

**University of Pennsylvania**  
**School for Social Policy and Practice**  
**SOCIAL POLICY AND THE LATINX COMMUNITY**  
**SWRK 798.002**  
**Spring 2019 Syllabus**

**Course Description**

In this course on social policy and the Latinx community in the US, students will develop a broad understanding of how social policy at the local, state and federal levels affect Latinxs' access to and interactions with social services. After developing a critical understanding of the diversity of the Latinx community and of the socio-political and –historical context for the development of social policies impacting this group, students will explore social policy and related social services around immigration, health, education, and labor that deeply affect the lived experiences of Latinxs. Students will then investigate Latinxs' participation in the development of social policies as well as the ways in which Latinx grassroots movements and organizations influence national debates on public policy and social services for the Latinx community. Students will also learn about this group's economic contributions to funding at local, state and national levels to the U.S. social welfare system, as well as new and current initiatives promoting social policies geared towards social and economic justice for Latinxs.

Through course readings, lectures and discussions students will develop tools for critical thinking and analysis about how social services and the daily lived experiences of Latinxs are mediated by policy and its implementation at local, state and federal levels. Students will also develop skills in case study analysis through interactions and interviews with invited guests – local Latinx community members and social leaders – who will share their own perspectives, knowledge and firsthand experience around issues related to social policy. Over the course of the semester, students will formulate plans for social policy advocating for social justice and human rights within the Latinx community.

**Course Objectives**

1. Identify and analyze social policy at the local, state, and federal levels in US that impacts Latinxs' access to social services and affects their daily lives
2. Understand how social welfare and services for Latinxs in the US are mediated by policies across local, state and federal levels
3. Identify economic contributions Latinxs have made towards the social welfare system in the US, and in turn, understand how this system benefits (or not) the Latinx community
4. Understand how social welfare programs benefit (or not) the Latinx community
5. Develop a critical understanding of the socio-political and –historical context for the development of social policies that have impacted Latinx community in the US
6. Investigate Latinx, grass-roots social movements advocating for social policy reform that would positively benefit Latinxs in the US
7. Apply critical thinking to formulate policies that promote social and economic justice for Latinxs in the US

**Course expectations and requirements**

**ATTENDANCE & PARTICIPATION**

Students are expected to attend all classes, be prepared to discuss assigned readings, and participate fully in all class activities. Part of your weekly participation will involve written responses to readings on

the Canvas Discussion Board (see below). Instructors must be advised in advance of anticipated absences and within 24 hours of unexpected absences. More than 2 unexcused absences will affect your participation grade and jeopardize your ability to pass the course.

**STUDENT CONDUCT**

Students are expected to be familiar with and comply with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. All students must read and be responsible for the information in this Code. There is a special section of this website that addresses issues for international students.

[www.upenn.edu/academicintegrity](http://www.upenn.edu/academicintegrity)

**IMPROVE YOUR WRITING**

Writing is an essential professional skill for policy analysis and social work practice. Even the best writers have room for improvement. In some cases, instructors may suggest that students seek help with their writing; in other cases, students might decide on their own that professional help is in order. Penn’s Marks Family Writing Center has a variety of services for those who would like help with their writing ([http://writing.upenn.edu/critical/writing\\_center](http://writing.upenn.edu/critical/writing_center)).

Course papers and essays must adhere to APA (American Psychological Association) style guidelines. Make sure to review it thoroughly prior to submitting your papers. OWL Purdue APA site is the best resource on the web for APA formatting. All <https://owl.english.purdue.edu/owl/resource/560/01/>

**GENERAL POLICIES ON ASSIGNMENTS**

All work completed by students, whether in class assignments or formal assignments, must be the student’s own work. Faculty will check papers from electronic sites to assure that students have not taken work off the internet or directly from text books. As indicated above, students must adhere to the University of Pennsylvania's Code of Academic Integrity. Unless otherwise specified, all assignments are to be submitted to the professor via Canvas by the dates indicated on the syllabus.

