



Course: Practice in Latino Communities SOCW 7393/30510

Time: Th 8:30-11:30

Faculty: Steven Applewhite, Ph.D

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I. Course

A. Catalog Description

This course focuses on knowledge and skills essential for initiating community and organizational change, and the alternative frameworks for practice in nontraditional urban Latino settings.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. To demonstrate an understanding of the theoretical foundation, principles, and assumptions underlying social work practice in urban, ethnic, nontraditional Latino settings.
2. To define the concept of community and community practice from a Latino perspective at the grassroots, planning, organizational and policy making levels.
3. To understand the nature and characteristics of ethnic social service agencies and the relevance of culturally and linguistically appropriate services in meeting the needs of Latin consumers.
4. To define the role and function of natural support systems, indigenous resources and helpers, and accompanying patterns of help-seeking behaviors in Latino communities.
5. To describe alternative frameworks of community assessment and community-oriented interventions utilizing principles of multiculturalism and culturally competent practice.
6. To develop an understanding of the process of identifying, mapping, and mobilizing community and cultural assets.
7. To develop skills in engagement and relationship building, capacity

enhancement, and collaboration in Latino settings.

8. To examine assessment tools for determining cultural competency at the organizational, community and policy-making levels.

III. Course Structure

This class will utilize several methods of instruction including class lectures, field visits, small group dialogue, practice exercises, media presentations, and guest lectures. In addition, students will have exposure to innovative media technologies such as GIS, Virtual Reality, and concept mapping. Class participation is an essential component of the course and special attention is given to discussion and integration of readings relevant to community practice.

Because this course is experiential, there will be several field trips to the community as a class. In addition, students should plan on one additional visit to the community to conduct a field interview separate from the class. Please note that changes to accommodate class needs, and/or opportunities in the community warrant scheduling changes.

IV. Textbooks

Required:

Delgado, M. & Humm-Delgado, D. (2013). *Asset assessment and community social work practice*. New York: Oxford University Press

Delgado, M. (2007). *Social Work with Latinos: A cultural asset paradigm*. New York: Oxford University Press.

Zwick, M & Zwick, L. (2010). *Mercy without borders*. New York: Paulist Press.

Supplementary

Delgado, Melvin. (1999). *Social work practice in nontraditional urban settings*. New York: Oxford.

*Selected journal articles and books chapters are part of the required readings and are available on Blackboard.

Recommended:

Barr, D. A. (2008). *Health disparities in the United States: Social class, race, ethnicity, and health*. Baltimore: Johns Hopkins University Press.

Delgado, M., Jones, K., & Rohani, M. (2005). *Social work practice with refugee and immigrant youth in the United States*. Boston: Pearson/Allyn and Bacon.

Freire, P. (2003). *Pedagogy of the oppressed*. New York: Continuum Books

Organista, Kurt C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Population*. New Jersey: John Wiley & Sons.

Villarruel, F., Carlo, G., Grau, J., Azmitia, M., Cabrera, N., & Chahin, T. (2009). *Handbook of U.S. Latino psychology: Developmental and community-based perspectives*. Los Angeles: SAGE.

Zwick & Zwick. (2010). *Mercy without borders: The Catholic worker and immigration*. New York: Paulist Press.

V. Course Requirements

- A. Group Facilitation 10%
Student will be asked to co-facilitate class discussion on one set of assigned readings in the syllabus.
- B. Asset Mapping 20%
The class will identify one geographic community to do a comprehensive assessment of local assets such as social services, formal and informal helping networks, community leaders, organizations and associations, sociopolitical and educational institutions, and other resources in the community. One identified it will be compiled into one working document.
- C. Two Ethnic Agency Field Visits & Paper 40%
A major component of this course is field research in the Latino community. The class will go on two mandatory agency visits to gain insight on formal and informal delivery systems and natural support networks. These visits will enhance your knowledge, awareness and sensitivity about Latino community issues, cultural assets, and ethnic agencies.
- Following each visit, you are asked to write a three page professional perspectives paper integrating key concepts, themes, and terms from any of the required readings and the field visit. Several questions will be provided to stimulate critical thinking and analysis. Papers should be typed, double spaced in Arial 12 Font with one inch margins with 4-5 different sources using APA format.
- D. Ethnographic interview & Qualitative Analysis 30%
Each student will conduct one interview with a community leader or practitioner to explore issues affecting the Latino community and strategies to address these issues. We will develop these questions as a class discussion to reflect our readings. This is a conversational-type, semi-structured interview averaging between 30-45 minutes. Interviews should be tape-recorded and transcribed with signed consent. Data from all the interviews will be compiled into one Master dataset to be analyzed both individually and collectively using qualitative software resulting in an individual cultural concept map for final presentation at end of semester.

VI. Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A = 96-100% of the points	C+ = 76-79.9%
A- = 92-95.9%	C = 72-75.9%
B+= 88-91.9%	C- = 68-71.9%
B = 84-87.9%	D = 64-67.9%
B- = 80-83.9%	F = Below 64%

VII. Policy on grades of Incomplete (I)

The course requirements, a grade of Incomplete will be entered consistent with the college and University policy guidelines.

