

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
COURSE OUTLINE**

**19:910:576**                    **Puerto Rico: Compounding Disasters and Community Resilience**

**Semester**                    **Spring 2024**

**Location:**                    **Interamerican University, San Juan, PR**

**Instructor:**                **Elsa Candelario, Professor of Professional Practice and Director of LISTA**

**Office Hours:**            **Wed. 4:15-5:15PM by Zoom-Sign Up required**

<https://rutgers.zoom.us/j/7203111559?pwd=OkR2RWVUQlhsc3lWY1poQUNCNm1FZz09>

**Meeting ID: 720 311 1559**

**Password: 632657**

**One tap mobile**

**+16469313860,,7203111559# US**

**+13017158592,,7203111559# US (Washington DC)**

**Join By Phone**

**+1 646 931 3860 US**

**+1 301 715 8592 US (Washington DC)**

**+1 305 224 1968 US**

**Dates:**                    **Pre-departure sessions: 3 sessions; time TBD by group poll.**

**Last year, Wed. 5:30-7:30PM**

**Logistics check in pre-departure: one with date TBD**

**In-country dates: March 8, 2024-March 17, 2024**

**Post-arrival sessions: two**

**Course available online: Spring, 2024**

**Travel Information:** San Juan, Puerto Rico is the destination

Arrive in San Juan, Puerto Rico: March 8, 2024 – Friday

Depart San Juan, Puerto Rico: March 17, 2024 – Sunday

**I. Course Description**

This course is an immersion learning course that provides students with historical and current information about populations in Puerto Rico and the country's unique status as a territory of the United States and the impact of colonialism and natural disasters on its residents. In New Jersey, the largest group of Latinos are of Puerto Rican descent numbering nearly half million persons. It is important to understand the context in which Puerto Rican migrants were raised, the conditions that led to their emigration, and identify potential access challenges that may arise when they transition to the United States.

Because the structure of social service systems in Puerto Rico is unique and the impact of multiple natural disasters will have lasting effects on those who remain and those who have migrated, becoming familiar with the ways in which their social service agencies operate, understanding the role of community self-management, and exploring similarities and differences to New Jersey systems will positively enhance the knowledge and skills of students who work with those seeking social services in the state of New Jersey. Students will also learn about social work education in Puerto Rico and the role of social workers within various social services systems. The course of study will emphasize students' knowledge of the approach to service delivery by social workers and other disciplines in Puerto Rico as compared to US models.

Field visits engage students directly with clients (where possible), faculty, students and practitioners in public and private social services agencies, local community activists and other community groups.

## **II. Course Overview and Format:**

The course has a semester-based meeting format, meeting three times before departure, multiple times in-country, and two times after the trip. There will also be a logistical check-in meeting before departure to Puerto Rico. It will be in-country for 9 days and is modeled on existing Study Abroad Courses in which there are some lectures by social work professionals. In addition, there will be agency field visits that engage students in discussion with social work leaders and direct service practitioners about programs, services and practices that work and the structure of social service and nonprofit programs. Cultural and artistic visits will also be included.

## **III. Place of Course in Program**

This is a general elective three (3) credit course. The prerequisite is satisfactory completion of Diversity and Oppression (50:910:406 or 506), and it is strongly recommended that students have satisfactorily completed course Latinos: Culture, Community and Social Welfare (50:910:549) or Social Work Practice with Latinos (50:910:503). It is part of the LISTA (Latino/a Initiatives for Service, Training, and Assessment) Certificate Program, but is open to all students.

#### IV. **Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org). In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competencies serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

##### **Core Competency 2: Engage Diversity and Difference in Practice.**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

##### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 10 (RU SSW Specific): Liberatory Consciousness:** Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all

members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness “enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the socialization to which they have been subjected” (Love, p. 470).\*

Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial and economic justice.

\*This implicitly includes self-awareness and self-reflection on one’s own positionality in practice.

Social workers:

- Practice Awareness by “noticing what happens in the world around” them and use this awareness to recognize and acknowledge stigma, discrimination, and oppression (Love, p. 471)
- Analyze “what is happening from a stance of awareness” (Love, p. 471) of oppression and consider a range of possible activities to promote greater social, economic and racial justice
- Act “to transform society” and “move to a more just world” and by encouraging and/or organizing others to take action, locating resources to empower others, and encouraging others to exercise their voice and power (Love, p. 472).
- Hold themselves Accountable and practice in Allyship by working in collaboration and connection with others, disentangling patterns of internalized oppression (both internalized subordination and internalized domination), and remaining open to perspective sharing and analyses of inevitable mistakes and/or oppressive positions and/or behaviors.

