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## LATINOS AND MEDICAL CARE: CONTEMPORARY ISSUES

Chicano/Latino Studies 211  
Fall 2010 & Winter 2011  
A-Hewitt 1<sup>st</sup> Floor, B-108 Tamkin Hall

**Fall Class Meeting Dates (Weds 5-8PM):** Sept 8 & 22; Oct. 6; Nov. 3; Jan. 5

**Winter Class Meeting Dates (Wednesdays 5-8PM):** Jan. 19; Feb. 2 & 16; Mar. 2 & 16

### PROFESSOR (FALL QTR)

Dr. Michael Montoya  
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### PROFESSOR (WINTER QTR)

Dr. Belinda Campos  
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## COURSE DESCRIPTION AND OVERVIEW OF REQUIREMENTS

This course introduces the student to contemporary issues relevant to the medical care of U.S. Latinos/as from the perspective of interdisciplinary social and behavioral science. The course begins with an examination of biomedicine as a cultural system and a critical examination of “culture and cultural competence” to analytically situate the rest of the course material. Issues examined include the role of power in health care access, the intersection of immigration, social relationships and health, gender, reproduction, culture, social structure, and political economy in analyzing how the experience of health and illness is shaped by these factors and, consequently, how Latino/as are interpreted and constructed through the lens of medicine. To orient the discussion of possibilities for future social change, readings on social influence and examples of social change in the U.S. will also be included. The goal of the class is to provide context and background for a discussion of future changes in medicine that would benefit underserved Latino populations.

The weekly seminar meeting will primarily consist of discussion. Discussions will be student lead and all members of the class are expected to participate. To help structure our thinking for discussion and ensure that discussion is relevant to all interests: **(1) each student will be required to generate 1 question/comment from each weekly reading and (2) each student will lead/moderate class discussions on 1 article of the assigned readings.** Student discussion leaders will use the questions generated by their reading as the starting point for class discussion.

Maintaining an informative and intellectually engaging seminar is the joint responsibility of the instructor and students. I do my best to organize and prepare an engaging and productive learning experience. Your part of this joint responsibility is to **read all assigned material before coming to class and lead/contribute to a thoughtful discussion of class material.**

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## REQUIRED READINGS

**Books:** Farmer, P. (2003). *Pathologies of Power*. Berkeley & Los Angeles: University of California Press.

Chavez, L. R. (2008). *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford University Press.

**Articles:** PDF copies of articles and book chapters that are required readings for this course will be made available to all enrolled students via the course website. You are responsible for downloading the readings and completing them on time.

## COURSE WEBPAGE

The link to the course website for Fall Quarter is: <https://eee.uci.edu/09f/97647>. The website is only available to enrolled students and the password is “plcms3.”  
The link to the course website for Winter Quarter is: <https://eee.uci.edu/10w/97648>. The website is only available to enrolled students and the password is “plcms3.”

This syllabus and class readings are available on the class website. Revisions, announcements, handouts, additional readings, and other materials will also be posted on the website. You are responsible for checking the website periodically for updated information.

## GRADING

Grading will be based on class attendance, weekly questions, discussion participation, and midterm and final paper assignments.

**Class Attendance (10%):** Bi-weekly over two quarters starting Oct. 6, 2009. Attendance is **required**. The format is a graduate seminar that requires active participation and discussion. Class attendance is an important part of your learning, and therefore, your grade. Throughout the course, you should be developing your ability to compare and contrast different perspectives; to recognize when patterns of evidence support or challenge assumptions and hypotheses; to consider how research findings might be applied; to identify methodological problems in research studies and generate ideas for future research; to think critically about how to address existing limitations in health care for underserved populations in terms of research, practice, and public advocacy. Attending class and actively participating in discussion will help you develop these abilities. There will be no way to make up for the loss of points incurred by missing class meetings.

**Weekly Questions (10%):** Generating one question/comment per each assigned reading is **required**. This assignment will help you to think critically as you complete the assigned readings and serve as your prepared contribution to subsequent class discussion. To obtain credit for completing this class requirement, you need to email your questions to the instructor before class – **Tuesday by 8PM at the latest**. There will be no way to make up for the loss of points incurred by missing or late weekly questions. Late questions can be used for class discussion but will

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receive zero points.

