

# Salt Lake Community College Course Curriculum Outline

## CATALOG INFORMATION

**Course Abbreviation:** ETHS      **and Number:** 2430

**Course Title:** Mexican American Culture (SS,DV)

**Course Description:** Intro to historical, political, social & cultural experiences of Mexican Americans in US society including the impact of privilege & discrimination; use of social work frameworks to increase competency in complex cultural & community issues.

**Course Prerequisites:** none

**Number of credits:** 3

**Number of instructional contact hours:** 3

**Number of lecture hours per week:**                      **Number of lab hours per week:** 0  
(hours per week or equivalent number per week for a full semester or equivalent)

**Type of credit:** Transfer

**Course Fee** (if applicable): 0

**Course will be offered:**

**Semester of Implementation:** Spring 2010

## APPROVALS:

**Faculty Submitting Proposal:** Mequette Sorenson. M.S.W.

**School Curriculum Committee:** Dr. John McCormick, November 16, 2010

**Technical Review)** Cindy Clark 11/19/2010

**Received by Articulation:** Rachel Divine Lewis; 3-22-11

**General Education Committee:** Jonathan Stowers 12/1/2010

**Other Committees** (specify): (chair's name and date)

**Curriculum Committee:** Craig Ferrin, 12/13/2010

**Accepted by Senate:** 01/24/2011

**Final Curriculum Approval:** Dr. Christopher Picard, 01/24/2011

## INSTITUTIONAL IMPACT

**Rationale** for the change or addition of course:

5 year review

**Financial impact:** What resources will be needed:

None

**What programs** will utilize this course?

As is, this course is an active part of an articulation agreement for students who are in the Social Work program and the Education programs. It will fulfill the diversity requirement for all SLCC students.

### SYLLABI INFORMATION

<b><u>ASLO</u></b>	<b><u>Course Objectives/Student Outcomes</u></b>	<b><u>Assessments</u></b>
1	Students will demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Mexican Americans living in the U.S.	1. In order to measure students' knowledge of the historical, political, cultural and social experiences of Mexican Americans living in the U.S. the instructor will include but is not limited to several of the following methods:  -Exams/quizzes -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual and group final projects -ePortfolio reflective responses
2, 5	Students will effectively discuss both orally and in writing events and/or practices prevalent among members within the Mexican American community.	2. In order to measure students' ability to communicate both orally and in writing their knowledge and understanding of events and/or practices prevalent among members within the Mexican American community the instructor will include but is not limited to several of the following methods:

		<ul style="list-style-type: none"> <li>-Exams/quizzes</li> <li>-Small group exercises</li> <li>-Essays</li> <li>-Reaction papers</li> <li>-Ethnographic assignments</li> <li>-Individual responses to in-class scenarios utilizing effective social work frameworks</li> <li>-Individual and group final projects</li> <li>-ePortfolio reflective responses</li> </ul>
2,4	Students will comparatively and analytically assess and articulate cultural patterns that have shaped the Mexican American family and its members.	<p>3. In order to measure students' ability to assess and articulate cultural patterns that have shaped the Mexican American family and its members the instructor will include but is not limited to several of the following methods:</p> <ul style="list-style-type: none"> <li>-Exams/quizzes</li> <li>-Small group exercises</li> <li>-Essays</li> <li>-Reaction papers</li> <li>-Ethnographic assignments</li> <li>-Individual responses to in-class scenarios utilizing effective social work frameworks</li> <li>-Individual and group final projects</li> <li>-ePortfolio reflective responses</li> </ul>
2, 4, 5	Students will demonstrate through communication both orally and in writing that they understand and can utilize culturally competent interpersonal skills when working with Mexican Americans.	<p>4. In order to measure students' ability to communicate both orally and in writing that they understand and can utilize culturally competent interpersonal skills when working with Mexican Americans the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> <li>-Exams/quizzes</li> <li>-Small group exercises</li> <li>-Essays</li> <li>-Reaction papers</li> <li>-Individual responses to in-class scenarios utilizing effective social work frameworks</li> </ul>

