

Recent ICE raids on the UM campus calls students to action

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While school at the University of Michigan may stand as many students’ first times away from home, there is still the inevitable call from parents. Every week, mundane conversations from “how are you” to “how are classes.” For international students, though, this isn’t just time away from home; it’s oceans away. And the mundane conversations aren’t about campus life; it’s filled with concerns about recent American

Immigration and Customs Enforcement raids. “I’ve gotten a sit down from my parents being like, if you’re going to protest, wear a mask and please don’t make it known that it’s you,” said Jane Doe, a current

“Although Ann Arbor seems like a very liberal place, the people that are in charge still clearly don’t have the well-being of students in mind.”
— AMATULLAH HAKIM —

Korean international student at UM. “Situations like that, if something happens to me and I get deported, my family lives in Korea, but it affects my education.

So, it affects my family.” Doe, like many international students on campus, has been personally feeling the impacts of the rise in recent ICE activity. After President Trump’s reinstatement into office earlier this year, there has been a clearly stated mission for the mass deportation of undocumented immigrants. This increase in

activity has reached many colleges and universities across America alike, including the University of Michigan, which has recently fired and detailed three3 different Chinese international scholars.

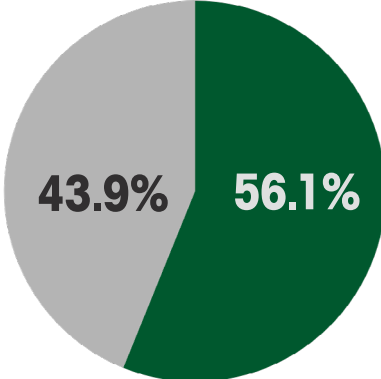
“We strongly condemn any actions that seek to cause harm, threaten national security or undermine the university’s critical public mission,” the UM Public Affairs website said. “We have and will continue to cooperate with federal law enforcement in its ongoing investigation and prosecution.”

With 12,547 international students, scholars, and faculty at UM according to the 2025 UM International Center statistical report, these recent statements and actions have caused concerns amongst the UM student and faculty

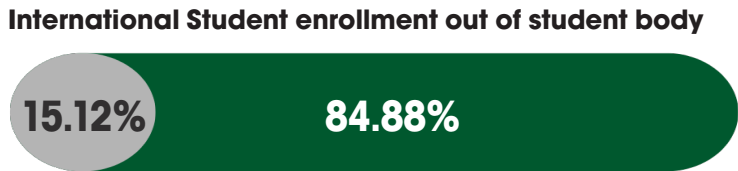
community. “Any time I come across another international student the only thing to talk about is how do we avoid and stay out of trouble,” Doe said. “There’s definitely a sense of danger and anxiety with

international students, but also with non-international students as well.” In the center of this uneasiness amongst campus is a pattern of vagueness and the unknown for UM administration. For international and domestic students alike, there is an ambiguity that creates anxiety. “At the beginning of this year, the university released [like] very useless statements about how they would react to the ICE detainments happening on campus,” said UM student Amatullah Hakim, who currently serves as the United Asian American Organizations (UAAO)

“I think the university needs to give them some support in how to address yourself in a new country, like some life support, financial support and mental health support.”
— ANONYMOUS —



Number of students from Asia out of University of Michigan International students GRAPHICS BY ELLA YIP



All statistics from University of Michigan's 2025 Annual report on international students

#1 China
3,641 students enrolled

#2 India
1,173 students enrolled

#3 Korea
519 students enrolled

#4 Canada
419 students enrolled

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Lit and lang students participate in a dystopian activity

ASHLEY BRADSHAW
STAFF WRITER

Walking through the halls, fearful of being watched and afraid to break even the slightest rules, is what seniors in the DP Literature and Language Year Two class had to experience for a week. After reading dystopian literature, including “1984” by George Orwell and “The Handmaid’s Tale” by Margaret Atwood, the classes participated in a week-long experiment from Nov. 17 to Nov. 21 that gave them a glimpse of what it’s like to live in dystopian societies, such as the ones depicted in their books. The following week, students in AP English Language and Composition completed the same activity while reading “1984.” “The goal was to give students, in a very, very different, low stakes way, a sense of what it feels like to have somebody watching your moves and having your actions controlled by these little arbitrary rules that don’t really have a reason behind

them, but they’re just forced on you,” DP Literature and Language teacher Kris Zager said. In order to execute this, students were assigned roles: a Comrade/citizen or a member of the Thought Police/an “Eye.” Comrades and citizens must go about their daily lives while abiding by the strict rules, while the Thought Police and “Eyes” must report any infractions to “Big Zager,” who served as the tyrannical government. “I was very on edge and paranoid during the game because you didn’t know who

to greet peers with “Good morning, Comrade” and teachers with “I am eager to learn today,” which led to increased interactions within the community. “I noticed that I started to greet my teachers more and actually have conversations with them,” senior Sofia Shah said. “I’ve also seen more people talking in class in general about the activity. It’s made for more interest in school and having conversations.” Although teachers are not official participants, several have included

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Sofia Shah
Senior taking Huron’s Diploma Programs, Language and Literature

were Eyes,” senior Hailey Sell said. “I personally was testing people, and I wouldn’t follow a rule in front of someone and see if I was reported the next day, but I didn’t catch any spies.” Some of the rules being enforced include having

Many teachers also value the respect and communication the activity requires. “I’ve had teachers email me saying, ‘I really like my students actually greeting me and saying they’re eager to learn, even if it’s not really



Shah reading George Orwell’s 1984. PHOTO BY ASHLEY BRADSHAW true,” Zager said. “I think it creates a little bit of novelty and shakes things up.” However, many of the positive effects were not long-lasting and came to an end after the activity concluded. “I have always talked to my teachers,” Sell said. “However, I wished everyone realized how nice this was and continued even though the game stopped.” Additional rules of the game include picking up any litter seen on the school floors and walking only on the right side of the hallway. While no one has admitted to seeing any of these rules in effect, they could have potentially contributed to increased cleanliness and order in the building. Yet, despite some of these positives, the activity has also caused previous connections to weaken. “Because there’s this constant suspicion, you can’t really trust each other,” Zager said. “Through that erosion of trust, you can’t have these meaningful connections that make us human.” All in all, however, the large majority of participating students enjoyed the activity and are grateful for the experience that it gave them. “I had fun participating in it,” Sell said. “I thought it was a great representation of how people in the books Handmaid Tales and 1984 lived life.”