



- D. Critically analyze and discuss key issues in research and practice with Latino immigrants including issues such as:
  - a. Social Work practice theories application to immigrant populations with a concentrated look at Delgado's "cultural assets paradigm."
  - b. Children & Families;
  - c. Education;
  - d. Health;
  - e. Employment;
  - f. Gender;
  - g. Older adult immigrants; and,
  - h. GLBT population.

### **III. 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, and legal, socio-economic, and political issues.
- C. Strategies for impacting policy through research, teaching, training, and advocacy.
- D. Culturally competent social work practice with Latino immigrants.
- E. Research and practice issues relevant to Latino immigrants.

### **IV. Course Structure and Class Assignments**

See attached Appendix A.

### **V. Textbooks**

- A. Chang-Muy, Fernando, Congress, Elaine (2008) *Social Work with Immigrants and Refugees; Legal Issues, Clinical Skills and Advocacy*; New York: Springer Publishing Company
- B. Delgado, Melvin (2007) *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press

### **VI Course Requirements**

- A. Reading Assignments
  - a. Readings as assigned (see Appendix A)
- B. Completion of Case Studies at end of chapters in Chang-Muy & Congress textbook
- C. Student Groups (3-4) will produce a paper of 16 pages with bibliography\* & presentation (20-25 minutes leaving time for class questions)
  - a. Select topic or topics that relate to any one or more of the following broad areas: economic, political and legal aspects of immigration reform, health care, mental health, woman & gender based violence, children & family

issues, public benefits to immigrants, eldercare, education, civil and criminal justice system, pathways to citizenship, deportation proceedings, lesbian, gay, transgender & bisexual populations, labor/employment, etc. the paper should address topic from micro, mezzo and macro levels of social work practice. Comment: this list is not meant to be all inclusive or exhaustive. If Group has another topic they would like to write on please consult with professor.

\* Bibliography is meant to be an additional resource of research, writings, and/or organizations that may have information and support services available in this particular area.

## VII. Evaluation and Grading

- A. Over all Class participation/current immigration news: 25%
- B. Case Study hand ins & Discussions: 25%
- C. Group paper/power point presentation: 50%

**Policy on grades of I (Incomplete):** Provided something about incompletes is included in all syllabi the specific content is not mandated to be from GPS bulletin.

## IX. Course Schedule and Reading Assignments

See attached Appendix A.

## X. Bibliography

Delgado, Melvin, Jones, Kay, & Rohani, Mojdeh (2005). *Social Work Practice with Refugee and Immigrant Youth in the United States*. New York: Allyn & Bacon.

Fong, Rowena (2004, Editor), *Culturally Competent Practice with Immigrant and Refugee Children and Families*. New York: The Guilford Press. [Reviewed in *Child and Adolescent Social Work Journal*, Volume 22 (1, February 2005), pp. 105-108.

Rothman, Juliet C. (2008). *Cultural Competence in Process and Practice: Building Bridges*. New York: Allyn & Bacon.

Velez-Ibañez, Carlos & Sampaio, Anna (Editors, 2002). *Transnational Latina/o Communities: Politics, Processes, and Cultures*. Lanham, MD: Rowman & Littlefield.

Fry, R. (2008, October 23). *Latino Settlement in the New Century*. Washington, DC: Pew Hispanic Center.

Fry, R., & Gonzales, F. (2008, August). *One-in-Five and Growing Fast: A Profile of Hispanic Public School Students*. Washington, DC: Pew Hispanic Center.

Guarnaccia, P. J., Martinez Pincay, I., Alegria, M., Shrout, P. E., Lewis-Fernandez, R., & Canino, G. J. (2007). Assessing Diversity Among Latinos: Results From the NLAAS. *Hispanic Journal of Behavioral Sciences*, 29(4), 510-534.

Institute of Medicine (2003). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*.

Kochhar, Rakesh (2008, June 4). *Latino Labor Report, 2008: Construction Reverses Job Growth for Latinos*. Washington, DC: Pew Hispanic Center.

Livingston, G., Minushkin, S., & Cohn, D. V. (2008, August). *Hispanics and Health Care in the United States: Access, Information and Knowledge*. A Joint Pew Hispanic Center and Robert Wood Johnson Foundation Research Report.

