A. Description of Course Content

A course on the social, cultural, and economic experiences of Latina and Latin American origin women in the United States. Offered as MAS 3314, SOCI 3314, SOCW 3314, WOMS 3314, and AAST 3321. Credit will be granted in only one department.

B. Student Learning Outcomes

1. Understand how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States including family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. Achieved through: Quizzes, Reflection papers.

2. Explore how the diversity of Latino cultural experiences impacts the Latina experience in the US. Achieved through: Quizzes, Reflection papers.

3. Identify theoretical and policy issues related to ethnicity, gender, sexual orientation and social status. Achieved through: DB, Quizzes, Reflection papers.

4. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, classism, etc. among Latinas in the US. Achieved through: DB, Quizzes, Reflection papers.

5. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal well-being for Latinas. Achieved through DB, Reflection papers.

6. Summarize impact of Latina migration patterns on social and economic justice issues (e.g., intimate partner violence, mental health, health, education, child welfare, employment); Achieved through Reflection papers.

Additional Student Learning Outcomes for Social Work Majors

The Council on Social Work Education requires that accredited social work programs follow the CSWE
Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, and 6, the main foci are competencies 2 and 3: Engage Diversity and Difference in Practice; and Advance Human Rights and Social, Economic, and Environmental Justice.

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. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

C. Required Textbooks and Other Course Materials

Required readings are shared online and noted on the course schedule.

D. Additional Recommended Textbooks and Other Course Materials

Recommended readings (e.g., journal articles) are shared online and noted on the course schedule.

E. Descriptions of Major Assignments and Examinations

1. **Weekly Reading Quizzes (14 at 2 points each; 28 points total).** 14 Quizzes over assigned readings on Canvas. Please mark these dates in your calendar. **Quizzes will be due Saturday's at 11:59PM.** Addresses competencies 1, 2, and 3.

2. **Reflection Paper 1 (5 points).** Describe your experience with immigration personally or with others in your life. Addresses competencies 1, 2, and 3. **2-3 pages total- no references required.**

3. **Reflection Paper 2 (15 points).** Interview a Latina and reflect on her experiences in the US with 1 of the following: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. Addresses competencies 1, 2, and 3. **3-4 pages no references required.**

4. **Reflection Paper 3 (40 points).** Integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed. Addresses competencies 1, 2, and 3. **4-6 pages with two or more references required.**

5. **Attendance and Participation (12 points).** Addresses competencies 1, 2, and 3.

**Note- All Reflection Papers will be in APA format.**

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

Attendance and participation is graded and expected of all students.

G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Weekly Quizzes (2 points each)</td>
<td>28 points</td>
</tr>
<tr>
<td>Reflection Paper 1</td>
<td>5 points</td>
</tr>
<tr>
<td>Reflection Paper 2</td>
<td>15 points</td>
</tr>
<tr>
<td>Reflection Paper 3</td>
<td>40 points</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>12 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams
Can be discussed however will be at the professors discretion.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-20/1-26</td>
<td>Course Overview</td>
<td>Syllabus/Course description/Canvas</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
<td>Recommended Readings</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3-16/3-22 | **Family**  
(marriage, children, extended vs. nuclear family structures, Intimate Partner Violence) |
|---|---|
| **Required Readings:**  
**Recommended Readings:**  

<table>
<thead>
<tr>
<th>3-23/3-29</th>
<th><strong>Education</strong></th>
</tr>
</thead>
</table>
| **Required Readings:**  
**Recommended Readings:**  

**Quiz 7 and Reflection Paper 2**  
**Quiz 8**
| 3-30/4-5 | Sexuality and Reproductive Health | **Required Readings:**

**Recommended Readings:**

---

| 4-6/4-12 | Health Disparities | **Required Readings:**

**Recommended Readings:**
<table>
<thead>
<tr>
<th>4-13/4-19</th>
<th>Health Disparities and Impact on Mental Health</th>
<th>Required Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Recommended Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-20/4-26</th>
<th>Leadership, Policy, and Politics</th>
<th>Required Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Recommended Readings and Resources:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latinas Represent. Available from: <a href="https://latinarepresent.org/">https://latinarepresent.org/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz 12 Reflection Paper 3 Due</td>
<td></td>
</tr>
</tbody>
</table>
### Required Readings:

**Mass Media & the Arts**


**Religion**


### Quiz 13

5/4-5-10

### Quiz 14

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

### K. Grade Grievances


### L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.
The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page............... http://www.uta.edu/library
Subject Guides..................... http://libguides.uta.edu
Subject Librarians................... http://library.uta.edu/subject-librarians
Course Reserves..................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ................. http://library.uta.edu/how-to
Connecting from Off-Campus..... http://libguides.uta.edu/offcampus
Ask a Librarian...................... http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of
conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at
U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.