VIII. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

X. Bibliography

Articles

- Applewhite, S. (1995). Curanderismo: Demystifying the health beliefs and practices of elderly Mexican Americans. *Health and Social Work, 20*(4), 241-320.
- Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in *colonias*: A case study in the development and use of *promotoras*. *Journal of Community Practice, 12*(1/2), 23-35.
- Braden, S. & Mayo, M. (1999). Culture, community development and representation. *Community Development Journal, 34*(3), 191-204.
- Blackburn, J. (2000, January). Understanding Paulo Freire: Reflections on the origins, concepts, and possible pitfalls of his educational approach. *Community Development Journal, 35*(1), 3-15.
- Carroll, J & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice, 8*(1), 21-36.

- Chaskin, R.J., Brown, P., Venkatesh, S. & Vidal, A. (2009). Building community capacity. New Brunswick: Aldine Transaction.
- Daley, J.M. & Wong, P.W. (1994). Community development with emerging ethnic communities. *Journal of Community Practice*, 1(1), 9-24.
- Dobie, D. & Richards-Schuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. *Journal of Community Practice*, 16(3), 317-337.
- Donelson, A. (2004, October). The role of NGO's and NGO networks in meeting the needs of US *colonias*. 39(4), 332-344.
- Finn, J.L. (2005). La Victoria: Claiming memory, history, and justice in a Santiago *poblacion*. *Journal of Community Practice*, 13(3), 9-31.
- Hardina, D. (2003). Linking citizen participation to empowerment practice: A historical overview. *Journal of Community Practice*, 11(4), 11-38.
- Holley, L. C. (2003). Emerging ethnic agencies: Building capacity to build community. *Journal of Community Practice*, 11(4), 39-57.
- Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. *Journal of Community Development*, 11(1), 39-59.
- Midgley, J. & Livermore, M. (1998). Social capital and local economic development implications for community social work practice. *Journal of community Practice*, 5(1), 29-40.
- Narayan, L. (2000). Freire and Gandhi. *International Social Work*, 43(2), 193-203.

Books

- Noriega, Chon (2000). *Shot in America: Television, the State, and the Rise of Chicano Cinema*. Minneapolis, MN: University of Minnesota Press.
- Telles, Edward E. & Ortiz, Vilma. (2008). *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation.

Chapters

- Applewhite, S.R., Garcia Biggs, M.J., and Herrerea, A.P. (2009). Health and mental health perspectives on elderly Latinos in the United States. In F. Villaruel, G. Carlo, et.al., *Handbook of U.S. Latino Psychology* (235-249) Los Angeles, CA: SAGE.
- Iglehart, A.P. & Becerra, R., M. (1995). Ethnic services: Precedents, perspectives, and parameters. In A.P. Iglehart & R. M Becerra, *Social services and the ethnic community* (pp 149-203). Boston: Allyn and Bacon.
- Rodriguez, N. P. (1993). Economic restructuring and Latino growth in Houston. In J. Moore, & R. Pinderhughes (eds.), *In the barrio: Latinos and the underclass debate*. New York: Russell sage Foundation.
- Rivera, F. G. & Erlich, J.L. (2001). An option assessment framework for organizing in emerging minority communities. In J.E. Tropman, J.L. Erlich & J. Rothman, *Tactics and techniques of community intervention* (pp169-177). Itasca, IL: F.E. Peacock Publishers.
- Rivera, F. G. & Erlich, J.L. (2001). Organizing with people of color: A perspective. In J.E. Tropman, J.L. Erlich & J. Rothman, *Tactics and techniques of community intervention* (pp 254-269). Itasca, IL: F.E. Peacock Publishers.
- Stone, L. C. and Balderrama, C. H. (2008). Health inequalities among Latinos: What do we know and what can we do? *Health and Social Work*, 33(1), 3-7.

Journals

Community Development Journal
Global Social Work Policy
Hispanic Journal of Behavioral Science
International Social Work
Journal of Social Work
Journal of Community Practice
Journal of Multicultural Social Work
Qualitative Social Work

Websites

Arte Publico Press: <http://www.latinoteca.com/>
Center for Disease Control and Prevention (CDC): <http://www.cdc.gov/>
Congressional Hispanic Caucus Institute (CHCI): <http://www.chci.org/>
Hispanic Population in the United States (n.d).
<http://www.census.gov/population/www/socdemo/hispanic/hispanic.html>
Latino Public Broadcasting <http://www.lpbp.org>
Latinoteca: The World of Latino Culture and Arts: <http://www.latinoteca.com/>
League of United Latin American Citizens (LULAC): <http://www.lulac.org/index.html>
National Council of La Raza (NCLR): <http://www.nclr.org/>
Office of Minority Health:
<http://www.minorityhealth.hhs.gov/templates/content.aspx?ID=9197>
Pew Hispanic Center: <http://pewhispanic.org/>
Pew Hispanic Center- Immigration: <http://pewhispanic.org/topics/?TopicID=16>.

