RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

**SCHOOL OF SOCIAL WORK**

**COURSE OUTLINE**

**Empowerment through Community Engagement and Development:**

**Building Cross-Cultural Competencies**

**Winter 2026**

[**01:959:373:01**](https://onlinelearning.rutgers.edu/facultydashboard/launch.php?cnum=12418746) **Course Place Holder**

**Location: Autonomous University of Yucatan (UADY), Merida, Mexico**

**Dates: Pre-departure Orientation: December 2025 (TBD)**

**In-country dates: January 4-16, 2026**

|  |
| --- |
| **Travel Information:** [**Merida, Mexico is the destination**](https://www.asur.com.mx/Contenido/Merida/shopping) **(Airport)****HOTEL:** [**Gamma Merida El Castellano Hotel**](https://gamma-de-fiesta-inn-merida-el-castellano.booked.net/)**,** Calle 57 No. 513 62 X 64, Col. Centro, Merida, Mexico, 97000Arrive Merida at Hotel: Sunday, January 4 2026Depart Merida: Friday, January 16, 2026 |

## Course Description

This course provides students with the historical and current information on vulnerable populations in the Yucatan, Mexican culture and tradition and education and practice of social work in Mexico. The course of study emphasizes knowledge and skill-building in community engagement and development that is specific to social work practice in Mexico and Latin America, more broadly. Community development and empowerment for addressing discrimination and oppression is a special strength of social work in Spanish-speaking countries in contrast to US models that emphasize more individualistic approaches to problem-solving. Comparative research on the efficacy of different models will be explored. The experience will take place within the country of Mexico, in the city of Merida in partnership with the Faculty of Nursing and the Department of Social Work at the Autonomous University of the Yucatan (UADY). There is a combination of lectures by faculty at UADY social work program and field visits that engage students in discussions with teachers, students, practitioners, and beneficiaries of the programs (where applicable) about services and practices that work within the local context. Students will also experience cultural and artistic visits and events.

As students read through this syllabus, they should also **remember to closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

## Course Level Learning Goals

At the completion of the course, students will be able to:

* Discuss and compare social work education and practice in Mexico, Latin America, and the US in terms of positives and negatives.
* Identify vulnerable populations in Mexico, and most particularly, those specific to the Yucatan.
* Describe and apply community engagement theory and principles to a specific vulnerable group within Mexico and Latin America.
* Identify social and community development interventions and their appropriate utilization in Mexico.
* Describe and discuss the shared opportunities and constraints for building the capacity of social work in Mexico and the US
* Demonstrate an ability to engage reciprocally with professionals, community members and leaders in national context other than one’s own
* Apply Liberatory Consciousness using reflective practices to explore personal and cultural awarenesses and biases and the impact on behaviors, thinking, and interactions in the cross border experiences within and outside the student group.

## Place of Course in Program

This course is an elective course for undergraduate or graduate students with a special interest in international development, social work across borders, social work with immigrants, and Mexican culture. No pre-requisites are needed for this course.

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

The BASW and MSW Programs at Rutgers, The State University of New Jersey are accredited by the Council on Social Work Education (CSWE). CSWE uses the 2022 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate and graduate social programs. These accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2022 EPAS and a tenth schoolwide competency related to the Liberatory Consciousness Framework, within its curriculum.

This course will use the 2022 Education Policy and Accreditation Standards (EPAS) and will assist students in developing the following competencies:

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

**Competency 10: Liberatory Consciousness**

Social workers identify how the development of a liberatory consciousness is a precondition 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.

**Social workers:**

1. 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);
2. 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;
3. 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);
4. 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.

## Course Grading

Overall Grade will be determined by:

* Attendance and full participation in at least 90% of the program
* Reflection Assignments Submitted in a Timely Manner
* Final Research Assignment: Submitted by date assigned in Canvas

