

**CHICANO/LATINO FAMILIES
UNIVERSITY OF CALIFORNIA, IRVINE
SOCIAL SCIENCE 144/189/179
WINTER 2003**

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Office Hours: Mondays & Tuesdays, 11:00-12 :00pm

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COURSE DESCRIPTION

This course is an introduction to the research, literature, and issues surrounding the topic of Chicano/Latino Families. Many aspects of the Chicano/Latino family are examined including cultural history and contemporary issues such as: the organization of family, traditions, lifestyle, values, beliefs, generational differences, gender issues, and ethnic identity. Additionally, the course examines the evolution of demographic patterns and current economic and political standings for Chicano/Latinos in the United States.

COURSE OBJECTIVES

1. Examine the diversity and heterogeneity of Chicano/Latino families in terms of cultural customs and practices, as well as, family structure and family dynamics.
2. Understand the psychological issues faced by Chicano/Latino families and when relevant, how these issues ultimately influence the Chicano/Latino individual.
3. Investigate current research on Chicano/Latino families, including topics such as the effects of immigration and acculturation on family members, the changing gender roles leading to changes in the family structure and function, issues faced by children and youth, and dysfunction within the family (alcohol/drug abuse, physical and sexual abuse).
4. Identify the strengths of Chicano/Latino families that can be utilized to develop practical, appropriate prevention and intervention programs related to the provision of social and mental health services.

COURSE FORMAT

The course will take a seminar format, primarily reciprocal and cooperative learning for synthesizing and analyzing. The environment will allow for interaction among the students and group activity will be initiated. It is crucial that students complete the assigned readings to enable their participation in class dialogue.

GROUND RULES OF DISCUSSION

- Remain respectful of others' views, opinions and statements
- Express your thoughts openly while respecting your colleagues
- Be courteous and polite
- Avoid any comments and language that can be offensive
- Allow peers to finish statements and complete thoughts

COURSE EVALUATION	POINTS
Midterm Examination	50
Final Examination	50
Latino Family Case Study	20
Writing Assignments	20
Family History (10 points)	
Movie Reaction (10 points)	
Course Preparation and Involvement	10
Total Points Available	<hr/> 150

Grades will be assigned by percentage, i.e., 100-95% = A, 94-90% = A-, 89-87% = B+, 86-84% = B, 83-80 = B-, 79-77 = C+, 76-74 = C, 73-70 = C-, etc. Assignments are due at the beginning of class on the day noted. No late papers or make-up exams will be accepted without prior permission from the instructor.

Group assignments, in-class activities, and presentations cannot be made up. Homework assignments will be expected at the beginning of class. If the assignment is late, you will suffer consequences. Specifically, for each day late (including weekends) you will incur one of the following penalties:

**1 Point deduction for 1-5 point assignments; 1.5 Point deduction for 6-9 Point assignments
2 Point deduction for 10-20 point assignments; 3 Point deduction for 25 Point assignment**

COURSE REQUIREMENTS & EVALUATIONS, Continued

MIDTERM AND FINAL EXAMINATIONS (50 POINTS EACH). There will be one midterm and one final. The exams will include multiple choice, and essay/comprehensive type questions. The exams are to be written in complete sentences. Answers will be evaluated on comprehensive and specific knowledge of the topic, development and support of conceptualization, thoroughness of responses, organization, and presentation of materials.

COURSE PARTICIPATION (10 POINTS). Students will be expected to engage in dialogue regarding assigned readings and engage in course activities. The discussions are to create an environment where students feel open to express themselves, share their opinions, and provide insight. Students are expected to offer opinions and engage in lively discussions about class topics.

CHICANO/LATINO FAMILY CASE STUDY - A Day in the Life of a Latino Family (20 POINTS). Students will be expected to capture the Chicano/Latino family experience in a choice of formats: written, audio, video, photography, art, etc. They will be able to obtain concrete facts from individual perceptions and gain knowledge of Chicano/Latino attitudes, behaviors, and experiences.

FAMILY HISTORY (10 POINTS). We all have ethnic or cultural history, though we may not be consciously aware of it. In a 4-5 page typed, double spaced paper, describe the ethnic/cultural history/heritage of your family. Interview parents, grandparents, and relatives to discover the ethnic background and the origins of your family-national, cultural, geographical, religious, etc. A handout will be provided in class with a more thorough description of this assignment.