XI. Course Schedule and Reading Assignments

Units	Theme	Readings	Activities
Unit 1	Course Overview & Introduction to Diversity, Culture	Applewhite, (2013) PPT on Cultural Diversity: Latino Perspectives” Yehieli, M & Grey, M. (PPT) Reaching out to Elderly Minorities, immigrants, and Refugees (PPT)	Class discussion
Unit 2	Demographic Profile	US Census. Hispanic in the US Delgado (2007),Ch 2,3	Class discussion
Unit 3	Latino Cultural Values and Beliefs	Delgado (2013) Ch 2,3 Delgado (2007).Ch 1, pp 11-20; 6,7	Exercise
Unit 4	Principles in Asset Assessment	Delgado (2013). 1,6, 7 Delgado (2007), Ch 7 SRDC PPT: Mapping the Assets of your Community	
Unit 5	Introduction to Field Research and Qualitative Analysis	Delgado. (1999). Ch 6-7 Delgado. (2007). Ch 4,8 Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in <i>colonias</i> : A case study in the development and use of <i>promotoras</i> . Journal of Community Practice, 12(1/2), 23-35 PBS Video	
Unit 6	Continuation of Field Research and Qualitative Analysis	Miller, W. L. & Crabtree, B. F. (2004). Depth interviewing. In S.N, Hesse-Biber and P. Leavy (eds.) Benjamin F. Crabtree and William Miller (eds), Approaches to qualitative research, pp 185-202. New York: Oxford University Press.	Demonstration of ethnographic interview, recording and coding Data Analysis Demonstration and Exercise

		Krueger, L.W. and Neuman, W.L. (2006). Analysis of qualitative data. In L.W. Krueger and W.L. Lawrence, Social work research methods: qualitative and quantitative applications, 433-442. Boston: Allyn and Bacon.	
Unit 7	Research & Technology - GIS	<p>Chapters 1-3 (pp 7-49). In Cope, M & Elwood, S. (2009) Qualitative GIS: A mixed methods approach. Los Angeles: SAGE</p> <p>Chapter 2 (pp 13-31). In Steinberg, S.J. & Steinberg, S. L. GIS: Geographic information systems for the social sciences. Los Angeles: SAGE</p> <p>Hillier, A. (2007). Why social work needs mapping. <i>Journal of Social Work, 43(2), 205-221</i>.</p>	<p>Guest Speaker: Dr. Kao</p> <p>GIS Mapping</p>
Unit 8	Ethnic Agencies, Service Delivery & Social Capital	<p>Delgado. (2007). Ch. 5</p> <p>Dominguez. S. and Arford, T. (2010). It is all about who you know: Social capital and health in low income communities. <i>Health Sociology Review. 19(1),114-1129</i>.</p> <p>Holley, L. C. (2003). Emerging ethnic agencies: Building capacity to build community. <i>Journal of Community Practice, 11(4), 39-57</i>.</p> <p>Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. <i>Journal of Community Development, 11(1), 39-59</i>.</p> <p>Midgley, J. & Livemore, M. (1998). Social capital and local economic development: Implications for community social work practice. <i>Journal of Community Practice, 5(1), 29-40</i>.</p>	Video
Unit 9	Immigration	Zwick, M & Zwick L. Mercy	

		<p>Without borders (all book)</p> <p>Delgado. (2007). Ch 3, pp. 96-99.</p> <p>Delgado, Jones, & Rohani, (2005). <i>Social work practice with refugee and immigrant youth in the United States</i>. Boston, MA: Pearson. Chapters 3 & 4, pp 36-98.</p> <p>Lewis, H. (2009). From Mexico to Iowa: New immigrant farmers' pathways and potentials. <i>Community Development</i>, 40, 139-153.</p> <p>Donelson, A. (2004, October). The role of NGO's and NGO networks in meeting the needs of US <i>colonias</i>. <i>Journal of Community Development</i>. 39(4), 332-344.</p>	
Unit 10	Field Visit I	Catholic Charities	Ethnographic Interviews Due
Unit 11	Community development and practice in non-traditional urban settings	<p>Delgado (1999). Chapter 1-6</p> <p>Checkoway, B. (2011). Community development, social diversity and the new metropolis. <i>Community Development</i>, 46(2), ii5–ii14</p> <p>Checkoway, B. (2007). Community change for a diverse democracy. <i>Community Development Journal</i>, 44(1), 5-18.</p> <p>Midgley, J. and Livemore, M. (1998). Social capital and local economic development: Implications for community social work practice.</p>	Group Qualitative Analysis Demonstration
Unit 12	Continuation		Field Visit Paper I Due

Unit 13	Field Visit II	Neighborhood Centers, Inc. – Ripley House	
Unit 14	Concept Mapping	Principles and Application of Concept MAPPING	Concept Mapping Demo
Unit 15	Concept Mapping Presentation		
Week 16	Concept Mapping Presentation		