		<ul style="list-style-type: none"> <li>-Individual and group final projects</li> <li>-ePortfolio reflective responses</li> </ul>
4, 5	<p>Students will apply theoretical frameworks and models of identity and self concept in order to understand how and why to respond more effectively with diverse groups in the community.</p>	<p>5. In order to measure students' ability to understand and apply theoretical frameworks and models of identity and self concept that result in more effective responses to diverse groups in the community the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> <li>-Exams/quizzes</li> <li>-Small group exercises</li> <li>-Essays</li> <li>-Reaction papers</li> <li>-Individual responses to in-class scenarios utilizing effective social work frameworks</li> <li>-Individual and group final projects</li> <li>-ePortfolio reflective responses</li> </ul>
5	<p>Students will understand the complexity and differences embodied within the many diverse Latin American communities, and that the members of each community do not necessarily view themselves as a homogenous group. This course focuses on the Mexican American experience, but will place that experience within the larger context of the Latin American experience.</p>	<p>6. In order to measure students' ability to understand the complexities and differences embodied within the many diverse Latin American communities the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> <li>-Exams/quizzes</li> <li>-Small group exercises</li> <li>-Essays</li> <li>-Reaction papers</li> <li>-Individual responses to in-class scenarios utilizing effective social work frameworks</li> <li>-Individual and group final projects</li> <li>-ePortfolio reflective responses</li> </ul>

2, 4, 5	Students will be able to communicate both orally and in writing the identification of a specific issue in the Mexican American community and will utilize effective problem solving skills including using the expertise of professionals in the community to develop a strategic intervention to address the identified problem.	7. In order to measure students' ability to communicate the identification of a specific issues in the Mexican American community and utilize effective problem solving skills in the development of a strategic intervention the instructor will include but is not limited to the following methods:  -Exams/quizzes -Small group exercises -Essays -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
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**Delivery Format(s): Lecture**

**Instructions on Specific Assignments and Processes:**

**The class will consist of instructor lectures, small and large group discussion of the readings, student presentations, and handouts. Class lectures and discussions may not cover all of the assigned readings, as the instructor will attempt to respond to the particular needs of students as a group in focusing classroom activity. Students will become culturally aware and gain a greater understanding of a specific group of Mexican Americans within our society so that they can become a more culturally aware working professional.**

**Students will be asked to explore through a variety of mediums including but not limited to lectures, guest lectures, readings, films, site visits, and class discussions to arrive at a more complete understanding of the Mexican American experience within the larger context of the multicultural U.S. society.**

**This course will facilitate students understanding the various social, economic and cultural contributions made by Mexican Americans to the United States. By engaging in this process students will be able to clearly distinguish contributions from stigmas and prejudicial attitudes.**

**As a SS designation various methodologies specific to social work will be incorporated into assignments. These methods will introduce the student to the**

role as a change agent through the use of effective models, theories and frameworks utilized by social workers in assessing presenting issues and identifying possible interventions and available resources to minimize the presenting issue.

Sample instructions on specific assignments and processes:

#### **Classroom Discussions**

A very valuable way of assessing if a student is conceptualizing and integrating the information contained from the text and lectures is through class discussions. Through the articulation of thoughts and ideas prompted by inquiries posed by the instructor, the instructor can assess if the student understands key concepts, historical and current events that have shaped the life of the Mexican American as well as prevalent cultural patterns manifested in personal relationships with others. If a student fails in their integration of the material evidenced in their responses it is the responsibility of the instructor to re-assess their approach and find an alternative method in reaching the objective for the class.

#### **Quizzes and Exams**

Students may be required to take quizzes, mid-terms, and/or exams. These assessments should allow the student to demonstrate their basic knowledge of terms, ideas and reading comprehension.

#### **Small Group Exercises**

Students will be asked to participate in exercises with 4-6 members wherein they will be given a case study and asked to assess the underlying issue, apply applicable models to better understand the presenting issue and identify possible interventions and available resources to minimize the issue. Students will be given prompt questions to guide their assessment.

#### **Outside Class Activities and Subsequent Reaction Papers**

Students will be required to attend activities outside of the classroom. These activities may include cultural celebrations significant to the Mexican American, murals and art exhibits and other cultural sites reflective of the Mexican American experience. It is expected of students to develop an intellectual response to their attendance at an outside class activity. This reaction paper will require a discussion of thoughts, feelings and observations through the lenses of understanding of the social, economic, religious, educational and political influences. This understanding integrated into the knowledge gained from the classroom, the text and additional readings/experiences must be reflected throughout the student's reaction to the outside class experience. Students will be given a prompt question to help guide the theme of their paper.

