

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

**Latinos: Culture, Community and Social Welfare
Spring 2025**

Course Number: 19:910:549

Instructor:

E-mail:

Office Hours:

I. 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 Latina/o/x 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 2060 this population will make up 28% of the U.S. population. While the majority of Latinos 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 Latinos who currently make up 21.5% 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 or Hispanic (which will be used interchangeably in the course). 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 Latina/o/x groups in the United States. It begins with brief histories of the major Latina/o/x 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 Latinos and specific problems related to their status in the U.S.

As students read through this syllabus, they should also remember to **closely review the School-Wide**

¹ Latina, Latino, Latinx and occasionally Hispanic, are used interchangeably

Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. PLACE OF THE COURSE IN THE CURRICULUM

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

IV. 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 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

V. COURSE OBJECTIVES

At the end of the course, students will be able to:

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

VI. COURSE ATTENDANCE AND PARTICIPATION POLICIES

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VII. REQUIRED TEXTS AND READINGS

Juan Gonzalez (2022). *Harvest of Empire: A History of Latinos in America* (2nd Rev. Ed.). New York: The Penguin Group

Suggested Reading:

Delgado, M. (2017). *Social Work with Latinos* (2nd Ed.). New York: Oxford University Press.

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

Video/Film:

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

Film: *Mi Familia*

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

VIII. ASSIGNMENTS AND GRADING

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

1. The culture circle: A cultural awareness exercise
2. Interview an Latina/o/x client, friend, or acquaintance
3. Using an intersectionality perspective, a short paper and presentation on some aspect of one of the Latina/o 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%
Final Paper on one Latina/o/x Group:	25%
Film reflection paper:	15%
Presentation on one Latina/o/x Group:	15%

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.

IX. COURSE OUTLINE

Activity	Description	Due
Module 1:	Understanding the identity, demographics, and civic engagement of Latinos in society	

Required Readings and videos	<p>Bureau, U. S. C. (2022, February 5). <i>Racial and ethnic diversity in the United States: 2010 census and 2020 census</i>. Census.gov. Retrieved April 24, 2022, from https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-united-states-2010-and-2020-census.html</p> <p>Krogstad, J.M. (2020, August 14). <i>Hispanics have accounted for more than half of total U.S. population growth since 2010</i>. Pew Research Center. Retrieved from: https://www.pewresearch.org/fact-tank/2020/07/10/hispanics-have-accounted-for-more-than-half-of-total-u-s-population-growth-since-2010/</p> <p>Lopez, M. H., Krogstad, J. M., & Passel, J. S. (2021, September 23). <i>Who is Hispanic?</i> Pew Research Center. Retrieved from https://www.pewresearch.org/fact-tank/2021/09/23/who-is-hispanic/</p> <p><i>Latino Americans, Part 1</i>, http://video.pbs.org/program/latino-americans/</p>	
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Activity	Description	Due
	<p>Natarajan, A., & Im, C. (2022, October 12.). <i>Key facts about Hispanic eligible voters in 2022</i>. Pew Research Center. https://www.pewresearch.org/short-reads/2022/10/12/key-facts-about-hispanic-eligible-voters-in-2022/</p> <p>Scharrón-del Río, M. R. & Aja, A. A. (2020). Latinx: Inclusive language as liberation praxis. <i>Journal of Latinx Psychology</i>, 8 (1), 7-20. doi: 10.1037/lat0000140.</p> <p>USAFacts. (2021, October 6). <i>The Hispanic population has quadrupled in the past four decades. it is also becoming more diverse</i>. USAFacts. Retrieved February 24, 2022, from https://usafacts.org/articles/demographics-hispanic-americans/</p> <p>Resources: <i>New Jersey Language and Demographic Data Report</i>. (n.d.). https://research.newamericaneconomy.org/wp-content/uploads/sites/2/2020/12/NJ_Language-and-Demographic-Report_Dec-2020.pdf</p> <p><i>UnidosUS</i> (nd). Retrieved from: https://unidosus.org/</p> <p><i>Voto Latino</i>. (n.d.). Voto Latino Foundation. Retrieved May 31, 2023, from https://votolatinofoundation.org/</p>	
Lectures	Module 1 lecture	
Activity	Introduce yourself to the class	Day 3