#### IV. Course Objectives

**At the end of the program, students will be able to:**

- Describe the effects of colonization on populations in Puerto Rico.
- Identify some of the similarities and differences between social services in New Jersey and Puerto Rico.
- Identify groups experiencing disadvantage in Puerto Rico, and most particularly, those impacted by natural disasters and the community responses that promote - resilience.
- Examine the ability of social workers to engage reciprocally with professionals, community members, and leaders in a national context other than their own.

#### V. Course Requirements:

This course requires that students attend three course meetings by Zoom and one logistics session by Zoom prior to departure to Puerto Rico. Students will arrive in San Juan,

Puerto Rico on Friday, March 8, 2024. Students are also required to attend 2-post arrival Zoom sessions and complete and pass the assignments described below.

## **VI. Assignments and Grading:**

Assignments for course:

1. 2 DEAL Critical Reflection Assignments. You are required to keep reflection assignments that follow the DEAL model. This model allows you to: Describe, Examine, Articulate and Learn. In so doing, the goal is that through the act of reflecting, we may discuss emerging understandings that shape our perspectives and practice. You may choose to write TIPS (Thing, Idea, Person, and Self) letters as a substitute for DEAL reflections. Like many travelers abroad, students will experience unsettling and awe-inspiring, and the DEAL and TIPS exercises become a way to explore questions and insights and name concerns, frustrations, and joys. You may supplement your DEAL reflections with another form of documentation that is personal such as scrapbooking. The instructor will keep your reflection contents **confidential!** It will be shared only if you decide you want it to be shared. Both must be uploaded by 3/17/24
2. Participation in an ongoing Discussion on Canvas. The discussion is focused on *Puerto Rico: Compounding disasters and community resilience* which is the overall theme and title of the Puerto Rico Study Abroad Program. All readings are in Canvas and will be useful for discussions, reflection and analysis of your experiences, comparison between professional education and practice in the United States mainland and Puerto Rico, and the programs and communities that you will visit in Puerto Rico.
3. **Final presentation:** 5-10 minute presentation that offers an overview of your final research paper. Uploaded to Canvas by 3/29/24 and presented during the week of 4/1/24 or 4/15/24.
4. **Final Paper 8-10 pages:** This is a paper that you will write that will provide the instructor with the opportunity to evaluate how well you achieved selected course objectives through a research-guided assignment. The topic must be selected by week 4. The final paper is to be uploaded in Canvas by 4/19/24.
5. Guidelines for the final assignment are provided in a separate document.

### **Overall Grade will be determined by:**

- Participation in threaded discussion and online assignments (10% of grade)
- Attendance and full participation in at least 95% of the program's meetings at Rutgers (on Zoom) and in-country (15% of grade)
- 2 DEAL Reflections submitted by March 17, 2024 (15% of grade)
- Final presentation: Week of April 1 and April 15 (20% of grade)

- Final Paper: to be submitted by April 29, 2024 (40% of grade)

### **Grading Criteria**

- **A 92-100**
- **B+ 87-91**
- **B 82-86**
- **C+ 77-81**
- **C 70-76**
- **F 0-69**

### **VII. Course Evaluation**

Study Abroad at Rutgers University will issue a survey that evaluates the course and instructor. This survey is completed by students after the end of the program and all answers are confidential and anonymous.

In addition, Rutgers University issues two surveys that evaluate both the course and the instructor. The first of these surveys is completed by students at the mid-semester mark, and the second survey is completed towards the end of the semester. All answers are confidential and anonymous.

### **VIII. ACADEMIC INTEGRITY POLICY**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

## **IX. DISABILITY ACCOMMODATION**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## **X. Resources**

### **Library Research Assistance**

**Julia Maxwell** is the social work librarian on the New Brunswick Campus [jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu) p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830 . They are all available to meet with students.

### **Writing Assistance**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

#### **All MSW Students**

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

#### **Newark Students Only**

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

#### **Camden Campus**

The Camden learning center provides writing assistance for MSW students on the

Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

### **Additional Online Resources:**

#### **APA Style**

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 9th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

*Email Etiquette for Students:* <https://owl.english.purdue.edu/owl/resource/694/01/>

#### **XI. Office on Violence Prevention and Victim Assistance**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance (848) 932.1181. <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs./day, 7 days a week.

