Course Description
This course is designed to examine the distinct needs of latin@ families and communities in the US. The course will focus on understanding the distinct latin@ groups and their political and migration histories. Commonalities and differences across latin@ groups will be examined with respect to social and economic conditions, cultural values, and stereotypes. We will explore issues of identity, race, gender, discrimination, acculturation and language. The course will further examine specific social work problems and issues with regards to latin@s (i.e. immigration, health, mental health, and education). Through community service or field placement, students will gain "hands on" knowledge of social work issues in Latin@ communities. This course will intertwine the practice and theoretical analysis needed to understand latin@ families and communities.

Course Objectives
- Students will acquire an understanding of political and migration histories of Latin@ groups in the US including commonalities and differences.
- Students will understand issues regarding race, gender, acculturation, and oppression for latin@s.
- Students will become familiar with the social science literature with regards to latin@s, as well as, within specific social work areas of practice.
- Students will gain preliminary understanding of how to work with latin@ families within specific social work areas of practice.
- Students will gain first hand experience working in the local latin@ communities.
Course Design
The course will use many different methods for acquiring knowledge and skills, including reading, investigating, discussion, lectures, community speakers, exercises, and community service (through a volunteer opportunity or in your field placement.)

Course Schedule at a Glance

September

4  Week 1: Welcome and Introductions, course overview.
11 Week 2: Why a historical overview to a social work class?
      Orientation to service learning,
      Service learning possibilities handed out
12  Students review service-learning possibilities
14  Students must let Jorge/Rebecca know top 3 choices for service
      learning placements by September 14th!
18  Week 3: Indigenous populations of Latin America: What has been forgotten?

October

2  Week 5: The collision of two worlds: Europeans in the Americas.
9  Week 6: In our own back yard!: Latin@s in the U.S.
      Hand in reflection paper #1
      Service learning contract due
16  Week 7: In our own back yard!: Latin@s in the U.S. -Cont.
23  Week 8: Afro-Latin@s in the Americas.
30  Week 9: The politics of hate: A view toward Arizona.
      Turn in paper ideas, abstract and partial references

November

6  Week 10: The final conquest of Latin America: Free Trade.
      Hand in reflection paper #2
13  Week 11: Americanization and Acculturation within the Latin@ communities.
      Group presentations
20  Week 12: Latin@ ethnicity, power, and social welfare in the U.S.
      Group presentations
27  Week 13: New practice model for working with latin@s.
      Group presentations

December

4  Week 14: Latin@ Power: Political participation.
      Group presentations
11  Week 15: End of Semester celebration music, fun, potluck…
      Turn in service learning log and final paper

Required Course Text and Reading Materials:


All required books could be found at the Rainbow Bookstore Cooperative, 426 W. Gilman, ph: (608) 257-6050.

Supplemental Reading and Articles (if any) will be sent to you via email.

Assignments
1. Class attendance/participation- Students are expected to attend and participate in class. There will be small group discussions to integrate readings and service learning. Each class is worth one-point attendance starts on September 10, 2012. Class attendance/participation is worth 14 points.

2. Service learning experience- each student is expected to volunteer about 2/3 hours a week for a total of at least 24 hours. Students are encouraged to volunteer more if your schedule allows it, for a more meaningful volunteer experience. Please be sure to stick to the deadlines outlined below. Points will be taken off for missed deadlines unless worked out with me in advance. Service learning experience is worth 14 points.

To arrange volunteer placements:
- By September 11th Service Learning opportunities are to be handed out
- Between September 11th and September 14th, students review/call agencies
- By September 14th, students will email me and TA Rebecca Paradiso de Sayu (rparadiso@wisc.edu) with 1st, 2nd, and 3rd choices.
- By 9/18, students will be informed of their placement.
- Students should begin service by the week of 9/25 but can begin before. Remember the sooner you start, the more opportunity to complete the hours and be able to produce a more rich journal.
- By 10/9, students will turn in a service learning contract signed by student and supervisor. Professor will sign and return to student who will make a copy for supervisor and keep a copy for him/herself.
- Students will keep a log of service hours, turn in 12/11.