Discussion	Review the most recent U.S. Census and the 2010 Census and state 1-2 examples of how the Latina/o/x population has changed? Which states had a higher increase of Hispanic/Latinos? Are there any factors as to why certain states had a higher Hispanic population?	Day 5 initial post and reply to peer by day 7
Module 2:	How we got here: Conquest, Migration, Immigration	
Required Readings and videos	Gonzalez, Part I: pp. 3-88 and Part III: pp. 230-268 Cobb, C. L., Meca, A., Branscombe, N. R., Schwartz, S. J., Xie, D., Zea, M. C., Fernandez, C. A., & Sanders, G. L. (2019). Perceived discrimination and well-being among unauthorized Hispanic immigrants: The moderating role of ethnic/racial group identity centrality. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 25(2), 280–287. https://doi.org/10.1037/cdp0000227 Short Video: Robert Reich, Four Myths about Immigrants: https://www.youtube.com/watch?v=KR3JyVg7VzU <i>Latino Americans, Part 2</i> , http://video.pbs.org/program/latino-americans/	Day 5 initial post and reply to peer by day 7
Lectures Discussion	Module 2 Lecture 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?	
Module 3:	How we got here: Conquest, Migration, Immigration (cont.)	
Required Readings	Gonzalez, Part II: pp. 91-181; Gonzalez, Part III, chapter 10: pp. 186-229 Rodríguez-Pose, A., & von Berlepsch, V. (2020). Migration-prone and migration-averse places. path dependence in long-term migration to the US. <i>Applied Geography</i> , 116, 102157. https://doi.org/10.1016/j.apgeog.2020.102157 <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 Latina/o/x groups as described by Gonzalez?	Day 5 initial post and reply to peer by day 7
Activity	Groups formed	

Module 4:	Race, Ethnicity, and Identity	
Required Readings	<p>Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. <i>Psychotherapy</i>, 55(1), 73-79. http://dx.doi.org.proxy.libraries.rutgers.edu/10.1037/pst0000152</p> <p>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.</p> <p>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.</p> <p>Noe-Bustamante, L., Gonzalez-Barrera, A., Edwards, K., Mora, L., & Lopez, M. H. (2022, January 11). <i>Latinos and colorism: Majority of U.S. Hispanics say skin color impacts opportunity and shapes daily life</i>. Pew Research Center's Hispanic Trends Project. https://www.pewresearch.org/hispanic/2021/11/04/majority-of-latinos-say-skin-color-impacts-opportunity-in-america-and-shapes-daily-life/</p> <p>Rumbaut, R.G. (2009). Pigments of our imagination: On the racialization and racial identities of ‘Hispanics’ and ‘Latinos’ in Cobas, Duany, and Feagin (Eds.). <i>How the United States Racializes Latinos</i>. Paradigm Press. pp 15-36.</p> <p><i>Latino Americans, Part 5</i>: http://www.pbs.org/video/2365076196/</p>	
Lectures	Module 4 Lecture	
Discussion	In the this week's readings, colorism in the Latina/o/x communities is discussed. Explain how skin color affects how Latinos are perceived and the varying experiences of discrimination based upon skin color.	Day 5 initial post and reply to peer by day 7
Assignment	Oral history	Day 7
Module 5:	Theories of Culture, Acculturation and Assimilation	