Grade Definition Equivalent

A 100-90 Outstanding 4.0

B+ 89-85 3.5

B 84-80 Good 3.0

C+ 79-75 2.5

C 74-70 2.0

F 69 and below Failing 0.0

## Course Requirements

**Assignments for course:**

1. **Pre-departure Orientation**: A required orientation will be held to review travel information and logistics, information about Mexico and Merida, identify key learning objectives and personal reasons for participating, and group exercises to introduce each other, prepare for the group learning experiences, and be introduced to the learning assignments (reflections assignments and Final Research Assignment). Study Abroad will also provide pre-departure information about health and safety and other required travel information as needed.
2. **Reflection Assignments:** [*Reflective practice is the ability to reflect on one’s actions so as to engage in a process of continuous learning (Schon)*](https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice). You are required to complete (at least) 5 reflection assignments – at least 2 should use the DEAL reflection format. It is suggested you do 1 reflection referencing your preparation and travel to/or the first day in Merida, 3 during your program, and 1 reflection on the leaving/returning home.
3. **Final Research Assignment:** This assignment gives you the opportunity to reflect on your learning experience with a focus on a selected area of interest. The assignment will be presented in summary format at our post-program debriefing. Guidelines for the final assignment are provided in a separate document.
4. **Post-Program Debrief (Reflections and Presentations)**: A required post-program reflection meeting will be held 2-4 weeks after the program to reflect on learning experiences, with each student doing a brief presentation of the final research assignment.

**Reflection Assignments (5):** You are requested to complete and upload 5 reflection assignments using two different methods (at least 2 using the DEAL Model). They are briefly explained here:

[**DEAL Reflection Model**](https://www.ccel.msstate.edu/files/DEAL%20Model%20for%20Critical%20Reflection.pdf): DEAL stands for Describe, Examine, and Articulate Learning **(DEAL)**. It is a 3-step model developed by social work educator, Patti Clayton:

**Step 1: Describe**: Objectively describe in some detail the learning experience.

**Step 2: Examine**: Analyze the experience from the (a) Personal Experience, (b) Theoretical Experience, & (c) Community Engagement Perspective

**Step 3: Articulate Learning**: Using your responses to Steps 1 & 2 of this reflection exercise, provide responses to a series of questions about what you learned.

**T.I.P.S. Reflection Model**: The Simple Letters for Complex Engagement (Taranath, 2014) approach to reflection offers a simple method to help travelers reflect on how moving from one context to another invites questions about identity, society, and the meaning of travel itself. This is a letter-writing assignment asking students to write to a *Thing, Idea, Person, and/or Self (TIPS)*.

***Purpose of Reflection Assignments***

* Serves as the basic instrument in guiding learning, gaining self-awareness, and exploring learning experiences.
* Provides a basic tool for stimulating communication and self-awareness about personal biases and the impact on interactions and reactions..
* Plays an important part in providing direction and a structural framework for group discussions.
* Enables the instructor to assess the student's response to emotion, process, and content.
* Reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.
* Provides “data” for end-of-the course student evaluation.
* The writing of reflections is an acquired skill. It takes time for most students to produce a reflection that fits both the student’s needs and objectives for learning.

**Any encounter may be used for a reflection assignment: individual sessions with clients, students, professional contacts including agency staff, community, school, or service providers.**

## Readings and Participation

Students are expected to do all assigned readings and engage in full participation for all course activities and assignments. Participation involves being alert and taking notes and asking questions during program activities, engaging in participatory activities, and engaging in cultural events and planned group excursions.

## Course Outline

**Itinerary with specific readings is provided separately**

Site visits will be organized in partnership with UADY’s Social Work Program and School of Nursing and the Social Work Program – in consultation with the Center for International Cooperation. There are specific programs that provide internships for UADY students that will provide excellent learning opportunities including a prison, elementary and high schools, domestic violence shelter, and the public social welfare and child protection services. This is information about the [Autonomous University of the Yucatan (UADY.](https://en.uady.mx/noticias/url/community-care-in-virtual-mode)

**Predeparture Reading – Required:**

Taranath, A. (2019). *Beyond guilt: Mindful travel in an unequal world.* Between the Lines. Chapter 2: Luggage we take with us.

**Resources about Mexico: Country and Regional Reports and Data**

Central Intelligence Agency (CIA). (2025). *CIA World Factbook:* *Mexico*. <https://www.cia.gov/the-world-factbook/countries/mexico/>

Amnesty International. (2024). *Amnesty International Report: Mexico-2024/25*. <https://www.amnesty.org/en/location/americas/north-america/mexico/report-mexico/>

US Department of State. (2022). *Mexico.* [*https://www.state.gov/countries-areas/mexico/*](https://www.state.gov/countries-areas/mexico/)

Freedom House. (2025). *Freedom in the World: Mexico*. <https://freedomhouse.org/explore-the-map?type=all&year=2025&country=MEX>

Transparency International. (2025). *Corruption Perceptions Index: Mexico.* <https://www.transparency.org/en/countries/mexico>

UNICEF México. (2025). *Para cada infancia*. <https://www.unicef.org/mexico/>

UN Women. (2025). *Americas and the Caribbean*. <https://lac.unwomen.org/en>

U.S. Department of State. (2025). *México-US Relationship* <https://www.state.gov/countries-areas/mexico/>

U. S. Department of State. (2054). *Trafficking in persons report 2025*. <https://www.state.gov/reports/2025-trafficking-in-persons-report/>

## Selected Readings and Readings by Special Topics

**Community Engagement**

Clinical & Translational Science Awards Consortium & Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. (2011). *Principles of Community Engagement (2nd. Ed.)*. <https://stacks.cdc.gov/view/cdc/11699>

Head, B. W. (2007). Community engagement: Participation on whose terms? *Australian Journal of Political Science, 42(3)*, 441-454.