For MSW and BSW students:
• By 9/17 Students will submit a brief description of their field placement agencies, and how they will interact with the Latino community within the placement context.
• By 10/9 Students will discuss this with agency supervisor and turn in service learning contract-indicating agreement of supervisor.
• If students have difficulty determining the above, meet with me to resolve.
• Students may opt to volunteer at an agency in addition to field placement.
• MSW & BSW students are expected to volunteer an additional 24 hours to the expected field placement responsibilities, per the requirements of the class.

3. **Reflection papers**- Students will produce 2 reflection papers. The papers will reflect on readings, lectures, and discussions during class, as well as experiences had at your service-learning site. Each reflection paper should be 3-4 pages, double spaced minimum, please adhere to page limits. All papers should contain 3 parts: a description of the service learning experience; an analysis of the service learning experience (connecting the experience to course content, readings, lectures, films, etc.); and application or synthesis, (connecting the experience to your values and attitudes and or what you think could be done). Being able to put specific activities and events into a broader context is an important aspect to this. Both reflection papers are worth a total of 16 points.

4. **Presentations** – You are to present a chapter in the Solving Latino Psychosocial and Health Problems: Theory, Practice, and Populations book. Four distinct chapters will be assigned as your required readings, you will read all four chapters; however, you will only present on one. On the first day of class you will be given time to pick your own group and collectively choose a chapter and date to present in front of the class. By organizing groups on the first day of the semester, you will have ample time to coordinate meetings and arrangements. Your task is to teach the content of the chapter as best practices within social work toward Latin@ families and communities. Try as much as possible to incorporate your experiences at your placement site as examples in your presentations, Rebecca and I will be looking out for this. Feel free to be creative and fun with your presentation! I’m open to anything (within limits). Presentations are to be 20-30 minutes long with a discussion and activities organized afterward. The whole class time will be yours, so new and creative dynamics are welcome and encouraged!

The chapter titles are as follows:

- **Ch. 1:** The Americanization of Latinos: Patterns of Acculturation and Adaptation in the United States.
- **Ch. 2:** The Social Stratification of Latino Ethnicity, Power, and Social Welfare in the United States.
- **Ch. 5:** A New Practice Model for Working with Latinos.
- **Ch. 10:** Latino Power: Political Participation, Policy Benefit, and the Role of Service Providers.

Presentations are worth 24 points
5. **Paper** - The purpose of the paper is to give each student an opportunity to examine one topic relevant to Latino families in greater depth than is covered in class. The paper will combine literature on the topic with students’ experiences in their volunteer position. Therefore, your topic should relate to your volunteer agency. For example, if your volunteer activity is education related, you could focus on Latino children and education in your paper.

Final papers are due December 11, the last day of class. A preliminary abstract is due October 30. In the preliminary assignment, the student is expected to:

Provide a rationale for the topic, including its relevance for your volunteer experience and present a preliminary reference list of at least 5 articles/books that will be used in the paper.

Final papers should be a minimum of 10 pages, double-spaced, please adhere to page limits. They should include a literature review of the topic, and should discuss how your volunteer experiences relate to the literature (can use examples of cases, or services, etc.). These papers should also be reflection of the required text used in this course. The papers should conclude with what you have learned from your service experience about the topic and in a broader sense. Graduate students will add a section on implications for policy or practice (graduate papers should be 12 to 15 pages, double-spaced). Final papers are worth 30 points.

**Evaluation of Student Outcomes: Grading and Method**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1.</td>
<td>14  attendance and participation</td>
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<tr>
<td>2.</td>
<td>14  volunteer experience participation</td>
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<tr>
<td>3.</td>
<td>16  Reflection papers</td>
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<td>4.</td>
<td>24  Presentations start on week 11</td>
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<tr>
<td>5.</td>
<td>2   Preliminary abstract</td>
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<tr>
<td>6.</td>
<td>30  Final paper</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grading and point system**

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<tr>
<th>Points</th>
<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>100-94</td>
<td>A</td>
<td>Outstanding, surpasses requirements in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
<td>Surpasses requirements in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets requirements in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
<td>Meets requirements in some areas but is below expectations in other areas</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below requirements in all areas, not acceptable graduate level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below in all or most areas</td>
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COURSE OUTLINE AND READINGS

**Week 1 (September 4):**
Welcome and introductions, course overview, set collective accords (*acuerdos*), get to know each other, go over some ground rules.

Required Readings (for next class):
(Read: ix, xiv, xvi, & Intro pgs. 1-8)

**Week 2 (September 11): ****(I may not be in class this day, if this is the case, this lecture will be combined with wk 3)**

*Why a historical overview to a social work class?*

Orientation to service learning.
Service-learning opportunities to be handed out.