#### **XII. Active Shooter Resources**

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

#### **XIII. Government of Puerto Rico COVID-19 Traveler Information**

<https://www.travelsafe.pr.gov/>

#### **Puerto Rico Informational and Travel Resources**

Discover Puerto Rico. (2022). Retrieved from <https://www.discoverpuertorico.com/>

Fodor's Travel. (2022). *Puerto Rico travel guide*. Retrieved from <https://www.fodors.com/world/caribbean/puerto-rico>

Lonely Planet. (2022). *Puerto Rico*. Retrieved from <https://www.lonelyplanet.com/puerto-rico>

National Geographic. (2022). *Puerto Rico*. Retrieved from <https://www.nationalgeographic.com/travel/destination/puerto-rico>

US News. (2022). *Why go to Puerto Rico?* Retrieved from [https://travel.usnews.com/Puerto\\_Rico/](https://travel.usnews.com/Puerto_Rico/)

## **XII. Course Outline**

### **Pre-Departure Course Meetings and Orientation**

**Course meetings will be held the weeks of: 1/22/24; 2/5/24; 2/19/24**

Participation in an ongoing discussion on Canvas prior to the trip to Puerto Rico and three pre-departure course meetings to discuss course content will be held. The discussion is focused on the course material that provides a foundational understanding of the sociopolitical, geographical and community contexts of Puerto Rico and the professional roles of the social work profession. The material will address liberation approaches through community-based, collectivistic, and self-management activities.

**Check in/travel orientation predeparture meeting week of 2/26/24**

Required orientation session will be held to review travel information and logistics, information about Puerto Rico, identify key learning objectives and discuss reasons for participating, and partake in ice-breakers to prepare for the group learning experience. Study abroad will also provide pre-departure information about health and safety and other required travel information as needed.

### **In-country Program**

March 8-17, 2024

### **Post-arrival Session 1**

Week of 4/1/24 @5:30PM

### **Post-arrival Session 2**

Week of April 15, 2024@5:30PM

#### **Week 1:**

#### **Required Readings and Resources:**

Capielo Rosario, C. & Dillon, F. (2020). Ni de aquí, ni de allá. *Cultural Diversity and Ethnic Minority Psychology*, 26 (1), 42-53. doi: 10.1037/cdp0000272.

Gonzalez, J. (2022). *Harvest of empire: A history of Latinos in America (2<sup>nd</sup> Rev. Ed.)*. Chapters 4. Penguin Books.

Noe-Bustamante, L., Flores, A., & Shah, S. (2019). *Facts on Hispanics of Puerto Rican origin in the United States, 2017*. Pew Research Center. <https://www.pewresearch.org/hispanic/fact-sheet/u-s-hispanics-facts-on-puerto-rican-origin-latinos/>

**Resources:**

U.S. Census Bureau (2021). *Quick Facts: Puerto Rico*. <https://www.census.gov/quickfacts/PR>

**Assignment:**

- **Hypothesis**

**Week 2 Meeting 1**

**Required Readings and Resources:**

Gonzalez, J. (2022). *Harvest of empire: A history of Latinos in America (2<sup>nd</sup> Rev. Ed.)*. Chapters 14. Penguin Books.

Hinojosa, J., Meléndez, E., & Severino Pietri, K. (2019). Population decline and school closure in Puerto Rico. *New York: Center for Puerto Rican Studies*. Retrieved from [https://centropr-archive.hunter.cuny.edu/sites/default/files/PDF\\_Publications/centro\\_rb2019-01\\_cor.pdf](https://centropr-archive.hunter.cuny.edu/sites/default/files/PDF_Publications/centro_rb2019-01_cor.pdf)

Renta, N., Bhatti, S., & Corser, M. (2021, September). *Promesa has failed*. The Center for Popular Democracy ACRE Action Center. Retrieved November 2, 2022, from [https://acreinstitute.org/research\\_post/promesa-has-failed/](https://acreinstitute.org/research_post/promesa-has-failed/)

**Suggested reading:**

Center for Puerto Rican Studies, Hunter College, CUNY. (2016). *Puerto Ricans in New Jersey, the United States, and Puerto Rico, 2014*. Centro DS2016US-5, Author. Retrieved from <https://centropr-archive.hunter.cuny.edu/sites/default/files/pdf/STATE%20REPORTS/3.%20NJ-PR-2016-CentroReport.pdf>

Glassman, B. (2019, September 26). *A third of movers from Puerto Rico to the mainland United States relocated to Florida in 2018*. US Census Bureau. Retrieved at <https://www.census.gov/library/stories/2019/09/puerto-rico-outmigration-increases-poverty-declines.html>

Medina, C., Pellegrini, L., & Mogro-Wilson, C. (2014). Political power and health inequalities in Vieques, Puerto Rico. *Social Work in Public Health, 29*, 401-416.  
DOI:10.1080/19371918.2013.853017

**Assignments:**

Review the following website: Financial Oversight and Management Board for Puerto Rico. (n.d.).

