

Chc/LAT/171

8'09

## CHICANO/LATINO PSYCHOLOGY

Chicano/Latino Studies 171 & Psychology and Social Behavior 171  
Spring 2009

Tues & Thurs TBA

Building and Room TBA

### PROFESSOR

Dr. Belinda Campos

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### TEACHING ASSISTANT

TBA

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Office Hours: TBA

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### COURSE OBJECTIVES

This course provides an overview of psychological theories and research in terms of relevance and application for Latino populations in the United States. Course content focuses on the role of social context, culture based beliefs, and cultural based behaviors in influencing development, cognition, social behavior in close relationships and institutions and mental and physical health. Major themes of the course include: heterogeneity in U.S. Latino populations, research methods; acculturation; ethnic and self identity; gender; prosocial behavior and well-being; emotion expression and regulation; close relationships; intergroup relations; mental and physical health; and how psychological processes relevant to U.S. Latinos unfold in schools, the workplace and the public discourse.

### COURSE TEXT AND READINGS

**Articles:** A CD containing PDF copies of articles and book chapters that are required readings for this course will be made available to all students.

### COURSE WEBPAGE

You may download the PowerPoint slides shown during lecture from the course website: <https://eee.uci.edu/08w/54175/>. The website is only available to enrolled students and the password is "clpsych." The slides will be available for download by 12:00 PM on the day of class. Please note that the slides are posted to aid your note taking. They are not a substitute for attending class. Printing the slides and elaborating on them with your own notes during lecture is the best way to use the slides and will help you fully appreciate class material.

This syllabus is now 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.

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## COURSE STRUCTURE AND GRADING

**#1: Exam 1**—Exam 1 will cover the assigned readings and lecture material to the day of the exam (weeks 1 through 5). The exam will be multiple choice. **Exam Date: 4/30**

**#2: Exam 2**—Exam 2 will focus on the assigned readings and lecture material covered during the second half of the quarter (weeks 6-10) but may include topics that overlap from weeks 1-5 as well. The exam will be multiple choice. **Exam Date: TBA**

**#3: The film analysis paper.** You will be required to write a short paper (5 pages maximum) where you analyze a popular movie's depiction of topics relevant to Chicano/Latino psychology from the perspective of the research findings covered in this class. A list of five movies (you will choose one) and detailed instructions on the assignment will be provided in class. **Due 5/28 at the beginning of class.**

**#4: Attendance.** Throughout the quarter, lectures will consist of demonstrations, activities, and discussions. I will present material not covered in your texts, expand on important points in the text, and discuss new developments in the field. Therefore, attendance is important and required.

**Grading:** Your final grade breakdown is as follows:

1: Exam 1	35%
2: Exam 2	35%
3: The film paper	30%

### **Dates to remember:**

Tuesday, 4/30: Exam 1

Thursday, 5/28: The film paper (at beginning of class)

TBA: Exam 2

## CLASS POLICIES

People generally think I'm a warm and approachable person. And generally, this is true. But I also need to keep the class on track and to run a fair and democratic classroom. Therefore, I have to set some class policies upfront.

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

Enrollment in this course is regulated by the University WebReg system, which is accessible at: <http://www.reg.uci.edu/registrar/soc/webreg.html>. For this class, the system allows students to add/drop or join a computerized waitlist for the course during the first two weeks of class. If you

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are not currently enrolled but wish to be, it is your responsibility monitor your status and adjust it as the opportunity arises.

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 the course 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 will not be given in this course except under extremely rare circumstances that require documentation and adherence to University policies.

**Grading Policy:** Final grades will be computed by a fair and reasonable curve to be determined at the end of the quarter. As per University policy, course grades are final (i.e. non-negotiable and can be changed only to correct for 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 the course instructor by the next class following return of the graded assignment**. Only reasonable and well-justified arguments will be considered, and my decision will be final. Please note that re-grades can result in a lower score if I determine that there was an error in your favor during the first round of grading (so please be certain that your argument is just and will benefit you).

**Turning in Papers.** A hard copy of the paper must be turned in at the beginning of class on the date that it is due. Papers submitted electronically will not be accepted. After papers are collected and class has started, your paper will be considered late and will not be accepted.

**Late Assignments/Make-up exams: No make-exams will be given or late assignments accepted.** If you do not show up for an exam, you will receive a zero on it. Papers turned in after the due date (and time) will receive a zero. There are no exceptions. 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, turn in your assignments on time. I've made an effort to clearly note due dates in the class syllabus. Take note of these dates and plan accordingly.

