Lopez, Ronnie Alvarez, Irene Lopez, Richa Mukerjee, Tasmine Clement, Yvonne Navarrette, Lesley Rivas, Luz Mayancela, and Maureen Thomas.



**The Art was created by Artist Xochi Maja Sánchez. See Xochi's artist statement below.**

### **Artist Statement**

**Name:** Xochi Maja Sánchez

**A Little About Me:** I'm currently a senior at the University of Michigan's Penny Stamps School of Art & Design. I am trans femme, non-binary, Latinx, and mixed race (white/Purepecha). My focus is on graphic narrative, also known as using visual art for storytelling. This usually consists of comics, zines, illustrations, and mediums in between. I am currently working on a fiction graphic narrative interpreting my trauma with ICE.

**My Connection to this Work:** I grew up in Wayne County, not Washtenaw. This book was the first time I'd seen someone come close to describing the losses and pains of my childhood within the setting they occurred, as well as its intricacies. I lost 99% of everyone in my community by the age of 10. Making any kind of work that can move us closer to ending this evil is so important to me, so I jumped at the chance to help with this project.

**My Hope for the Future:** I hope for the day that ICE and its collaborators and relatives are abolished, for the day I stop looking over my shoulder or in the rearview window. I hope for the raids and kidnappings to crumble to ghost stories before I have my children, and that I will not pass my trauma to them.

**See My Art:** Instagram: @xochitlart; email: xochimaja@gmail.com; feel free to message or email me through either of these!



Butterfly page break designed by Digital Scholarship & Publishing Studio, University of Iowa Libraries.

For bulk orders of *Separated*, you may email Devon Renwick at Johns Hopkins University Press at [drenwic1@jh.edu](mailto:drenwic1@jh.edu).