Come to class prepared to discuss insights into the Gonzalez Chapter 14 reading and the 2021 Renta article entitled “Promesa Has Failed.”

### Week 3:

#### Required Readings and Resources:

Davis, R.E., Lee, S. , & Johnson, T.P. (2019). Measuring the elusive construct of *personalismo* among Mexican American, Puerto Rican, and Cuban American adult Hispanics. *Journal of Behavioral Sciences*, 41(1), 103–121.

Mogro-Wilson, C., Rojas, R. & Haynes, J. (2016). A cultural understanding of the parenting practices of Puerto Rican fathers. *Social Work Research*, 40(4), 237-248.

Reyes, J.O. (2016). Familismo y geografía en Puerto Rico: Algunas Reflexiones [ Familism and geography in Puerto Rico: Some reflections]. *Voces Desde El Trabajo Social* 4(1): 59–76. <https://doi.org/10.31919/voces.v4i1.85>

#### Suggested readings:

Abreu, R. L., Riggle, E. D. B., & Rostosky, S. S. (2020). Expressive Writing Intervention With Cuban-American and Puerto Rican Parents of LGBTQ Individuals. *The Counseling Psychologist*, 48(1), 106–134. <https://doi.org/10.1177/0011000019853240>

Mogro-Wilson, C. (2013). Parenting in Puerto Rican families. *Families in Society: The Journal of Contemporary Social Services*, 94(4), 235–241. <https://doi.org/10.1606/1044-3894.4327>

Rivera Diaz, M. (2015). La desigualdad en salud de la niñez en Puerto Rico: Un elemento social, político y económicamente determinado [ Inequality in children’s health in Puerto Rico: A socially, politically and economically determined element]. *Revista Latinoamericana de Derechos Humanos*, 26(1), 123-137. <https://doi.org/10.15359/rldh.26-1.6>

#### Assignments (2):

- 1) Video related
- 2) News source related

### Week 4: Meeting 2 -Research topic selected

#### Required Readings and Resources:

Caraballo-Cuato, J. & Godreau, I. P. (2021). Colorism and health disparities in home countries: The case of Puerto Rico. *Journal of Immigrant and Minority Health*, 23, 926-935. DOI: 10.1007/s10903-021-01222-7

Oropesa, R. S., Landale, N. S., & Greif, M. J. (2008). From Puerto Rican to pan-ethnic in New York City. *Ethnic and Racial Studies*, 31, 1315–1339. DOI: 10.1080/01419870701722521

Ramos, B.M. (2005). Acculturation and depression among Puerto Ricans in the mainland. *Social Work Research*, 29(2), 95-105. <https://doi.org/10.1093/swr/29.2.95>

**Suggested Readings and Resources:**

Alegria, M., Shrout, P.E., Canino, G., Alvarez, K., Wang, Y., Bird, H., Markle, S.L., Ramos-Olazagasti, M., Rivera, D., Cook, B.L., Musa, G.J., Falgas-Bague, I., NeMoyer, A., Dominique, G. & Duarte, C. (2019). The effect of minority status and social context on the development of depression and anxiety: A longitudinal study of Puerto Rican descent youth. *World Psychiatry*, 18, 298-307. <https://doi-org.proxy.libraries.rutgers.edu/10.1002/wps.20671>

Araujo-Dawson, B. (2015). Understanding the complexities of skin color, perceptions of race, and discrimination among Cubans, Dominicans, and Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 37(2), 243–256. <https://doi.org/10.1177/0739986314560850>

Vargas-Ramos, C. (2014). Migrating race: Migration and racial identification among Puerto Ricans. *Ethnic and Racial Studies*, 37(3), 383-404, DOI: 10.1080/01419870.2012.672759.

**Assignments (2):**

- 1) Come to class prepared to discuss readings.