### Research Project

By the end of the course the students will identify a specific issue related to Mexican Americans. Utilizing their knowledge gained of the Mexican American experience the student will provide research supporting the need for the change, develop a realistic strategy for addressing the identified issue, the cost of the proposed intervention, possible areas of resistance and an interview with a stakeholder in the community who would be committed to the change. The student will be assessed by scoring rubrics.

### ADDITIONAL DESIGNATION(S)

This course requests Service Learning/Study Abroad/General Education designation as:

1. **Communication:**

This course asks students to communicate with one another orally during their group discussions and presentations. Students will understand and learn the importance of accurate identifiers when describing individuals of Hispanic, Latin or Mexican descent. Additionally, students will use interpersonal communication and interviewing skills when talking with community members and/or professionals about a community issue.

Students will also have the opportunity to communicate their understanding and integration of the material through several writing assignments. Some of these assignments may include reflective writing assignments, assessment and identification of resources exercises, case study reviews, compare and contrast papers, and a final research paper. The readings assigned by the Instructor will further serve the purpose of facilitating the communication process both orally and in writing in order to arrive at a deeper and richer understanding of Mexican Americans social, economic and cultural experience as well as their contributions to the social fabric of the U.S. thus, developing a more culturally competent professional.

2. **Creativity:**

By reading, writing and discussing the Mexican American experience, students will creatively engage in an analysis of the diverse contributions and issues of Mexican Americans as well as the positive effects of the diverse social fabric of the U.S. The creative responses and expressions of Mexican American experiences within a dominant culture will be explored. Students will be required to use creative thinking and problem solving skills in developing a plan of action to address an issue facing Mexican Americans.

**3. Critical Thinking:**

**Class assignments will utilize a variety of frameworks that will provide students with tools to effectively analyze and understand Mexican American issues; students will be required to use problem solving skills in developing an action plan for a community issue.**

**The various mediums utilized in the delivery of this course will provide students with the opportunity to discuss, explore, and analyze the rich social, economic and cultural diversity of the Mexican American culture within the U.S. Through discussions of the readings, lectures, and group presentations, students will be able to apply the information outside the classroom, thereby attaining a deeper and more thorough understanding of Mexican Americans.**

**4. Esthetics:**

**Students will be exposed to the richness of various Mexican American and Latino American cultural expressions such as but not limited to writings, readings, art exhibits, films, music and lectures by guest speakers.**

**Students are also encouraged to examine their own attitudes and values as they relate to the subject matter.**

**5. Social Web:**

**The main focus of this course is to examine the experience of Mexican Americans within the diverse fabric of the U.S. This course is designed to encourage students to discuss with one another in small groups and in large group presentations relevant social, cultural, economical and political issues as well as any other relevant issues of the Mexican American population.**

**By watching films, visiting exhibits and/or museums, viewing murals, listening to guest speakers and attending cultural and community activities, students will gain a greater understanding of the common themes that are interwoven through the Mexican American culture.**

**6. Substance:**

**In order to become culturally responsive professionals, students will study principles, models, frameworks and other applications that facilitate understanding of Mexican American experience as well as their social, economic and cultural contributions to the U.S.**

7. **Interdisciplinary: NA**
8. **Diversity (only if requesting [DV](#) designation)**

**8a Course Content:**

**The course will focus on the historical, social, economic and cultural experience of Mexican Americans within the United States. It will introduce students to common characteristics of individuals of Mexican decent. Students will explore the dynamics involved in a non-dominant group's attempt to overcome discrimination, stereotypes, marginalization and prejudice while also contributing to the socio-economic and cultural fabric of the U.S.**

**Students will identify possible issues that may result from the personal experiences of the Mexican American as well as effective interventions and resources to empower the Mexican American and support them in their endeavor for equality in today's society.**

**Essentially, this course will provide the student with a broader knowledge of the forces that shape the Latin American-descended peoples (specifically, Mexican American) in today's society. We will recognize that there are diverse groups within what the government has designated "Latin Americans"—which is fairly artificial terminology. We will focus on Mexican American experience while acknowledging commonalities and differences within the Latin American experience in order to create culturally competent professionals who can effectively relate to this specific minority-group experience.**

