

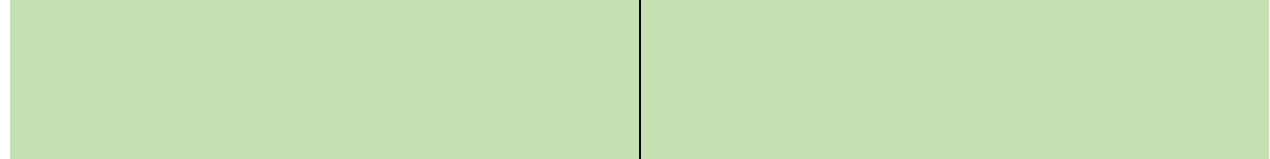
University of Pennsylvania School of Social Policy & Practice

**SWRK788: Harm Reduction on the Borders
Substance Use and HIV Treatment in Puerto Rico**

Academic Year: Summer II 2016

Tuesdays: 10a-1p

Instructor



Course Purpose

This course examines the U.S.-based substance use and HIV treatment system, and its engagement with injection drug users in Fajardo, Puerto Rico. It is designed to provide the student an understanding of the political economy of harm reduction initiatives, and the manner in which it is shaped by the complicated relationship between Puerto Rico and the U.S. Students are expected to gain an understanding of Puerto Rico's welfare environment, the role of social welfare and social workers in such a context, and the interweaving of social control and social change embedded in welfare initiatives in "borderlands" such as Fajardo. During the four-week course in Fajardo, students will complete a placement in a needle exchange program, and engage with texts on HIV, substance use, postcolonial theory and international social work.

Educational Objectives

Upon completion of this course, students will demonstrate:

- An understanding of social work practice with marginalized communities in a setting that is neither exclusively "domestic", nor "international", but has elements of both.
- An understanding of the social/structural/psychological issues, challenges and strengths of the injection drug using community in Fajardo.
- An understanding of postcolonial theory, its critique of traditional Eurocentric social welfare initiatives, and its engagement with processes of social change in postcolonial conditions.
- An ability to engage with the complicated terrain of defining the role of the U.S.-based social worker in such contexts.
- An understanding of the history of Puerto Rico, and its sociopolitical engagement with the U.S.
- The ability to conduct collaborative and participatory research with marginalized communities in this setting.
- An increased awareness of the intertwined relationship between social change and social control embedded in international social work initiatives with communities such as injection drug users in Puerto Rico.

Course Requirements

Expectations

Students are expected to: 1) attend and participate substantively in seminar discussions; 2) read on a weekly basis and come to class prepared to discuss the reading assignments; 3) submit written assignments by the due date and in accordance with the specified format, and 4) complete field placements in the needle exchange program.

Assignments

Students are responsible for submitting all written assignments, regardless of whether they are graded. The specific assignments and class participation will be given the following weights:

Assignment	Due Date	Value
Response Papers	Wed: Weeks 2, 3, & 4	30%
Final Project	August 14 th	30%
Practicum (Intercambios)	Ongoing *See calendar*	25%
Participation	Ongoing	15%

Academic Integrity

Statement of Academic Integrity: **Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.upenn.edu/academicintegrity/>.**

Care should be taken to avoid academic integrity violations, including: plagiarism, fabrication of information, and multiple submissions (see descriptions below). Students who engage in any of these actions will be referred to the Office of Academic Integrity, which investigates and decides on sanctions in cases of academic dishonesty.

- **Plagiarism:** using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; failing to use quotation marks where appropriate, etc.
- **Fabrication:** submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.
- **Multiple submissions:** submitting, without prior permission, any work submitted to fulfill another academic requirement.

***It is the student's responsibility to consult with the instructor if the student is unsure about whether something constitutes a violation of the Code of Academic Integrity.*

Format for Written Assignments

All papers are to be double-spaced, page-numbered, with 1" margins all around. The first page should include the heading and the title of the paper. Please proofread all papers carefully for spelling, punctuation, and other similar errors. APA (American Psychological Association) style is required for citing and referencing for all written assignments. Please only use footnotes as a tool to explicate not as a reference tool. A list of references cited or consulted must be included at the end of each paper in proper APA bibliographic form. If you need a review of proper APA formatting, please discuss with your instructor and visit <https://owl.english.purdue.edu/owl/section/2/10/>. You should keep a copy of each paper submitted. Any questions regarding format will gladly be answered by the instructor. Papers written in fulfillment of other courses may not, under any circumstances, be submitted for this course.

