Course: Social Work With Latino Immigrants

II. Catalog Description-Credit Hours: 3.0 Knowledge and skills for social work and advocacy with Latino and other immigrants.

A. Purpose
This course examines U.S. immigration historical trends, U.S. immigration laws and policies; immigration reform challenges, with a major focus on immigrant Latino populations and current immigration debate. Legal rights and Constitutional issues related to immigrants; pertinent Visa issues. Students will acquire essential skills in advocacy, policy, and culturally competent practice with Latino immigrants.

III. Course Objectives
Upon completion of this course, students will be able to:

A. Demonstrate an understanding of the history of Latino immigration to the U.S., the historical context and demographic make-up of the various waves of immigrants from Latin America to the U.S., and the make-up of the current Latino population.

B. Identify the legal, socio-economic, and political issues related to Latino immigration.
   a. Attention to comprehensive immigration reform debate at the federal, state & local levels;
   b. Have a general understanding of U.S Visa laws;
   c. Public benefits available to immigrants;
   d. Delineate key issues impacting Latino immigrants and discuss strategies to impact policy through education and advocacy.

C. Develop an understanding of the critical role and application of culturally competent practice in working with Latino immigrants across diverse social work settings.

D. Critically analyze and discuss key issues in research and practice with Latino Immigrants including issues such as:
b. Immigration Reform
c. Children & Families
d. Education
e. Health
f. Employment
g. Gender
h. Older adult immigrants
i. Immigration History
j. Immigration myths & facts
k. GLBT population
l. Advocacy

IV. Course Content

This course will include the following topical (content) areas:

A. Historical context for the various waves of immigration from Latin America (Economic immigrants, political immigrants, etc.)
B. Immigration law, reform, legal, socio-economic, and political issues.
C. Strategies for impacting policy through research, teaching, education, training, and advocacy.
D. Culturally competent social work practice with Latino immigrants.
E. Research and practice issues relevant to Latino immigrants.

V. Course Structure

Class attendance and participation. The course is extremely concentrated and intense. Students will obtain an overview of strengths and challenges facing immigrants and implications on legal immigration issues as well as social work practice. Consequently, it is crucial that students attend all classes, and come prepared to discuss all the assigned readings and participate in student presentations. Kindly provide notice of expected absences and anticipated issues regarding class participation, class attendance and meeting deadlines to my email address above at least 48 hours in advance of class meeting.

Class Participation/Attendance: 20%

Chang-Muy, Fernando, Congress, Elaine (2016) Social Work with Immigrants and Refugees; Legal Issues, Clinical Skills and Advocacy Chapter Case Studies 20%
Immigration In The News Presentations 20%
Final Paper & Presentation: 40%

Major Assignments:
1. Students are expected to pick a major topic of their interest relating directly to course objectives, and turn in a final paper.

**Final Paper Process (Milestone) Requirements** will include:

a. Providing a summary of topic by date set out in course schedule
b. Providing Preliminary draft outline & substantial research references for final paper by date set out in course schedule;
c. Final Paper (13-15 pages, excluding cover page and bibliography/references); the Final paper will include substantial literature review references, and bibliography of other resources. The Final paper should comply with departmental requirements (APA)
d. PowerPoint presentation of Final Paper

**NOTE TO STUDENTS: A DETAILED PAPER RUBRIC, STRUCTURE, AND FORMAT INFORMATION WILL BE POSTED TO BB BY JANUARY 26, 2017**

2. Students are required to make two class presentations on current immigration issues in news, magazines, or journals relating to Social Work with the Latino immigrant population. The article shall be provided to class & Professor on day of presentation. Your presentation will summarize the article, report, journal article, etc., in power point format including the implications of the issue to social work practice at macro, mezzo and micro levels. You will lead class in discussion on the issues. Presentation length should be 10-15 minutes including class discussion of subject.