Required Readings	<p>Abraído-Lanza, A. F., Echeverría, S. E., & Flórez, K. R. (2016). Latino Immigrants, Acculturation, and Health: Promising New Directions in Research. <i>Annual review of public health</i>, 37, 219–236. https://doi.org/10.1146/annurev-publhealth-032315-021545</p> <p>Padilla, A.M. & Perez, W. (2003). Acculturation, social identity, and social cognition: A new perspective. <i>Hispanic Journal of Behavioral Sciences</i>, 25(1), 35-55.</p> <p>Tran, V. C., & Valdez, N. M. (2017). Second-generation decline or advantage? Latino assimilation in the aftermath of the Great Recession. <i>International Migration Review</i>, 51(1), 155–190. https://doi.org/10.1111/imre.12192</p> <p>Language Resources:</p> <p><i>Homepage LEP</i>. (n.d.). Wwww.lep.gov. https://www.lep.gov/</p> <p><i>Language and Communications guidelines</i>. (2019, December 4). Boston.gov. https://www.boston.gov/departments/language-and-communications-access/language-and-communications-guidelines</p>	
Lectures Discussion	<p>Module 5 Lecture</p> <p>Use Hypothesis for the Abraído-Lanza article. Identify two areas in which the research presented in Abraído-Lanza et al.'s article on Latino immigrants, acculturation, and health contribute to our understanding of the complex relationship between acculturation and health outcomes. Include implications for social workers working with Latino immigrant communities. Respond to two peers' annotations.</p>	Day 5 initial annotation and reply to peer by day 7
Module 6:	Culture and Intersectionality	
Activity	Description	Due
Required Readings	<p>Collins, P.H. (2015). Intersectionality's definitional dilemmas. <i>Annual Review of Sociology</i>, 41(1), 1-20. https:// DOI.org/10.1146/annurev-soc-073014-112142</p> <p>Gonzalez, N., & Méndez-Pounds, J. (2018). The Impact of Acculturation and Cultural Values on Hispanic Immigrants' Parenting. <i>Contemporary Family Therapy</i>, 40(1), 56–67. https://doi.org/10.1007/s10591-017-9428-8</p> <p>Ortiz, F. A. (2020). Self-actualization in the Latino/Hispanic culture. <i>Journal of Humanistic Psychology</i>, 60(3), 418-435.</p> <p>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.</p>	
Lectures	Module 6 Lecture	

Activity Assignment	Teams meet in team conference rooms Culture Circle Exercise	Ongoing Day 7
Module 7:	Religion	
Required Readings	<p>Calvillo, J. E., & Bailey, S. R. (2015). Latino religious affiliation and ethnic identity. <i>Journal for the Scientific Study of Religion</i>, 54(1), 57–78. https://doi.org/10.1111/jssr.12164</p> <p>Caplan, S. (2019). Intersection of cultural and religious beliefs about mental health: Latinos in the faith-based setting. <i>Hispanic Health Care International</i>, 17(1), 4–10. https://doi.org/10.1177/1540415319828265</p> <p>Jocson, R. M., Alers-Rojas, F., Ceballo, R., & Arkin, M. (2020). Religion and spirituality: Benefits for Latino adolescents exposed to community violence. <i>Youth & Society</i>, 52(3), 349–376. https://doi.org/10.1177/0044118X18772714</p> <p>Zerrate, M.C., VanBronkhorst, S.B., Klotz, J. et al. Espiritismo and Santeria: a gateway to child mental health services among Puerto Rican families?. <i>Child Adolesc Psychiatry Ment Health</i> 16, 3 (2022). https://doi.org/10.1186/s13034-022-00439-0</p> <p><u>Suggested reading and video</u></p> <p>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</p> <p>Marvil, R. (Director). (2018). La promesa [The promise] [Short films]. https://www.lapromesapuertorico.com/</p>	
Lecture	Module 7 Lecture	
Activity Discussion	<p>Team meetings</p> <p>Based on the readings, how has religion impacted Latinx individuals overall as well as their mental health?</p>	Ongoing Day 5 initial post and reply to peer by day 7
Module 8:	The Family	