**GRADING**

The grade for this course is calculated as follows:

- Participation & Attendance	25%	Semester Long
- Essay on Social Capital in the Latinx Community	15%	Due 2/11
- Social Policy Analysis	15%	Due 3/11
- Essay on Challenges in Working with Latinx Immigrants	15%	Due 4/15
- Policy Proposal & Presentation	30%	Due 5/2

**COURSE GRADES**

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 66-69	F = 59 and below
A = 94-96	B = 84-86	C = 74-76	D = 63-65	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-62	

**ASSIGNMENT DETAILS**

**Class Attendance & Participation – 25%**

Instructors must be advised in advance of anticipated absences and within 24 hours of unexpected absences. More than 2 unexcused absences will affect your participation grade and jeopardize your

ability to pass the course. To engage fully with the readings, students must submit a weekly reflection to the respective Canvas Discussion thread for that week. This reflection must include at least one short passage from one or more of that week’s readings, including author(s) and page number(s), and a question or comment pertaining to that/those passage(s). The question should push your fellow classmates’ thinking on that reading or on that week’s class topic. Reflections should be posted by 11:59PM the day before class, beginning Session 2 (first response due on Canvas by 11:59pm on 2/4).

**Essay on Social Capital in the Latinx Community – DUE 2/11 by 11:59pm**

Write a 1,000 word (approx. 4 page) essay.

- a. Consider the socio-political and –historical context for the development of social policies that have impacted Latinxs and discuss 1-2 significant challenges they face in accessing social services.
- b. Keeping in mind the diversity of Latinx immigrants, identify and discuss 1-2 forms of social capital in the Latinx community that might be drawn upon by Latinxs, social workers and/or policymakers to meet these challenges.

**Social Policy Analysis Paper – DUE 3/11 by 11:59pm**

Using Bartach’s eightfold path model, write a 1,000 word (approx. 4 page) policy analysis paper.

- a. Consider one of the primary challenges that the Latinx immigrant community faces in relation to health, education and labor in terms of services, access, communication, and/or protection
- b. Choose 1 social policy addressing this challenge and use the eightfold path model to analyze it

**Essay on Challenges in Working with Latinx Immigrants – DUE 4/15 by 11:59pm**

Write a 1,000 word (approx. 4 page) essay.

- a. Consider the Latinx community’s participation in social policy development through immigration reform, the DREAMer movement and Immigrant-Friendly City initiatives.
- b. Analyze both the successes of and lack of support for these initiatives.
- c. Discuss the resulting challenges social workers face in working with undocumented immigrants or Latinx individuals of mixed-status families.

**Policy Proposal and Presentation – DUE 5/2/19 by 11:59pm**

Write a 1,500 word (approx. 7 pages) policy proposal and prepare a 7-10 minute oral presentation on this proposal.

- a. Choose one policy issue relevant to the Latinx community and discuss how it has been addressed in social policy at the local, state or federal level.
- b. Formulate a policy proposal addressing this issue. Explain how it addresses issues around social and economic justice. Consider how to promote this policy so as to garner sufficient support for approval at the local, state, or federal level.
- c. Consider the impact this policy would have on the role of social workers’ who work with the Latinx community

**COURSE THEMES AND TOPICS**

(Subject to change as needed)

**THEME 1 OVERVIEW OF SOCIAL POLICY AND LATINXS IN THE US**

**Session 1, 1/22/19 Introduction: Social Policies and Latinxs**

Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work, 54*(2), 167–174.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2861823/>

**Session 2, 1/29/19      Socio-political and Socio-economic Contexts for Social Policy for Latinxs**

Joint Economic Committee Democratic Staff. (October 2015). A general revision of statistics and facts of the Latinx population in relation to poverty.  
[https://www.jec.senate.gov/public/\\_cache/files/2d162187-e1cc-4629-a39e-7f0853194280/jec-hispanic-report-final.pdf](https://www.jec.senate.gov/public/_cache/files/2d162187-e1cc-4629-a39e-7f0853194280/jec-hispanic-report-final.pdf)

Lopez, M. H. & Cohn, V. (November 8, 2011). Hispanic poverty rate highest in new supplemental census measure. *Pew Hispanic Center*.  
[http://mville.edu/sites/default/files/Dept-School%20of%20Education/Hispanic\\_Poverty\\_Report.pdf](http://mville.edu/sites/default/files/Dept-School%20of%20Education/Hispanic_Poverty_Report.pdf)