**8b Methods:**

**The course will utilize a variety of methods to disseminate information and facilitate learning. These include lectures, small and large group discussions, reaction papers, debates, journals, group projects and presentations. In addition, there will be opportunities for exposure to Latino American and Mexican American expression, including films, art and music.**

**The written assignments will bring together theoretical principles as well as historical, economic, social and cultural perspectives. Community presenters will provide opportunities for practical application of Social Work theory related to Mexican Americans and will provide an experiential component to the course. Assignments will provide opportunities for articulation of Social Work frameworks and concepts. This knowledge will culminate in a final project whereby students will identify an issue facing the Mexican American community, research the issue, become aware of**

**any community resistance, complete an interview with a professional working in the Mexican American community and create a viable and culturally competent intervention that would meet the needs of the population.**

**8c Miscellaneous:**

**While this course examines the specific historical, social, economic and cultural experiences of the Mexican American it is also designed to provide the students with broad perspective and sensitivity that can be applied to other groups within the broader society. As a Social Work course cultural competence is acquired through frameworks of Social Work.**

**SALT LAKE COMMUNITY COLLEGE**  
**Department of Social Work**  
**ETHS 2430**  
**MEXICAN-AMERICAN CULTURE**

**Instructor:** Mequette M. Sorensen, M.S.W., C.S.W.  
**Office:** Redwood/Taylorville CT 094-H  
**Office Hours:** MON 10:30-12:00 and WED. 10:30-12:00 or by appointment  
**Phone:** 957-4455  
**E-mail Address:** [Mequette.sorensen@slcc.edu](mailto:Mequette.sorensen@slcc.edu)

**Required Texts:**

*The New Americans; The Mexican American*  
By Alma M. Garcia

*Explorations in Cultural Competence in Social Work Practice,*  
by Hilary N. Weaver

**Required Readings:**

Aranda, M.P., Castaneda, I., Pey-Jinan, L. & Sobel, E., (2001). *Stress, Social Support, and Coping as Predictors of Depressive Symptoms: Gender differences among Mexican Americans*, Social Work Research, 25, 37-49 (accessed through database at SLCC library EBSCO'S A – Z SERVICE then ACADEMIC SEARCH PREMIER)

Cadena, G.R., & Medina, L., (1996). *Liberation Theology and Social Change: Chicanas and Chicanos in the Catholic Church*, Chicanas and Chicanos in Contemporary Society, pp. 99-111 (see reference desk at SCC or Redwood/Taylorville SLCC libraries)

Cano, M. A. & Perez, F. V., *Introduction to Hispanic Americans and Latinos/as, Cross-Cultural Psychotherapy*, (Reno: Bent Tree Press, 2008)

National Association of Social Workers (2001). NASW Standards for Cultural Competence in Social Work Practice. (see website below)  
[www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

Gastex, G., (1994). *Providing Services to Mexican Americans population: profiles in Diversity*, Social Work Journal 39, 288-296 (accessed through data base at SLCC library)

Haverkamp, E., (2008). *What Every Social Worker Should Know About Immigration Law*. Social Work Today March/April 2008, Vol. 8, no. 2, (accessed through course homepage)

Holleran, L.K. & Waller, M. A., (2003). *Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands*. *Social Work Journal*, 20, 335-350 (accessed through data base at SLCC)

Zambrana, R.E., Cornelius, L.J., Boykin, S. S., & Lopez, D. S., (2004). *Latinas and HIV/AIDS Risk Factors: Implications for Harm Reduction Strategies*, *American Journal of Public Health* 94, 7 (accessed through database at SLCC library)

Other handouts/readings as assigned

### **Course Description**

This course is designed to provide students an introduction and overview of cultural experiences for Americans of Mexican American descent through a social work lens. Students will gain a broader understanding into the general threads of the Mexican American culture as they explore ethnic identity, stereotypes, self-concept, family structure, public policy, economics, music, literature as well as prejudice, discrimination, and racism.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the Mexican-descended peoples in today's society. It is intended to create culturally sensitive professionals who can effectively relate to this specific minority-group experience and thus provide effective services, instruction and/or direction to individuals of Mexican American descent.