**Discussion Participation (20%):** All students will be assigned to lead the discussions on 1 of the weekly readings. Discussion lead assignments are chosen randomly, although effort is made to distribute longer and shorter readings evenly. Discussion is central to the class. Everyone must come prepared to discuss readings and incorporate what they are learning into their medical training and patient-based experiences. It is also imperative that everyone show courtesy toward fellow classmates at all times. Do not interrupt others and seek to handle disagreements in a respectful manner. On a more general note, all students are expected to conduct themselves during the class in a manner that does not interfere with the educational experience of other students in the course. That means arriving for class on time and turning off cellular phones, pagers, and other electronic devices that might disrupt class discussion. Your cooperation is greatly appreciated.

**Midterm paper: (30%):** Students will interview an adult patient or practitioner met through clinical experience (age 21 or over) and write a **clinical narrative** (personal narrative or brief life history) based on that interview. In this paper, you must connect the narrative material obtained through your interview directly to course readings and course themes. Papers must include the following sections: Introduction; Narrative Material; Analysis; Conclusion. This paper will be 10-15 pages of double spaced text with 12-point font and 1 inch margins.

**DUE: TBA.**

**Final paper (30%):** This paper is an **op-ed piece or commentary** for a national or international venue (e.g., journal, newspaper, scholarly magazine, syndicated radio program, etc). Papers should convey the significance of your topic and analytical insight to educated lay audiences. The paper should draw upon themes covered in class. This paper will be a maximum of 12 pages (double spaced) and must connect directly to course readings and course themes. Students are encouraged to read op-ed and commentaries on health themes to prepare for this assignment.

**DUE: TBD.**

**NOTES ON PAPERS:** Papers must be turned in to Dr. Campos' or Dr. Montoya's mailbox in **HARD COPY** by the stated due date. Dr. Campos' and Dr. Montoya's faculty mailboxes are in 3151 Social Science Plaza A. Late papers/papers submitted electronically are not accepted and will receive zero points.

We will make time in class to discuss paper ideas and provide samples of previous excellent papers. We also encourage you to come to office hours to discuss your ideas and developing paper. However, we do **NOT** look at drafts because it is not fair to the whole class if we evaluate the drafts of some papers but not others. Also, this is not a writing course and we do not provide basic writing instruction. If you are concerned about your writing, please contact UCI Learning and Academic Resource Center to take advantage of their writing workshops and other forms of assistance. Their website is: <http://www.larc.uci.edu/>.

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## Summary of Grading:

Maximum points for attendance, weekly questions, class discussion, and final paper

Class Attendance	10
Weekly Questions	10
Class Discussion	20
Midterm Paper	30
Final Paper	30
<b>Total</b>	<b>100</b>

## CLASS POLICIES

People generally think we are warm and approachable. Generally, this is true but we also need to maximize the learning experience, keep the class on track, and run a fair and democratic classroom. Therefore, some class policies are set upfront:

**Enrollment, Add/Drop & Incompletes:** Students are responsible for their own enrollment. This includes checking your status, filing appropriate paperwork, and paying appropriate fees.

If you wish to drop the course, it is your responsibility to go through the proper procedures to ensure that you are dropped from the course. Be aware that there are deadlines for dropping without penalty. If you drop the course after the deadline, you will need the Dean's signature and you will receive a "W" on your transcript. Incompletes are not given in this course except under extremely rare circumstances that require documentation and adherence to University policies.

**Grading Policy:** Final grades will be computed per the terms outlined in the grading section of the syllabus. Per University policy, final grades are permanent grades (i.e. non-negotiable and only able to be changed to correct clerical errors). If you have **reason** to challenge a grade you receive on an individual assignment, you **must state your case in writing and submit your argument to Dr. Campos or Dr. Montoya by the next class following return of the graded assignment**. Only reasonable and well-justified arguments will be considered and our decision will be final. Please note that re-grades can result in a lower score if we determine that there was an error in your favor during the first round of grading (so be certain that your argument is just and will benefit you).

**Late Assignments: No late assignments are accepted.** Assignments turned in after the due date will receive a zero. This policy is set up so that no one falls behind. To enforce this rule fairly, there can be no exceptions (except for extenuating circumstances of a catastrophic nature and even then, you must be extremely persuasive). So, please turn in your assignments on time. We've made an effort to clearly note due dates in the syllabus. Take note and plan accordingly.