McCloskey, D. J., McDonald, M. A., Cook, J., Huertin-Roberts, S. Updegrove, S., Sampson, D., Gutter, S., Eder, M. (n.d.). *Community Engagement*. <https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_Chapter_1_SHEF.pdf>

Moore, T., McDonald, M. McHugh-Dillon, H., & West, S. (2016). Community engagement: A key strategy for improving outcomes for Australian families. Child-Family Community Australia Information Exchange. <https://www.rch.org.au/uploadedFiles/Main/Content/ccchdev/2016_Moore_West_Engaging%20Communities%20CFCA.pdf>

Uttal, L. (2006). Organizational cultural competency: Shifting programs for Latino immigrants from a client-centered to a community-based orientation. *American Journal of Community Psychology, 38*, 251-262.

Zhu, C. (n.d.). *Community engagement: A summary of theoretical concepts*. Alberta Health Services. <https://www.albertahealthservices.ca/poph/hi-poph-surv-comm-phids-engage-concepts.pdf>

**International Education**

#### Batterton, J. & Horner, S. L. (2016). Contextual identities: Ethnic and national identities of international and American students. Journal of Studies in International Education, 20, 472-487. doi:10.1177/1028315316662979

#### Yang, M., Yun Yung Luk, L., Webster, B. J., Wai-lap Chau, A., & Hok Ka Ma, C. (2016). The role of International Service-Learning in facilitating undergraduate students’ self-exploration. Journal of Studies in International Education, 20, 416-436. doi:10.1177/1028315316662976

**The Profession of Social Work and Social Work Education in Mexico**

Autonomous University of Yucatan (UADY). (2022). *School of Nursing: Undergraduate Academic Program in Social Work.* <http://www.enfermeria.uady.mx/LicTS/licts_plan09.php>

Becerra, D. Castillo, J., & Arciniega, M. R. S. (2019). Perceptions of social work students in Mexico and the United States regarding the role of the government in addressing social issues: Implications for social work education. *International Social Work, 62(4)*, 1230-1244. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/0020872819825571>

Hernandez, S. H. & Dunbar, E. (2006). Social work practice and education in Mexico. *Social Work Education*, 25 (1), 52-60.

Vázquez Martínez, F. D. (2010). [Professional competencies of nursing, medical, and dental interns performing social service in Mexico]. *Revista Panamericana De Salud Pública = Pan American Journal Of Public Health*, *28*(4), 298-304.

Montano, C. (2012). Social work theory – practice relationships: Challenges to overcoming positivist and postmodern fragmentation*. International Social Work*, 55, 306-319.

Pollack, D. & Rosman, E. (2012). An introduction to treaties for international social workers. *International Social Work*, 55, 417-427.

Weiss-Gal, I. & Welbourne, P. (2008). The professionalization of social work: a cross-national exploration. *International Journal Of Social Welfare*, *17*(4), 281-290. doi:10.1111/j.1468-2397.2008.00574.x

**Child Welfare and Protection**

UNICEF Mexico. (2023). *Informe Anual UNICEF México 2023. (Annual Report UNICEF Mexico 2023).* <https://www.unicef.org/mexico/>

Southern Poverty Law Center. (2022). *Family separation – A timeline*. <https://www.splcenter.org/news/2022/03/23/family-separation-timeline>

Valencia Corral, N., Lopez Lopez, M., Frías Armenta, M., & Grietens, H. (2020). Child protection in Mexico: A review of policy, system structure and current challenges. *Children and Youth Services Review, 112*, [104878]. <https://doi.org/10.1016/j.childyouth.2020.104878>

Glenn-LevinRodriguez, N. (2016). Translating “Best Interest:” Child welfare decisions at the US–México Border. *Political And Legal Anthropology Review*, *39,* 154-168. doi:10.1111/plar.12177

Palomar-Lever, J., & Victorio-Estrada, A. (2014). Determinants of subjective well-being in adolescent children of recipients of the Oportunidades Human Development Program in Mexico. *Social Indicators Research*, *118*(1), 103-124. doi:http://dx.doi.org.proxy.libraries.rutgers.edu/10.1007/s11205-013-0407-7

Rotabi, K. S., Pennell, J., Roby, J. L., Bunkers, K. M. (2012). Family group conferencing as a culturally adaptable intervention: Reforming intercountry adoption in Guatemala. *International Social Work*, 55, 402-416.

