

REPORT ON CONSULTATION VISIT TO PUERTO RICO

By

Arnold Gurin, Dean

The Florence Heller Graduate School for Advanced Studies in Social Welfare

Brandeis University
Waltham, Massachusetts

The following memorandum is based on visits during the period February 29-March 2, 1972 to several institutions participating in the Sociology and Social Work Consortium in Puerto Rico. The institutions visited were Inter American University--Hato Rey campus and San German campus; the Catholic University in Ponce; and the College of the Sacred Heart in San Juan.

This visitor was favorably impressed by the evident spirit of dedication and commitment that characterized the faculty members who are attempting to build programs of social work education to meet the pressing social problems of Puerto Rico. These people are struggling with very meager resources, both in money and personnel, to raise standards and improve programs. There is at the present time a strong drive toward the development of undergraduate education in social work. To my mind, it is appropriate that emphasis should be placed on the undergraduate level, since the greatest needs are in the mass services (e.g., public assistance, child welfare, community health and mental health programs, corrections, care of the aged and disabled, etc.) which require large numbers of service personnel. Experience in the United States has demonstrated that graduate level programs are not able to fill these needs and that most of the positions in such mass services call for levels of knowledge and skill that can be provided adequately at the undergraduate level.

It is obvious, even from a brief visit, that there are several major problems that face all of the institutions who are seeking to expand their undergraduate programs. One of the major problems is the severe shortage of teaching personnel. "Teaching" in this context is used broadly to cover not only classroom instruction but, more importantly, the organization and supervision of training in the field. The resources of all of the institutions are severely strained. With the possible exception of Catholic University, all of the schools visited have too few trained people available for both classroom instruction and field supervision. In addition, it is not always clear that the faculty who are available have adequate

experience to handle the responsibilities which they have undertaken or sufficient status and acceptance within their institutions to obtain the support that they require. There is, thus, an overall need for great strengthening of faculty resources.

The second general problem is the need for curriculum clarification and development. It is my general impression that the curriculum as now established within the institutions visited seems to be based excessively on a U.S. model and is lacking in two major respects; (a) It does not deal directly and creatively enough with the peculiar needs of the Puerto Rican situation; and (b) it is based on a traditional and limited view of social work professionalism.

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The third general problem is a pervasive lack of clarity as to what the social work needs actually are. It is obvious that Puerto Rico has many very severe and complex social problems and that there will be a growing need for expanded and improved service programs. It is not at all clear, however, what role professional social workers will be playing in these programs. There is great uncertainty as to the magnitude of the need for different types of personnel with different levels of training. There are also problems which might be characterized as "political", such as professional status, licensing, etc. There is thus a need for some centralized activity to address general issues for all of Puerto Rico concerning the status, functions, and marketability of social workers with undergraduate degrees.

Recommendations

1. There should be undertaken at a very early date a general survey and analysis of the manpower situation in regard to social work personnel. This should be a short-term concentrated survey that will yield results in a period of two to three months. It may be necessary at a later stage to conduct more elaborate research, but this first effort should be an attempt to pull together in a clear and systematic manner the information that may exist in various places without becoming involved in the time-consuming process of gathering original material. The survey should be based on information in various public and voluntary agencies that employ social workers or related personnel. It should attempt to estimate the numbers of personnel who are now engaged in various functions and the numbers likely to be needed in the next five years. In addition to numbers, the survey should identify job functions and definitions to the extent that they have been formulated.

A second focus of the survey would be on the requirements for various jobs in the social services and closely related fields. This would require obtaining information both from agencies and from professional associations and pinpointing exactly how decisions are made concerning requirements and what procedures would be necessary in order to bring about changes in these matters. Of particular importance is the need to develop a plan that will assure graduates of undergraduate programs the ability to function in the jobs for which they ostensibly have been prepared and also to provide them with incentives for taking such positions.

2. There is a very great need for work on the clarification and development of curriculum for social work training. This would have to start with a better conceptualization of the roles and responsibilities for which people are to be trained. Inevitably, these will cover a wide range and, therefore, there should be provisions for significant variations in curriculum content.

