I. CATALOG COURSE DESCRIPTION

This course provides an overview of Latino 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.

II. COURSE OVERVIEW

The Latino population is one of the fastest growing minority groups 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 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.

III. PLACE OF THE COURSE IN THE CURRICULUM

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

IV. PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL ON SOCIAL WORK EDUCATION’S SOCIAL WORK COMPETENCIES
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 competency:

**Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

V. COURSE LEARNING GOALS

At the end 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

VI. 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 strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation, all students will be able to:

- Demonstrate Ethical and Professional Behavior;
• Engage Diversity and Difference in Practice; and
• Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. REQUIRED TEXTS AND READINGS

Text:

Suggested Reading:

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions please click here for a video tutorial

Videos/Film

Film: Mi Familia
Short video: Robert Reich: Four Myths about Immigrants.

VIII. COURSE ATTENDANCE AND PARTICIPATION POLICIES

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. Class discussions close three days after the due date.

IX. DIVERSITY

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

X. ASSIGNMENTS AND GRADING

1. The culture circle: A cultural awareness exercise
2. Interview an Hispanic client, friend, or acquaintance
3. Using an intersectionality perspective, a short paper and presentation 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 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:**

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

**XI. FORMAT OF THE ONLINE COURSE**

Each *Weekly Module* will consist of two or more of the following:

- Readings
- Videos
- Video Lecture
- Discussion
- Assignments

Assignments will be posted under each *Module*.

No face-to-face meetings are required of students. However, the Instructor will be available periodically throughout the semester in the Canvas chat room. Students will be grouped into teams for assignments and will be expected to coordinate with each other online.

You can contribute to the development of a constructive learning environment in the online class by being a prepared and active learner through:
● Using the course website regularly in preparing for class
● Being active participants in the course discussion assignments
● Emailing the instructor with any questions or concerns about the course requirements or logistics
● Using the course website to obtain course materials and handouts.
● Contacting the Canvas helpdesk at: (877) 361-1134 or http://help@canvas.rutgers.edu for questions about the Internet, email, and Canvas
● Using the tools of Canvas to support your learning.
● Observing proper netiquette with your fellow students and the instructor. For more information, please go to: http://www.albion.com/netiquette/corerules.html

XII. ACADEMIC RESOURCES

Library Research Assistance

Dr. Karen Hartmann is the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu, p. 848-932-6104; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu, 973-353-5909; Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu, 856-225-2830. They are all available to meet with students.

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 (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. 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

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 7th Edition. The Purdue OWL website also provide assistance with APA style https://owl.english.purdue.edu/owl/resource/560/01/
Email Etiquette for Students

https://owl.english.purdue.edu/owl/resource/694/01/

XIII. COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIV. ACADEMIC INTEGRITY

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting
papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment”.

XV. Disability Accommodation

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’ 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.

XVI. Other Resources

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.

**XVII. COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: 9/1/20</strong></td>
<td><strong>Who is Latino?</strong></td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>Module 1 Lecture</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Introduce yourself to the class</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Using the readings and lecture video, reply to the following questions: 1) What are the largest Hispanic/Latino groups? 2) What stood out to you about the distribution of Hispanic/Latinos across the United States? 3) Which areas of the US have had the largest increases in Hispanic/Latino population growth? 4) How has your community changed in relation to Hispanics/Latinos?</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2: 9/8/20</strong></td>
<td><strong>How we got here: Conquest, Migration, Immigration</strong></td>
<td></td>
</tr>
<tr>
<td>Required Readings</td>
<td>Gonzalez, Part I: pp. 3-80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short Video: Robert Reich, Four Myths about Immigrants:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=KR3jyVg7VzU">https://www.youtube.com/watch?v=KR3jyVg7VzU</a></td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>Module 2 Lecture</td>
<td></td>
</tr>
</tbody>
</table>
**Discussion**
What are the four myths of immigration that Reich discusses? Do you agree or disagree with his comments and why? OR
Gonzalez says that while all European settlers justified the Indian conquest and genocide as God’s will, the Spanish and English differed substantially in their methods of subjugation, which led to radically different colonial societies. What were some of their methods of subjugation? How did the English and Spanish differ in their attitudes towards slavery and race?