UNICEF Mexico. (2019). *Programme strategy note child protection: Final version.* <https://open.unicef.org/sites/transparency/files/documents/2019%20Mexico%20PSN%20Child%20protection%20TOC.pdf>

Valadez Martinez, L. J. (2014). Bridging the gap: Conceptual and empirical dimensions of child wellbeing in Rural Mexico. *Social Indicators Research*, *116*(2), 567-591. doi:http://dx.doi.org.proxy.libraries.rutgers.edu/10.1007/s11205-013-0289-8

**Reproductive, Maternal, and Child Health**

Human Rights Watch. (2024). *World Report 2024:* *Navigating Obstacles: Abortion access in the State of Mexico.* <https://www.hrw.org/publications?keyword=&created=&country%5B%5D=9526>

Bennett, G. (2023, September 8). *Mexico becomes latest country in Latin America to loosen restrictions on abortions* [Podcast]. PBS. <https://www.pbs.org/newshour/show/mexico-becomes-latest-country-in-latin-america-to-loosen-restrictions-on-abortion#:~:text=And%20it%20was%20a%20movement,abortion%20in%20case%20of%20rape>.

**Disability Studies**

Crowe, T. K., Picchiarini, S., & Poffenroth, T. (2004). Community participation: Challenges for people with disabilities living in Oaxaca, Mexico, and New Mexico, United States. *OTJR: Occupation, Participation, and Health, 24(2),* 72-80.

Giraldo-Rodríguez, L., Rosas-Carrasco, O., & Mino-León, D. (2015). Abuse in Mexican older adults with long-term disability: National prevalence and associated factors. *Journal Of The American Geriatrics Society*, *63*(8), 1594-1600. doi:10.1111/jgs.13552

Parodi, G., & Sánchez Barajas, G. (2014). An analysis of disabled people and the labor market in Mexico. *Latin American Research Review*, (2), 221.

**LGBTQIA**

AP News. (2022, October 27). *Same-sex marriage is now legal in all of Mexico’s states*. AP News. <https://apnews.com/article/mexico-caribbean-gay-rights-marriage-e214fe19d33a4bd67cb04a1fb556178a>

Baruch-Dominguez, R., Infante-Xibille, C., & Saloma-Zuñiga, C. E. (2016). Homophobic bullying in Mexico: Results of a national survey. *Journal Of LGBT Youth*, *13*(1/2), 18. doi:10.1080/19361653.2015.1099498

Equaldex. (2024). *LGBT rights in Mexico*. LGBT Rights by Country & Travel Guide. <https://www.equaldex.com/region/mexico>

Herrera, A. M. (2015). LGBT rights in Latin America: Do progressive laws equal progressive societies? *Council on Hemispheric Affairs*, *35*(17), 6.

Lozano-Verduzco, I., Vega-Cauich, J., Mendoza-Pérez, J. C., & Craig, S. L. (2023). Perceived Social Support and Mental Health Indicators of a Mexican LGBT Sample During the COVID-19 Pandemic. *International journal of mental health and addiction*, 1–18. Advance online publication. <https://doi.org/10.1007/s11469-023-01064-4>

McCaughan, E. J. (2015). Art, identity, and Mexico's gay movement. *Social Justice*, *42*(3/4), 89-103.

U.S. Agency for International Development. (2023, June 22). *Mexico shows domestic violence survivors how to move forward: News: Mexico*. <https://www.usaid.gov/mexico/news/mexico-shows-domestic-violence-survivors-how-move-forward>

**Mental Health and Mental Illness**

Espinola-Nadurille, M., Huicochea, I.V., Ramirez-Bermudez, J., & Kutcher, S. (2010). Child and adolescent mental health in Mexico. *Psychiatric Services, 61(5),* 443-445. <https://psychiatryonline.org/doi/epdf/10.1176/ps.2010.61.5.443>

Martinez, W., Galvan, J., & Saavedra, V. (2017). Barriers to integrating mental health services in community-based primary care settings in Mexico City: A qualitative analysis. *Psychiatric Services, 68(5)*, 497-502. doi:10.1176/appi.ps.201600141

