

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

Spring 2019

Latinos: Culture, Community and Social Welfare

Instructor:

Campus: Online Course

E-mail: Office hours:

Campus Hall/Room#:

CATALOG COURSE DESCRIPTION

This course provides an overview of Latino¹ peoples in the United States. The diversity, culture, demography, and history of the Latino experience in this country and implications for social work will be presented. In addition, a model of viewing Hispanic identity will be discussed.

COURSE OVERVIEW

The Latino population is one of the fastest growing minority group in the United States. It is projected that by 2050 this population will make up 28-30% of the U.S. population. While the majority of Hispanics are concentrated in a few states, migration patterns have changed and they are now found in many new areas outside of their traditional settlements such as the South. New Jersey is one of the top ten states with the largest number of Hispanics who currently make up 18.3% of the population of the state.

Latinos are a heterogeneous group. While they share a common language, they also include linguistic minorities who speak no Spanish at all. They are comprised of persons who became part of American society through migration subsequent to conquest (Puerto Ricans and Mexicans), through war (Central Americans), through revolution (Cubans), and through economic necessity and the desire for a better way of life. Not only is there heterogeneity by country of origin, but also by social class, education, levels of acculturation, and race. This group includes those whose families have been in the United States for hundreds of years as well as those who arrived this morning, perhaps without documentation. Most identify with their country of origin rather than a pan-ethnic identity as Latino. This course will utilize intersectionality theory to help enhance cultural understanding of this population.

This course will examine concepts and theories that apply to ethnicity, racial and social identity, and acculturation as they apply to the various Hispanic groups in the United States. It begins with brief histories of the major Hispanic groups and the political and social forces that provided the impetus for their location/relocation here. It continues with

¹ Latino and Hispanic will be used interchangeably here

the cultural similarities and differences among the groups. Also to be discussed are the current social and economic conditions of Hispanics and specific problems related to their status in the U.S.

PLACE OF THE COURSE IN PROGRAM

This is a general elective, and has no prerequisites. It is part of the LISTA (Latino/a Initiatives for Service, Training, and Assessment) Area of Emphasis, but is open to all students.

THE COUNCIL ON SOCIAL WORK EDUCATION POLICY AND ACCREDITATION STANDARDS

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power

COURSE LEARNING GOALS

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- Demonstrate knowledge of the current social and economic conditions of Hispanic groups in the United States
- Analyze the social and political forces impacting Hispanics today
- Discuss conceptual and theoretical frameworks as they relate to Hispanic identity and behavior
- Apply social work values in exploring solutions to ameliorate the problems facing Hispanic individuals, families, and communities
- Develop culturally competent skills in practice with Hispanics
- Demonstrate awareness of self in work with Latinos

SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL WIDE LEARNING GOALS

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

ASSIGNMENTS

1. The culture circle: A cultural awareness exercise
2. Interview an Hispanic client, friend, or acquaintance
3. Using an intersectionality perspective, a short paper on some aspect of one of the Hispanic groups
4. A film reflection paper

Specific instructions for these assignments will be provided by the instructor

GRADING

Class discussions:	10%
Culture Circle exercise:	10%
Oral History Interview:	25%
Short paper on one Hispanic Group:	25%
Film reflection paper:	15%
Presentation on one Hispanic Group:	15%

The School of Social Work new grading scale is as follows:

A	92-100
B+	87-91

B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Criteria for grading is as follows:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in online discussions and exercises.

TEXTS

Juan Gonzalez (2011). *Harvest of Empire: A History of Latinos in America* (Rev. Ed.). New York: The Penguin Group

A number of journal articles and books chapters for each session will be assigned as well.

VIDEOS/FILM

Documentary: *Latino Americans* (2013). WETA, Washington, DC and Latino Public Broadcasting.

Film: *A Day without a Mexican*.

Short video: Robert Reich: *Four Myths about Immigrants*.