Bourdieu, P. (1986) The forms of capital. In J. Richardson (Ed.) *Handbook of theory and research for the sociology of education*, pp. 241-258. New York, NY: Greenwood.  
<https://www.marxists.org/reference/subject/philosophy/works/fr/bourdieu-forms-capital.htm>

Tienda, M. & Sanchez, S. (2013). Latin American immigration to the United States. *Daedalus*. Summer; 142(3): 48–64. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4638184/>

**Session 3, 2/5/19      Latinxs in the US: Diversity, Affiliations, Intersections**

Hero, R. E., Prehus, R. R. (2006). Multiculturalism and welfare policies in the USA: A state level comparative analysis. In K. Banting and W. Kymlicka (Eds.), *Multiculturalism and the welfare state: Recognition and redistribution in contemporary democracies*, pp. 121-151. Oxford, England: Oxford University Press.

Fox, G. (1997). Imagining a nation. In *Hispanic nation: Culture, politics, and the constructing of identity*, Chapter 1, pp. 1-19. Tucson, AZ: The University of Arizona Press.

Dettlaff, A. J., Johnson-Motoyama, M., & Mariscal, S. (2013). Latino children and families. In J. James, R. Fong, A. J. Dettlaff, & C. Rodriguez (Eds.). *Addressing racial disproportionality and disparities in human services: Multisystemic approaches*, pp. 70-105. New York, NY: Columbia University Press.

Price, P. (2012). Latino/a immigrants and emerging geographies of race and place in the USA. *Progress in Human Geography, 36*(6), 800-809. <https://doi.org/10.1177/0309132511427229>

**Session 4, 2/12/19      Analyzing Social Policy for Latinxs**

Acevedo, E. C. (2005). Latina paradox: Cultural barriers to the equitable receipt of welfare services under modern welfare reform. *Berkeley Journal of Gender, Law, & Justice, 20*, 199-215.  
<http://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1236&context=bglij>

Bartach, E. & Patashnik, E. M. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (Fifth edition). Part 1, pp. 1-72. London, England: Sage.

Hugo Lopez, M. & Livingston, G. (April 7, 2009). Hispanics and the criminal justice system: Low confidence, high exposure. *Pew Research Center*. <http://www.pewhispanic.org/2009/04/07/hispanics-and-the-criminal-justice-system/>

**THEME 2 SOCIAL POLICY AND LATINXS AT LOCAL, STATE AND NATIONAL LEVELS**

**Session 5, 2/19/19 Health**

**All read:**

Collins, T. (2005). Health policy analysis: a simple tool for policy makers. *Public Health*, 119, pp. 192-196.

Paz, K. & Massey, K. P. (2016). Health disparity among Latina women: Comparison with non-Latina women. *Clinical Medicine Insights: Women's Health*, 9(1), 71-74.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4955974/pdf/cmwh-suppl.1-2016-071.pdf>

Ramos, B., Jurkowski, J., Gonzalez, B., & Lawrence, C. (2010). Latina women: Health and healthcare disparities. *Social Work in Public Health*, 25(3/4), 258–271.

**Choose 2 additional articles:**

Balcazar, A., Grineski, S. & Collins, T. (2015). The Hispanic health paradox across generations: The relationship of child generational status and citizenship with health outcomes. *Public Health*, 129(6), 691–697.

DuBard, C. A. & Gizlice, Z. (2011). Language spoken and differences in health status, access to care, and receipt of preventive services among US Hispanics. *American Journal of Public Health*, 98(11), 2021-2028.

Kataoka, S. H., Stein, B. D., Jaycox, L. H., Wong. M., Escudero, P., Tu, W., Zaragoza, C., & Fink, A. (2003). A School-Based Mental Health Program for Traumatized Latino Immigrant Children. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42(3), 311-318.