Reyes-Foster, B. M. (2015). Between demons & disease: Suicide and agency in Yucatan, Mexico. In Ludek Broz & Daniel Munster. *Suicide and agency: Anthropological perspectives on self-destruction, personhood, and power* (pp. 67-84). <https://www.taylorfrancis.com/reader/download/05f30900-cfd3-4649-aa5a-fa569c1bb409/chapter/pdf?context=ubx>

Reyes-Foster, B. M. (2013). The devil made her do it: Understanding suicide, demonic discourse, and the social construction of ‘health’ in Yucatan, Mexico*. Journal of Religion & Violence, 1(3)*, 363-381. <https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1126&context=ucfscholar>

Berenzon Gorn, S., Saavedra Solano, N., Medina-Mora Icaza, M. E., Aparicio Basaurí, V., & Galván Reyes, J. (2013). [Evaluation of the mental health system in Mexico: where is it headed?]. *Revista Panamericana De Salud Pública = Pan American Journal Of Public Health*, *33*(4), 252-258.

Hsiao, H., & Barak, M. (2014). Job-related stress, social support, and work-family conflict among Mexican workers in a multinational company: A case study of a Korean-owned, US-branded former "sweatshop" in Mexico. *International Journal Of Social Welfare*, *23*(3), 309-320.

Kaltman, S., Hurtado De Mendoza, A., Serrano, A., & Gonzales, F. (2014). Preferences for trauma-related mental health services among Latina immigrants from Central America, South America, and Mexico. *Psychological Trauma: Theory, Research, Practice, And Policy, 6(1),* 83-91. doi:10.1037/a0031539

Terrez, B., & Salcedo, V. (2016). Mental health and primary care in Mexico. Experiences of a collaborative care model. *Salud Mental*, *39*(1), 3-9. doi:10.17711/SM.0185-3325.2015.062

**Education**

Cruz, S. (2016). Racism and education in Mexico. *Revista Mexicana De Ciencias Politicas Y Sociales*, *61*(226), 379-408. doi:10.1016/S0185-1918(16)30015-0

Lopreite, D., & Macdonald, L. (2014). Gender and Latin American Welfare Regimes: Early childhood education and care policies in Argentina and Mexico. *Social Politics: International Studies In Gender, State And Society*, (1), 80. 10.1093/sp/jxt014

Mejia-Arauz, R., Toledo-Rojas, V., & Aceves-Azuara, I. (2013). *Early childhood education and development in Mexico*. Oxford University Press. doi:10.1093/obo/9780199756810-0020

Mijangos-Noh, J. C. (2009, April). Racism against the Mayan population in Yucatan, Mexico: How current education contradicts the law. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, California. <http://files.eric.ed.gov/fulltext/ED505698.pdf>

Mijangos-Noh, J. C., & Romero-Gamboa, F. (2008, March). Uses of Mayan and Spanish in Bilingual Elementary Schools in Yucatan, Mexico. Paper presented at the Annual

Meeting of the American Educational Research Association, New York City, New York.

 <http://files.eric.ed.gov/fulltext/ED505696.pdf>

Santibañez, L. (2016). The indigenous achievement gap in Mexico: The role of teacher policy under intercultural bilingual education. *International Journal Of Educational*

*Development*, *47,*63-75. doi:10.1016/j.ijedudev.2015.11.015

Villarreal, A. (2016). The education-occupation mismatch of international and internal migrants in Mexico, 2005-2012. *Demography*, *53*(3), 865-883. doi:http://dx.doi.org.proxy.libraries.rutgers.edu/10.1007/s13524-016-0470-1

**Child Labor**

Doran, K. B. (2013). How does child labor affect the demand for adult labor? Evidence from Rural Mexico. *Journal Of Human Resources*, (3), 702.

Murrieta Cummings, P. (2016). Child labor and household composition: Determinants of child labor in Mexico. *Asian Journal Of Latin American Studies*, *29*(3), 29-54

Orraca, P. (2014). Child labor and its causes in Mexico. *Problemas Del Desarrollo*, *45*(178), 113-137.

**Human Trafficking**

Acharya, A. K. (2014). Sexual exploitation and trafficking of women and girls in Mexico: An analysis on impact of violence on health status. *Journal Of Intercultural Studies*, *35*(2), 182-195. doi:10.1080/07256868.2014.885414

Kumar Acharya, A. (2016). Trafficking of women for sexual exploitation in Mexico and their identity crisis. *International Review Of Sociology*, *26*(2), 322-336. doi:10.1080/03906701.2016.1155357

**Aging and Gerontology**

Biritwum, R., Minicuci, N., Yawson, A., Theou, O., Mensah, G., Naidoo, N., & ... Kowal, P. (2016). Prevalence of and factors associated with frailty and disability in older adults from China, Ghana, India, Mexico, Russia and South Africa. *Maturitas*, *91*8-18. doi:10.1016/j.maturitas.2016.05.012

Rodríguez, S., & Robles, Y. (2016). Competencial analysis of the attention of dependency of elderly people in the institutional context in Mexico. *Gestion Y Politica Publica*, *25*(1), 299-334.