COURSE OUTLINE

Activity	Description	Due
Module 1: 1/22/19	Who is Latino?	
Required Readings and videos	<p>Ennis, S.R., Rios-Vargas, M., & Albert, N.G. (2011). <i>The Hispanic Population: 2010</i>. U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau. Available at: http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf</p> <p>Gassoumis, Z. D., Wilber, K. H., Baker, L. A., & Torres -Gil, F. M. (2010). Who are the Latino baby boomers? Demographic and economic characteristics of a hidden population. <i>Journal of Aging and Social Policy</i>, 22, 53-68.</p> <p><i>Latino Americans, Part 1</i>, http://video.pbs.org/program/latino-americans/</p>	

Activity	Description	Due
Lectures	Video: Welcome to the course Module 1 lecture	
Activity	Introduce yourself to the class	1/24/19
Discussion	From the Census Bureau report, what are the largest Hispanic groups? What areas of the country have seen the most growth of Hispanic populations? As you look at Table 4, "Top Five States..." what strikes you about the distribution of the Latino population? How has your community changed in relation to Hispanics?	1/28/19
Module 2: 1/29/19	How we got here: Conquest, Migration, Immigration	
Required Readings and videos	Gonzalez, Part I: pp. 3-80 Short Video: Robert Reich, Four Myths about Immigrants: http://robertreich.org	
Lectures	<i>Latino Americans, Part 2</i> , http://video.pbs.org/program/latino-americans/ Module 2 Lecture	
Discussion	What are the four myths of immigration that Reich discusses? Do you agree or disagree with his comments and why?	2/04/19
Module 3: 2/05/19	How we got here: Conquest, Migration, Immigration (cont.)	
Required Readings	Gonzalez, Part II: pp. 81-166 Upegui-Hernández, D. (2011). What is missing in the transnational migration literature? A Latin American feminist psychological perspective. <i>Feminism & Psychology</i> , 22(2) 228–239. <i>Latino Americans, Part 4</i> , http://video.pbs.org/program/latino-americans/	
Lectures	Module 3 Lecture	
Discussion	What are some of the similarities and differences among the various Hispanic groups as described by Gonzalez?	2/11/19
Activity	Groups assigned	2/11/19
Module 4: 2/12/19	Race, Ethnicity, and Identity	
Required Readings	Araujo-Dawson, B. (2015). Understanding the complexities of skin color, perceptions of race, and discrimination among Cubans, Dominicans, and Puerto Ricans. <i>Hispanic Journal of Behavioral Sciences</i> , 37(2) 243–256. Chavez-Dueñas, N.Y., Adames, H.Y., & Organista, K.C. (2014). Skin-color prejudice and within-group racial discrimination: Historical and current impact on Latino/a populations. <i>Hispanic Journal of Behavioral Sciences</i> , 36(1), 3–26.	

Activity	Description	Due
Lectures Activity Assignment	Villatoro, A.P., Morales, E.S., Mays, V.M. (2014). Family culture in mental health help-seeking and utilization in a nationally representative sample of Latinos in the United States: The NLAAS. <i>American Journal of Orthopsychiatry</i> , 84(4), 353–363. Module 6 Lecture Teams meet in team conference rooms Culture Circle Exercise	 Ongoing 3/4/19
Module 7: 3/5/19	Religion	
Required Readings Lecture Activity Discussion	Jeong, H.O. (2014). Religious involvement and group identification: The case of Hispanics in the United States. <i>The Social Science Journal</i> , 51 (1), 21–29. Krause, N. & Hayward, D. (2014). Church service roles and anticipated support among older Mexican Americans. <i>Mental Health, Religion & Culture</i> , 17 (4), 354–364 Ellison, C.G., Wolfinger, N.H., & Ramos-Wada, A.I. (2012). Attitudes toward marriage, divorce, cohabitation, and casual sex among working-age Latinos: Does religion matter? <i>Journal of Family Issues</i> , 34(3), 295–322 Severson N., Muñoz-Laboy, M., & Kaufman R. (2014). At times, I feel like I'm sinning': The paradoxical role of non-lesbian, gay, bisexual and transgender-affirming religion in the lives of behaviourally-bisexual Latino men. <i>Culture, Health, & Sexuality</i> , 16, 136-148. Module 7 Lecture Team meetings What is the influence of the Church on Latino attitudes towards marriage, divorce, and other family matters?	 Ongoing 3/11/19
Module 8: 3/12/19	The Family	
Required Readings	Barajas, M. & Ramirez, E. (2007). Beyond home-host dichotomies: A comparative examination of gender relations in a transnational Mexican community. <i>Sociological Perspectives</i> , 50(3), 367-392. Guilamo-Ramos, V., Dittus, P., Jaccard, J., Johansson, M., Bouris, A., & Acosta, N. (2007). Parenting practices among Dominican and Puerto Rican mothers. <i>Social Work</i> , 52(1), 17-30. Hossain, Z, Lee, S., & Martin-Cuellar, A. (2015). Latino mothers' and fathers' caregiving with their school-age children. <i>Hispanic Journal of Behavioral Sciences</i> , 37(2) 186–203. Pardo, Y., Weisfeld, C., Hill, E., & Slatcher, R.B. (2013). Machismo and marital satisfaction in Mexican American couples. <i>Journal of Cross-Cultural Psychology</i> , 44: 299-315. Sarkisian, N., Gerena, M. & Gerstel, N. (2006). Extended family ties among Mexicans, Puerto Ricans, and Whites: Superintegration or disintegration? <i>Family Relations</i> , 55 (3) 331-344	