MOVIE REACTION PAPER (10 POINTS). Students are to pick between, "Mi Familia" or "Azucar Amarga," and arrange a group movie viewing and out-of-class discussion. More specifically, students are to meet with two other classmates and spend approximately 30-60 minutes discussing the major issues of the selected movie. Formulate some opinions about the movie and its message. Write a 3-4 page paper on the movie, the discussion, and your reactions to the movie.

Questions to be answered include:

1. Which character did you most identify with?
2. Which character did you have the most difficulty empathizing with or understanding? Why?
3. Did you notice any stereotypical portrayals of the group being examined? If so, what were they? Indicate whether you think they were positive or negative stereotypes.
4. Did any part of the film hurt or offend you? What and Why?
5. Did your perception of this culture change after viewing the film?

PRESENTATION. This is an opportunity for the student to present their data from "A day in the life of a Chicano/Latino family" to the class. The student should be familiar with his/her data and findings and should be able to relate the observations to the class material. Evaluation will be based on presentation skills, coverage of the material, preparation and organization, and dialogue.

APA WRITING STYLE. All written assignments must be typed, spelled-checked, proofread for grammar mistakes, and should conform to the style and reference notation format outlined by the 2001 Publication Manual of the American Psychological Association (APA), Fifth Edition.

REQUIRED TEXTS

Zambrana, R. (Ed.) 1995. *Understanding Latino families: Scholarship, policy and practice.* Thousand Oaks, CA: Sage Publications, Inc.

A required course pack of research and journal articles is available at the commons.

COURSE CONTENT WINTER 2003

Date	TOPICS AND READINGS
WEEK 1	January 7 and January 9 Introduction to Course Latino Families: Conceptual Approaches and Overview Zambrana Text Chapters 1 and 9 Santiago-Rivera, A. L., Arredondo, P., & Gallardo-Cooper, M. (2002). Understanding Latino families: Historical and sociopolitical multicultural contexts. In A. L. Santiago-Rivera, P. Arredondo, & M. Gallardo-Cooper (Eds.), <i>Counseling Latinos and la familia: A practical guide</i> (pp. 19-32). Thousand Oaks, CA: Sage.
WEEK 2	January 14 and January 16 Diversity and Latino Families Zambrana Text Chapter 2 and 6 Garcia, M. C. (1996). Defining an Identity in the United States. In <i>Havana USA: Cuban exiles and Cuban American in South Florida. 1959-1994</i> (pp. 83-119). CA: University of California Press Kitano, H. H. L. (1997). <i>Mexican Americans</i> . In Kitano, H. H. L. (Eds.), <i>Race Relations</i> (pp. 149-170). NJ: Prentice Hall.
WEEK 3	January 21 and January 23 Acculturation and Immigration: Influence on the Latino Family Zambrana Text Chapters 3 Casas, J. M. & Pytluk, S. D. (1995). Hispanic Identity Development: Implications for Research and Practice. In J. G., Ponterotto, J. M., Casas, L. A., Suzuki, & C. M. Alexander (Eds.), <i>Handbook of Multicultural Counseling</i> (pp. 155-180). Thousand Oaks, CA: Sage. Lucas, J. R., & Stone, G. L. (1994). Acculturation and competition among Mexican-Americans: A reconceptualization. <i>Hispanic Journal of Behavioral Sciences</i> , 16, 129-142.

Santiago-Rivera, A. L., Arredondo, P., Gallardo-Cooper, M. (2002). Understanding Latino families from multiple contexts: Essential frames of reference. In A. L. Santiago-Rivera, P. Arredondo, & M. Gallardo-Cooper (Eds.), *Counseling Latinos and la familia: A practical guide* (pp. 34-53). Thousand Oaks: Sage.

Assignment due: Family History

WEEK 4

January 28 and January 30

Gender Roles and the Latino Family

Gomez, M. J. & Fassinger, R. E. (1994). An initial model of Latina achievement: Acculturation, biculturalism, and achieving styles. *Journal of Counseling Psychology, 41*, 205-215.

Perilla, J. L., Bakeman, R., & Norris, F. H. (1994). Culture and domestic violence: The ecology of abused Latinas. *Violence and Victims, 9*, 4, 325-339.