For example, some roles may call for considerable emphasis on interpersonal and counseling skills while others may be much more administrative in character. The curriculum should, of course, have a common core base for all students who are being trained in a professional program but it should permit a considerable degree of variation in relation to specific kinds of functions that the graduates will perform. Further detailed study both of the manpower situation and of the present educational programs would be required in order to develop specific recommendations on the specializations or "tracks" that should be included in the curriculum.

(a) Depending upon the range of roles and responsibilities for which students are being prepared, there should be several options available in the kind of conceptual and theoretical base that they are expected to acquire in their education. By way of example, there might be one group of requirements that places heavy emphasis on material drawn from politics and economics whereas another is much heavier in those aspects of social science that derive from sociology and psychology. Similarly, there should be variations in the level of research training.

All students should, however, be able to acquire competence in two core areas: (1) the ability to gather data systematically in relation to a problem that they are attempting to solve; and (2) the ability to read research literature and to understand it at a sufficiently sophisticated level so that they are able to utilize it in connection with their future practice.

(b) The professional part of the curriculum should be based very largely on field experience and it would be desirable to incorporate most of the teaching of "methods" within the field context. This would accomplish some economies in the use of the very scarce professional social work personnel that is available for training purposes but would also result in a sounder educational experience. The emphasis on field instruction has another advantage. It would place the school more directly within the service structures for which they are training people and provide them with an opportunity, hopefully, to influence those structures while they are performing the educational function.

The basic premise of all these recommendations is that it is the primary purpose of the undergraduate programs to make a substantial contribution to dealing with the social problems of Puerto Rico and to improve the human services that are related to those problems. It follows from this that the schools should maximize their involvement with actual service structures. By assuming direct responsibility for the training of undergraduates within those services, they can simultaneously help those graduates acquire the skills that they will need and also make a contribution to the improvement of the services themselves.

(c) In using the term "services", we are leaving open the definition of what the character of social services is to be and what functions the products of the undergraduate training programs in social work are to perform. It should be borne in mind that there is a general trend to broaden

the definitions of traditional social work functions and to talk more in terms of "human services" that bring together functions that are now separated in health, welfare, corrections, and other service structures. It should be one of the cardinal premises of the undergraduate programs to experiment actively with innovative and alternative approaches to the rendering of human services. Such experimentation should be built into the training program.

(d) As a general principle, the undergraduate social work programs should have a two-fold approach to the curriculum. They should take responsibility for specifying what kinds of general courses are required for different groups of their students and should seek such courses from the general resources of the university. In addition, they should organize directly the professional courses which will be largely field training experiences. This would strengthen the relationship of the social work faculty to the rest of the university and also conserve their resources and energy for the distinctively professional aspects of the educational program.

3. There is urgent need for a comprehensive program of faculty development. This involves recruiting able people from the field and providing them with an opportunity for additional professional training. A detailed program should project for the next several years the number of persons who should be recruited for faculty positions and provide an opportunity for advanced training -- some at the master's level and eventually a few should be helped to obtain a Ph.D. There is also need for short-term programs to help existing faculty to deal more effectively with the problems that they face, particularly in curriculum development and field training.

4. To accomplish the purposes outlined above, some immediate steps are necessary to provide central leadership and coordination to all the programs. It is not clear at this stage what can best be done at the level of the consortium as against what can best be done at the level of the individual institutions. It would be desirable for the

consortium to undertake central responsibility for the analysis of manpower needs, for working on the "political" aspects of the professional social work establishment and its relationship with the government, and for a program of faculty development for all of its affiliated institutions.

There is need, however, for the Inter American University itself to pull together its work and resources in this field. It is strongly recommended that the I.A.U. proceed very quickly to appoint a single person as the overall coordinator or director of its social work programs for all of its campuses and that this person be charged with developing guidelines and exercising direct supervision over the content of the I.A.U.'s program and its staffing.