Lopez, Mark Hugo & Minushkin, Susan (2008, September 18). *Hispanics See Their Situation in U.S. Deteriorating; Oppose Key Immigration Enforcement Measures*. Washington, DC: Pew Hispanic Center.

Pew Hispanic Center (2010, December 30). *The Latino Vote in the 2010 Elections*. Washington, DC: Pew Hispanic Center.

Mexican American Legal Defense and Educational Fund. <http://www.maldef.org>

Center For Public Policy Priorities, Austin, Texas; <http://www.cppp.org>

National Immigration Law Center; <http://www.nilc.org/>

*National Immigration Forum*; <http://www.immigrationforum.org/>

*Center For Immigration Studies*: <http://www.cis.org> (restrictionist/nativist)

*Immigration Reform Law Institute*: <http://www.irli.org/> (restrictionist/nativist)

National Council Of La Raza; <http://www.nclr.org>

American Immigration Lawyer's Association; <http://www.aila.org>

American Bar Association; <http://www.abanet.org>

The Advocates for Human Rights; <http://www.energyofanation.org/Links.html>

Immigration Policy Center: <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.

This outline was prepared entirely in Arial 12 pt using **BOLD** and CAPITAL LETTERS as illustrated.

**APPENDIX A  
SOCIAL WORK WITH LATINO IMMIGRANTS  
SOCW 7397-2 (18817)  
CLASS ASSIGNMENTS GRADING INFORMATION**

<b>CLASS</b>	<b>READING &amp; CLASS ASSIGNMENTS</b>
JUNE 2	<ol style="list-style-type: none"> <li>1. <b>TOPIC OF CLASS:</b> IMMIGRATION REFORM AND POLICY               <ol style="list-style-type: none"> <li>a. <b><u>READ BY JUNE 2<sup>nd</sup> &amp; BE PREPARED TO DISCUSS IN CLASS:</u></b> <ol style="list-style-type: none"> <li>i. "NASW IMMIGRATION TOOLKIT" POSTED TO BLACKBOARD</li> <li>ii. <b>OPTIONAL READING:</b> COMPREHENSIVE CASE FOR IMMIGRATION REFORM SEE: AILA IMMIGRATION REFORM RESOURCE GUIDE: <a href="http://www.aila.org/content/default.aspx?docid=23349">http://www.aila.org/content/default.aspx?docid=23349</a></li> </ol> </li> </ol> </li> <li>2. REVIEW CLASS STRUCTURE, ASSIGNMENTS &amp; GRADING</li> <li>3. GROUP FINAL PAPER REQUIREMENTS: SELF SELECT GROUP OF 4 MEMBERS; CHOOSE IMMIGRATION TOPIC(S) AS A GROUP; SUBMIT LIST OF GROUP MEMBERS &amp; TOPIC(S) TO PROFESSOR <b>BY JUNE 9 CLASS</b></li> <li>4. <b>BEGINNING JUNE 7<sup>th</sup>:</b> STUDENTS SELECT CURRENT IMMIGRATION NEWS PIECES (PRINT OR ELECTRONIC MEDIA) TO PRESENT TO CLASS AND WILL LEAD <b>10-MINUTE DISCUSSION</b>; PROFESSOR ASSIGNS DAYS TO STUDENT(S). ONE OR TWO STUDENTS WILL PRESENT EACH CLASS.</li> <li>5. CLASS DISCUSSION OF CASE STUDIES</li> <li>6. <b><u>IN-CLASS DVD:</u></b> HOW DEMOCRACY WORKS: "THE LAST BEST CHANCE" (100 MINUTES)</li> <li>7. <b><u>IN-CLASS VIDEO (if time permits):</u></b> Obama Outlines Immigration Reform (full video) <a href="http://www.youtube.com/watch?v=JvcN-v5Q7kA&amp;feature=relmfu">http://www.youtube.com/watch?v=JvcN-v5Q7kA&amp;feature=relmfu</a></li> </ol>
JUNE 7-9	<ol style="list-style-type: none"> <li>1. <b>TOPIC OF CLASSES:</b> IMMIGRATION HISTORY; LEGAL CLASSIFICATION OF IMMIGRANTS; PUBLIC BENEFITS</li> <li>2. <b><u>READ BY JUNE 7<sup>th</sup> AND BE PREPARED TO DISCUSS IN CLASS:</u></b> <ol style="list-style-type: none"> <li>a. Chang-Muy &amp; Congress Introduction, Chapters 1 and 2</li> <li>b. Delgado Chapters 1,2 &amp;4</li> </ol> </li> <li>3. <b>BEGINNING OF CLASS:</b> TURN IN RESPONSES TO CASE STUDY QUESTIONS AT END OF CHAPTER 2, PAGES 60-61 (CONGRESS)</li> <li>4. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</li> </ol>