### **Learning Outcomes:**

The primary goal of ETHS 2430 is to introduce the student to historical, political, social and cultural experiences of Mexican Americans in US society. The course will examine the impact of stereotypes, prejudice and discrimination as well as apply social work frameworks to increase competency in complex cultural & community issues. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

**SLCC Learning Outcome #1:** Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

**ETHS 2430 Learning Outcomes:** At the end of this course students should be able to:

- demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Mexican Americans living in the U.S.
- demonstrate an awareness of civil rights, an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of Mexican Americans and to more effectively provide services to members of the Mexican American community

**SLCC Learning Outcome #2:** Upon successful completion of any program, students should be able to communicate effectively.

**ETHS 2430 Learning Outcome:** At the end of this course students should be able to:

- effectively discuss and write about events and/or practices prevalent among members within the Mexican American community.
- effectively discuss and write about their understanding of issues specific to the Mexican American community and utilizing effective problem solving skills to develop strategic interventions to address the challenges.

**SLCC Learning Outcome #3:** Upon successful completion of any program, students should develop quantitative literacies necessary for their chosen field of study:

**ETHS 2430 Learning Outcome:** At the end of this course students should be able to:

- Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior amongst the Mexican American communities.

**SLCC Learning Outcome #4:** Upon successful completion of any program, students should be able to think critically.

**ETHS 2430 Learning Outcome:** At the end of this course students should be able to:

- demonstrate key aspects of critical thinking in comparatively and analytically assessing and articulating cultural patterns that have shaped the Mexican American family and its members.
- demonstrate key aspects of critical thinking through the use of identifying applicable culturally acceptable interpersonal skills when working with Mexican Americans.
- demonstrate key aspects of critical thinking through the understanding of racial development models of identity and self concept that will facilitate more effective interpersonal approaches when working with diverse groups in the community.

**SLCC Learning Outcome #5:** Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

**SW 2430 Learning Outcome:** At the end of this course students should be able to:

- understand the complexity and differences embodied within the many diverse Latin American communities, and that the members of each community do not “necessarily” view themselves as a homogenous group. This course focuses on the Mexican American experience, but will place that experience within the larger context of Latin American experience.
- demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups.

- demonstrate skills of cultural competence that will enable the student be civically engaged and work with others in a professional and constructive manner.

### **Class Format**

Because learning involves not only the acquisition of facts and information, but the examination of prior knowledge, possible misconceptions and personal experience the format of this class will be largely open discussion. Through the learning of general Mexican American cultural aspects students will learn how to apply this understanding through Social Work frameworks to clientele/populations of Mexican American descent thereby creating more culturally sensitive professionals.

The course will also make frequent use of outside class activities, audiovisual material and structured exercises of comparison and contrast to the host culture. The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation are crucial to your learning and that of others in class.

### **Additional communication with Students**

I will utilize the “*Course Webpage*” throughout the course. Please visit the site to access links and view photos that I have posted to facilitate my instruction. Also, to view if an opportunity for an activity arises in the community to fulfill your community activity requirement

### **Course Requirements:**

**Examinations:** There will be two examinations. These examinations will be based on assigned readings, lectures, class discussions, videos and other class activities.

**Reaction paper:** A reaction paper is an intellectual response in which you discuss your thoughts, feelings and observations through the lenses of understanding of the social, economic, religious, educational and political influences that you have learned in this class. Through the use of prompts students thoughts will be directed while integrating the knowledge gained from the classroom, the text and other outside class experiences to their response reflected in the reaction paper.

**Comparison and Contrast assignment:** This course will provide you with general knowledge of the Mexican American culture that will enable you to see both similarities and distinct differences to your own culture and family dynamics. A compare and contrast assignment will include a discussion of these differences as well as similarities of particular characteristics of your own culture with those characteristics common amongst many of the Mexican American culture.

**Case study reviews:** A review of a case study will provide the student with substantive knowledge to complete the case study review. Through small group exercises students will conceptualize the presenting issues, apply applicable models and frameworks, integrate effective interventions and utilize available resources resulting in effective interactions, minimize presenting issue and empower the individuals of the case.

**Attendance of Outside Class Activity:** Attendance at Latino community activities, art exhibits, guest lectures and/or viewing murals in the community is required. A reaction paper (see above for description requirement) for each event will be required.