**For class viewing:**

- 2) **Upload Proposed Research Topic in Canvas**

**Week 5:**

**Required Readings and Viewings:**

Burnette, D, Buckley, T, Fabelo, H. & Yabar, M. (2020). Foregrounding context in the COVID-19 pandemic: Learning from older adults in Puerto Rico. *Journal of Gerontological Social Work*, 63(6-7), 709-712. DOI: [10.1080/01634372.2020.1793253](https://doi.org/10.1080/01634372.2020.1793253)

García, C., Rivera, F., Garcia, M., Burgos, G. & Aranda, M. (2021). Contextualizing the COVID-19 era in Puerto Rico: Compounding disasters and parallel pandemics. *The Journals of Gerontology: Series B*, 76(7), 263–267. <https://doi-org.proxy.libraries.rutgers.edu/10.1093/geronb/gbaa186>

Ortiz Torres. B. (2020). Decoloniality and community-psychology practice in Puerto Rico: autonomous organising (autogestión) and self-determination. *International Review of Psychiatry*, 32(4), 359–364. <https://doi.org/10.1080/09540261.2020.1761776>

**Video**

Pietri, P. & Hurray for the Riff Raff (2017). Pa'lante [Recorded by Hurray for the Riff Raff] [Lyrics]. Retrieved from <https://www.youtube.com/watch?v=LilVDjLaZSE>

**Assignments (2):**

- 1) Hypothesis joint annotation:
- 2) Discussion board:

**Week 6 (meeting 3):**

**Required Readings and Resources:**

Benach, J., Rivera Díaz, M., Muñoz, N., Martínez-Herrera, E., & Manuel Pericàs, J. (2019). What the Puerto Rican hurricanes make visible: Chronicle of a public health disaster foretold. *Social Science & Medicine*, 238, 112367. <https://doi.org/10.1016/j.socscimed.2019.112367>

Rapin, K. (2023, June 10). *The grassroots movement that built Puerto Rico's first community-owned Microgrid*. Next City. <https://nextcity.org/features/grassroots-movement-puerto-ricos-first-community-owned-solar-microgrid>

Rivera, F. I. (2012). Cultural mechanisms in the exchange of social support among Puerto Ricans after a natural disaster. *Qualitative Health Research*, 22(6), 801-809. <https://doi.org/10.1177/1049732311432719>

Sherwood, D., VanDeusen, K. Diaconu, M. & Jones, C. (2022). "The problem is that Puerto Rico does not have a say": Students' critical reflections on service-learning in post-Maria Puerto Rico. *Advances in Social Work*, 22(1), 197-218. DOI: 10.18060/25255

**Suggested Readings and Resources:**

Meléndez, E. & Venator-Santiago, C.R. (eds.) (2018). Puerto Rico post-Hurricane Maria: Origins and consequences of a crisis. Special Issue of Centro. *Journal of the Center for Puerto Rican Studies*, 30(3). Hunter College, CUNY. Retrieved from <https://web-s-ebSCOhost-com.proxy.libraries.rutgers.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=a7e4b982-5724-45df-b030-b5eb6a21c2b4%40redis>

Puerto Rico Report  
<https://www.puertoricoreport.com/>

**Assignments (2):**

- 1) Discussion post:
- 2) Come to class prepared to discuss the readings.

**Week 7: (check in/orientation predeparture meeting)**

**Required Readings and Resources:**

Diaz Tirado, Adriana. (2022, October 22). Exige justicia salarial para trabajadores sociales: "Estas son las profesiones más precarizadas en el gobierno" [Demand salary justice for social workers: "These are the most precarious professions in the government"]. *El Nuevo Dia*. <https://www.elnuevodia.com/noticias/locales/notas/exige-justicia-salarial-para-trabajadores-sociales-estas-son-las-profesiones-mas-precarizadas-en-el-gobierno/>

Herrera, Kio. (2020, September 11). *Three years. Four disasters. Social workers in Puerto Rico want change. They're trying to help with the emotional toll from Hurricanes Irma and Maria, earthquakes and now COVID-19. Social workers say they need to be part of the official response*. The Center for Public Integrity. <https://publicintegrity.org/environment/hidden-epidemics/disasters-social-workers-mental-health-puerto-rico-maria/>

Negrón-Velázquez, G. (2017). Social work academia and policy in Puerto Rico. In Gal, J., & Weiss-Gal, I. (Eds.), *Where academia and policy meet: A cross-national perspective on the involvement of social work academics in social policy*. Policy Press.  
<https://doi.org/10.2307/j.ctt1t894fc.13>