Required Reading	<p>Ayón, C., Marsiglia, F. F., & Bermudez-Parsai, M. (2010). Latino family mental health: Exploring the role of discrimination and familismo. <i>Journal of Community Psychology</i>, 38(6), 742–756. https://doi.org/10.1002/jcop.20392</p> <p>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.</p> <p>Paredes, E., Hernandez, E., Herrera, A., & Tonyan, H. (2020). Putting the “family” in family child care: The alignment between familismo (familism) and family child care providers’ descriptions of their work. <i>Early Childhood Research Quarterly</i>, 52, 74-85.</p> <p>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</p> <p>Suggested Reading:</p> <p>Montoro, J. P., & Ceballo, R. (2021). Latinx adolescents facing multiple stressors and the protective role of familismo. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 27(4), 705–716. https:// doi-org.proxy.libraries.rutgers.edu/10.1037/cdp0000461</p> <p>Patron, O. E. (2021). Precarious familismo among Latinas/os/xs: Toward a critical theoretical framework centering queer communities. <i>Journal of Social and Personal Relationships</i>, 38(3), 1085-1102.</p>	
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Activity	Description	Due
Lectures Discussion	Module 8 Lecture Compare how each of this week's authors and those of module 6 express the theme of familismo and the impact on Latinx individuals and families.	Day 5 initial post and reply to peer by day 7
Module 9:	Community	
Required Readings	<p>Barajas-Gonzalez, R. G., Ayón, C., & Torres, F. (2018). Applying a community violence framework to understand the impact of immigration enforcement threat on Latino children. <i>Social Policy Report</i>, 31(3), 1–24. https://doi.org/10.1002/sop2.1</p> <p>Bucay-Harari, L., Page, K. R., Krawczyk, N., Robles, Y. P., & Castillo-Salgado, C. (2020). Mental Health Needs of an Emerging Latino Community. <i>The Journal of Behavioral Health Services & Research</i>, 47(3), 388–398. https://doi.org/10.1007/s11414-020-09688-3</p> <p>Calva, A., Matthew, R. A., & Orpinas, P. (2020). Overcoming barriers: Practical strategies to assess Latinos living in low-income communities. <i>Health Promotion Practice</i>, 21(3), 355-362.</p> <p>Pro, G., Brown, C., Rojo, M., Patel, J., Flax, C., & Haynes, T. (2022). Downward National Trends in Mental Health Treatment Offered in Spanish: State Differences by Proportion of Hispanic Residents. <i>Psychiatric Services</i> (Washington, D.C.), 73(11), 1232–1238. https://doi.org/10.1176/appi.ps.202100614</p> <p>Suggested:</p> <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</i>, 55, 202–214.</p> <p>Katz, V. S., & Gonzalez, C. (2016). Community variations in low-income Latino families' technology adoption and integration. <i>American Behavioral Scientist</i>, 60(1), 59–80. https://doi.org/10.1177/0002764215601712</p>	
Lecture	Module 9 Lecture	

Discussion	How does the diversity of Latina/o/x populations and their demographic shifts affect planning for services?	Day 5 initial post and reply to peer by day 7
Module 10	Health	
Required Readings	<p>Alarcón, R. D., Parekh, A., Wainberg, M. L., Duarte, C. S., Araya, R., & Oquendo, M. A. (2016). Hispanic immigrants in the USA: social and mental health perspectives. <i>The Lancet Psychiatry</i>, 3(9), 860-870.</p> <p>Boen, C. E., & Hummer, R. A. (2019). Longer—but harder—lives?: The Hispanic Health Paradox and the social determinants of racial, ethnic, and immigrant–native health disparities from midlife through late life. <i>Journal of Health and Social Behavior</i>, 60(4), 434–452. https://doi.org/10.1177/0022146519884538</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</i>, 98(11), 2021-2028.</p> <p>Macias Gil, R., Marcelin, J. R., Zuniga-Blanco, B., Marquez, C., Mathew, T., & Piggott, D. A. (2020). COVID-19 pandemic: Disparate health impact on the Hispanic/Latinx population in the United States. <i>The Journal of infectious diseases</i>, 222(10), 1592–1595. https://doi.org/10.1093/infdis/jiaa474</p>	
Recommended Readings	<p>Recommended:</p> <p>Funk, C., & Lopez, M. H. (2022, June 14). <i>Hispanic Americans' experiences with health care</i>. Pew Research Center Science & Society. https://www.pewresearch.org/science/2022/06/14/hispanic-americans-experiences-with-health-care/</p> <p>Wang, Y., Reyes, L., Greenfield, E. A., & Allred, S. R. (2022). Municipal ethnic composition and disparities in COVID-19 infections in New Jersey: A Blinder–Oaxaca decomposition analysis. <i>International Journal of Environmental Research and Public Health</i>, 19(21), 13963. https://doi.org/10.3390/ijerph192113963</p>	
Activity	Description	Due
Lectures	Module 10 Lecture	