Activity	Description	Due
Lectures	Module 8 Lecture	
Discussion	Are Latino families different than Anglo-American families? If so, in what ways?	3/25/19
Module 9: 3/26/19	Community	
Required Readings	<p>Gray, N. N., Mendelsohn, D. M., & Omoto, A. M. (2015). Community connectedness, challenges, and resilience among gay Latino immigrants. <i>American Journal of Community Psychology, 55</i>, 202–214.</p> <p>Ridings, J.W., Piedra, L. M., Capeles, J.C., Rodriguez, R., Freire, F. & Byoun, S. (2010). Building a Latino youth program: Using concept mapping to identify community-based strategies for success. <i>Journal of Social Service Research, 37</i>:1, 34-49.</p> <p>Riffe, H.A., Turner, S., & Rojas-Guyler, L. (2008). The diverse faces of Latinos in the Midwest: Planning for service delivery and building community. <i>Health and Social Work, 33</i>(2), 101-110.</p> <p>Vallejo, J.A. (2009). Latina Spaces: Middle-Class Ethnic Capital and Professional Associations in the Latino Community. <i>City & Community, 8</i>(2), 129-154.</p>	
Lecture	Module 9 Lecture	
Discussion	How does the diversity of Hispanic populations affect planning for services?	4/1/19
Module10: 4/2/19	Health	
Required Readings	<p>Flores, E., Tschann, J.M., Dimas, J., Pasch, L.S. & de Groat, C.L. (2010). Perceived racial/ethnic discrimination, posttraumatic stress symptoms, and health risk behaviors among Mexican American adolescents. <i>Journal of Counseling Psychology, 57</i>, 264-273.</p> <p>DuBard, C.A. & Gizlice, Z. (2008). Language spoken and difference in health status, access to care, and receipt of preventive services among U.S. Hispanics. <i>American Journal of Public Health, 98</i>(11), 2021-2028.</p> <p>Mohsen, B., & Galvan, F. (2012). Perceived discrimination and depression among low-income Latina male-to-female transgender women. http://bmcpublichealth.biomedcentral.com/articles/10.1186/1471-2458-12-663</p> <p>Stone, L.C. & Balderrama, C.H.H. (2008). Health inequalities among Latinos: What do we know and what can we do? <i>Health and Social Work, 33</i>(1), 3-7.</p> <p>Viruell-Fuentes, E.A., Miranda, P.Y., & Abdulrahim, A. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. <i>Social Science and Medicine, 75</i>, 2099-2106.</p>	
Lectures	Module 10 Lecture	
Discussion	What are some factors that account for health disparities among Latinos?	4/8/19