**Suggested Readings/Resources:**

Seda Rodríguez, R. M. (2012). Legado de Carmen Rivera de Alvarado a la profesión de trabajo social en Puerto Rico [The legacy of Carmen Rivera de Alvarado to the profession of social work in Puerto Rico]. *Voces Desde El Trabajo Social*, 1(1), 21-39.  
<https://doi.org/10.31919/voces.v1i1.116>

Viana Vazquez, N. (2020, October 5). *Historia trabajo social* [History of social work]. YouTube.  
[https://www.youtube.com/playlist?list=PL6sFQ\\_ZcYlSrtA0ZSD4G0b42rVu7LYdgi](https://www.youtube.com/playlist?list=PL6sFQ_ZcYlSrtA0ZSD4G0b42rVu7LYdgi)

**Assignments:**

- **Discussion board:** Question

**For in country reflection:**

- Read and analyze the Diaz Tirado article and reflect upon your own understanding from discussions with Puerto Rican students and social workers regarding the professional issues of pay and labor conditions named in the article.

**Week 8: In country meetings each day 3/8/24-3/17/24**

**Assignments:**

- Two DEAL Reflections during this period to be uploaded to Canvas.

**Week 9 and Week 10 work on presentation and final research papers**

**Assignments:**

- Work on presentation (assigned for the weeks of 4/1 or 4/15)

**Week 11: Meet week of 4/1/24 for debrief and presentations**

**Assignments:**

- First half of presentations

**Week 12: Prepare final papers**

**Assignments:**

- Work on final papers due 4/19/24

**Week 13: Final Meeting week of 4/15/24 for presentations**

**Assignments:**

- Second half of presentations

DRAFT

## **Bibliography of Selected Readings-Puerto Rico and Puerto Ricans**

### **Cultural Values**

- Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 17, 249–255.
- Davis, R.E., Lee, S. , & Johnson, T.P. (2019). Measuring the elusive construct of *personalismo* among Mexican American, Puerto Rican, and Cuban American adult Hispanics. *Journal of Behavioral Sciences*, 41(1), 103–121.
- Ramos, B. (2004). Culture, ethnicity, and caregiver stress among Puerto Ricans. *Journal of Applied Gerontology*, 23, 469–486.

### **Demography**

- Center for Puerto Rican Studies, Hunter College, CUNY. (2016). *Puerto Ricans in New Jersey, the United States, and Puerto Rico, 2014*. Centro DS2016US-5, Author.
- Glassman, B. (2019, September 26). *A third of movers from Puerto Rico to the mainland United States relocated to Florida in 2018*. US Census Bureau. Retrieved at <https://www.census.gov/library/stories/2019/09/puerto-rico-outmigration-increases-poverty-declines.html>
- Hinojosa, J., Meléndez, E., & Severino Pietri, K. (2019). Population decline and school closure in Puerto Rico. *New York: Center for Puerto Rican Studies*.
- Noe-Bustamante, L., Flores, A., & Shah, S. (2019). *Facts on Hispanics of Puerto Rican origin in the United States, 2017*. Pew Research Center. <https://www.pewresearch.org/hispanic/fact-sheet/u-s-hispanics-facts-on-puerto-rican-origin-latinos/>
- U.S. Census Bureau (2021). *Quick Facts: Puerto Rico*. <https://www.census.gov/quickfacts/PR>

### **Acculturation/Ethnic/Racial Identity**

- Alegria, M., Shrout, P.E., Canino, G., Alvarez, K., Wang, Y., Bird, H., Markle, S.L., Ramos-Olazagasti, M., Rivera, D., Cook, B.L., Musa, G.J., Falgas-Bague, I., NeMoyer, A., Dominique, G. & Duarte, C. (2019). The effect of minority status and social context on the development of depression and anxiety: A longitudinal study of Puerto Rican descent youth. *World Psychiatry*, 18, 298-307. <https://doi-org.proxy.libraries.rutgers.edu/10.1002/wps.20671>
- Alford, N.S. (Executive Producer and Host). (2021). *Afro-Latinx revolution: Puerto Rico*. TheGrio. <https://www.youtube.com/watch?v=8uM83LNZmWs>