3. Students are required to provide 2 copies of written responses to case studies in Chang-Muy/Congress text.

**VI. Textbooks**


B. *Aviva Chomsky, They Take Our Jobs* (2007); Boston, Beacon Press


D. *Rebecca Callahan & Chandra L. Muller, Coming Of Political Age-American Schools and the Civic Development of Immigrant Youth* (2013) Russell Sage Foundation

**VII. CLASS SCHEDULE/TOPICS/ASSIGNMENTS**
January 19, 2017:

Meet and Greet; Contextualization of Latino Immigration in America

MAJOR TOPICS TO BE ADDRESSED:

- **Dialogue:**
  - Meet & Greet
  - What interested you in taking this course?
  - What do you expect to get out of it?
  - How important is this population to social work profession generally and specifically to Texas Social Workers? Why?

- Showing of film: "Harvest Of Empire" The Untold Story of Latinos in American (93 minutes)

ASSIGNMENTS FOR NEXT CLASS:
Read 2 articles (Lozano Case appendix & Tichenour’s Ideological Traditions) posted to Blackboard in Folder entitled: U.S. IMMIGRATION HISTORY & IDEOLOGICAL IMMIGRATION TRADITIONS

January 26, 2017:

ASSIGNMENT FOR TODAY’S CLASS: Read 2 articles (Lozano Case appendix & Tichenour’s Ideological Traditions) posted to Blackboard in Folder entitled: U.S. IMMIGRATION HISTORY & IDEOLOGICAL IMMIGRATION TRADITIONS

Viewing of Critically Acclaimed Film “El Norte”, “When a group of Mayan Indians decides to organize a labor union to improve conditions in their village, their community is violently destroyed by the Guatemalan army. Teenage siblings, Rosa (Zaide Silvia Gutiérrez) and Enrique (David Villalpando) manage to escape the massacre and decide to start a new life in El Norte -- the USA. The two trek through Mexico, meeting a variety of characters and facing trials and tribulations on their journey toward lives as illegal immigrants in Los Angeles. **Release date:** January 27, 1984 (USA) **Director:** Gregory Nava **Casting director:** Bob Morones **Screenplay:** Anna Thomas
Roger Ebert film review: "El Norte" (1983) tells their story with astonishing visual beauty, with unashamed melodrama, with anger leavened by hope. It is a "Grapes of Wrath" for our time. The movie was directed by Gregory Nava, produced by Anna Thomas, and co-written by both of them.”

ASSIGNMENTS FOR NEXT CLASS: Have Read and be Prepared to critically discuss “Undocumented-How Immigration Became Illegal”, AND Read Chapters 1 & 2 of Social Work with Immigrants & Refugees

February 2, 2017:
MAJOR TOPICS TO BE ADDRESSED:

HISTORY OF HOW IMMIGRATION BECAME “ILLEGAL.”

LEGAL CLASSIFICATION OF IMMIGRANTS

The legal issues surrounding immigrants’ legal status, to raise awareness with social workers that in addition to issues that clients face (abuse, housing, etc.), there is an added stressor in a newcomer’s life – i.e. Legal immigration issues.

ASSIGNMENT FOR THIS CLASS: Have Read and be Prepared to critically discuss “Undocumented-How Immigration Became Illegal”, AND, Read Chapters 1 & 2 of Social Work with Immigrants & Refugees

ASSIGNMENT FOR NEXT CLASS: Have Read and be prepared to critically discuss “They Take Our Jobs And Twenty Other Myths About Immigration”

February 9, 2017:

MAJOR TOPICS TO BE ADDRESSED:

IMMIGRATION MYTHS AND FALSE INFORMATION

ASSIGNMENT FOR THIS CLASS: Have Read and be prepared to critically discuss “They Take Our Jobs And Twenty Other Myths About Immigration”

IMMIGRATION MYTHS:
1. Employment
2. Jobs
3. Wages
4. Unions
5. Taxes
6. Drain on economy
7. Remittances
8. Current immigrants need to follow law like prior immigrants’ have
9. We are being overrun with illegal (“undocumented”) immigrants
10. Over generous refugee policy
11. Immigrants start on equal footing
12. Immigrants aren’t assimilating
13. Not learning language and ESL
14. Just come to enjoy our higher standard of living
15. Public & Congress are against immigration
16. California Proposition 187 shows public opposes immigration
17. Immigration is a big problem
18. Countries need to control who goes in and out
19. Need to protect borders to keep out criminals and terrorists
20. Immigrating illegally is breaking our laws and is criminal and they should be deported
21. The immigration problems are so huge there is nothing we can do