Hunt, L. M., Schneider, S., & Comer, B. (2004). Should “acculturation” be a variable in health research? A critical review of research on US Hispanics. *Social Science in Medicine*, 59 (5), 973-986. <https://doi.org/10.1016/j.socscimed.2003.12.009>

**Session 6, 2/26/19 Education**

Gandara, P. & Contreras, F. (2009). The crisis and the context. In *The Latino education crisis: The consequences of failed social policies*, Chapter 1, pp. 15-54. Cambridge, MA: Harvard University Press.

Gonzalez, R. G., Heredia, L. L. & Negrón-Gonzalez, G. (2015). Untangling Plyler’s legacy: Undocumented students, schools, and citizenship. *Harvard Educational Review*, 85(3), 318-341.

Flink, P. J. (2017). Latinos and higher education: A literature review. *Journal of Hispanic Higher Education*. <https://doi.org/10.1177/1538192717705701>

**SPRING BREAK – NO CLASS ON MARCH 5**

**Session 7, 3/12/19 Labor**

Olivos, E. M. & Sandoval, G. F. (2015). Latina/o identities, the racialization of work, and the global reserve army of labor: Becoming Latino in Postville, Iowa. *Ethnicities*, 15(2), 190-210.

Heine, B., Quandt, S. A., & Arcury, T. A. (2017). "Aguantamos": Limits to Latino migrant farmworker agency in North Carolina labor camps. *Human Organization*, 76(3), 240-250.

Passel, E. S. & Cohn, D. (2016). Industries of unauthorized immigrant workers. *Pew Research Center, Hispanic Trends*. <http://www.pewhispanic.org/2016/11/03/industries-of-unauthorized-immigrant-workers/>

American Immigration Council. (2017). The impact of immigrant women on America's labor force. [https://www.americanimmigrationcouncil.org/sites/default/files/research/the\\_impact\\_of\\_immigrant\\_women\\_on\\_americas\\_labor\\_force.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/the_impact_of_immigrant_women_on_americas_labor_force.pdf)

Fitz, M., Wolgin, P. E., & Oakford, P. (February 8, 2013). Immigrants are makers, not takers. *Center for American Progress*. <https://www.americanprogress.org/issues/immigration/news/2013/02/08/52377/immigrants-are-makers-not-takers/>

Passel, J. S. & Cohn, D. (March 8, 2017). Immigration projected to drive growth in U.S. working-age population through at least 2035. *Fact Tank: News in the Numbers*. <http://www.pewresearch.org/fact-tank/2017/03/08/immigration-projected-to-drive-growth-in-u-s-working-age-population-through-at-least-2035/>

### **Session 8, 3/19/19      Immigration and Human Rights**

Walter, N. (2013). DREAMers and the immigrant rights movement. In, *The dreamers: How the undocumented youth movement transformed the immigrant rights debate*. Chapter 6, pp. 143-167. Stanford, CA: Stanford University Press.

Ackerman, A. (2013). The criminalization of immigration and the privatization of the immigration detention: implications for justice. *Contemporary Justice Review*, 16(2), 251-263.

Campbell, K. M. (2011). The Road to S.B. 1070: How Arizona Became Ground Zero for the Immigrants' Rights Movement and the Continuing Struggle for Latino Civil Rights in America. *Harvard Latino Law Review*, 1-21.

Martinez, E. (2017). Immigrant bashing on the rise, 1990-1994. In *De colores means all of us: Latina views for a multi-colored century*, Chapter 7, pp. 56-65. Cambridge, MA: South End Press.

## **THEME 3      PARTICIPATION IN SOCIAL POLICY DEVELOPMENT FOR LATINXS**

### **Session 9, 3/26/19      Socio-political and -historical Contexts for Participation in Policy Development**

Ganz, M. (2003). The power of story in social movements. Prepared for the Annual Meeting of the American Sociological Association, Anaheim, California.

[http://marshallganz.usmblogs.com/files/2012/08/Power\\_of\\_Story-in-Social-Movements.pdf](http://marshallganz.usmblogs.com/files/2012/08/Power_of_Story-in-Social-Movements.pdf)

Fox, G. (1997). Counting. In *Hispanic nation: Culture, politics, and the constructing of identity*, Chapter 2, pp.19-39. Tucson, AZ: The University of Arizona Press.