5. Within these various proposals, there should be opportunities for outside assistance from the Heller School and other mainland institutions. As an immediate step, the Heller School would be prepared to explore the possibility of providing help in the development of a manpower study. Help might also be available on a short-term basis for faculty training and curriculum development. At a later stage, thought might be given to more sustained types of faculty and student exchange. We believe, however, that this will require planning and coordination by central staff of the consortium and/or I.A.U., as suggested in point 4.

AG:egs
April 7, 1972

Consocio Sociologo

Florence Heller Graduate School for Advanced Studies in Social Welfare

BRANDEIS UNIVERSITY

WALTHAM, MASSACHUSETTS 02154

August 24, 1972

Mrs. Rita A. Rincon de Rubiano
Colegio Sagrado Corazon
P.O. Box 12383, Loiza Station
Santurce, Puerto Rico 00914

Dear Mrs. de Rubiano:

It seems terribly long ago that I was able to make that pleasant visit to Puerto Rico but I remember it very vividly and want to thank you again for your part in making it so interesting and enjoyable.

After returning home, I prepared the enclosed report which was sent initially to Dr. Diettrich but have now heard from him that it would be in order to send it to others with whom I met.

I hope that you will find it of some interest and I would welcome any questions or comments that you may have.

With warm regards,

Sincerely,



Arnold Gurin
Dean

AG:egs

April 21, 1972

Dr. María Luisa Aresces
Dean of Arts
Universidad Central de Bayamón
Bayamón, Puerto Rico

Dear Dr. Aresces:

As part of the activities of the Consortium on Sociology and Social Work Education, in which our Institution is participating together with Inter-American University and Catholic University, I have the pleasure of inviting you and all the members of your department to attend a one-day Seminar on "Teaching of Methodology in the Field of Sociology" to be held at our College on April 26, 1972 at 8:30 A.M.

Our guest speakers will be Dr. and Mrs. Alan Parker Chesney. Dr. Chesney is director of the Cleveland Urban Observatory and Senior Research Associate in the Department of Interdisciplinary Studies, Case Western Reserve University. His wife, Dr. Barbara Haack Chesney, is Senior Research Associate in Psychology and Child Development, Human Services Design Laboratory, School of Applied Social Sciences, Case Western Reserve University.

Your presence at the Seminar and that of the members of your department will be highly appreciated.

Respectfully yours,

Rita A. Rincón de Rubiano
Consortium Coordinator at
College of the Sacred Heart

RARR:osg

April 21, 1972

Dean Pedro Javier Boscio
Universidad Inter-Americana
San Germán, Puerto Rico

Dear Dean Boscio:

As part of the activities of the Consortium on Sociology and Social Work Education, in which our institution is participating together with Inter-American University and Catholic University, I have the pleasure of inviting you and all the members of the department to attend a one-day seminar on "Teaching of Methodology in the Field of Sociology" to be held at our College on April 26, 1972, at 8:30 A.M.

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Your presence at the seminar and that of the members of your department will be highly appreciated.

Respectfully yours,

Rita A. Rincón de Rubiano
Consortium Coordinator
at College of the Sacred
Heart

RARR:osg

April 21, 1972

Dra. Joan Koss
Department of Sociology
Inter-American University
Hato Rey, Puerto Rico

Dear Dr. Koss:

As part of the activities of the Consortium on Sociology and Social Work Education, in which our Institution is participating together with Inter-American University and Catholic University, I have the pleasure of inviting you and all the members of your department to attend a one-day seminar on "Teaching of Methodology in the Field of Sociology" to be held at our College on April 26, 1972, at 8:30 A.M.

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Your presence at the Seminar and that of the members of your department will be highly appreciated.

Cordially yours,

Rita A. Rincón de Rubiano
Consortium Coordinator at
College of the Sacred Heart

RARR:osg

April 21, 1972

Mr. Vincent P. Norelli
Universidad Central de Bayamón
Bayamón, Puerto Rico

Dear Mr. Norelli:

As part of the activities of the Consortium on Sociology and Social Work Education, in which our Institution is participating together with Inter-American University and Catholic University, I have the pleasure of inviting you to attend a one-day Seminar on "Teaching of Methodology in the Field of Sociology" to be held at our College on April 26, 1972 at 8:30 A.M.

