University of Wisconsin-Madison
School of Social Work

Fall 2010
SW 657/ Chican@ and Latin@ Studies 657:
Understanding Latino Families and Communities

Class meets: Thursday 1:20-3:15
Classroom: 1335 Sterling
E-mail: magana@waism.an.wisc.edu
Prof. Sandy Magaña, Ph.D. MSW
Office: SW 306, or Waism an 539
Office phone: SW 263-4631 or
Waisman 263-0270 or CLS 263-
Office hours: Thursday 10-1, 315-4 PM and by appt.

Course Description
This course is designed to examine the distinct needs of Latino families and communities in the US. The first part of the course will focus on understanding the distinct Latino groups and their political and migration histories. Similarities and differences across Latino 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 second part of the course will examine specific social work problems and issues with regards to Latinos (i.e. immigration, health, mental health, aging, domestic violence and education). Through community service or field placement, students will gain "hands on" knowledge of social work issues in Latino communities.

Course Objectives
- Students will acquire an understanding of political and migration histories of Latino groups in the US including similarities and differences
- Students will understand issues regarding race, gender, acculturation, and oppression for Latinos
- Students will become familiar with the social science literature with regards to Latinos within specific social work areas of practice
- Students will gain preliminary understanding of how to work with Latino families within specific social work areas of practice
- Students will gain first hand experience working in the local Latino 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
2  Week 1: Course introduction
   Service learning opportunities to be handed out
3  Students email service learning fellow about 3 top choices
9  Week 2: Latino demographics and social stratification
   Orientation to service learning,
6  Students begin to contact and meet with agencies
13 Students can begin service
16 Week 3: Chicanos/Mexican-Americans
23 Week 4: Caribbean Latinos
   Hand in journal entry
30 Week 5: Central Americans
   Hand in journal entry

October
7  Week 6: South Americans
   Hand in journal entry
   Service learning contract due
14 Week 7: Immigration
   Hand in journal entry
21 Week 8: The Latino Family, cultural values, and acculturation
   Hand in journal entry
28 Week 9: Gender/partner violence/sexual orientation
   Turn in paper ideas
   Hand in journal entry

November
4  Week 10: Latino Youth
   Hand in journal entry
11 Week 11: Latino Health
   Hand in journal entry
18 Week 12: Latino Mental Health
   Hand in journal entry
25 Week 13: Thanksgiving!
   Work on paper...

December
2  Week 14: Latino older adults/long-term care
   Hand in journal entry
9  Week 15: Latino Politics, policy & Advocacy
   Turn in service learning log and final paper

Course Text and Reading Materials
Required:
The books will be at the Rainbow Bookstore Cooperative, 426 W. Gilman, ph: 257-6050 Learn@UW - compilation of relevant articles and chapters from different sources.
Assignments
1. **Class attendance/participation**- Students are expected to attend and participate in class. There will be periodic small group discussions to integrate readings and service learning.

2. **Service learning experience**- each student is expected to volunteer about 3 hours a week for a total of 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.**

To arrange volunteer placements:
- By September 3, students will email me and service learning fellow Mariana Berbert (berbert@wisc.edu) with 1st, 2nd, and 3rd choices.
- If you don’t hear from Mariana by 9/6, go ahead and contact the agencies. If you choose a service learning site that has more requests than slots, Sarah will email you to let you know your options.
- 9/6 to 9/17, students will contact agency/s and arrange interview/s
- By 9/20, students will inform Mariana via email about final decision (where you decided to do your service learning)
- Students should begin service by the week of 9/20 but can begin before. Remember the sooner you start, the more opportunity to complete the hours and keep up with your journaling.
- By 10/7, 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 12/9.

For MSW and BSW students:
- By 9/20 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 10/7 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.

3. **Journals**- Students will keep a journal and turn it in every week starting 9/23. The journals will reflect on readings, lectures and service for the previous week. Journal entries should be kept in a 3 ring binder or folder, so you can turn in the relevant pages and put them back in your binder when you get them back. Each entry should contain 3 parts: a description of the service learning experience that week; 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. Each week is worth 2 points.

4. Mid-term exam- This will be multiple choice and based on the first 7 weeks of course lectures and readings.

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 9, the last day of class. A preliminary abstract is due October 28. 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. 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.). The papers should conclude with what you have learned from you 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).