The Bases for Evaluating your Work

- *Quality of written assignments:* Papers will be evaluated on the basis of their conceptual clarity, organization and writing, incorporation of course concepts, evidence of critical thinking, and the extensiveness of the use of literature.
- *Class participation:* attendance, quality and quantity of oral participation, participation in experiential exercises, evidence of preparation for class, and small group discussion assignments.
- *Class readings:* Demonstration of your having done assigned readings and having understood course concepts. This is evident in class participation and in the incorporation of concepts and references from the readings in written assignments.
- *Field performance:* Satisfactory performance in the field. Field performance will be factored into your final grade.
- *Theory to practice:* Demonstration of integration of theory and practice in classroom and field.

Grading Policies

The final course grade is based on the student's overall performance, including demonstrated ability to integrate theory and practice, in both classroom and field work. A grade of B- or above is required to pass the course. Submitting work late will result in a 5 point deduction per day late.

Readings

It is expected that students will not only read required class assignments, but also read comprehensively from relevant materials of their own choosing. In addition, students are expected to begin to analyze critically the professional literature they review.

Required Texts:

- Bourgois, P. & Schonberg, J. (2009). *Righteous Dopefiend*. University of California Press: Berkeley.
- Denis, N. (2014) *The War Against All Puerto Ricans: Revolution and Terror in America's Colony*. Nation Books.

Class Schedule

Orientation readings

- Sewpaul, V. (2006). The global-local dialectic: Challenges for African scholarship and social work in a post-colonial world, *British Journal of Social Work*, 36. 419-34.
- Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenization, universalism, and imperialism. *International Journal of Social Welfare*, 14, 231-38.
- Midgeley, J. (2001). Issues in international social work: Resolving critical debates in the profession. *Journal of Social Work*, 1, 21-35.
- Lurie, P., et al. (1993). The public health impact of needle exchange programs in the U.S. and abroad. University of California, San Francisco.
<http://caps.ucsf.edu/uploads/pubs/reports/pdf/NEPReportSummary1993.pdf>

Week 1: Culture, Community and Substance Use I

- *Righteous Dopefiend*. Bourgois & Schonberg. Ch. 1&2
- *War Against All Puerto Ricans*: Chapters 1-3
- Harm reduction as paradigm: Is better than bad good enough? The origins of harm reduction. Gordon Roe. *Department of Sociology & Anthropology, Simon Fraser University, Burnaby, Canada*
- HIV and Drug Use in Puerto Rico: Findings from the ARIBBA Study; Milton Mino, BA, Sherry Deren, PhD, and Hector M. Colon, PhD
- Puerto Rico Debt Crisis Explained; New York Times (2016).
<http://www.nytimes.com/interactive/2016/business/dealbook/puerto-rico-debt-crisis-explained.html>

Week 2: Culture, community and substance use II

- *Righteous Dopefiend*. Bourgois & Schonberg. Ch. 3-5
- *War Against All Puerto Ricans*: Chapters 4-6
- Xylazine (veterinary sedative) use in Puerto Rico. Torruella, R. *Substance Abuse Treatment, Prevention, and Policy* 2011, 6:7 (short)
- From Bomba to Hip Hop. The Lite Colonial Diversions of Puerto Rican Discourse. Juan Flores. Columbia University Press. ****(Not available on Canvas, please download from UPenn Library)****
- Subverting Culture: Promoting HIV/AIDS Prevention Among Puerto Rican and Dominican Women. Ortiz-Torres, Blanca; Serrano-García, Irma; Torres-Burgos, Nélida *American Journal of Community Psychology*, 12/2000, Volume 28, Issue 6

Week 3: IDU: Politics, Community and Social Mileu

- Righteous Dopefiend. Bourgois & Schonberg. Ch. 6-8
- War Against All Puerto Ricans: Chapters 7
- Harm reduction as anarchist practice: a user's guide to capitalism and addiction in North America. Christopher B.R. Smith. Department of Anthropology, University of Pennsylvania.
- The biopolitics of needle exchange in the United States. *Critical Public Health*, McLean, K. (2011). 2(1), 71-79. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3291106/>
- Disciplining Addictions: The Bio-Politics Of Methadone And Heroin In The United States. Bourgois. *Culture, Medicine and Psychiatry* 24: 165–195, 2000.