**Research Project:** Each class member will select one social issue related to Mexican Americans/Latinos that the member believes needs to be addressed to better serve the Latino communities. The project should include two parts; the first part is the research project and paper and the second part is the reflective writing addition to the final paper.

The poster and final paper should include : 1) research supporting the reason for change or implementation; 2) a realistic strategy for addressing the identified issue and bringing about needed change in that specific area; 3) the cost of the proposed program; 4) possible areas of resistance and 5) identify and interview individuals in the community and/or community organizations that would be committed to the change. For example, the Utah State Division of Hispanic Affairs is committed to ensuring that more low-income housing in Summit County are available to provide affordable housing to Hispanic individuals of the service industry. The Housing Authority is committed to providing affordable housing to families struggling with lower socio-economic challenges.

The student will also prepare a poster describing their individual plan of action. The poster is worth 30 points. On the last day of class the posters will be displayed and students are invited to bring a Mexican food dish worth an additional 20 points. Our celebration of the Mexican American culture!

The student will also submit a 5-7 page final paper consisting of the information from the poster. A bibliography consisting of at least 3 different sources in addition to the interview references is required and should be attached on a separate page that does not count as a page of the text.

In addition to the paper the student must include 2-3 paragraphs reflecting on their work. The reflection should address the following question: *Discuss in 2-3 paragraphs how your participation in this assignment demonstrated either achievement or progress towards at least 3 separate Student Learning Outcomes.* (see page 1 syllabi)

The written report and the reflection piece is due the last day of class and is worth 70 points (50 points for the research paper and 20 points for the reflection piece). This report with its accompanying ePortfolio must be submitted

### **General Education ePortfolios:**

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with a reflective writing piece. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and even post your resume if you choose. As you complete your coursework here at SLCC your ePortfolio will be a multi-media showcase of your educational experience.

For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit [www.slcc.edu/gened/portfolio](http://www.slcc.edu/gened/portfolio)

### **Suggested Additional Readings**

**“Anything but Mexican”** Rodolfo F. Acuna

**“The Maria Paradox”** Rosa Maria Gil and Carmen Inoa Vazquez

**“Latino High School Graduation: Defying the Odds”** Harriet Romo & Toni Failbo

**“Mexican Americans and Health”** Adela de la Torre & Antonio Estrada

**“Counseling the Culturally Diverse: Theory & Practice”** Derald W. Sue & David Sue

**“Americanos: Latin Life in the United States”** James Edward Olmos

**“Ethnic Sensitive Social Work Practice”** by Wynetta Devore & Elfredia G. Shlesinger

Cummins, J. (1986). **Empowering minority students; A framework for intervention**, *Harvard Educational Review*, 56, 18-36

Tanemura Morelli, P.T., & Spencer M. S., (2000) **Use and Support of Multicultural and Antiracist Education: Research-Informed Interdisciplinary Social Work Practice**, *Social Work* 45, 166-174

Watkins, T., & Gonzales, R. (1982) **Outreach to Mexican Americans**, *Social Work* 27, 68-73

Acosta, K., (2010) **“How could you do this to me?”: How Lesbian, Bisexual, and Queer Latinas Negotiate Sexual Identity with Their Families**, *Black Women, Gender & Families*, 4 no.1, Spring.

### **Other Useful Information:**

#### **Students with Disabilities**

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC ). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu)

#### **General Education Statement**

This course fulfills the Social Science and Diversity requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and

skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

### **Attendance and Participation**

In order to truly acquire the material disseminated in this class it is required that the student must be attendance in class. Your participation through the articulation of thoughts, opinions, comments and application of knowledge to questions/comments/scenarios given in class will reflect the student's understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills

Given this value, 25 points is available at the instructor's discretion based upon engagement in class discussions, demonstration of competence in understanding cultural aspects of Mexican Americans and integration of this knowledge into applicable social work frameworks that promote positive changes for the Mexican American/s.

### **Writing Expectations**

It is expected that all papers, essays and reports will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product should follow MLA or APA guidelines and be written in a 12-point font, double-spaced with one inch margins on all sides.

### **Late Work**

All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are accepted under only dire circumstances and graded at 50% of the total grade.**

### **Classroom Rules**

1. Self-disclosure can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be *respected*, will be held in confidence by students and should not be repeated outside of the classroom.
2. All feelings and opinions are valid, even negative ones. Although these feelings

- will differ from person to person, all feelings will be respected.
3. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
  4. Ringing cell phones, beeping pagers, and text messaging is not permissible during class.