Valentine, S. & Mosley, G. (2000). Acculturation and sex-role attitudes among Mexican-Americans: A longitudinal analysis. *Hispanic Journal of Behavioral Sciences, 22*, 1, 104- 113.

Vasquez, M. J. (1994). Latinas. In Diaz, L. C., & Greene, B. (Eds.), *Women of Color: Integrating ethnic and gender identities in psychotherapy* (pp. 114-138). NY: Guilford Press:

WEEK 5

February 4 and February 6

Latino Youth and the Elderly

Zambrana Text Chapters 4, and 7

Belitz, J., & Valdez, D. M. (1997). A sociocultural context for understanding gang involvement among Mexican American male youth. In J. G. Garcia, & M. C. (Eds.), *Psychological interventions and research with Latino populations* (pp. 56-72). MA: Allyn and Bacon.

Strait, S. C. (1999). Drug use among Hispanic youth: Examining common and unique contributing factors. *Hispanic Journal of Behavioral Sciences, 89*-103.

Dietz, T. L. (1997). Family and formal assistance with activity limitations: Who helps the Mexican American elderly? *Hispanic Journal of Behavioral Sciences, 19*,333-353.

Assignment Due: Movie Reaction

WEEK 6

February 11 and February 13
Latino Families and the Role of Religion and Spirituality
Midterm Exam

Cadena, G. R., & Medina, L. (1996). Liberation and social change: Chicanas and Chicanos in the Catholic Church. In R. M. de Anda (Eds.), *Chicanas and Chicanos in Contemporary society* (pp. 99-111). MA: Allyn and Bacon.

Falicov, C. J. (1998). Belief systems: Religion and health. In *Latino families in therapy: A guide to multi cultural practice* (pp. 131-155). NY: Guildford Press.

Leever, H. G. (1996). When the saints go riding in: Santeria in Cuba and the US. *Journal for the Scientific Study of Religion*, 35, 3, 318-330.

WEEK 7

February 18 and February 20
Latino Families and Education

Gloria, A. M., & Castellanos, J. (2002, forthcoming) Latino/a and African American students at predominately White institutions: A psychosociocultural perspective of cultural congruity, campus climate, and academic persistence.

Rendon, L. I. (1996). From the barrio to the academy: Revelations of a Mexican American "Scholarship girl." In Turner, C., Garcia, M., Nora, A., and Rendon, L. I. *Racial and ethnic diversity in higher education: ASHE Reader Series* (pp. 281-287). Need ham Heights: Simon & Schuster Custom Publishing.

Verdugo, R. R. (1995). Racial stratification and the use of Hispanic faculty as role models. *Journal of Higher Education*, 6, 669-685.

WEEK 8

February 25 and February 27
Latino Families and Health

Zambrana Text Chapter 8

Marin, B. V. & Gomez, C. A. (1997). Latino culture and sex: Implications for HIV prevention. In J. G. Garcia, & M. C. (Eds.), *Psychological interventions and research with Latino populations* (pp. 73-93). MA: Allyn and Bacon.

Szapocnik, J. & Fein, S. (1995). Issues in preventing alcohol and other drug abuse among Hispanic/Latino families. In *Substance Abuse and Mental Health Service Administration: A Hispanic/Latino family approach to substance abuse prevention* (pp. 1-19). DC: US Department of Health and Human Services.

Zayas, L., H., Rojas, M. & Malgady, R. G. (1998). Alcohol and drug use, and depression among Hispanic men in early adulthood. *American Journal of Community Psychology*, 26, 3, 425-438.

Week 9

**March 4 and March 6
Latino Family Case Studies and Presentations**

Santiago-Rivera, A. L., Arredondo, P., & Gallardo-Cooper, M. (2002). Latino family counseling: Models of helping. In A. L. Santiago-Rivera & P. Arredondo, & M. Gallardo-Cooper (Eds.), *Counseling Latinos and la familia: A practical guide* (pp. 147-176). Thousand Oaks: Sage.

Assignment Due: Family Case Study

WEEK 10

**March 11 and March 13
Future Directions for Research, Policy and Practice
Final Review**

Zambrana Text Chapters 10

Finals Week

March 18 (Tuesday) 4:00-6:00pm -Final Exam