

**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 2025**

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

Instructor:

Office Hours:

Dates: **Pre-departure sessions: 3 sessions**
 Logistics check in pre-departure: March 6 at 5:45PM
 In-country dates: March 14, 2025-March 23, 2025
 Post-arrival sessions: Thurs. April 10 @ 5:45-7:00 and
 Thursday April 17 @ 5:45-7:00PM

Course available online: Spring, 2025

Travel Information: San Juan, Puerto Rico is the destination
Arrive in San Juan, Puerto Rico: March 14, 2025 – Friday
Depart San Juan, Puerto Rico: March 23, 2025 – 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. 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 14, 2025. 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 3/23/25

2. A Summary “Abroad Reflection” Due 3/31/25
3. 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.
4. **Final presentation:** 5-10 minute presentation that offers an overview of your final research paper. Uploaded to Canvas by 4/4/25 and presented during the week of 4/7/25 or 4/14/25.
5. **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 4/21/25.
6. Guidelines for the final assignment are provided in a separate document.

Overall Grade will be determined by:

- Participation in threaded discussion and online assignments (15% 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)
- 3 DEAL Reflections (20% of grade)
- Final presentation: Week of April 7 and April 14 (20% of grade)
- Final Paper: to be submitted by April 21, 2025 (30% 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. 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/

IX. Course Outline

Pre-Departure Course Meetings and Orientation

Course meetings will be held : three days plus a check in during the week of travel

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 before travel

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 14-23, 2025

Post-arrival Session 1

Week of April 7

Post-arrival Session 2

April 14

Week 1-Puerto Rican History and Population Characteristics
Required Readings and Resources: Capielo Rosario, C. & Dillon, F. (2020). Ni de aquí, ni de allá. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 26 (1), 42-53. doi: 10.1037/cdp0000272. Gonzalez, J. (2022). <i>Harvest of empire: A history of Latinos in America</i> (2nd Rev. Ed.). Chapters 4. Penguin Books. Noe-Bustamante, L., Flores, A., & Shah, S. (2019). <i>Facts on Hispanics of Puerto Rican origin in the United States, 2017</i>. 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). <i>Quick Facts: Puerto Rico</i>. https://www.census.gov/quickfacts/PR
Assignment: • Hypothesis
Week 2 Meeting 1- Puerto Rico and Colonialism
Required Readings and Resources: Gonzalez, J. (2022). <i>Harvest of empire: A history of Latinos in America</i> (2nd 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

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/

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.). Retrieved October 30, 2022 from <https://oversightboard.pr.gov/debt/>

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

Week 3: Personalismo, Familismo and Parenting

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):

Week 4: Meeting 2 - Acculturation, Identity, and Colorism (note: 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.

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

Week 5: Sociopolitical Context, Disasters, and Community Self-Management (Part I)

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): Sociopolitical Context, Disasters, and Community Self-Management (Part II)

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-ebshost-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: Social Work Practice and the Profession

Required Readings and Resources:

Díaz 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 Día*.
<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

Assignments:

• Discussion board: <u>For in country reflection:</u> • 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 and 9: In country meetings each day (check in/orientation predeparture meeting) 3/14/25-3/23/25
Assignments: • Two DEAL Reflections during this period to be uploaded to Canvas.
Week 10-11 work on summary reflection due 3/31, presentation due 4/4 and final research papers due 4/21
Assignments: • Summary Reflection due 3/31/25 • Work on presentation (assigned for the weeks of 4/7 or 4/14)
Week 12: Meet week of 4/7/25 for debrief and presentations
Assignments: • First half of presentations
Week 13: Final Meeting week of 4/14/25 for presentations
Assignments: • Second half of presentations Assignments: • Work on final papers due 4/21/25
Week 14- papers due 4/21/25

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.
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