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Your presence at the Seminar will be highly appreciated.

Cordially yours,

Rita A. Rincón de Rubiano
Consortium Coordinator at
College of the Sacred Heart

RARR:osg

April 21, 1972

Miss Teresita Santaella
Director, Department of Sociology
Universidad Católica,
Ponce, Puerto Rico

Dear Miss Santaella:

As part of the activities of the Consortium on Sociology and Social Work Education, in which our Institution is participating together with Inter-American University and Catholic University, I have the pleasure of inviting you and all the members of your department to attend a one-day Seminar on "Teaching of Methodology in the Field of Sociology" to be held at our College on April 26, 1972, at 8:30 A.M.

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Your presence at the Seminar and that of the members of your department will be highly appreciated.

Cordially yours,

Rita A. Rincón de Rubiano
Consortium Coordinator at
College of the Sacred Heart

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Consolida de sociologia
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COLLEGE OF THE SACRED HEART
SEMINAR ON WHY TEACH SOCIAL RESEARCH IN COLLEGE?

PROGRAM

- 9:00 - 9:10 Welcome
 Mrs. Rita A. Rincón de Rubiano
- 9:10 - 9:20 Introduction
 Mr. Rafael Enrique Garcia Bottari
- 9:20 - 9:30 Presentation of the seminar Directors
 Mrs. Elsie T. de Dávila
- 9:30 - 10:30 Discussion of types and methods of social
 research.
- 10:30 - 10:45 Coffee Break
- 10:45 - 11:30 Possible objectives in teaching social
 research.
- 11:30 - 12:15 Methods of teaching social research.
- 12:15 - 1:30 Lunch
- 1:30 - 3:30 Future consortium activities in social
 research.

Consortio

MEMORANDO

A : Dr. Pedro González Ramos - Presidente
DE : Rita A. Rincón de Rubiano - Directora Departamento
de Desarrollo y Planificación
ASUNTO : Resultados de la primera reunión del Consorcio en
Sociología y Trabajo Social
FECHA : 20 de septiembre de 1972

El 15 de septiembre de 1972 asistí, en compañía de la señorita Aida Rivera, a la primera reunión de este año del Consorcio en Sociología y Trabajo Social.

Estuvieron presentes varios profesores y representantes administrativos de la Universidad Católica, la Universidad Central de Bayamón y la Universidad Inter-Americana.

Allí se determinó que los objetivos para este año son los que a continuación enumero:

1. Concluir el problema al cual nos hemos confrontado con respecto al bachillerato en Trabajo Social y estudiar la posibilidad de incluir el grado asociado en Trabajo Social.
2. Enriquecer el programa de sociología.
3. Integrar sicología al consorcio.

Para alcanzar estos objetivos se formaron varios comités:

1. Discusión y Estudio del Programa de Trabajo Social.
2. Enriquecimiento de los Programas de Sociología.
3. Integración de Sicología.
4. Revisión de Currículo.

Estos comités estarán formados por miembros de las distintas universidades participando en el consorcio.

La Universidad Inter-Americana tiene a su cargo toda la coordinación de este programa.

En dicha reunión nos fue informado que podemos contar con \$1,300 adicionales a lo que ya nos habían otorgado. (Favor de hacer referencia a memorando fechado 27 de junio de 1972)

cc: Sra. Elsie Dávila

MEMORANDO

A : Sra. Elsie Dávila - Directora, Dept. Sociología
DE : Srta. Aida G. Rivera Carattini - Coordinadora
Oficina Relaciones Gubernamentales
ASUNTO : Resultados de la reunión del 15 de septiembre de
1972
FECHA : 22 de septiembre de 1972

Adjunto te envío copia del memorandum que Cuchi le enviara al Presidente respecto a la reunión que se efectuó el 15 del corriente en relación a los objetivos del Consorcio en Sociología y Trabajo Social para este año.