**Grading**

2 examinations – (25 points each)	50
2 Reaction papers - (10 points each)	20
• Shrine Visit	
• Attendance at Community Activities	
Compare and Contrast	25
Case Study Reviews (10 points each)	30
Final Project Presentation	50
Final project paper	50
Attendanc/Participation	<u>25</u>
<b>Total:</b>	<b>250</b>

**Grading Scale:**

237 - 250 A	171 - 183 C+	106 -118 D-
224 - 237 A-	158 - 170 C	105 and below E
211 - 223 B+	145 - 157 C-	
197 - 210 B	132 - 144 D+	
184 - 196 B-	119 - 131 D	

**COURSE OUTLINE**

**Week 1: Brief explanation of the various countries comprised within the Hispanic world with emphasis on Latin America and more specifically, Mexican Americans. Introduce that not all Latin American communities view themselves as a homogenous group. What is Social Work? Review of the theoretical shifts in the social work profession before arriving at the current emphasis on cultural competence.**

**Thursday, 8/27:** Introduction and overview of the course. Review the focus of the class yet placing the experience within the larger context of the Latin American and Hispanic experience. Explanation of NASW and the purpose of our ethical standards for cultural competence.

**Readings for Week 1**–Read: Mexican Americans – Chp. 1

Read: Exploration in Cultural Competence – Chp. 1

Read: *Social Work Cultural Competence Standards* (accessible through course webpage)

[www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

**Week 2:** Historical background of Mexico beginning during the Olmec period to the present. Border changes that resulted in changes of Mexico homeland borders, Program and reasons that influenced many Mexicans to work in the US and/or migrate to the U.S.

**Thursday, 9/3:** Discussion of the “Cultural Competence Standards” reading and its value, and ethical and professional responsibilities in the field Social Work. Overview of historical background and reasons for Mexican presence in US. Video “*Mexico: A Story of Courage and Conquest*”

**Readings for Week 2** – Read: Mexican American – Chp 2 - 4

For further development view Course Homepage Link *Ancient Ballgames and Mexican American War*

Read: *Introduction to Hispanic Americans and Latinos/as*, **Cross-Cultural Psychotherapy** (accessible through course homepage)

**Week 3:** Discussion of the Chicano Civil Rights Movement of the 1960s and 1970s. Specifically detailing the major events surrounding the movement, and the power, and ideology behind the movement.

**Thursday, 9/10:** Overview of early organization of the movement including Reyes Tejerina and his movement, Cesar Chavez and the UFW organization, the L.A. Walkouts and the political organization of La Raza. Discuss historical origins and roles of Social Workers in the U.S. in organizing and combating social injustice. Video “*Chicanos! Civil Rights Movement*”

**Readings for Week 3** – Read Mexican American – Chps 5 and 10.

**Read:** Epic poem associated with the Chicano movement “*I am Joaquin (Yo soy Joaquin)*” by Rodolfo “Corky” Gonzales (accessible through course homepage) in preparation for the quiz.

**Outside Class Activity:**

**Fiesta Mexicana—Adults 8.00/Youth 6.00/under 5 FREE  
Utah State Fair Park  
155 No. 1000 West  
11:00 a.m. – 10:00 p.m.  
Saturday, Sept 12  
“El Grito de Independencia”**

**Week 4:** Mid-Term Examination

**Week 5:** Prejudice, Racism, Stereotypes and its Affect on Racial Identity Development

**Thursday. 9/24:** Introduction into identity development models specifically the Racial/Cultural Identity Development Model (Atkinson, Morten, and Sue, 1989) and its developmental processes and behaviors. Discussion of historical events driven by prevalent stereotypes, and present generalizations and biases. Recognizing the complexity of the interplay of the multiple domains impacting identity. Discussion regarding the affects upon self-concept, identity and perceptions of the dominant culture as well as possible manifestations in behavior, attitudes and thoughts.  
Small Group Exercise: Case study and identification of behaviors correlated with each developmental stage.