Rivera Navarro, J., Benito-León, J., & Pazzi Olazarán, K. (2015). Depression in the aging: An important health problem in Mexico. *America Latina Hoy*, *71*103-118. doi:10.14201/alh201571103118

Wong, R., Gerst, K., Michaels-Obregon, A., & Palloni, A. (2011). Burden of ageing in developing countries: Disability transitions in Mexico compared to the US. Washington, DC: World Bank. <https://pdfs.semanticscholar.org/611c/ad155d211abd9fd28348a23b250518172dca.pdf?_ga=2.182475942.1655157155.1571056765-1039428252.1571056765>

World Health Organization. (2022). Ageing and health. <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

**Gender-Based Violence**

Reuters. (2022, August 31). *Violence against women in Mexico rises above 70%, study says*. <https://www.reuters.com/world/americas/violence-against-women-mexico-rises-over-70-study-finds-2022-08-31/>

Pena, Y. O. Carvajal, A. S., Pech, G. A. Jolly Hoil Santos, Ricardo Ojeda Rodríguez, Gerardo García Gil, Elsa María Rodríguez Angulo, Manuel Ordóñez Luna (2016). Risk factors associated with domestic violence and homicidal violence of women: The case of Yucatan, Mexico. *Psychology, 7,* 62-73.

Amnesty International. (2016). *Mexico: Sexual violence routinely used as torture to secure confessions from women.* <https://www.amnesty.org/en/latest/news/2016/06/mexico-sexual-violence-routinely-used-as-torture-to-secure-confessions-from-women/>

Dunckel Graglia, A. (2016). Finding mobility: women negotiating fear and violence in Mexico City’s public transit system. *Gender, Place & Culture: A Journal Of Feminist Geography*, *23*(5), 624. doi:10.1080/0966369X.2015.1034240

Howell, J. (2004). Turning out good ethnography, or talking out of turn? Gender, violence, and confidentiality in Southeast Mexico*. Journal of Contemporary Ethnography,* 33, 323-352.

Meza-de-Luna, M. E., Cantera-Espinosa, M.L., Westendarp-Palacios, P., Palacios-Sierra, P. (2015). Never to me! Concealment of intimate partner violence In Querétaro, Mexico. *TRAMES, 19(69/64)*, 2, 155–169.

Rivera-Rivera, L, Lazcano-Ponce, E., Salermon, Castro, J., Salazar-Martinez, E., Castro, R., Hernandez-Avila, M. (2004). Prevalence and determinants of male partner violence against Mexican women: A population-based survey. *Salud Publica de Mexico, 46(2),* 113-122.

Sandra, M. H. (2014). Central American migrants in transit through Mexico - Women and Gender Violence: Challenges for the Mexican State. *Procedia - Social And Behavioral Sciences* *(Social Exclusion and Gender-Based Violence),* *161,* 263-268. doi:10.1016/j.sbspro.2014.12.069

USAID. (2016). Mexico shows domestic violence survivors how to move forward. <https://www.usaid.gov/results-data/success-stories/violence-victim-empowered-businesswoman>

**Maternal and Child Health**

Asunción Lara, M., Navarrete, L., Nieto, L., & Berenzon, S. (2014). Acceptability and barriers to treatment for perinatal depression. An exploratory study in Mexican women. *Salud Mental*, *37*(4), 293.

Atienzo, E. E., Ortiz-Panozo, E., & Campero, L. (2015). Congruence in reported frequency of parent-adolescent sexual health communication: A study from Mexico. *International Journal Of Adolescent Medicine And Health*, *27*(3), 275-283. doi:10.1515/ijamh-2014-0025

Avila-Burgos, L., Cahuana-Hurtado, L., Montañez-Hernandez, J., Servan-Mori, E., Aracena-Genao, B., & del Río-Zolezzi, A. (2016). Financing maternal health and family planning: Are we on the right track? Evidence from the reproductive health subaccounts in Mexico, 2003–2012. *Plos ONE*, *11*(1), 1-15. doi:10.1371/journal.pone.0147923

Oropesa, R., Landale, N. S., & Hillemeier, M. M. (2015). Family legal status and health: Measurement dilemmas in studies of Mexican-origin children. *Social Science & Medicine*, *138*57-67. doi:10.1016/j.socscimed.2015.05.038

Ramírez-Tirado, L. A., Tirado-Gómez, L. L., & López-Cervantes, M. (2014). [Inequality in primary care interventions in maternal and child health care in Mexico]. *Revista Panamericana De Salud Pública = Pan American Journal Of Public Health*, *35*(4), 235-241.