**Extra Credit:** There will be one opportunity for extra credit at the final exam. Based on the proportion of the class that complete final class evaluations for myself and the TA, up to three extra credit questions will be added to the final exam. That is, if 70% of the class completes evaluations, 1 extra credit question will be added to the final exam; if 80% of the class completes evaluations, 2 extra credit question will be added to the final exam; if 90% of the class completes evaluations, 3 extra credit question will be added to the final exam. Please bear in mind that extra credit can increase your course grade by a maximum of one-half step (e.g., from a C to a C+ or from a B- to a B). No other extra credit opportunities will be offered.

**Contacting the Professor:** Dr. Campos' office is on the third floor of the Social Science Tower building. Please feel free to drop in at office hours or make an appointment. Email is the most effective way to contact me. 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 message. You can

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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. I use email to make announcements about the course as well as to correspond with you individually. I 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., palm pilot) that may ring or otherwise disrupt class.

**Accommodations for Students with Disabilities:** I 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 me as soon as possible if you plan to use these services so I can ensure that appropriate accommodations are made.

**Cheating:** Any student who cheats on the final paper will be given an F in the course and will not be permitted to withdraw. The UCI academic code defines cheating and provides a summary of further disciplinary actions that may be taken as a consequence of cheating. The academic code is published in the undergraduate course catalogue and is available online at: [http://www.senate.uci.edu/senateweb/9\\_IrvineManual/3ASMAppendices/Appendix08.html](http://www.senate.uci.edu/senateweb/9_IrvineManual/3ASMAppendices/Appendix08.html). The code outlines proscribed conduct with regard to cheating and plagiarism.

In addition, students agree that by taking this course all papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy agreement posted on the Turnitin.com website.

## COURSE OUTLINE

<b>Date</b>	<b>Lecture Topic</b>	<b>Reading</b>
<b>Week 1</b>	<b>COURSE INTRODUCTION</b>	
Tues., 3/31	Overview of Course & Why Study Chicanos/Latinos?	Week 1, Reading 1
Thurs., 4/2	Research Methods: Approaches and Issues	Week 1, Reading 2
<b>Week 2</b>	<b>HISTORY OF CHICANO/LATINO PSYCHOLOGY</b>	
Tues., 4/7	Early Studies: Cultural Beliefs & Acculturation	Week 2, Reading 3
Thurs., 4/9	Contemporary Studies: Cultural Beliefs & Acculturation	Week 2, Reading 4 & 5
<b>Week 3</b>	<b>DEVELOPMENT, SELF &amp; IDENTITY</b>	
Tues., 4/14	Socialization & Identity	Week 3, Reading 6 & 7
Thurs., 4/16	Cognitive Development	Week 3, Reading 8
<b>Week 4</b>	<b>EMOTION</b>	
Tues., 4/21	Emotion Development and Regulation	Week 4, Reading 9
Thurs., 4/23	Emotion Expression	Week 4, Reading 10
<b>Week 5</b>	<b>GENDER</b>	
Tues., 4/28	Latinos/Latinas	Week 5, Reading 11 & 12
Tues., 4/30	<b>Exam 1</b>	<b>Exam Day</b>
<b>Week 6</b>	<b>RELATIONSHIPS</b>	
Tues., 5/5	Romantic Partners & Friends	Week 6, Reading 13 & 14
Thurs., 5/7	Family	Week 6, Reading 15 & 16
<b>Week 7</b>	<b>INTERGROUP RELATIONS</b>	
Tues., 5/12	Stereotyping, Prejudice & Discrimination	Week 7, Reading 17
Thurs., 5/14	Integration & Participation	Week 7, Reading 18
<b>Week 8</b>	<b>SCHOOL &amp; WORK</b>	
Tues., 5/19	School: Motivation & Stereotype Threat	Week 8, Reading 19
Thurs., 5/21	Work: PRI & Work & family	Week 8, Reading 20 & 21
<b>Week 9</b>	<b>MENTAL &amp; PHYSICAL HEALTH</b>	
Tues., 5/26	Mental Health: Resilience and Risk	Week 9, Reading 22 & 23
Thurs., 5/28	Physical Health: Resilience and Risk	Week 9, Reading 24 <b>Film Papers Due</b>
<b>Week 10</b>	<b>PROSOCIAL BEHAVIOR &amp; WELL-BEING</b>	
Tues., 6/2	Happiness, Well-Being, & Prosocial Behavior	Week 10, Reading 25 & 26
Thurs., 6/4	Course Summary	
Exam 2	<b>Exam 2: Tuesday, TBA</b>	

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## Required Readings:

### Week 1

1. Gonzalez, G. M. (1997). The emergence of Chicanos in the twenty-first century: Implications for counseling, research, and policy. *Journal of Multicultural Counseling and Development, 25*, 94-106.
2. Marin, G., & VanOss Marin, B. (1991). *Research with Hispanic Populations* (Vol. 23). Newbury Park: Sage Publications. Chapter 1 & 2

### Week 2

3. Hayes-Bautista, D. *La Nueva California*. Berkeley: University of California Press. Chapters 2-3.
4. Viruell-Fuentes, E. A., (2007). Beyond acculturation: Immigration, discrimination, and health research among Mexicans in the United States. *Social Science & Medicine, 65*, 1524-1535.
5. Ramírez-Esparza, N., Gosling, S. D., Benet-Martínez, V., Potter, J. P., & Pennebaker, J. W. (2006). Do bilinguals have two personalities? A special case of cultural frame switching. *Journal of Research in Personality, 40*, 99-120.

### Week 3

6. Eisenberg, A. R. (1986). Teasing: Verbal play in two Mexicano homes. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures: Studies in the social and cultural foundations of language* (Vol. 3, pp. 182-198). New York, NY: Cambridge University Press.
7. Knight, G.P., Cota, M. K., Bernal, M. (1993). The socialization of competitive and individualistic preferences among Mexican American children: The mediating role of ethnic identity. *Hispanic Journal of Behavioral Science, 15*, 291-309.
8. Correa-Chavez, M., Rogoff, B., & Arauz, R. M. (2005). Cultural patterns in attending to two events at once. *Child Development, 76*, 664-678.

### Week 4

9. Cervantes, C. A. (2002). Explanatory emotion talk in Mexican immigrant and Mexican American families. *Hispanic Journal of Behavioral Sciences, 24*, 138-163.
10. Soto, J. A., Levenson, R. W., & Ebling, R. (2005). Cultures of moderation and expression: Emotional experience, behavior, and physiology in Chinese Americans and Mexican Americans. *Emotion, 5*, 154-165.

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## Week 5

11. Guttman, M. C. (1996). *The Meanings of Macho: Being a Man in Mexico City*. Berkeley and Los Angeles, California: University of California Press.
12. Hirsch, J. S. (2003). *A courtship after marriage: Sexuality and love in Mexican Transnational families*. Berkeley and Los Angeles, California: University of California Press. **Chapter 6**, En El Norte la Mujer Manda.

## Week 6

13. Contreras, R., Hendrick, S. S., & Hendrick, C. (1996). Perspectives on marital love and satisfaction in Mexican American and Anglo-American couples. *Journal of Counseling and Development*, 1996, 408-415.
14. Hirsch, J. S. (2003). *A courtship after marriage: Sexuality and love in Mexican Transnational families*. Berkeley and Los Angeles, California: University of California Press. **Chapter 3**
15. Schofield, T. J., Parke, R. D., Kim, Y., & Coltrane, S. (2008). Bridging the acculturation gap: Parent-child relationship quality as a moderator in Mexican American families. *Developmental Psychology*, 44, 1190-1194.
16. Fuligni, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin American, and European backgrounds. *Child Development*, 70, 1030-1044.

## Week 7

17. Edwards, L. M., & Romero, A. J. (2008). Coping with discrimination among Mexican descent adolescents. *Hispanic Journal of Behavioral Sciences*, 30, 24-39.
18. Gurin, P., Hurtado, A., & Peng, T. (1994). Group contacts and ethnicity in the social identities of Mexicanos and Chicanos. *Personality and Social Psychology Bulletin*, 20(5), 521-532.

## Week 8

19. Gonzales, P. M., Blanton, H., & Williams, K. J. (2002). The effects of stereotype threat and double-minority status on the test performance of Latino women. *Personality and Social Psychology Bulletin*, 28, 659-670.
20. Sanchez-Burks, J. (2003). Protestant relational ideology and (in)attention to relational cues in work settings. *Journal of Personality and Social Psychology*, 83, 919-929.

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21. Grzywacz, J. G., Arcury, T. A., Marin, A., Carrillo, L., Burke, B., Coates, M. L., et al. (2007). Work-family conflict: Experiences and health implications among immigrant Latinos. *Journal of Applied Psychology, 92*, 1119-1130.

#### **Week 9**

22. Pole, N., Best, S. R., Metzler, T., & Marmar, C. R. (2005). Why are Hispanics at greater risk for PTSD? *Cultural Diversity and Ethnic Minority Psychology, 11*, 144-161.
23. 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.
24. 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.

#### **Week 10**

25. Levine, R. V., Norenzayan, A., & Philbrick, K. (2001). Cross-cultural differences in helping strangers. *Journal of Cross-Cultural Psychology, 32*, 543-560.
26. 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.