Activity	Description	Due
Module 11 4/9/19	Employment and Economic Conditions	
Required Readings	<p>Catanzarite, L. & Trimble, L. (2007). <i>The Latino Workforce at Mid-Decade</i>. CSRC Research Report. Number 10. UCLA Chicano Studies Research Center (NJ1). http://files.eric.ed.gov/fulltext/ED521653.pdf</p> <p>Cleaveland, C. (2012). In this country, you suffer a lot': Undocumented Mexican immigrant experiences. <i>Qualitative Social Work</i>, 11(6) 566–586.</p> <p>López-Anuarbe, M., Cruz-Saco, M.A., & Park, Y. (2015). More than altruism: cultural norms and remittances among Hispanics in the USA. <i>Journal of International Migration and Integration</i>, 1-29. DOI 10.1007/s12134-015-0423-3</p> <p>Terriquez, V. (2014). Trapped in the working class? Prospects for the Intergenerational (Im)Mobility of Latino Youth. <i>Sociological Inquiry</i>, 84 (3), 382–411.</p>	
Movie:	<i>A Day without a Mexican</i>	
Lectures	Module 11 Lecture	
Activity	Team meetings	Ongoing
Assignment	Film Reflection	4/15/19
Module 12: 4/16/19	Education	
Required Readings	<p>Garcia-Reid, P. (2008). Understanding the effect of structural violence on the educational identities of Hispanic adolescents: A call for social justice. <i>Children and Schools</i>, 30(4), 235-241.</p> <p>LeCroy, C.W. & Krysik, J. (2008). Predictors of academic achievement and school attachment among Hispanic adolescents. <i>Children and Schools</i>, 30(4), 197-209.</p> <p>Rivera-Batiz, F.L. (2008). Educational Inequality and the Latino Population of the United States. Campaign for Educational Equity, Teachers College, Columbia University. http://eric.ed.gov/?id=ED524001</p>	
Lecture	Module 12 Lecture	
Activity	Work on final paper and presentation	Ongoing
Module 13: 4/23/19	Cultural Affirmation and Competence	

Activity	Description	Due
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Required Readings	Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. <i>Social Work</i> , 54, 167-174. Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. <i>Social Work</i> , 46(1), 39-49. Organista, K. C. (2009). New practice model for Latinos in need of social work services. <i>Social Work</i> , 54, 297-305. Vesely, C.K., Ewaida, M. & Elaine A. Anderson, E.A. (2014). Cultural Competence of Parenting Education Programs Used by Latino Families: A Review. <i>Hispanic Journal of Behavioral Sciences</i> , 36(1) 27–47.	
Lectures	Module 13 Lecture	
Activity	Work on final paper and presentation	Ongoing
Discussion	What are some key aspects of cultural competence in working with Latinos?	4/29/19
Module 14: 4/30/19	Social Welfare Policy and Hispanics	
Required Readings	Ayon, C., Aisenberg, E., & Cimin, A. (2013). Latino families in the nexus of child welfare, welfare reform, and immigration policies: Is kinship care a lost opportunity? <i>Social Work</i> , 58(1), 91-94 Ayon, C. & Becerra, D. (2013). Mexican Immigrant families under siege: The impact of anti-immigrant Policies, discrimination, and the economic crisis. <i>Advances in Social Work</i> , 14 (1), 206-228 Hagan, J. M., Rodriguez, N. & Castro, B. (2011). Social effects of mass deportations by the United States government, 2000-2010. <i>Ethnic & Racial Studies</i> , 34, 1374-1391. Lubin, J. (2013/2014). Inclusion and exclusion of Latinos in the Affordable Care Act: Challenges and opportunities for achieving Health equity. <i>Harvard Journal of Hispanic Policy</i> , 26: 21-41.	
Lecture	Module 14 Lecture	
Activity Due	Check paper with Grading Rubric Final Paper Due	Ongoing 5/3/19
Module 15: 5/7/19	Final Presentations	
Activity Assignment	Team class presentations posted Post presentation comments	5/7/19 5/9/19

ACADEMIC INTEGRITY POLICY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic

exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote.

Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

"Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

DISABILITY ACCOMMODATION POLICY

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a

disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

WRITING ASSISTANCE

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: <https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

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