**Contacting the Professor:** Please feel free to drop in at office hours or make an appointment. Email is the most effective way to contact us. To ensure that your email message is read promptly and is not filtered, please put the course name and/or number in the subject line of your

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message. You can generally expect to receive responses to your email inquiries within 24 hours during the week, and 48 hours on the weekend.

**Being Contacted by the Professor:** You must have an active UCI email account to participate in this course. We use email to make announcements about the course as well as to correspond with you individually. We will reply to emails from non-UCI accounts, but course announcements made over email will be sent to your UCI email address, so please check this account regularly.

**Class Etiquette:** Please be courteous to others and arrive to class on time. Late arrivals, early departures, cell phones, beepers, and “quiet conversations” are distracting and noticeable throughout the classroom. **Students must turn off cellular phones and pagers during class** as well as any other electronic device (e.g., BlackBerry) that may ring or otherwise disrupt class.

**Course Evaluations:** Course evaluations are an important factor in evaluating instructor effectiveness and making decisions about future course offerings and content. Please plan on taking the time to complete an evaluation for this course at the end of the quarter.

**Accommodations for Students with Disabilities:** We make every effort to accommodate the needs of students with disabilities. If you have a documented disability that requires assistance, you will need to go to the Disability Services Center (DSC) for coordination of your academic accommodations. The DSC phone number is 949.824.7494 /TDD 949.924.6272 or you can visit their website at [www.disability.uci.edu](http://www.disability.uci.edu). For a detailed description of DSC policies and procedures, go to: [http://www.disability.uci.edu/policies\\_procedures/testing\\_accomodations.pdf](http://www.disability.uci.edu/policies_procedures/testing_accomodations.pdf). Please notify us as soon as possible if you plan to use these services so we can ensure that appropriate accommodations are made.

**Extra Credit:** There is no extra credit in this class.

**Cheating:** Any student who cheats on the final paper will be given an F in the course and will not be permitted to withdraw. See the UCI course catalogue for a definition of cheating and a summary of further disciplinary actions that may be taken.

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## ASSIGNED READINGS

### FALL QUARTER 2009

#### Week 1, 09/08/10 – BIOMEDICINE AS A CULTURAL SYSTEM

Jonathan Marks, Science and Race.

Gordon, D. R. (1988). Tenacious Assumptions in Western Medicine. In M. Lock & D. R. Gordon (Eds.), *Biomedicine Examined*, pp. 19-56. London: Kluwer Academic Publishers.

Michael Montoya (2007). "Bioethnic Conscription: Genes, Race and Mexicana/o Ethnicity in Diabetes Research."

Braun, Lundy, et al. (2007) Racial Categories in Medical Practice: How Useful Are They? PLOS Medicine 4(9)e271.

Roseboom, T. J. et al., (2001). Effects of prenatal exposure to the Dutch famine on adult disease in later life: An Overview

Hunt, Linda, The Ambiguous Meanings of the Racial Ethnic Categories Routinely used in Medical Research. *Social Science & Medicine* 66:349-361. 2008.

#### RECOMMENDED:

Alan Goodman (2000) Why genes don't count (for racial differences in health) Am J Public Health 90(11): 1699-1702.

#### Week 2, 09/22/10 – INEQUALITY AND HEALTH SYSTEMS

**Alvaro, Anna, Craig, Luz, Mei with Craig presenting Braun**

Nguyen, Vinh-Kim, and Karine Peschard, Anthropology, Inequality and Disease: A Review. *Annual Review of Anthropology* 32:447-474. 2003

Gay Becker. Deadly Inequality in the Health Care Safety Net. *Medical Anthropology Quarterly* 2004

Navarro, et al., Politics and Health Outcomes.

Navarro, Politics of Health Research

Núria Homedes, MD, DrPH, and Antonio Ugalde, PhD. Globalization and Health at the United States–Mexico Border.

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**Week 3, 10/06/10 – POLITICS OF IMMIGRANT MEDICAL CARE**  
**Mei, Thiago, Javier, Tania**

Chavez, Leo R. Organ Transplants, Chapter 5 in *The Latino Threat* .