	<p>5. DISCUSSIONS OF CASE STUDIES</p> <p><b>6. <u>READ BY JUNE 8<sup>th</sup> AND BE PREPARED TO DISCUSS IN CLASS:</u></b>  a. Chang-Muy &amp; Congress Introduction, Chapter 3</p> <p>7. <b>BEGINNING OF CLASS:</b> TURN IN RESPONSES TO CASE STUDY QUESTIONS AT END OF CHAPTER 3, PAGES 74-77 (CONGRESS)</p> <p>8. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</p> <p>9. DISCUSSIONS OF CASE STUDIES</p> <p><b>10. <u>READ BY JUNE 9<sup>th</sup> AND BE PREPARED TO DISCUSS IN CLASS:</u></b>  a. Chang-Muy &amp; Congress Introduction, Chapter 4</p> <p>11. <b>BEGINNING OF CLASS:</b> TURN IN RESPONSES TO CASE STUDY QUESTIONS AT END OF CHAPTER 4, PAGES 98-99 (CONGRESS)</p> <p>12. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</p> <p>13. DISCUSSIONS OF CASE STUDIES</p> <p>14. <b><u>IN-CLASS VIDEO JUNE 9<sup>th</sup>:</u></b> “THE LEAST OF THESE” ABOUT FORMER HUTTO TEXAS FAMILY DETENTION CENTER.</p> <p><a href="http://www.snagfilms.com/films/title/the_least_of_these/">http://www.snagfilms.com/films/title/the_least_of_these/</a></p> <p><b>**NOTE:</b> PROFESSOR TO HANDOUT NASW PAMPHLET FOR READING NEXT WEEK: “INDICATORS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE”</p>
JUNE 14-15	<p>1. <b><i>TOPIC OF CLASSES:</i></b> CULTURALLY COMPETENT PRACTICE &amp; THEORIES; PHYSICAL &amp; MENTAL HEALTH ISSUES; CONTEXTUALING NATIONAL, TEXAS AND HOUSTON; CURRENT CENSUS INFORMATION</p> <p>2. <b><u>BY JUNE 14<sup>th</sup>, READ AND BE PREPARED TO DISCUSS IN CLASS:</u></b>  a. CONGRESS: CHAPTERS 5  b. DELGADO: CHAPTERS 3, 5-7  c. NASW PAMPHLET “INDICATORS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE”</p> <p>3. <b>SUBMIT ONLINE BEFORE JUNE 14<sup>th</sup> CLASS:</b> RESPONSES TO CASE STUDY QUESTIONS <b>JUNE 14:</b> CONGRESS CASE STUDIES ON PAGES 124-128</p>

	<p><b>4. JUNE 14 IN-CLASS VIDEO:</b></p> <ul style="list-style-type: none"> <li>a. Prof. Stephen Klineberg and the 2010 Houston Area Survey on RED WHITE AND BLUE PBS SHOW (26 MINUTES) <a href="http://www.youtube.com/watch?v=aJuAXziXv7I">http://www.youtube.com/watch?v=aJuAXziXv7I</a></li> <li>b. Prof. Steve Murdock on the TX 2010 Census Numbers (44 MINUTES) <a href="http://www.youtube.com/watch?v=BYo_N5Dack">http://www.youtube.com/watch?v=BYo_N5Dack</a></li> </ul> <p>5. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</p> <p>6. CLASS DISCUSSION ON CASE STUDIES</p> <p><b>7. <u>BY JUNE 15<sup>th</sup>, READ AND BE PREPARED TO DISCUSS IN CLASS:</u></b></p> <ul style="list-style-type: none"> <li>a. CONGRESS: CHAPTERS 6-7</li> <li>b. NASW PAMPHLET "INDICATORS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE"</li> </ul> <p>8. <b>SUBMIT ONLINE BEFORE JUNE 15<sup>th</sup> CLASS:</b> RESPONSES TO CASE STUDIES ON PAGES 168-169 (CONGRESS).</p> <p>9. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</p> <p>10. CLASS DISCUSSION ON CASE STUDIES</p>
JUNE 16	<b>NO CLASS: STUDENTS USE TIME TO RESEARCH FOR FINAL PAPER</b>
JUNE 21-23	<p>1. <b>TOPIC OF CLASSES:</b> IMMIGRANTS &amp; EMPLOYMENT; IMMIGRANT CHILDREN &amp; EDUCATION; WOMAN, GENDER BASED VIOLENCE &amp; IMMIGRATION</p> <p><b>2. <u>BY JUNE 21<sup>st</sup>, READ AND BE PREPARED TO DISCUSS</u></b></p> <ul style="list-style-type: none"> <li>a. CONGRESS: CHAPTERS 8</li> </ul> <p>3. <b>BEGINNING OF CLASS:</b> SUBMIT RESPONSES TO CASE STUDY QUESTIONS (PAGES 194-196) &amp; TAKE QUIZ ON PAGE 196 (CONGRESS)</p> <p>4. CLASS DISCUSSION OF CASE STUDIES.</p>



