



COURSE TITLE: SOCW 7393/17853 Practice in Latino Communities

TIME: Thursdays 8:30am-11:30am

FACULTY: Roberta M. Leal, MSW **OFFICE HOURS:** M 12-1pm; T 4-5pm; By Appointment

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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:

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

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 additions, students will have exposure to innovative media technologies 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 outside of class time to participate in community practice with a Latino-serving agency. 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.

Additional readings provided through blackboard.

V. Course Requirements

A. Attendance and Participation (10%)

Students are expected to attend class and read assigned readings in order to actively engage and participate in class discussions. You will be asked to provide your feedback on cultural topics, experiences, and encounters with the Latino community during class time.

B. Video Screenings and Reflection Papers (20%)

Students will view two documentaries on the current social justice and policy issue of immigration. Many Latino communities are facing a variety of decisions regarding immigration and the United States. As professional social workers, students are continuously facing a changing population in the US and policies that are being adjusted to address social concerns and demographics. Students will access the following links to view the documentaries outside of class to guide their reflection papers. A prompt sheet will be provided with a list of suggested questions to help focus student writing.

#1 The Real Death Valley. <http://vimeo.com/109202705>

Original documentary chronicles migrant's intolerable journey to the U.S. This documentary is about 40 minutes and is co-created by The Weather Channel and Telemundo Investigation

#2 Which Way Home (2009). <http://www.hulu.com/watch/295708> (free hulu version with advertisements). If you have a hulu account or a Netflix account you can rent it out on your own without advertisements. Fulbright Scholar

Rebecca Cammisa and her crew follow a trio of children who set out on their own from their homes in Latin America on a dangerous trek through Mexico en route to the US border, hoping to reunite with their parents.

A short two page, double-spaced reflection paper will be submitted for the video screenings. Students will also participate in a discussion in class.

C. Ethnic Agency and Community Visits, Asset Mapping, & Paper (2 @ 20% each totaling 40%)

The Class will have two field trips to ethnic-serving agencies, conduct a visual asset map, and receive information from the community developer/social worker on staff. The two field trips are scheduled during class time so we will have a “remote class” for the day. The two agencies are: Neighborhood Centers Inc. Cleveland-Ripley in Pasadena, TX. and Las Americas Newcomer Middle School in Southwest Houston. Prior to the field trips our class will generate a list of questions to ask about working with Latino populations and the general community around the organizations. An integrative perspectives paper will be submitted for each agency visit that incorporates students’ reflections on the agency presentation, responses to the questions, and student visual asset mapping. Students will also integrate any theory or concepts they have learned from the readings in class. More information will be distributed in class prior to the agency field visit.

D. Group Project and Presentation (30%)

Students will get into 1 group for their final project and presentation. The agencies we will be visiting have agreed to allow our class to participate in community-based projects impacting the Latino population in the areas they serve. Each agency will have two projects available. Students will have some class time to work on projects, but will also be expected to attend the community project outside of class. Class time will be waived throughout the semester to accommodate this outside time. Final project presentations will be made on the last day of class. More information will be distributed in class.

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 grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

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

Week	Theme	Readings	Activities
1/22/15	Overview & Introduction to Latino Populations	Overview of course syllabus and course requirements.	Class Discussion
1/29/15	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, Presentation
2/5/15	Migration Story & Reflections	No Class today in Lieu of Documentary Videos Reflection Paper Due 2/12/15 (before class)	Documentary Video Screenings Outside of Class time
2/12/15	Community Practice in Latino Communities	Blackboard: Delgado. (2007). Ch 4 Blackboard: 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 Blackboard: Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. Journal of Community Development, 11(1), 39-59. Blackboard: Midgley, J. & Livemore, M. (1998). Social capital and local economic development: Implications for community social work practice. Journal of Community Practice, 5(1), 29-40. PBS Video	Class Lecture and Presentation

2/19/15	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
2/26/15	Practical Application	Remote Class Today	Field Agency Visit: Las Americas Middle School HISD
3/5/15	Practical Application	Remote Class Today	Field Agency Visit: Neighborhood Centers Inc. Pasadena
3/12/15	Ethic Agencies, Service Delivery & Social Capital	Blackboard: Holley, L. C. (2003). Emerging ethnic agencies: Building capacity to build community. Journal of Community Practice, 11(4), 39- 57.	Discussion & Group project work
3/19/15		Spring Break—No Class Today!!	
3/26/15	Health Care and Mental Health Issues; Ethnomedical Health Care	Delgado (2007), Chapter 3 Blackboard: Applewhite, Mental health and elderly Latinos Delgado, (2007). Chapter 7 Blackboard: Applewhite, Curanderismo article Video: Curandero Healing Rituals PPT: Curanderismo	Video

4/2/15	Immigration	<p>Blackboard: Delgado, Jones, & Rohani, (2005). Social work practice with refugee and immigrant youth in the United States. Boston, MA: Pearson. Chapters 3 & 4, pp 36-98.</p> <p>Lewis, H. (2009). From Mexico to Iowa: New immigrant farmers' pathways and potentials. Community Development, 40, 139-153.</p> <p>Donelson, A. (2004, October). The role of NGO's and NGO networks in meeting the needs of US colonias. Journal of Community Development. 39(4), 332-344.</p>	Discussion
4/9/15		No Lecture, Group Project Work Day	Group project work
4/16/15	Field Research, Data Analysis, and Concept Mapping	<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), Approaches to qualitative research, 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, Social work research methods: qualitative and quantitative applications, 433-442. Boston: Allyn and Bacon.</p>	
4/23/14	Integration	No Additional Reading	In-Class Activity
4/30/15	Final Presentations	Presentation of Final Projects	Group Presentations