Van de gaer, D., Vandenbossche, J., & Figueroa, J. L. (2014). Children's health opportunities and project evaluation: Mexico's Oportunidades Program. *World Bank Economic Review*, *28*(2), 282-310.

**Political Science and Public Administration**

Hernandez-Trillo, F. (2016). Poverty alleviation in Federal Systems: The Case of Mexico. *World Development*, *87,* 204-214. doi:http://dx.doi.org.proxy.libraries.rutgers.edu/10.1016/j.worlddev.2016.06.012

**Migration**

Bowman, M. M. (2014). Beyond the borderlands: Migration and belonging in the United States and Mexico. *Journal Of American Folklore*, (505), 326.

Panait, C., & Zúñiga, V. (2016). Children Circulating between the U.S. and Mexico: Fractured schooling and linguistic ruptures. *Mexican Studies / Estudios Mexicanos*, *32*(2), 226-251. doi:10.1525/msem.2016.32.2.226

Román González, B., Carrillo Cantú, E., & Hemández-León, R. (2016). Moving to the 'Home land': Children's narratives of migration from the United States to Mexico. *Mexican Studies / Estudios Mexicanos*, *32*(2), 252-275. doi:10.1525/msem.2016.32.2.252

Zúñiga, V. (2015). Children and adolescents separated from their families by international migration: The case of four states of Mexico. *Estudios Sociologicos*, *33*(97), 145-168.

**HIV/AIDS and Other Infectious Diseases**

Bautista-Arredondo, S., Servan-Mori, E., Beynon, F., González, A., & Volkow, P. (2015). A tale of two epidemics: gender differences in socio-demographic characteristics and sexual behaviors among HIV positive individuals in Mexico City. *International Journal For Equity In Health*, 14, 147. doi:10.1186/s12939-015-0286-4

Goldenberg, S. M., Silverman, J. G., Engstrom, D., Bojorquez-Chapela, I., Usita, P., Rolón, M. L., & Strathdee, S. A. (2015). Exploring the context of trafficking and adolescent sex industry involvement in Tijuana, Mexico: Consequences for HIV risk and prevention. *Violence Against Women*, *21*(4), 478-499. doi:10.1177/1077801215569079

Hernandez, K., Mata, H., Provencio Vasquez, E., & Martinez, J. (2014). Community outreach along the U.S./Mexico border: Developing HIV health education strategies to engage rural populations. *Online Journal Of Rural Nursing & Health Care*, *14*(1), 3-17. doi:10.14574/ojrnhc.v14i1.302

Ruiz, Y., Guilamo-Ramos, V., McCarthy, K., Muñoz-Laboy, M. A., & de Lourdes Rosas López, M. (2014). Exploring migratory dynamics on HIV transmission: The Case of Mexicans in New York City and Puebla, Mexico. *American Journal Of Public Health*, *104*(6), 1036-1044. doi:10.2105/AJPH.2013.301770

Zhang, X., Simon, N., Martinez-Donate, A., Hovell, M., Rangel, M., Magis-Rodriguez, C., & Sipan, C. (2016). Risk behaviours for HIV infection among travelling Mexican migrants: The Mexico–US border as a contextual risk factor. *Global Public Health*, 1-19. doi:10.1080/17441692.2016.1142591

**Justice and Incarcerated Populations**

Visions of Humanity. (2022). Criminal justice reform in Mexico: Implementation challenges. <https://www.visionofhumanity.org/criminal-justice-reform-mexico-implementation-challenges/>

Armenta, M. & Martinez, L. G. (2014). Juvenile justice in Mexico. Laws, 3, 580-597.