- Araujo-Dawson, B. (2015). Understanding the complexities of skin color, perceptions of race, and discrimination among Cubans, Dominicans, and Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 37(2), 243–256.
- Bekteshi, V., Van Hook, M., ; Levin, J., Kang, S.W., Van Tran, T. (2017). Social work with Latino immigrants: Contextual approach to acculturative stress among Cuban, Mexican and Puerto Rican women. *British Journal of Social Work*, 47(2), 447-466.
- Capielo Rosario, C. & Dillon, F. (2020). Ni de aquí, ni de allá. *Cultural Diversity and Ethnic Minority Psychology*, 26(1), 42-53. doi: 10.1037/cdp0000272.
- Caraballo-Cuato, J. & Godreau, I. P. (2021). Colorism and health disparities in home countries: The case of Puerto Rico. *Journal of Immigrant and Minority Health*, 23, 926-935. DOI: 10.1007/s10903-021-01222-7
- Oropesa, R. S., Landale, N. S., & Greif, M. J. (2008). From Puerto Rican to pan-ethnic in New York City. *Ethnic and Racial Studies*, 31, 1315–1339.
- Pietri, P. & Hurray for the Riff Raff (2017). Pa'lante [Recorded by Hurray for the Riff Raff] [Lyrics]. Retrieved from <https://www.youtube.com/watch?v=LilVDjLaZSE>
- Ramos, B.M. (2005). Acculturation and depression among Puerto Ricans in the mainland. *Social Work Research*, 29(2), 95-105.
- Vargas-Ramos, C. (2014). Migrating race: Migration and racial identification among Puerto Ricans. *Ethnic and Racial Studies*, 37(3), 383-404, DOI: 10.1080/01419870.2012.672759.

Suggested Reading:

- Vargas-Ramos, C. (2017). *Race, front and center: Perspectives on race among Puerto Ricans*. Centro Press.

**Families and Children**

- Abreu, R. L., Riggle, E. D. B., & Rostosky, S. S. (2020). Expressive Writing Intervention With Cuban-American and Puerto Rican Parents of LGBTQ Individuals. *The Counseling Psychologist*, 48(1), 106–134.  
<https://doi.org/10.1177/0011000019853240>
- Mogro-Wilson, C. (2013). Parenting in Puerto Rican families. *Families in Society: The Journal of Contemporary Social Services*, 94(4), 235–241. DOI: 10.1606/1044-3894.4327.

- Mogro-Wilson, C., Rojas, R. & Haynes, J. (2016). A cultural understanding of the parenting practices of Puerto Rican fathers. *Social Work Research*, 40(4), 237-248.
- Reyes, J.O. (2016). Familism and geography in Puerto Rico: Some reflections. *Voces desde el Trabajo Social; San Juan*, 4(1), 59-76.
- Rivera Diaz, M. (2015). La desigualdad en salud de la niñez en Puerto Rico: Un elemento social, político y económicamente determinado [ Inequality in children's health in Puerto Rico: A socially, politically and economically determined element]. *Revista Latinoamericana de Derechos Humanos*, 26(1), 123-137.  
<https://doi.org/10.15359/rldh.26-1.6>

### **History, Colonialism, and Power**

- Center for Puerto Rican Studies, Hunter College, CUNY (n.d.). Puerto Rican Voices. Vimeo. <https://vimeo.com/centropr>.
- Financial Oversight and Management Board for Puerto Rico. (n.d.). Retrieved October 30, 2022 from <https://oversightboard.pr.gov/debt/>.
- Gonzalez, J. (2022). *Harvest of empire: A history of Latinos in America (2<sup>nd</sup> Rev. Ed.)*. Chapters 4 and 14. Penguin Books.
- Medina, C., Pellegrini, L., & Mogro-Wilson, C. (2014). Political power and health inequalities in Vieques, Puerto Rico. *Social Work in Public Health*, 29, 401-416. DOI:10.1080/19371918.2013.853017
- Ortiz Torres, B. (2020). Decoloniality and community-psychology practice in Puerto Rico: autonomous organising (autogestión) and self-determination. *International Review of Psychiatry*, 32(4), 359–364.  
<https://doi.org/10.1080/09540261.2020.1761776>
- Renta, N., Bhatti, S., & Corser, M. (2021, September). *Promesa has failed*. The Center for Popular Democracy ACRE Action Center. Retrieved November 2, 2022, from [https://acreinstitute.org/research\\_post/promesa-has-failed/](https://acreinstitute.org/research_post/promesa-has-failed/)

### **Suggested Reading:**

- Dizney-Flores, Z. (2013). *Locked In, Locked Out: Gated Communities in a Puerto Rican City*. Philadelphia: University of Pennsylvania Press.