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

*Points Assignment*

<table>
<thead>
<tr>
<th>Points Assignment</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1. attendance and participation</td>
<td>14</td>
</tr>
<tr>
<td>2. volunteer experience participation</td>
<td>14</td>
</tr>
<tr>
<td>3. journals</td>
<td>20</td>
</tr>
<tr>
<td>4. Midterm exam</td>
<td>20</td>
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<tr>
<td>5. Preliminary abstract</td>
<td>2</td>
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<tr>
<td>6. Final paper</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
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**Grading and point system**

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<th>Points</th>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<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</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 2):
Course overview and introduction to the topic of Latino families and social work.
Discussion of Latino identity and what’s in a name.
Required Readings:
From Learn@UW:
Cultural Diversity and Ethnic Minority Psychology, 7, 115-120.

Week 2 (September 9):
Latino demographics and social stratification
Required Readings:
From Texts: Organista, Chapter 1 page 3 to 11, Chapter 2; Furman & Negi, Chapter 3
From Web:
Download United Way of Dane County “Cuentame” report:
From Learn@UW:
Midwest: Planning for service delivery and building community. Health &

Week 3 (September 16):
Chicanos/Mexican-Americans
Required Readings:
From Text: Organista, pp. 11-21
From Learn@UW:
Ornelas, M. (2000). Between the Conquests: readings in the early Chicano historical
experience. Dubuque, Iowa: Kendal/Hunt Publishing Company. Pp. 3-16 and
review time table.
Menchaca, Martha. (2001). The treaty of Guadalupe Hidalgo and the racialization of the
Mexican population. Recovering history, constructing race: The Indian, Black,
and White roots of Mexican Americans. University of Texas Press. Read pp. 215-
220.

Week 4 (September 23):
Caribbean Latinos
Required Readings:
From Text: Organista pp. 21-33
From Learn@UW:

*Hand in first journal entry*

**Week 5 (October 30):**
Central Americans
Required Readings:
From Text: Organista, pp. 33-36
From Web:
www.infocostarica.com/history/colony.htm
Conquest and colony
www.belizenet.com/history/toc.html
The first people of the Americas
From Learn@UW:

*Hand in journal entry*

**Week 6 (October 7):**
South Americans
Required Readings:
From Learn@UW:

*Hand in service learning contract and journal entry*

**Week 7 (October 14):**
Immigration
Required Readings:
From Text: Furman & Negi, Chapter 2
From Learn@UW:

*Turn in journal entry*
**Week 8 (October 21):**
The Latino family, cultural values and acculturation

**Required Readings:**
**From Texts:** Organista, pp. 141-153; Furman & Negi chapter 5.

**From Learn@UW:**


*Hand in journal entry*

**Week 9 (October 28):**
Gender/Intimate Partner violence/Sexual orientation

**Required Readings:**
**From Texts:** Organista, pp. 101-111 and 153-166; Furman & Negi Chapter 9

**From Learn@UW:**


*Turn in paper abstract and journal entry*

**Week 10 (November 4):**
Latino Youth

**Required Readings:**
**From Texts:** Organista, Chapter 7; Furman & Negi Chapter 13

**From Learn@UW:**

*Turn in journal entry*

**Week 11 (November 11):**
Latino Health

**Required Readings:**
**From Text:** Organista, Chapter 9; Furman & Negi Chapter 8

**From Learn@UW:**

*Turn in journal entry*
Week 12 (November 18):
Latino Mental Health
Required Readings
From Texts: Organista, Chapter 8; Furman & Negi Chapters 10, 11 & 15
Turn in journal entry

Week 13 Thanksgiving!
Good opportunity to work on your paper....

Week 14 (December 2):
Latino older adults and long-term care
Required Readings
From Text: Furman & Negi, Chapter 14
From Learn@UW:
Turn in journal entry

Week 15 (December 9):
Latino Politics, Policy & Advocacy
Required Readings:
From Text: Organista, Chapter 10; Furman & Negi Chapter 17
Turn in final paper, and service learning log.

I would like to acknowledge the Morgridge Center and the L&S Office of Service Learning for their support of this service learning course.