Fox, G. (1997). Forging the national agenda. In *Hispanic nation: Culture, politics, and the constructing of identity*, Chapter 6, pp. 143-183. Tucson, AZ: The University of Arizona Press.

**Session 10, 4/2/19      The DREAMER Movement, Immigration Reform and Immigrant-Friendly Cities**

Immigration Reform:

Gonzales, J. J., Kemp, R. L. (Eds.). (2016). A handbook on evolving services: Immigration and American cities. Chapters 4, 5, 7, pp. 19-24; 28-29. Jefferson, North Carolina: McFarland and Company, Inc.

DREAMER Movement:

Gonzales, J. J., Kemp, R. L. (Eds.). (2016). A handbook on evolving services: Immigration and American cities. Chapters 30-31, pp. 153-164. Jefferson, North Carolina: McFarland and Company, Inc.

McArdle, E. (2015). What about the dreamers? *Harvard Education Magazine*.

<https://www.gse.harvard.edu/news/ed/15/08/what-about-dreamers>

Immigrant-Friendly Cities:

Gonzales, J. J., Kemp, R. L. (Eds.). (2016). A handbook on evolving services: Immigration and American cities. Chapters 11-12, pp. 49-52. Jefferson, North Carolina: McFarland and Company, Inc.

Teaching Tolerance. (February 1, 2017). What's a sanctuary city anyway?

<https://www.tolerance.org/magazine/whats-a-sanctuary-city-anyway>

Southern Poverty Law Center. The current state of sanctuary law.

[http://defendlocal.com/wp-content/uploads/2017/06/IJP\\_Current-State-of-Sanctuary-Law-0517.pdf](http://defendlocal.com/wp-content/uploads/2017/06/IJP_Current-State-of-Sanctuary-Law-0517.pdf)

Wong, T. K. (January 26, 2017). The effect of sanctuary policies on crime and the economy. *Center for American Progress*.

<https://www.americanprogress.org/issues/immigration/reports/2017/01/26/297366/the-effects-of-sanctuary-policies-on-crime-and-the-economy/>

**Session 11, 4/9/19      Participation in Social Policy Development: Agendas for Social Transformation**

Córdova, T. (2004). Plugging the brain drain: Bringing our education back home. In J. Mora & D. R. Diaz (Eds.), *Latino social policy: A participatory research model*, Chapter 1, pp. 25-56. Binghamton, NY: The Haworth Press.

Barreto, M. & Segura, M. (2014). *Latino America: How America's most dynamic population is poised to transform the politics of the nation*. Chapters 9-13, pp. 173-234. New York, NY: Perseus Books.

Barry, D. (November 5, 2016). Latina social workers harness force of labor and of politics in Las Vegas.

*New York Times*. <https://www.nytimes.com/2016/11/06/us/politics/latina-hotel-workers-harness-force-of-labor-and-of-politics-in-las-vegas.html>

**Session 12, 4/16/19      Community Growth, Revitalization, & Social Change through Social Policy**

Arango, O., Flores, S., Gallo, S., Lara, M., Link, H., Arreguín, D. & Peregrina, I. (2016) Un trago dulce pero adentro con sabor amargo (A bittersweet swallow): Constructing counterspaces to explore undocumented status across academic, family, and community spaces. *Diaspora, Indigenous, and Minority Education*, DOI: 10.1080/15595692.2016.1198315.

Martinez, E. (2017). *De colores means all of us: Latina views for a multi-colored century*, Part VI: La lucha continua: Youth in the lead, Chapters 23-30, pp. 198-252. Cambridge, MA: South End Press.

Molina, M. (2013). Lessons in organization and dignity from the Zapatistas. *Waging Non-Violence: People-Powered News & Analysis*. <https://wagingnonviolence.org/feature/lesson-in-organization-and-presence-from-the-zapatistas/>

Schools for Chiapas. Organizational history. <http://www.schoolsforchiapas.org/who-we-are/organizational-history/>

**Session 13, 4/23/19**     **Community Panel on Social Policy** (Local Latinx leaders/speakers TBD)  
READINGS TBD

**Session 14, 4/30/19**     **Social Policy Presentations & End of Semester Celebration**  
**Advocating for Policies that Promote Social Justice for the Latinx Community**