**Readings for Week 5-**Read: Mexican American - Chps 7 and 9

**Read:** Explorations in Cultural Competence– Chapter 2 – 4

**Read:** *Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands*, Social Work 20 335-350 (accessed through data base at SLCC library)

**View:** Course Homepage “*Latin Art*”and “*Zoot Suits*”

**Outside Class Activity:**

**A Celebration of Cultural Diversity - FREE**  
**Salt Lake Art Center**  
**20 S West Temple**  
**2:30-7:30 p.m.**  
**Saturday, Sep 26**

**Week 6. Fall Break – No School**

**Week 7: The role of religion, the significance of the Virgin of Guadalupe and Latin American Liberation Theology**

**Thursday. 10/08:** Perception exercise (adopted from Intercultural Communication Conference, 2009). Overview of the role of religion in building cohesion, developing *community* and generating powerful webs that enable contact and communication. On the other hand, liberation theology is an example of counter-hegemony by Latinos struggling against ethnic, gender, and class inequalities.

Outside Class Experience - Explanation of visit to shrine.

**Read:** *Liberation Theology and Social Change: Chicanas and Chicanos in the Catholic Church*, Chicanas and Chicanos in Contemporary Society, 99-111 (accessed through reference area at both SCC and Redwood/Taylorville SLCC library)

**Homework** – prior to visiting shrine visit link at Course Webpage view: *Virgin of Guadalupe*, visit shrine and then complete Reaction Paper (see explanation in syllabus) DUE NOV. 15.

**Week 8. Family Structure and Values**

**Thursday. 10/15:** Overview of communicative patterns, familism, sex-role conflicts, social issues such as but not limited to domestic violence, drug and alcohol abuse, and GLBTQ issues. Explanation of Social Work theoretical orientations and interventions.

Small group exercises: Case study on families; discussion of familial and individual issues using a comprehensive theoretical framework to identify individual, cultural, community and minority status issues and identification of applicable interventions.

**Homework** - Complete Comparison and Contrast Paper (see explanation in syllabus) DUE NOV. 22.

**Read:** Explorations in Cultural Competence – Chapter 7.

Mexican American – Chps 6 and 8

**Read:** *Stress, Social Support, and Coping as Predictors of Depressive Symptoms: Gender differences among Mexican Americans*, Social Work Research (accessed through database at SLCC library)

*What Every Social Worker Should Know About Immigration Law.* Social Work Today March/April 2008, Vol. 8, no. 2, (accessed through course homepage)

### Week 9. Chicana/o Youth

**Thursday, 10/22:** Discussion of various social and health issues affecting youth today of Mexican American descent. Explanation of available resources and services in the community that are culturally competent and prepared to serve Mexican American youth and/or specific issues. Guest speaker from community agency serving Mexican American youth.

View Course Webpage: Local Agencies Serving Latino Communities

**Read:** Mexican American – Chp 11

**Read:** *Promoting the Educational Achievement of Mexican American Youth*, Social Work in Education,

*Latinas and HIV/AIDS Risk Factors: Implications for Harm Reduction Strategies*, American Journal of Public Health (accessed through database at SLCC library)

### Week 10.

**Visit all of the painting exhibits:**

Visit each of the painting exhibit/murals: 1) Mural at Quetzal Imports 500 North and 600 West outside of Latino Market; 2) Murals at Horizonte School (2<sup>nd</sup> and 4<sup>th</sup> floors) 1234 So. Main and 3) Catholic Community Services 300 South 745 East. Minimum of 1 page per exhibit/mural.

**Homework** – Complete reaction papers on your attendance at all of the mural exhibits. (see explanation in syllabus) DUE NOV. 5.

### Week 11. Mid-Term Examination

### Week 12. Cultural Renaissance

**Thursday. 11/12:** Cultural expressions through art, literature and music. Discussion of Milton J. Bennett's Model of Intercultural Sensitivity. Reflection paper of individual development through the course of the class based upon Bennett's model.

Small group exercise: Case study reviews and identification of stage utilizing Bennett's model.

Next week group presentations will begin, so be prepared.

**Readings for Week 12** – Read *Providing Services to Mexican Americans population: profiles in diversity*, **Social Work 39** 288-296 (accessed through data base at SLCC library)

**Read:** Mexican American – Chps 12 and 13

**Week 13.** Research Project Presentations

**Week 14.** Research Project Presentations

**Week 15.** Research Project Presentations

**Week 16.** Final Project Paper Due (Monday, December 14)