	<p><b>5. <u>BY JUNE 22<sup>st</sup>, READ AND BE PREPARED TO DISCUSS</u></b></p> <p>a. CONGRESS: CHAPTERS 9</p> <p>6. <b>BEGINNING OF CLASS:</b> SUBMIT RESPONSES TO CASE STUDY QUESTIONS PAGES 230-232 (CONGRESS)</p> <p>7. CLASS DISCUSSION OF CASE STUDIES.</p> <p><b>8. <u>BY JUNE 23<sup>st</sup>, READ AND BE PREPARED TO DISCUSS</u></b></p> <p>a. CONGRESS: CHAPTERS 10</p> <p>b. DELGADO: CHAPTERS 8 &amp; 9</p> <p>9. <b>ADDITIONAL TOPIC OF CLASS:</b> CULTURAL ASSETS PARADIGM</p> <p>10. <b>BEGINNING OF CLASS:</b> SUBMIT RESPONSES TO CASE STUDY QUESTIONS PAGES 248-251 (CONGRESS)</p> <p>11. CLASS DISCUSSION OF CASE STUDIES.</p>
JUNE 28	<p>1. <b>TOPICS OF CLASS:</b> LBGT ISSUES &amp; OLDER ADULT IMMIGRANTS</p> <p>2. <b><u>BY JUNE 28<sup>th</sup>, READ AND BE PREPARED TO DISCUSS:</u></b></p> <p>a. CONGRESS CHAPTERS 11-12</p> <p>3. <b>BEGINNING OF CLASS:</b> SUBMIT RESPONSES TO CASE STUDY QUESTIONS ON PAGES 270-273 and QUESTIONS ON PAGES 299-302</p> <p>4. DISCUSSION OF CASE STUDIES</p> <p>5. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</p>
JUNE 29	<p>1. <b>TOPICS OF CLASS:</b> IMMIGRANT ELIGIBILITY FOR FEDERAL PROGRAMS &amp; IMMIGRANT ADVOCACY</p> <p>2. <b><u>BY JUNE 29<sup>th</sup>, READ AND BE PREPARED TO DISCUSS:</u></b></p> <p>a. CONGRESS CHAPTERS 13-14, EPILOGUE</p> <p>3. <b>BEGINNING OF CLASS:</b> SUBMIT RESPONSES TO CASE STUDY QUESTIONS ON PAGES 357-359 (CONGRESS)</p> <p>4. DAILY DISCUSSIONS ON CURRENT IMMIGRATION NEWS PIECES</p> <p>5. DISCUSSION OF CASE STUDIES</p> <p>6. IN CLASS TIME FOR GROUP PRESENTATION COORDINATION/PLANNING</p>
JUNE 30	<p>1. PROFESSOR PRESENTS ON IMPORTANT FEDERAL COURT RULINGS (FOCUSING MAINLY ON U.S. SUPREME COURT (DECISIONS) IMPACTING IMMIGRANTS (20 MINUTES)</p> <p>2. GROUP FINAL PAPERS DUE</p>

	3. GROUP POWER POINT PRESENTATIONS (20-25 MINUTES LEAVING TIME FOR CLASS QUESTIONS)
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