Crist, J. D., Parson, M. L., Warner-Robbins, C., Mullins, M. V. & Espinosa, Y. M. (2009). Pragmatic action research with 2 vulnerable populations: Mexican American Elders and formerly incarcerated women. Family Community Health, 32(4), 320-329. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4007163/pdf/nihms-575420.pdf>

Müller, M. (2016). Penalizing democracy: punitive politics in neoliberal Mexico. *Crime, Law & Social Change*, *65*(3), 227. doi:10.1007/s10611-015-9582-6

Sald, G. J., Romero Mendoza, M.,P., Rodríguez Ruiz, E.,M., Durand-Smith, A., & Eduardo, C. B. (2006). Perception of mutual violence in incarcerated women's intimate partner relationships in mexico city.*International Journal of Prisoner Health, 2*(1), 35-47. doi:http://dx.doi.org/10.1080/17449200600743545

Transnational Institute. (2016). *Drug law reform in Latin America*. <http://www.druglawreform.info/en/cedd>

Washington Office for Latin America (WOLA). (2015 Nov. 3). *Mexico.* <https://www.wola.org/program/mexico/>

**Indigenous Groups**

Çakal, H., Eller, A., Sirlopú, D., & Pérez, A. (2016). Intergroup relations in Latin America: Intergroup contact, common in group identity, and activism among indigenous groups in Mexico and Chile. *Journal Of Social Issues*, *72*(2), 355. doi:10.1111/josi.12170

Baronnet, B. (2015). Right to education and zapatista autonomy in Mexico. *Convergencia*, *22*(67), 85-110.

Santibañez, L. (2016). The indigenous achievement gap in Mexico: The role of teacher policy under intercultural bilingual education. *International Journal Of Educational Development*, *47,* 63-75. doi:10.1016/j.ijedudev.2015.11.015

Pelcastre-Villafuerte, B. E., Meneses-Navarro, S., Ruelas-González, M. G., Reyes-Morales, H., Amaya-Castellanos, A., & Taboada, A. (2016). Aging in rural, indigenous communities: an intercultural and participatory healthcare approach in Mexico. *Ethnicity & Health*, 1-21.

**Latino Families in the United States**

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, 32(3), 362-384.

Baumann A., Rodriguez, M.D., Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. *Family Process*, 50, 2, p132-148.

Brabeck, K. & Xu, Q. (2010). The impact of detention and deportation on Latino immigrant children and families: A quantitative exploration. *Hispanic Journal of Behavioral Sciences*, 32(3), 341-361.

Chavez-Dueñas, Nayeli Y. Adames, H. Y., Organista, K.C. (2014). Skin-color prejudice and within-group racial discrimination: Historical and current impact on Latino/a Populations. *Hispanic Journal of Behavioral Sciences*, *36(1)*, 3 –26.

Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. *Journal of Marriage & Family*, 74(4), 829-846.

Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. *Families in Society*, 93(1), 47-53.

Flores, E., Tschann, J.M., Dimas, J. M., Pasch, L. A., De Groat, C. L. (2010). Perceived racial/ethnic discrimination, posttraumatic stress symptoms, and health risk behaviors among Mexican American adolescents. *Journal of Counseling Psychology, 57(3),* 264–273.

Lopez, W. D., LeBrón, A. M., Graham, L. F., & Grogan-Kaylor, K. (2016). Discrimination and depressive symptoms among Latina/o adolescents of immigrant parents. *International Quarterly of Community Health Education, 36*(2), 131-40.

Ornelas, I. J., Yamanis, T. J., & Ruiz, R. A. (2020). The health of undcoumented Latinx immigrants: What we know and future directions. *Annual Review of Public Health, 41,* 289-308. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9246400/pdf/nihms-1816767.pdf>

Smith-Morris, C., Morales-Campos, D., Castañeda Alvarez, E. A., Turner, M. (2012). An anthropology of familismo: On narratives and description of Mexican/Immigrants. *Journal of Behavioral Sciences*, *35(1)*, 35 –60.

Villatoro, A. P., Morales, E. S., Mays, V. M. (2014). Family culture in mental health help-seeking and utilization in a nationally representative sample of Latinos in the United States: The NLAAS. *American Journal of Orthopsychiatry, 84(4),* 353–363

**Women’s Rights Reports**

United Nations Economic Commission for Latin America and the Caribbean (ECLAC). (2016). Equality women’s autonomy sustainable development agenda. <https://repositorio.cepal.org/bitstream/handle/11362/40675/S1601247_en.pdf?sequence=4&isAllowed=y>

**Civil Society in Mexico**

Olvera, A. J. (2019). Civil society in Mexico: from theory to practice. In Palash Kamruzzaman (Ed.). *Civil Society in the Global South.* (pp. 235-251). Routledge Studies in Development and Society. <https://www.taylorfrancis.com/reader/download/864d5ab5-de23-472b-bacb-b4942029a987/chapter/pdf?context=ubx>

Baumunk, S. & Sandin, L. (2018). *Mexican civil society: Reclaiming space amidst impunity*. The International Consortium on Closing Civic Space. <https://www.jstor.org/stable/resrep22534>

Updated 05/17/25