En dicha reunión, nos tomamos la libertad de someter tu nombre para formar parte del comité que trabajará el primer objetivo enumerado en el memo adjunto. La Universidad Inter-Americana se encargará de coordinar dichas reuniones y de notificar a los miembros de los comités.

Además, te adjunto copia de varias sugerencias de la IAU sobre posibles actividades del Consorcio.

cc: Sra. Cuchi R. de Rubiano -

Jahite

Consorcio

MEMORANDO

A : Sra. Raquel Ruiz - Departamento de Psicología
DE : Aida Rivera Carattini - Coordinadora, Relaciones
Gubernamentales
ASUNTO : Consorcio en Sociología y Trabajo Social
FECHA : 25 de septiembre de 1972

Actualmente el Colegio está participando en un Consorcio en Sociología y Trabajo Social que coordina la Universidad Inter-Americana. El 15 de septiembre de 1972 se llevó a cabo la primera reunión. Adjunto le envío copia del memo que Cuchi le dirigiera al Presidente enumerando los objetivos que se han trazado para este año. Como verá, se quiere añadir Psicología al mismo. Por tal motivo, nos tomamos la libertad de someter su nombre para el Comité que habrá de hacerse cargo del objetivo #3 expresado en el memo adjunto.

Creemos que el incluir Psicología en el Consorcio habrá de beneficiar enormemente este departamento en el Colegio. La Inter-Americana habrá de notificar a aquellas personas que acepten formar parte del Comité sobre las fechas en que se habrán de llevar a cabo las reuniones.

Le agradeceré que nos notifique por escrito, tan pronto como le sea posible, si acepta o no formar parte de dicho Comité.

Además, le adjunto copia de varias sugerencias que sometiera la UIA para el corriente año.

cc: Sra. Cuchi R. de Rubiano ✓

April 21, 1972

Dr. Sigismond Diettrich
Assistant to the Vice-President
for Academic Affairs
P. O. Box 1293,
Hato Rey, Puerto Rico

Dear Dr. Diettrich:

As part of the activities of the Consortium on Sociology and Social Work Education, in which our Institution is participating together with Inter-American University and Catholic University, I have the pleasure of inviting you to attend a one-day Seminar on "Teaching of Methodology in the Field of Sociology" to be held at our College on April 26, 1972 at 8:30 A.M.

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Your presence at the Seminar will be highly appreciated.

Respectfully yours,

Rita A. Rincón de Rubiano
Consortium Coordinator at
College of the Sacred Heart

RARR:osg

INTER AMERICAN UNIVERSITY
Office of the Assistant to the
Vice-President for Academic Affairs
San Juan, Puerto Rico

Date: Jan. 24/73

TO: Members of the Consortium
FROM: Sigismond deR. Diettrich
RE: Dean Dumpson's visit

There will be an important meeting of the Consortium on Wednesday, January 31, 1973 at 2:00 p.m.

The meeting will be held in Dr. Diettrich's office.

The Meeting took place at the Hato Rey Restaurant.

Present: The Coordinator, Joan D. Koss, Samuel Seguí, Guy T. Ashton, I.A.U. Hato Rey; Minerva Ramos, James Wessman, George Uzdavinis, I.A.U. San Germán; Sanday Roter, Catholic University; Vincent Norelli, (invited) Bayamón Central; Rita Rincón de Rubiano, Aida Rivera, Sagrado Corazón.

Three objectives were agreed upon:

- 1) I) Continued discussion and work on the B.A. in Social Work and a beginning discussion on the possibility of an Associate Degree in Social Work.
- 2) An enrichment program of seminars and lectures on a cross-disciplinary basis.
- 3) An effort to integrate the discipline of Psychology within the consortium program.