ASSIGNMENT FOR NEXT CLASS: Chapter 3, Social Work with Immigrants & Refugees
NASW: Standards and Indicators for Cultural Competent Practice with Immigrant and Refugees (Posted on Blackboard (BB) under folder: NASW Materials

February 16, 2016:

MAJOR TOPICS TO BE ADDRESSED:

Cultural Competent Social Work Practice with Immigrant Populations

Social worker importance of self-reflection, knowledge, attitudes and behaviors towards immigrants, resulting in better access to services
- Definition of Cultural Competence
- Language Issues
- Dialects
- Working with Interpreters
- Cultural Competence protocols for an individual
- Protocols available for “inventory” of how to become culturally competent

ASSIGNMENTS FOR TODAY’S CLASS:

Chapter 3, Social Work with Immigrants & Refugees
NASW: Standards and Indicators for Cultural Competent Practice with Immigrant and Refugees (Posted on Blackboard (BB) under folder: NASW Materials

ASSIGNMENTS FOR NEXT CLASS:

Read Social Work With Immigrants and Refugees Chapter 4, Theory And Practice With Immigrant Populations.

Read Chapters 6 & 7 of Social Work With Latino Immigrants- A cultural assets Paradigm, Delgado, 2007, Oxford University Press. Reading is posted on Class BB.

February 23, 2017

FINAL PAPER MILESTONE #1: THESIS STATEMENT (IN PROGRESS IS FINE)
OUTLINE OF YOUR TOPIC OF FINAL PAPER DUE SUFFICIENT FOR ME TO
UNDERSTAND SUBJECT AND SUBSTANCE OF PAPER, AND SUBTOPICS AND AREAS OF TOPIC TO BE COVERED

MAJOR TOPICS TO BE ADDRESSED:

Theories for Social Work Practice with Immigrants
Approaches and Foundations To Social Work Practice
  - Family Systems Theory
  - Strengths Theory
  - Immigrants’ Contributions to the U.S.
  - Employment
  - Housing renting, buying homes
  - Financial Contributions
  - Taxes
  - Housing
  - Businesses
  - Culture
  - Cultural Assets Paradigm (Delgado, Chapter 7)

Latino Cultural Values and Beliefs (Delgado, Chapter 6)

ASSIGNMENTS FOR TODAY’S CLASS

Read Social Work With Immigrants and Refugees Chapter 4, Theory And Practice With Immigrant Populations.

Read Chapters 6 & 7 of Social Work With Latino Immigrants- A cultural assets Paradigm, Delgado, 2007, Oxford University Press. Reading is posted on Class BB.

ASSIGNMENT FOR NEXT CLASS:

Read Chapters 5 & 6 in Social Work with Latino Immigrants and Refugees

March 2, 2017

MAJOR TOPICS TO BE ADDRESSED:

Physical Health Issues
Complex interconnected health issues confronting immigrants, especially those in vulnerable occupations, and issues relating to access to health care systems as immigrants attempt to obtain quality health care by institutions such as hospitals, clinics, government services.
  - Lack of access to medical care
• Cultural beliefs about health, illness, treatment may effect treatment
• Disparities in healthcare
• Detention standards and medical care for immigration detainees

Mental Health

Definitions of mental health in an immigrant context; triple trauma paradigm; and the importance of cultural competency in mental health settings.
• Substance abuse/alcohol abuse
• Depression
• Trauma: trauma of flight, trauma of assimilation
• Refugees
• Survivors of Torture
• Effects of uprooting, flight and adjustment (Triple Trauma Paradigm)

ASSIGNMENT FOR TODAY’S CLASS

Read Chapters 5 & 6 in Social Work with Latino Immigrants and Refugees

ASSIGNMENT FOR NEXT CLASS

1. Read Chapters 7 & 8, in Social Work with Latino Immigrants and Refugees


3. Read Sections 1 & 2 of Deportation 101 Pamphlet (Posted to BB)

March 9, 2017

MAJOR TOPICS TO BE ADDRESSED:

Crimes And Immigration: Civil Advocacy For Noncitizens at the Intersection of Criminal and Immigration Law

• Immigration consequences of misdemeanors vs. felonies
• Importance of criminal defense sector understanding immigration issues and consequences of pleading guilty.