Discussion	Based on the readings, what health inequalities do Hispanic/Latinx population face? What are some ways social workers can challenge these inequalities?	Day 5 initial post and reply to peer by day 7
Module 11	Employment and Economic Conditions	
Required Readings	<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>Mueser, K. T., Bond, G. R., Essock, S. M., Clark, R. E., Carpenter-Song, E., Drake, R. E., & Wolfe, R. (2014). The effects of supported employment in Latino consumers with severe mental illness. <i>Psychiatric Rehabilitation Journal</i>, 37(2), 113–122.</p> <p>Selden, T. M., & Berdahl, T. A. (2020). Covid-19 and racial/ethnic disparities in health risk, employment, and household composition. <i>Health Affairs</i>, 39(9), 1624–1632. https://doi.org/10.1377/hlthaff.2020.00897</p> <p>Zamarripa, R. (2021, March 19). <i>Closing Latino labor market gap requires targeted policies to end discrimination</i>. Center for American Progress. Retrieved April 24, 2022, from https://www.americanprogress.org/article/closing-latino-labor-market-gap-requires-targeted-policies-end-discrimination/</p> <p>Movie: <i>Mi Familia</i></p>	
Lectures	Module 11 Lecture	
Activity	Team meetings	Ongoing
Discussion	How has COVID-19 affected the Hispanic/Latino population in regard to employment and the workforce?	Day 5 initial post and reply to peer by day 7
Assignment	Film Reflection	Day 7
Module 12:	Education	

Required Reading	<p>Alvarez de Davila, S., Michaels, C., Hurtado, M., Roldan, M., & Duran-Graybow, I. (2016). (rep.). (J. Skuza, Ed.) <i>Falling Behind: Understanding the Educational Disparities Faced by Immigrant Latino Students in the U.S.</i> St. Paul, Mn: Regents of the University of Minnesota. Retrieved April 24, 2022, from https://conservancy.umn.edu/handle/11299/178989</p> <p>Arbelo Marrero, F. (2016). Barriers to School Success for Latino Students. <i>Journal of Education and Learning</i>, 5(2), 180. https://doi.org/10.5539/jel.v5n2p180</p> <p><i>Teachers of Hispanic or Latino Origin: Background and School Settings in 2017-18 DATA POINT.</i> (2022). https://nces.ed.gov/pubs2022/2022025.pdf</p> <p>Resource:</p> <p>Excelencia in Education. (nd). https://www.edexcelencia.org/</p>	
Activity	Description	Due
Lecture Activity	<p>Module 12 Lecture</p> <p>Work on final paper and presentation</p>	Ongoing
Discussion	<p>Name several educational disparities that Hispanic/Latinx students face in school?</p> <p>Identify two approaches to overcome the achievement gap.</p>	Day 5 initial post and reply to peer by day 7
Module 13:	Cultural Affirmation and Competence	