To accomplish these objectives four committees were constituted:

Comm. I (Social Work Program)

Samuel Seguí Sotomayor (IAU)
Zulma Delgado de Raffo (Bayamón Central)
George Uzdavinis (IAU)
Elsie Dávila (SC)
María Sosa (IAU)
(Catholic University will name nominees for the Committees later)

Comm. II (Enrichment Program)

Joan Koss (IAU, S.J.)
Guy Ashton (S.J.)
James Wessman (S.G.)
Mrs. Francisca Lemardo (SC)

Comm. III (Psychology)

José Luis Torres (IAU, S.G.)
Raquel Ruíz (SC)
Aida Vivoni (IAU, Hato Rey)

Comm. IV (Public Relations Comm.)

The above committee was suggested by D. Diettrich to have the task of inviting persons to advise on matters of program and curriculum. This was especially important to the development of programs in Sociology and Anthropology.

George Uzdavinis (IAU) Elsie Dávila (SC)
Minerva Ramos (IAU) Joan Koss (IAU)

As far as the windfall \$4,000.- is concerned it was agreed that \$2,000.- should be given to CUSC for a second semester visiting professor. The balance should be assigned to island travel and consultants' fees.

CSSW Meeting Adm. Bld. Conference Room
December 6, 1972

Present:

Joan D. Koss	IAU, Hato Rey
Cecilia G. Dávila	Colegio Universitario del Sagrado Corazón
Aida R. de Amador	Colegio Universitario del Sagrado Corazón
María J. Sosa	IAU, Hato Rey
Aida Girod Vivoni	IAU, Hato Rey
Vincent P. Norelli	Bayamón Central University (invited)
Guy T. Ashton	IAU, Hato Rey
Sandy Roter	UCPR, Ponce
Minerva Ramos	IAU, San Germán
Teresa Santaella Pons	CUPR, Ponce
Sigismond deR. Diettrich	Coordinator

Prior to the meeting a delicious buffet lunch was served. The meeting took place in the Conference Room, 4th floor Administration Building.

The first topic was the Coordinator's report on his Conferences with Region II officers and with Mr. González, Program Officer, Division of Higher Education, Developing Institutions Branch, O.E., Washington, D.C. During the almost three hours Conference all proposed phases of the FY 73 Consortium proposal as agreed upon at the Sept. 22nd meeting were thoroughly discussed. Most of the items were acceptable, in a few cases some modifications were suggested and some dealing with aid to student were found outside the scope of the funding for the program. Copies of the proposal were given to Mr. Roter and to Miss Ramos for Dean Javier. Dra. Koss and CUSC received their copies already. Copies of Dean Gurin's Report were given to Messrs. Roter and Norelli.

Reports of campus activities by CU, CUSC, IAU San Germán and San Juan followed.

Committee Additions and Changes

Comm. I (Social Work Program)

Samuel Seguí Sotomayor (IAU)
Zulma Delgado de Raffo (Bayamón Central)
George Uzdavinis (IAU)
Elsie Dávila (SC)
María Sosa (IAU)
Nilsa Vázquez (CU)

First meeting 2:00p.m., December 15/72
IAU, Hato Rey, Faculty Lounge, 5th Floor Ocasio Bld., 104 Ponce de León

Comm. II (Enrichment Program)

Joan Koss (IAU, S.J.)
Guy T. Ashton (S.J.)
James Wessman (S.G.)
Mrs. Francisca Lemardo (SC)
Humberto García (CU)

First meeting as Comm. I

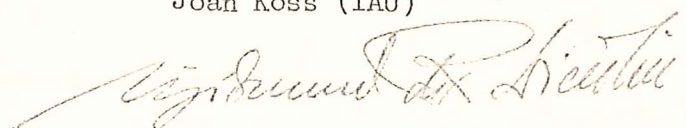
Comm. III (Psychology)

José Luis Torres (IAU, S.G.)

Raquel Ruiz (SC)
Aida Vivoni (IAU, Hato Rey)
Carmen Rivera de Martinez (CU)

Comm. IV (Public Relations Comm.)