Seth M. Holmes, “OAXACANS LIKE TO WORK BENT OVER”: The naturalization of social suffering among berry farm workers

Derosé, et al., Immigrants and Health Care: Sources Of Vulnerability. *Health Affairs* 26, no. 5 (2007): 1258–1268.

Sandeep Rao, From Privilege to Right: The Debate Over Medical Care for Immigrants. *J of Am Physicians and Surgeons* 8(1):16-17.

NCLR: Paying the Price: The Impact of Immigration Raids on America’s Children.

**RECOMMENDED:**

Shawn Malia Kanaiaupuni, “Child Well-Being and Intergenerational Effects of Undocumented Immigrant Status. Institute for Research on Poverty, Discussion Paper No. 1210-00. June 2000.

**Week 4, 11/3/10 – LATINOS AND CANCER**  
**PK, Craig, Javier, Julio, Kim, Alvaro, Thiago**

Mary-Jo DelVecchio Good. “American Oncology and the Discourse on Hope.” *Culture, Medicine, and Psychiatry*.

Chavez, et al. "Beliefs Matter: Cultural Beliefs and the Use of Cervical Cancer Screening Tests. *American Anthropologist* 103(4): 1114-1129. 2001..

McMullin, et al., “Knowledge, Power and Experience: Variation in Physicians’ Perceptions of Breast Cancer Risk Factors.” *Medical Anthropology* 16:295-317, 1996.

Hirsch, Jennifer S., et al. The Social Construction of Sexuality: Marital Infidelity and Sexually Transmitted Disease - HIV. *American Journal of Public Health* 92:1227-1237. 2002.

Arredondo, Of Breasts and Baldness: My Life with Cancer.

Recommended: Chavez, Immigration and Medical Anthropology: the second half.

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**Week 5, 12/1/10 – STRESS, OBESITY, DIABETES, ENVIRONMENT**  
**PK, Kim, Luz, Tania, Anna**

Linda Hunt, Por que me toco a mi: Mexican American Diabetis patients' Casual Stories and their relationships to treatment behaviors. *Social Science & Medicine* 46 (8): 959-969. 1998.

Leslie Kaufman and Adam Karpati, Understanding the sociocultural roots of childhood obesity: Food practices among Latino families of Bushwick, Brooklyn. *Social Science & Medicine*, 2007.

Carter Pokras, The Environmental Health of Latino Children. *J Pediatr Health Care*. (2007) 21, 307-314

Campos, Sharpening the Focus on Acculturative Change: ARSMA-II, Stress, Pregnancy, Anxiety, and Infant Birth weight in Recently Immigrated Latinas. *Hispanic Journal of Behavioral Sciences*, 2007. ??

Bates, et al., Immigration and Generational Trends in Body Mass Index and Obesity in the United States: Results of the National Latino and Asian American Survey, 2002–2003. *Am J Public Health*. 2007;97:70–77.

**RECOMMENDED:**

Hubert, et al., Health status, health behaviors, and acculturation factors associated with overweight and obesity in Latinos from a community and agricultural labor camp survey. *Preventive Medicine*, 2004.

Gonzalez-Figueroa, Understanding Cultural Influences on Health Behaviors of Latino Adolescent Parents. *Latino Policy and Issues Brief*, 2006.

Fuentes-Afflick and Hessol, Overweight in Young Latino Children. *Archives of Medical Research* 39 (2008) 511-518.

**MIDTERM PAPER DUE Jan 12, 2010. Hard Copies Only.**

**WINTER QUARTER 2010**

**Week 6, 01/19/11 – POWER AND ACCESS**

Paul Farmer, *Pathologies of Power*. UC Press. 2003.



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## **Week 7, 02/02/11 – POWER AND POLITICS OF REPRODUCTION**

Velez-Ibanez, C. (1995). Se Me Acabó la Canción: An Ethnography of Non-Consenting Sterilizations Among Mexican Women in Los Angeles, California. In A. S. Lopez (Ed.), *Latina Issues: Fragments of Historia(ella)*, pp. 183-203. New York: Garland Press.

Roberts, D. E. (1997). Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration. In J. F. Perea (Ed.), *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States*, pp. 205-219. New York: New York University Press.

