



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. (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, M. & Humm-Delgado, D. (2013). *Asset assessment and community social work practice*. New York: Oxford University Press.
- 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. Attendance and Participation 10%
Student are expected to attend class and read assigned readings in order to actively participate in class discussion. You 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 an 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.
- C. Ethnic Agency and Community 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 and one community “walkabout” to observe community life and social interaction, and learn about formal and informal helping 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 four page professional perspectives paper on your learned experience integrating concepts or theories from any of the readings or related literature. Several questions will be provided to stimulate critical thinking and analysis. Papers should be typed, double spaced using APA format.

- D. Ethnographic interview & Qualitative Analysis 30%
Each student will conduct one interview with a community leader or practitioner to identify social issues or problems impacting the Latino community, collective efforts to address these problems, community strengths, and strategies to empower residents to overcome problems in the community. As a class we will develop a set of questions to be explored in your interview. This is a conversational-type, semi-structured interview averaging between 30-45 minutes. You should take copious notes or with the informants permission, tape-record and transcribe the interview with signed consent. Data from all the interviews will be compiled into one Master dataset to be analyzed both individually and collectively resulting in cultural concept maps 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	Overview & Introduction to Latino Populations	Overview of course syllabus and course requirements	Class discussion
Unit 2	Demographic Profile & Latino Cultural Values and Beliefs	Blackboard: US Census Report. Hispanic in the US Blackboard: US Census Latino Population Power Point Delgado (2007) Ch 1,2	Video
Unit 3	Health Care and Mental Health Issues	Delgado (2007), Chapter 3 Blackboard: Applewhite, Mental health and elderly Latinos	
Unit 4	Ethnomedical Health Care	Delgado, (2007). Chapter 7 Blackboard: Applewhite, Curanderismo article Video: Curandero Healing Rituals PPT: Curanderismo	Video
Unit 5	Latino Community Asset Mapping	Delgado (2007). Chapter 8 Supplementary: Delgado (2013).1,6,7 Blackboard: SRDC PPT: Mapping the Assets of your Community City of Houston Geographical Information Mapping System	Demonstration
Unit 6	Community Practice in Latino Community	Blackboard: Delgado. (2007). Ch 4 Blackboard: Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in <i>colonias</i> : A case study in the	

		<p>development and use of <i>promotoras</i>. <i>Journal of Community Practice</i>, 12(1/2), 23-35</p> <p>Blackboard: Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. <i>Journal of Community Development</i>, 11(1), 39-59.</p> <p>Blackboard: Midgley, J. & Livemore, M. (1998). Social capital and local economic development: Implications for community social work practice. <i>Journal of Community Practice</i>, 5(1), 29-40.</p> <p>PBS Video</p>	
Unit 7	Field Research and Qualitative Analysis	<p>Blackboard: 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), <i>Approaches to qualitative research</i>, pp 185-202. New York: Oxford University Press.</p> <p>Krueger, L.W. and Neuman, W.L. (2006). Analysis of qualitative data. In L.W. Krueger and W.L. Lawrence, <i>Social work research methods: qualitative and quantitative applications</i>, 433-442. Boston: Allyn and Bacon.</p>	Demonstration of ethnographic interview
		SPRING BREAK	
Unit 8	Ethnic Agencies, Service Delivery & Social Capital	<p>Field Visit II Ripley House</p> <p>Blackboard: Holley, L. C. (2003). Emerging ethnic agencies: Building capacity to build community. <i>Journal of Community Practice</i>, 11(4), 39-57.</p>	

Unit 9	Immigration	<p>Zwick, M & Zwick L. Mercy Without Borders (First half)</p> <p>Blackboard: 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		COMMUNITY WALKABOUT	
Unit 11	Community Development and Practice in non-traditional Urban settings	<p>Delgado, (2007). Chapter 9</p> <p>Blackboard: Checkoway, B. (2011). Community development, social diversity and the new metropolis. <i>Community Development</i>, 46(2), ii5–ii14</p> <p>Blackboard: Checkoway, B. (2007). Community change for a diverse democracy. <i>Community Development Journal</i>, 44(1), 5-18.</p> <p>Blackboard: Midgley, J. and Livemore, M. (1998). Social capital and local economic development: Implications for community social work practice.</p>	Video
Unit 12	Immigration	<p>Zwick (second half)</p> <p>Guest Speaker</p>	Field Visit Paper I Due
Unit 13	Concept Mapping	Supplementary Readings	Concept Mapping Demo

Unit 14	Concept Mapping	Presentations of Concept Maps	
Week 15	Concept Mapping	Presentation of Concept Maps	