George Uzdavinis (IAU)
Minerva Ramos (IAU)
Dra. Cecilia Dávila (SC)
Carlos Méndez (CU)
Joan Koss (IAU)



INTER AMERICA UNIVERSITY
Office of the Assistant to the
Vice-President for Academic Affairs
San Juan, Puerto Rico

Date: 12-15-72

TO: Members of the Consortium

FROM: Sigismond deR. Diettrich *S. Diettrich*

RE: Minutes of the December 7, 1972 Meeting

Due to great pressure of work and other circumstances beyond the control of the coordinator, these minutes could not be published prior to the scheduled meetings of Committees III and IV. Therefore, I am asking Mr. Torres to act as chairman pro temp for Committee III and Dra. Cecilia Dávila to serve so for Committee IV with the hope that both committees will have their meetings at the earliest possible time. If Committees III and IV did hold their meetings and elected a chairman and secretary then, of course, the above will not apply.

Enclosed you will find a copy of the Minutes of the Sept. 22 meeting which will give the background ideas about the committees.

It is hoped that the work of planning the program will be carried out by the Committees with the assistance and knowledge of the coordinator.

12/28/72

TENTATIVE OUTLINE OF THE PROGRAM FOR
THE PUERTO RICAN CONSORTIUM/UNIVERSITY
OF CONNECTICUT WORKSHOP (February 16-18)

(draft of 2/4/73)

Session I

Leader: Dr. Bernard Magubane

Topic: "Structured Social Inequality as an Aspect
of Internal Colonialism"

Examines the role of black labor in the
development of U.S. capitalism from the
slavery period to the present.

Questions for discussion:

- 1) What is colonialism? a colonial situation?
internal colonialism?
- 2) What is the meaning of cultural nationalism in
the context of a colonial situation?
- 3) How does labor develop under and adapt to capitalism
and imperialism? What is the role of cheap labor?
- 4) What are the sources of social inequality and how
do these differ in agrarian and industrial,
non-capitalist and capitalist societies?
- 5) What distinguishes a Marxist approach to social
inequality from non-Marxist approaches? What are
some limitations of the various approaches?

Session II

Leader: Dr. Robert Bee

Topic: "'Development' of the American Indian: from the
Trail of Tears to the Great Society"

Discusses the changing political, economic,
and social relations between the American
Indian and the U.S. government, with emphasis
on the impact of past Indian-government
relationships on present efforts at "development."

Questions for discussion:

- 1) Community development efforts (pitfalls and tactics):
comparison of the Puerto Rican and the American
Indian experiences.

- 2) Role of social scientists in the study of militant minorities
- 3) Indian life in urban areas: how it compares/contrasts with Puerto Rican life in mainland cities or Chicano life in U.S. cities.
- 4) Various anthropological approaches to the study of sociocultural change
- 5) Materials and techniques for training students in ethnic research

Session III

Leader: Dr. Scott Cook

Topic: "Puerto Rican and Chicano Studies: Problems, Perspectives, Prospects and Implications"

Compares the Puerto Rican and Mexican American experiences in the U.S. Discusses some myths and realities in the literature of the Puerto Rican and Chicano movements, and offers some criticisms of studies by Anglo social scientists of Puerto Ricans and Chicanos. Proposes some relationships between ethnic studies programs, reverse acculturation and decolonization.

Questions for discussion:

- Cancelled*
- 1) What should be the priorities of ethnic studies programs for Puerto Ricans and Mexican Americans? Should these programs develop and operate independently of other ethnic programs?
 - 2) Should these programs be bilingual? Is Spanish a necessary language of instruction in these programs? What should the language policy be toward Mexican or Puerto Rican American students whose vernacular is English (or Spanglish)?
 - 3) How can the educational and action aspects of these programs be integrated? Or should they be strictly academic in orientation?
 - 4) To what degree should Puerto Rican (and Chicano) Studies programs be of, by and for Puerto Ricans (Chicanos)?
 - 5) What identifies a Puerto Rican or Chicano as such in American society (e.g., color, surname, language, self-image, cultural background, parentage)? Is a Puerto Rican a Puerto Rican because he is identified as such by the non Puerto Rican majority?