Required Readings:
(Read: pgs. 11-58)

Service learning choices must be sent to Jorge/Rebecca by Friday, September 14th!

**Week 3 (September 18):**

*Indigenous populations of Latin America: What has been forgotten?*

Possible field trip with Aaron Bird Bear, bringing it home a bit.

Required Readings:
(Read: pgs. 59-61, 65-87, 91-99, 102-105, 107-110, 113-115, 120-130)

**Week 4 (September 25):**

*Stripping of the land: The Latin American wealth.*

Guest speaker from Peru, media demonstration.

Required Readings:
(Read: Introduction, Ch. 1 & 2)

**Week 5 (October 2):**

*The collision of two worlds: Europeans in the Americas.*

Required Readings:
(Read: Ch. 3, 4, & 5)

**Week 6 (October 9):**

*In our own back yard!: Latin@s in the U.S.*
Hand in reflection paper #1
Service learning contract due
Required Readings:
(Read: Ch. 6, 7, & 8)

Week 7 (October 16):
In our own back yard!: Latin@s in the U.S. (Continued).
Guest speaker on the indigenous communities of Guatemala: On genocide.
Required Readings:
(Read: Ch. 9 & 10)

Week 8 (October 23):
Afro-Latinos in the Americas.
Guest speakers on Colombia Rebecca & Francisco
PBS Special: Black in Latin America
Required Readings:
(Read: Ch. 11 & 12)

Week 9 (October 30):
The politics of hate: A view toward Arizona.
Special look towards HB2281 Ethnic studies ban, and SB1070
Movie: Precious Knowledge
Turn in Paper ideas abstract and references.
Required Readings:
(Read: Ch. 13 & 14)

Week 10 (November 6):
The final conquest of Latin America: Free Trade.
Hand in reflection paper #2
Required Readings:
(Read: Ch. 1)

Week 11 (November 13):
Americanization and Acculturation within the latin@ communities.
Group Presentations
Required Readings:
Organista, Kurt (2007). Solving Latino psychosocial and health problems: Theory,
practice and populations. New Jersey: John Wiley and Sons Inc. (Read: Ch. 2)

Week 12 (November 20):
Latin@ ethnicity, power, and social welfare in the U.S.

Group Presentations

Dream Act Panel

Required Readings
Organista, Kurt (2007). Solving Latino psychosocial and health problems: Theory, practice and populations. New Jersey: John Wiley and Sons Inc. (Read: Ch. 5)

Week 13 (November 27)

New practice model for working with Latin@s.

Group Presentations

Required Readings:

Week 14 (December 4):
Latin@ Power: Political participation, policy benefits, and the role of service providers.

Group Presentations

Assignment:
Work on Final Papers.

Week 15 (December 11):
End of Semester celebration music, fun, potluck…

Assignment:

Turn in final paper, and service learning log.
Appendix

Social Work Competencies and Practice Behaviors

A special note for social work students:

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences and which are derived from social work knowledge, values and skills.

SW657 / CHICLA 657 is an elective course for social work and non-social work students. Social Work students will find that this course contributes to their achievement of the core competencies as follows:

Generalist Practice (BSW/MSW 1st Yr) Required Practice Behaviors:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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</table>
| 2.1.1 Identify as a professional social worker and conduct oneself accordingly. | • Advocate for client access to the services of social work.  
• Practice personal reflection and self-correction to assure continual professional development.  
• Attend to professional roles and boundaries.  
• Demonstrate professional demeanor in behavior, appearance, and communication.  
• Engage in career-long learning.  
• Use supervision and consultation. | -Group Presentations  
-Reflective papers  
-In Class Discussions  
-Service Learning Site Volunteering |

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.
| 2.1.2 Apply social work ethical principles to guide professional practice. | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW.  
• Tolerate ambiguity in resolving ethical conflicts.  
• Apply strategies of ethical reasoning to arrive at principled decisions. | -Reflective papers  
-In Class Discussions  
-Service Learning Site Volunteering |
|---|---|---|
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
• Analyze models of assessment, prevention, intervention, and evaluation.  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | -In Class Lectures  
-In Class Discussions  
-In Class Presentations  
-Reflective papers  
-Final Papers |
| 2.1.4 Engage diversity and difference in practice. | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
• Recognize and communicate an | -Class Readings  
-In Class Lectures  
-Service Learning Site Volunteering  
-In Class Discussions |
The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

| 2.1.5 Advance human rights and social and economic justice. | • Understand the mechanisms of oppression and discrimination;  
• Advocate for human rights and social and economic justice.  
• Engage in practices that advance social and economic justice. |
| --- | --- |
| Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote | - In Class Lectures  
- Class Readings  
- Service Learning Site Volunteering |