Stern, A. M. (2005). Sterilized in the name of public health: Race, immigration, and reproductive control in modern California. *American Journal of Public Health*, 95, 1128-1138.

Chavez, L. R. (2008). *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford University Press. Chapter 3

Chavez, L. R. (2008). *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford University Press. Chapter 4

### **RECOMMENDED:**

Browner, C.H. & Preloran, H. M. (2000). Interpreting Low-Income Latinas' Amniocentesis Refusals. *Hispanic Journal of Behavioral Sciences*, 22, 346-368.

Castaneda, X. & Zavella, P. (2003). Changing constructions of sexuality and risk: Migrant Mexican women farmworkers in California. *The Journal of Latin American Anthropology*, 8, 126-151.

## **Week 8, 02/16/11 –SOCIAL REALTIONSHPIS & PHYSICAL AND MENTAL HEALTH**

Menjívar, C. (2002). The Ties that Heal: Guatemalan Immigrant Women's Networks and Medical Treatment. *International Migration Review*, 36, 437-466.

Ostir, G. V., Ottenbacher, K. J., & Markides, K. S. (2004). Onset of frailty in older adults and The protective role of positive affect. *Psychology and Aging*, 19, 402-408.

Garcia, A. (2008). The elegiac addict: History, chronicity, and the melancholic subject. *Cultural Anthropology*, 23, 718-746.

Lopez, S. R., Hipke, K. N., Polo, A. J., Jenkins, J. H., Karno, M., Vaughn, C., et al. (2004). Ethnicity, expressed emotion, attributions, and course of schizophrenia: Family warmth matters. *Journal of Abnormal Psychology*, 113, 428-439.

Rakel, D. P., Hoefl, T. J., Barrett, B. P., Chewning, B. A., Craig, B. M., & Niu, M. (2009). Practitioner empathy and the duration of the common cold. *Family Medicine*, 41, 494-501.

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## **Week 9, 03/02/11 – LATINO PARADOX: EVIDENCE AND IMPLICATIONS**

Abraído-Lanza, A. F., Dohrenwend, B. P., Ng-Mak, D. S., & Turner, J. B. (1999). The Latino mortality paradox: A test of the "salmon bias" and health migrant hypotheses. *American Journal of Public Health*, 89, 1543-1548.

Eschbach, K., Ostir, G. V., Kushang, P., Markides, K. S., & Goodwin, J. S. (2004). Neighborhood context and mortality among older Mexican-Americans: Is there a barrio advantage? *American Journal of Public Health*, 94, 1807-1812.

Rumbaut, Rubén G. Assimilation and Its Discontents: Between Rhetoric and Reality. *International Migration Review* 31:923-960. 1997.

Vega, W. A., Rodríguez, M. A., & Gruskin, E. (2009). Health disparities in the Latino population. *Epidemiologic Reviews*.

**RECOMMENDED:** Frank, Reanne, and Robert A. Hummer. The Other Side of the Paradox: The Risk of Low Birth Weight among Infants of Migrant and Nonmigrant Households in Mexico. *International Migration Review* 36(3):746-765. 2002.

## **Week 10, 03/16/11 – INFLUENCE: RELEVANT PRINCIPLES FOR SOCIAL CHANGE**

Lammers, J., & Stapel, D. (2009). How power influences moral thinking. *Journal of Personality and Social Psychology*, 97, 279-289.

Goldstein, N. J., & Cialdini, R. B. (2009). Normative influences on consumption and conservation behaviors. In M. Wanke (Ed.), *Social Psychology of Consumer Behavior* (pp. 273-296). New York, NY: Psychology Press.

Pratkanis, A. R., & Turner, M. E. (1994). Nine principles of successful affirmative action: Mr. Branch Rickey, Mr. Jackie Robinson, and the integration of baseball. *Nine: A Journal of Baseball History and Social Policy Perspectives*, 3, 36-65.

Lynam, D. R., Milich, R., Zimmerman, R., Novak, S. P., Logan, T. K., Martin, C., et al. (1999). Project DARE: No effects at 10-year follow-up. *Journal of Consulting and Clinical Psychology*, 67, 590-593.

**FINAL PAPER DUE TBD 5PM. Hard Copies Only.**