- 6) What should the role of ideology be in Puerto Rican and Chicano Studies programs? Should these be eclectic or partisan?
- 7) Should social research and publishing among and about Puerto Ricans and Chicanos be exclusively a Puerto Rican and Chicano enterprise? Does the ethnic and/or class affiliation of the social researcher inevitably bias, distort or determine the nature and results of his research? Which of these affiliations is most crucial? Is there a Puerto Rican or Chicano social science as opposed to a non Puerto Rican or Chicano social science of Puerto Ricans and Chicanos? If so, what are their distinguishing characteristics? If not, are such feasible or desirable?
- 8) Is the cultural-historical emphasis of ethnic studies programs incompatible with a class-based resolution or view of problems of structured social inequality related to internal colonialism?
- 9) What are the concepts of 'history' and 'culture' most appropriate for ethnic studies programs? (or for minority group research?)
- 10) Why has the locus of Puerto Rican Studies been in the mainland Puerto Rican community rather than in the island? What are some implications of this apparent fact?
- 11) What should a Puerto Rican Studies curriculum include? Why?

Session IV

Co-leaders: Ms. Peta Henderson and Mr. James Wessman

Topics: "The Political Economy of Health Care in Puerto Rico: a preliminary view of methods and problems" (Ms. Henderson)

"Production, Ecology and Demography in a Region of Western Puerto Rico: a preliminary view of methods and problems" (Mr. Wessman)

Questions for discussion:

- 1) What should the units of analysis be in a social science study of contemporary Puerto Rico? Are the units which were appropriate 20 or 10 years ago appropriate today? Why?

- 2) To what extent is the delivery of health care in Puerto Rico or demographic patterns in a Puerto Rican region understandable in terms of insular (endogenous) as opposed to extra-insular (exogenous) causes?
- 3) Are problems in health care or demography in Puerto Rico best approached from a regional viewpoint, or from a viewpoint which posits class or ethnic variables as more important sources of differentiation than regionalism?
- 4) What should the role of the social researcher be vis-a-vis (a) his informants, (b) government agencies, etc. To what extent should data derived from research projects of the type proposed above be made available to the public? What should the political posture of the social researcher be (activist, neutral, other)?
- 5) Is the social researcher in Puerto Rico free to investigate a problem of his/her own choice? Should he/she be free to conduct responsible research in politically sensitive areas - and should the results of such research be published regardless of their implications (political or otherwise)?

Week-end Seminar
"Colonialism and Ethnic Pluralism
in the United States"
El Verde Lodge Hotel, El Yunque
February 17, 18 and 19

*File
Completed*

Saturday February 17 -
Session 1

Time: 10-100am

Leader: Dr. Bernard Magubane
Topic: "Structured Social Inequalities as an
aspect of Internal Colonialism"
Lunch

Saturday February 17 -
Session 2

Time: 2:30-5:30pm

Leader: Dr. Robert Bee
Topic: "Development of the American Indian:
from the Trail of Tears to the Great Society"
Dinner

Session 4

Time: 7:30-9:00pm

Co-leaders: Ms. Peta Henderson and Mr. James Wessman
Topics: "The Political Economy of Health Care
in Puerto Rico: a preliminary view of
methods and problems" (Ms. Henderson)
"Production, Ecology and Demography in
a Region of Western Puerto Rico: a pre-
liminary view of methods and problems"
(Mr. Wessman)

Sunday February 18 -
Session 3

Time: 9:30-12:30pm

Leader: Dr. Bernard Magubane
Topic: "The Meeting of Scientific Sub-Cultures:
What United States Social Sciences can
Contribute to Puerto Rico Social Science
and Vice-Versa"
Lunch: All discussion leaders and participants.
General discussion and summary. Time: 2-5pm
Dinner - Evening Free

Monday February 19 -

Time: 9:30-12:30pm

Leader: Dr. Juan Felipe Gonzalez Pabón
Topic: "Comparison of Patterns of Psychopathology
among Puerto Ricans and Continentals."
Lunch

Time: 2:30-5:30

Leader: Dr. Antonio Martinez Mendez
Topic: "Workshop in Behavior Modification"
Dinner