**formation of identity**. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

<table>
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<tr>
<th>2.1.9 Respond to contexts that shape practice.</th>
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<tbody>
<tr>
<td>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</td>
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<tr>
<td>● Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>● Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<th>2.1.10(a)–(c) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</th>
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<tr>
<td>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers</td>
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<tr>
<td>● Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.</td>
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<tr>
<td>● Use empathy and other interpersonal skills.</td>
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<td>● Develop a mutually agreed-on focus of work and desired outcomes</td>
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- In Class Lectures
- In Class Presentations
- Guest Speakers
- In Class Discussions
- In Class Presentations
- Service Learning Site Volunteering
have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

| 2.1.10b: Assess individuals, families, groups, organizations and communities | • Collect, organize, and interpret client data.  
• Assess client strengths and limitations.  
• Develop mutually agreed-on intervention goals and objectives.  
• Select appropriate intervention strategies |
| --- | --- |
| | -Service Learning Site Volunteering  
-In Class Presentations  
-Reflective papers |

| 2.1.10.c: Intervene with individuals, families, groups, organizations and communities | • Initiate actions to achieve organizational goals.  
Implement prevention interventions that enhance client capacities.  
Help clients resolve problems.  
• Negotiate, mediate, and advocate for clients.  
• Facilitate transitions and endings |
| --- | --- |
| | -Service Learning Site Volunteering  
-In Class Presentations |
## Concentration Year Required Practice Behaviors:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| **2.1.1 Identify as a professional social worker and conduct oneself accordingly.** | - Apply knowledge of social services, policies, and programs relevant to the [concentration], to advocate with and/or on behalf of clients for access to services.  
- Develop a plan for continuing professional education and development.  
- Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders) | - Reflective papers  
- In Class Discussions  
- Office hours with Instructor and or TA |
| **2.1.2 Apply social work ethical principles to guide professional practice.** | - Evaluate ethical dilemmas related to problems and issues in the [concentration].  
- Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in the [concentration] area. | - Service Learning Site Volunteering  
- Reflection papers  
- In Class Presentations  
- In Class Discussions |
| **2.1.3 Apply critical thinking to inform and communicate professional judgments.** | - Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration. | - Service Learning Site Volunteering  
- In Class Discussion Circles |
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

| Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, |
| Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration. |
| Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues when dealing with issues related to the concentration. |

- In Class Presentations

| 2.1.4 Engage diversity and difference in practice. |
| Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration. |
| Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. |
| Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration. |

- In Class Participation
- Service Learning
- Site Volunteering
- In Class Presentations
- In Class Discussion Circles
marginalization, and alienation as well as privilege, power, and acclaim.

2.1.5 Advance human rights and social and economic justice.

* Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

- Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.
- Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the concentration.

| 2.1.9 Respond to contexts that shape practice. | Evaluate, formulate, and advocate for policies that advance outcomes relevant to the concentration. | -In Class Presentations  
-Reflective papers  
-In class Discussions |

| Social workers are informed, resourceful, and proactive in responding to evolving organizational, | Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the concentration. | -In Class Presentations  
-Final Course Paper  
-Reflective papers  
-In class Discussions |
community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

2.1.10(a)–(c)
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership

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<td></td>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in the concentration.</td>
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</table>
|   | • Engage in leadership roles in the concentration area. | -In Class Lectures  
- In Class Presentations  
- Service Learning Site Volunteering |
for policies and services; and promoting social and economic justice.

| 2.1.10b: Assess individuals, families, groups, organizations and communities | ● Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of concentration | -In class Participation  
-In Class Presentations  
-Final Course Paper  
-Service Learning Site Volunteering  
-In Class Lectures |
|---|---|---|
| 2.1.10.c: Intervene with individuals, families, groups, organizations and communities | ● Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration | -In Class Discussion Circles  
-Service Learning Site Volunteering |