Employment

• Spectrum of issues confronting low wage immigrants in the employment arena, including immigrant contributions to the economy, labor laws, work conditions, employment and exploitation.
• Difficulty finding work
• Immigrants often forced to take lower-status jobs than they were trained for
• Difficulty dealing with work issues
• Abuse by employers
• Unfair working conditions
• Child Labor/exploitation in U.S.

ASSIGNMENTS FOR TODAY’S CLASS

4. Read Chapters 7 & 8, in Social Work with Latino Immigrants and Refugees


6. Read Sections 1 & 2 of Deportation 101 Pamphlet (Posted to BB)

MARCH 16, 2017 – NO CLASS -SPRING BREAK

ASSIGNMENTS FOR NEXT CLASS: HAVE READ AND BE PREPARED TO DISCUSS BOOK: Rebecca Callahan & Chandra L. Muller, Coming Of Political Age-American \Schools and the Civic Development of Immigrant Youth (2013) Russell Sage Foundation; AND, READ CHAPTER 9 OF SOCIAL WORK WITH LATINO IMMIGRANTS AND REFUGEES

MARCH 23, 2016:

FINAL PAPER MILESTONE #2: FIRM THESIS STATEMENT & SUBMIT FINAL PAPER OUTLINE WITH BIBLIOGRAPHY REFLECTING SUBSTANTIAL LITERATURE REVIEW HAS BEEN CONDUCTED.

MAJOR TOPICS TO BE ADDRESSED:

Immigrant Children and Education:

• Education and access
• Public School issues
• Unaccompanied minors and relate it to Social Work case management I-360 (Special Immigrant Juvenile)
• How children and parents relate (children becoming more “Americanized” than parents, etc.
• Child Abuse
IMMIGRANT CIVIL ENGAGEMENT THROUGH EDUCATION

ASSIGNMENTS FOR TODAY: HAVE READ AND BE PREPARED TO DISCUSS BOOK:
Rebecca Callahan & Chandra L. Muller, Coming Of Political Age-American \Schools and the Civic Development of Immigrant Youth (2013) Russell Sage Foundation, AND,
READ CHAPTER 9 OF SOCIAL WORK WITH LATINO IMMIGRANTS AND REFUGEES

ASSIGNMENT FOR NEXT CLASS:
Read Chapter 10, of Social Work with Latino Immigrants & Refugees, and, Review Power and Control Wheel posted on BB.

MARCH 30, 2017

Women, Gender-Based Violence, and Immigration

MAJOR TOPICS TO BE ADDRESSED:
Domestic, sexual and other forms of violence experience by immigrant women; legislation protecting immigrant women against violence and refugee women from human rights violation; and issues of multiple violators.

- Violence Against Women Act
- Refugee And Asylum
- Differences Between Immigrant And Refugee Women
- Women Who Are Trafficked
- POWER AND CONTROL WHEEL

ASSIGNMENT FOR TODAY’S CLASS:  Read Chapter 10, of Social Work with Latino Immigrants & Refugees, and, Review Power and Control Wheel posted on BB.

APRIL 6, 2017:

Working with Lesbian, Gay, Bisexual, and Transgender Immigrants & Older Adult Immigrants

MAJOR TOPICS TO BE ADDRESSED:
History of US Immigration laws preventing entry of LBGT individuals; sponsorship by a same-sex partner; asylum for LBGT individual fleeing human rights violations because of their sexual orientation.