<table>
<thead>
<tr>
<th>Module 3: 9/15/20</th>
<th>How we got here: Conquest, Migration, Immigration (cont.)</th>
</tr>
</thead>
</table>
| Required Readings and videos | Gonzalez, Part II: pp. 81-166  

**Lectures**
Module 3 Lecture

**Discussion**
What are some of the similarities and differences among the various Hispanic groups as described by Gonzalez?

**Activity**
Groups formed

<table>
<thead>
<tr>
<th>Module 4: 9/22/20</th>
<th>Race, Ethnicity, and Identity</th>
</tr>
</thead>
</table>

**Lectures**
Module 4 Lecture

**Discussion**
What is the impact of the American Black/White dichotomy as it affects Latinos?

**Due**
Oral history

<table>
<thead>
<tr>
<th>Module 5: 9/29/20</th>
<th>Theories of Culture: Acculturation, Assimilation, Intersectionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Module 5 Lecture</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Discussion</td>
<td>According to Massey, how have women and Latinos been marginalized in neo-liberal America?</td>
</tr>
<tr>
<td><strong>Module 6: 10/6/20</strong></td>
<td><strong>Culture</strong></td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>Module 6 Lecture</td>
</tr>
<tr>
<td>Activity Assignment</td>
<td>Teams meet in team conference rooms</td>
</tr>
<tr>
<td></td>
<td>Culture Circle Exercise</td>
</tr>
<tr>
<td><strong>Module 7: 10/13/20</strong></td>
<td><strong>Religion</strong></td>
</tr>
<tr>
<td>Required Reading</td>
<td></td>
</tr>
</tbody>
</table>
### Required Readings


### Lecture Activity

| Module 7 Lecture Team meetings |

### Discussion

| What is the influence of the Church on Latino attitudes towards marriage, divorce, and other family matters? |

### Module 8: 10/20/20

#### The Family


### Lecture

| Module 8 Lecture |

### Discussion

| Are Latino families different than Anglo-American families? If so, in what ways? |

### Module 9: 10/27/20

#### Community
### Required Readings

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Module 9 Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>How does the diversity of Hispanic populations affect planning for services?</td>
</tr>
</tbody>
</table>

#### Module 10: Health and Mental Health 11/3/20

|------------------|---|

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Module 10 Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>What are some factors that account for health disparities among Latinos?</td>
</tr>
</tbody>
</table>

#### Module 11: Employment and Economic Conditions 11/10/20

| Lectures | | |
|----------|------------------|
| | | |
### Required Readings


**Movie:** *Mi Familia*

### Lectures

- Module 11 Lecture

### Film

- Mi Familia

### Assignment

- Film Reflection

### Module 12

**11/17/20**

### Required Readings


### Lecture

- Module 12 Lecture

### Activity

- Work on final paper and presentation

**11/24-11/29**

- Thanksgiving week

### Module 13

**12/1/20**

### Cultural Affirmation and Competence
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Work on final paper and presentation</td>
</tr>
<tr>
<td>Discussion</td>
<td>What are some key aspects of cultural competence in working with Latinos?</td>
</tr>
<tr>
<td>Module 14: 12/8/20</td>
<td>Social Welfare Policy and Hispanics</td>
</tr>
</tbody>
</table>
*Harvard Journal of Hispanic Policy, 26* 21-41. |
| Lectures | Module 14 Lecture | |
| Activity | Check paper with Grading Rubric | Ongoing |
| Due | *Final Paper* | 12/10/20 |
| Module 15: 12/15/20 | Presentations and Papers | |
| Due | Team class presentations | 12/15/20 |
| Due | Post two comments to presentations | 12/17/20 |

**BIBLIOGRAPHY**


Flores, Carlos (2010). Desde el Mero Medio: Race Discrimination within the Latin@ Community, pp. 323-325 in *The Afro Latino Reader*.