Week 4: Postcolonial Treatment: Management vs Social Change

- Righteous Dopefiend. Bourgois & Schonberg. Ch. 9&10
- War Against All Puerto Ricans: Chapter 8
- Foucault on methadone: Beyond biopower: Helen Keane: *International Journal of Drug Policy* 20 (2009) 450–452
- Syringe Sharing and HIV Incidence Among Injection Drug Users and Increased Access to Sterile Syringes. Thomas Kerr, PhD, Will Small, PhD, Chris Buchner, MSc, Ruth Zhang, MSc, Kathy Li, PhD, Julio Montaner, MD, and Evan Wood, MD, PhD Vol 100, No. 8 *American Journal of Public Health*
- Should we move from Syringe Exchange to Distribution? Linda Drach, MPH,  Jessica Guernsey, MPH, Julie E. Maher, PhD, Maureen Rumpitz, PhD, Mike Stark, PhD, Kathryn Pranian, BA, and Carol Casciato, BA: *Am J Public Health*. 2011 March; 101(3): 389–390.

Assignments

Response papers Due Weeks 2, 3, 4

A 2-3 page double-spaced response to readings for the previous 2 weeks. Analyze the material, incorporate class discussions and root your analysis in your field experiences. This is a formal assignment and not to be treated as “journals,” however you should include firsthand experience and self-reflective response in a constructive manner. You must incorporate readings and cite as needed.

Final research Paper Due August 20th

An 8-10 page research paper on your topic. Topics will emerge from discussions with the needle exchange program results of the research will be used by agency in its work. The paper should have a literature review, discussion of social issue, a section that presents the results, and a discussion of results. Make sure you root your analysis in the readings and class material.

This assignment utilizes the principles of participatory research. The topic will emerge in conjunction with the needs of INTERCAMBIOS and our capabilities within one short month. It is the student group's responsibility to discuss with the organization what their needs are, and honor them as such. More will be discussed in upcoming classes.

Julio 2016: Intercambios Puerto Rico & UPenn

Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
				1 Arrival	2 Group Meeting 1pm Apartamento	3 Free Time
4 Free time	5 Presentación I.P.R. y UPenn - 10am a 2PM Almuerzo (12 a 1pm) Clases 2pm-5pm Oficina	6 Vista Juicio Hogar Crea vs I.P.R. - 2 a 5pm Tribunal San Juan	7 Training - Reducción de Daños - 10am a 1pm (Rafi) Oficina	8 Discusión de plan de trabajo (Carla y Jen) - 10am a 1pm Oficina	9 Free Time	10 Free Time
11 Presentación Coordinador I.P.R. y Plan de trabajo - 10am a 1pm (Juan C.) Oficina	12 Clases 10am a 1pm (Jen)	13 Visita Homelessness Continuum of Care PR (Jen) En San Juan	14 Training Inyección Segura, preparación equipo (Robert) 10am a 1pm Oficina	15 Continuación de trabajo de grupo (Carla y Jen) 10am a 1pm Oficina	16 Free Time	17 Free Time
18 Continuación de trabajo de grupo (Carla y Jen) 10am a 1pm Philly connect! Oficina	19 Clases 10am a 1pm (Jen) Oficina	20 Continuación de trabajo de grupo (Jen) *Desde la casa	21 Training Psicoterapia de la Reducción de Daños (por confirmar) (Sr.Román) 10am a 1pm Oficina	22 Continuación de trabajo de grupo (Jen) *Desde la casa	23 Free Time	24 Free Time
25 Reunión de Grupo IPR & UPenn, Alcance Comunitario Luquillo 10am a 3pm (Juan C.) Oficina	26 Clases 10am a 1pm (Jen) Oficina	27 Continuación de trabajo de grupo 10am a 1pm (Juan C.) Oficina	28 Training Consejería en Adicción (por confirmar) (Sr. Romero) 10am a 1pm Concilio Loíza	29 Alcance Comunitario Naguabo (Juan Carlos) 9am a 1pm Salida Oficina	30 Actividad de despedida (lugar y hora por decidir) 10am a 3pm Fajardo playa	31

***CALENDAR IS SUBJECT TO CHANGE AT THE DISCRETION OF
INSTRUCTOR & ORGANIZATIONAL NEEDS***