Required Readings	<p>Adolfo G. Cuevas, Kerth O'Brien & Somnath Saha (2017) What is the key to culturally competent care: Reducing bias or cultural tailoring?, <i>Psychology & Health</i>, 32 (4), 493-507, DOI: 10.1080/08870446.2017.1284221</p> <p>Govere, L., & Govere, E. M. (2016). How effective is cultural competence training of healthcare providers on improving patient satisfaction of minority groups? A systematic review of literature. <i>Worldviews on Evidence-Based Nursing</i>, 13(6), 402–410. https://doi.org/10.1111/wvn.12176</p> <p>Organista, K. C. (2009). New practice model for Latinos in need of social work services. <i>Social Work</i>, 54, 297-305.</p> <p>Rosales, R., Figuereo, V., Woo, B., Perez-Aponte, J., & Cano, M. (2018). Preparing to work with Latinos: Latino-focused content in social work master's degree programs. <i>Journal of Teaching in Social Work</i>, 38(3), 251–262. https://doi.org/10.1080/08841233.2018.1472175</p> <p>Suggested 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.</p>	<p>Ongoing</p> <p>Day 5 initial post and reply to peer by day 7</p>
Lectures	Module 13 Lecture	
Activity	Work on final paper and presentation	
Discussion	Discuss the importance of cultural competence amongst healthcare professionals--specifically for work with the Hispanic/Latinx population?	
Module 14:	Social Welfare Policy and Latina/os	

<p>Required Reading</p>	<p>Bitler, M., Gennetian, L. A., Gibson-Davis, C., & Rangel, M. A. (2021). Means-Tested Safety Net Programs and Hispanic Families: Evidence from Medicaid, SNAP, and WIC. <i>The Annals of the American Academy of Political and Social Science</i>, 696(1), 274–305. https://doi.org/10.1177/00027162211046591</p> <p>Gonzales, R. G., Camacho, S., Brant, K., & Aguilar, C. (2019). <i>The Long-Term Impact of DACA: Forging Futures Despite DACA's Uncertainty</i>. Retrieved from https://www.immigrationresearch.org/system/files/final_daca_report.pdf</p> <p>Hatzenbuehler, M. L., Prins, S. J., Flake, M., Philbin, M., Frazer, M. S., Hagen, D., & Hirsch, J. (2017). Immigration policies and mental health morbidity among Latinos: A state-level analysis. <i>Social Science & Medicine</i>, 174, 169–178. https://doi.org/10.1016/j.socscimed.2016.11.040</p> <p>Lovato, K., Lopez, C., Karimli, L., & Abrams, L. S. (2018). The impact of deportation-related family separations on the well-being of Latinx Children and youth: A review of the literature. <i>Children and Youth Services Review</i>, 95, 109–116. https://doi.org/10.1016/j.chilyouth.2018.10.011</p> <p>Ortega, A. N., Rodriguez, H. P., & Vargas Bustamante, A. (2015). Policy dilemmas in Latino health care and implementation of the affordable care act. <i>Annual Review of Public Health</i>, 36(1), 525–544. https://doi.org/10.1146/annurev-publhealth-031914-122421</p> <p>Suggested</p> <p>Demirjian, K. (2023, May 14). <i>Over decades, Congress failed repeatedly to address immigration dysfunction</i>. The New York Times. https://www.nytimes.com/2023/05/14/us/politics/immigration-legislation-congress.html?searchResultPosition=3</p> <p>Resources:</p> <p>Migration Policy Institute (n.d.). <i>Deferred Action for Childhood Arrivals Data Tools</i>. Retrieved from https://www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles</p> <p>US Citizenship and Immigration Services (n.d.). <i>Consideration of Deferred Action for Childhood Arrivals</i>. Retrieved from https://www.uscis.gov/DACA</p>	<p>Ongoing Day 1</p>
<p>Lecture</p>	<p>Module 14 Lecture</p>	
<p>Activity Due</p>	<p>Check paper with Grading Rubric Final Paper</p>	

Discussion	What can social workers do to better advocate for social welfare policies for Latinos?	Day 5 initial post and reply to peer by day 7
Activity	Description	Due
Module 15:	Final Presentations	
Activity	Post team class presentations	Day 1
Assignment	Post two comments to presentations	Day 3