- Clients separated from families because of Immigration Laws prohibiting LBGT union
- Asylum for LBGT individuals fleeing persecution
• ISSUES FACING OLDER ADULT IMMIGRANTS INCLUDING ISOLATION, NATURALIZATION AND GOVERNMENT BENEFITS.
• Elderly immigrant clients
• Issues of alienation and abuse
• Citizenship applications for elderly Immigrant Clients
• Overview of Immigrant Eligibility for Federal Programs

ASSIGNMENT FOR TODAY’S CLASS: Read Chapters 11, 12, and 13 of Social Work with Latino Immigrants & Refugees

ASSIGNMENT FOR NEXT CLASS: Read Chapter 14 & Epilogue of Social Work with Latino Immigrants & Refugees

April 13, 2017:

MAJOR TOPICS TO BE ADDRESSED:

IMMIGRATION REFORM PAST, PRESENT AND FUTURE, THE GOOD THE BAD AND THE UGLY

ADVOCACY
• Definitions of advocacy from individual to organizational to legal/societal changes and role social workers can play in bringing about systemic change at the political level
• Definitions of advocacy – Micro and Macro
• What is social workers’ role in advocacy and systemic change?
• Why does policy matter to social workers and their clients?
• Implications For Social Workers
• Funding sources – ability of 501 (c) 3 to engage in advocacy
• Information sources - a look at organizations like the Alliance for Justice, ACLU, Legal Aid, etc. how they are getting involved, how they can help social workers

ASSIGNMENT FOR TODAY’S CLASS: Read Chapter 14 & Epilogue of Social Work with Latino Immigrants & Refugees

ASSIGNMENT FOR NEXT CLASS:

Spend Time on finalizing paper and presentation (BRING NECESSARY LAPTOPS AND OTHER SUPPORTING RESOURCES TO WORK IN CLASSROOM)

APRIL 20, 2017:
ASSIGNMENT FOR THIS CLASS:
Students Will Use Class Time (in our classroom) to Work on Paper & Presentation

Note: Professor will be in classroom during that time for students to research and continue writing final paper and discuss any issues or concerns about final paper and presentation with Professor.

April 27, 2017:

Final Papers and Power Point Presentations are Due at Beginning of Class & Final Presentations conducted: The paper shall be 13-15 pages excluding the cover page and bibliography. Each student will make a power point presentation of final paper (10) minutes.

VI. Bibliography & Resource References


**WEB RESOURCES AND INFORMATION FOR STUDENTS:**

- Pew Hispanic Center: [http://www.pewhispanic.org](http://www.pewhispanic.org)
- Mexican American Legal Defense and Educational Fund. [http://www.maldef.org](http://www.maldef.org)
- Center for American Progress: [https://www.americanprogress.org/issues/immigration/view/](https://www.americanprogress.org/issues/immigration/view/)
- Center For Public Policy Priorities, Austin, Texas; [http://www.cppp.org](http://www.cppp.org)
- Center For Budget & Policy Priorities: [http://www.cbpp.org](http://www.cbpp.org)
- Center For Immigration Studies: [http://www.cis.org](http://www.cis.org) (restrictionist/nativist)
- National Council Of La Raza; [http://www.nclr.org](http://www.nclr.org)
- American Immigration Lawyers Association; [http://www.aila.org](http://www.aila.org)
- American Bar Association; [http://www.abanet.org](http://www.abanet.org)
- The Advocates for Human Rights; [http://www.energyofanation.org/Links.html](http://www.energyofanation.org/Links.html)
- Immigration Policy Center: [http://www.immigrationpolicy.org](http://www.immigrationpolicy.org)

**Addendum:** 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.

**VIII. Evaluation and Grading**
The following standard grading scale has been adopted for all courses taught in the
IX. Policy on grades of I (Incomplete):

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.

X. Policy on academic dishonesty and plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure
Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism
   a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.
Cheating and Unauthorized Group Work
b. Openly cheating in an examination, as copying from another's paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation
g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
i. Falsifying results in laboratory experiments;
j. Misrepresenting academic records or achievements as they pertain to course prerequisites or core requisites for the purpose of enrolling or remaining in a course for which one is not eligible;
k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials
l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty
n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct
o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:
Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5
class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

XI. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.