### **Natural Disasters:**

- Benach, J., Rivera Díaz, M., Muñoz, N., Martínez-Herrera, E., & Manuel Pericàs, J. (2019). What the Puerto Rican hurricanes make visible: Chronicle of a public

- health disaster foretold. *Social Science & Medicine*, 238, 112367. <https://doi.org/10.1016/j.socscimed.2019.112367>.
- Burnette, D, Buckley, T, Fabelo, H. & Yabar, M. (2020). Foregrounding context in the COVID-19 pandemic: Learning from older adults in Puerto Rico. *Journal of Gerontological Social Work*, 63(6-7), 709-712. DOI: [10.1080/01634372.2020.1793253](https://doi.org/10.1080/01634372.2020.1793253)
- Financial Oversight and Management Board for Puerto Rico. (n.d.). Retrieved October 30, 2022 from <https://oversightboard.pr.gov/debt/>.
- García, C., Rivera, F., Garcia, M., Burgos, G. & Aranda, M. (2021). Contextualizing the COVID-19 era in Puerto Rico: Compounding disasters and parallel pandemics. *The Journals of Gerontology: Series B*, 76(7), 263–267. <https://doi-org.proxy.libraries.rutgers.edu/10.1093/geronb/gbaa186>
- Meléndez, E. & Venator-Santiago, C.R. (eds.) (2018). Puerto Rico post-Hurricane Maria: Origins and consequences of a crisis. Special Issue of Centro. *Journal of the Center for Puerto Rican Studies*, 30(3). Hunter College, CUNY.
- Rapin, K. (2023, June 10). *The grassroots movement that built Puerto Rico’s first community-owned Microgrid*. Next City. <https://nextcity.org/features/grassroots-movement-puerto-ricos-first-community-owned-solar-microgrid>
- Rivera, F. I. (2012). Cultural mechanisms in the exchange of social support among Puerto Ricans after a natural disaster. *Qualitative Health Research*, 22(6), 801-809.
- Sherwood, D., VanDeusen, K. Diaconu, M. & Jones, C. (2022). “The problem is that Puerto Rico does not have a say”: Students' critical reflections on service-learning in post-Maria Puerto Rico. *Advances in Social Work*, 22(1), 197-218. DOI: 10.18060/25255

Suggested Reading:

- Deibert, M. (2019). *When the Sky Fell: Hurricane Maria and the United States in Puerto Rico*. Apollo Publishers.

**Social Work Practice and the Profession**

- Burgos Ortiz, N.M. (2001). *Pioneras de la profesión de trabajo social en Puerto Rico* [Pioneers of the social work profession in Puerto Rico]. Publicaciones Puertorriqueñas, Inc. <https://www.ts.ucr.ac.cr/binarios/libros/libros-000040.pdf>
- Diaz Tirado, Adriana. (2022, October 22). Exige justicia salarial para trabajadores sociales: “Estas son las profesiones más precarizadas en el gobierno” [Demand

- salary justice for social workers: “These are the most precarious professions in the government”. *El Nuevo Dia*.  
<https://www.elnuevodia.com/noticias/locales/notas/exige-justicia-salarial-para-trabajadores-sociales-estas-son-las-profesiones-mas-precarizadas-en-el-gobierno/>
- Herrera, Kio. (2020, September 11). *Three years. Four disasters. Social workers in Puerto Rico want change. They're trying to help with the emotional toll from Hurricanes Irma and Maria, earthquakes and now COVID-19. Social workers say they need to be part of the official response.* The Center for Public Integrity.  
<https://publicintegrity.org/environment/hidden-epidemics/disasters-social-workers-mental-health-puerto-rico-maria/>
- Negrón-Velázquez, G. (2017). Social work academia and policy in Puerto Rico. In Gal, J., & Weiss-Gal, I. (Eds.), *Where academia and policy meet: A cross-national perspective on the involvement of social work academics in social policy*. Policy Press.
- Seda Rodríguez, R. M. (2012). Legado de Carmen Rivera de Alvarado a la profesión de trabajo social en Puerto Rico [The legacy of Carmen Rivera de Alvarado to the profession of social work in Puerto Rico]. *Voces Desde El Trabajo Social*, 1(1), 21-39. <https://doi.org/10.31919/voces.v1i1.116>
- Viana Vazquez, N. (2020, October 5). *Historia trabajo social* [History of social work]. YouTube.  
[https://www.youtube.com/playlist?list=PL6sFQ\\_ZcYlstrA0ZSD4G0b42rVu7LYdgi](https://www.youtube.com/playlist?list=PL6sFQ_ZcYlstrA0ZSD4G0b42rVu7LYdgi)