
CHICANO/LATINO SOCIAL PSYCHOLOGY GRADUATE SEMINAR
CHICANO/LATINO STUDIES 289
Winter 2020

Lecture: Tuesday & Thursday 9:30am - 10:50am in Humanities Hall (HG) 178

Discussion: Thursday from 12:30-3:20pm in Social Science Tower (SST) 318

PROFESSOR

Dr. Belinda Campos

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COURSE OBJECTIVES

This course provides an overview of psychological theories and research of relevance and application for Latino populations in the United States. Course content focuses on the role of social context, cultural values, and culturally based behaviors in influencing development, cognition, emotion, social behavior in close relationships and within institutions, as well as mental and physical health. Major themes of the course include: U.S. context in which U.S. Latino experience unfolds, heterogeneity in U.S. Latino populations, research methods; U.S. 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 in the public discourse.

By the end of this course, you should be able to:

- Demonstrate basic knowledge of the social contexts that characterize U.S. Latino experiences as they pertain to psychological processes;
- Be able to define culture and demonstrate awareness of cultural values and culturally based behaviors that are typical of U.S. Latinos;
- Demonstrate knowledge of how social contexts and cultural values typical of U.S. Latinos influence psychological processes relevant to development, cognition, emotion, social behavior in close relationships, social behavior within institutions, and health;
- Demonstrate an understanding of the current state of psychological science as it pertains to U.S. Latinos and an appreciation for the work that still needs to be done to ensure that U.S. Latinos are part of a future psychological science that is maximally inclusive of all human experience.

The key objective of this graduate seminar is to (1) consider class topics and issues in greater depth than would be available solely via lectures and (2) link class topics and issues to your emerging and on-going research programs.

COURSE TEXT AND READINGS

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.

CANVAS COURSE SITE

You may download the slides shown during lecture from the Canvas course site: <https://canvas.eee.uci.edu/courses/22932>. The lecture slides will be available for download by 8:00PM of the night before class. Please note that the lecture slides are posted to aid your note taking. They are not a substitute for attending class. Having the slides and elaborating on them with your own notes during lecture is the best way to use the slides and fully appreciate class material.

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

COURSE STRUCTURE AND GRADING

#1: Weekly Responses – no more than 1 page, single-spaced. Responses should contain (1) questions/comments that raise issues for discussion and (2) a thoughtful analysis of how class topics fit (or don't fit) your research program and field. These responses are due by **Wednesday night at 10pm**. Please send via email, preferably copying your text onto the body of the email.

#2: End of Quarter Project – the aim of this assignment is to show that you have incorporated course content into a research idea, research design of a future study, paper, grant proposal, etc. What have you been inspired to study and how would you do it? I am flexible about the topic and content; however, you must demonstrate integration of class content into some aspect of your emerging research program. Whatever your project, the most important aspect of this assignment is that you connect what you've learned in this class to concrete actions that will advance your research goals. Due date: TBA

Grading: Your final grade breakdown is as follows:

- 1: Weekly Responses, 50%
- 2: End of Quarter project, 50%

CLASS POLICIES

People tend to think I'm a warm and approachable person. Generally, this is true. But I also need to keep the class on track and to run a fair and democratic classroom. Therefore, I 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: <http://www.reg.uci.edu/registrar/soc/webreg.html>. For this class, students can add/drop or join a course waitlist during the first two weeks of class. If you 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: Your grade will be based on completing the class readings, engaging in class participation (including turning in weekly responses), and the end of quarter paper.

Late Assignments: Late assignments are not accepted. 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*. 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.

*That said, life can get in the way; if you have extenuating circumstances of a catastrophic nature that affect your ability to complete an assignment on time, please see me.

Class Video/Audio Recording. Per UC policy, video or audio recordings are prohibited unless explicitly permitted by the course instructor in writing (§102.23.)

Contacting the Professor: Dr. Campos' office is on the 3rd 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 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.

Course Evaluations: Course evaluations are an important factor in evaluating instructor effectiveness and making decisions about future course offerings. Please plan on taking the time to complete final class evaluations at the end of the quarter. Class evaluations will be available on the EEE system during Weeks 9 & 10.

Class Etiquette: Per UCI's code of conduct, we are all expected to show courtesy, honesty, and respect toward each other (e.g., fellow students, between faculty and students, class readers,

guest speakers, and administrative support staff). As part of this conduct, please arrive to class on time. Late arrivals, early departures, cell phones, social media use, and “quiet conversations” are distracting and noticeable throughout the classroom. **Students must silence phones during class** as well as any other device (e.g., laptop, tablet) 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 website is at www.disability.uci.edu and their phone number is (949) 824-7494. 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 an assignment will be given an F in the course. 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://senate.uci.edu/uci-academic-senate-manual/part-iii-appendices-of-the-irvine-division/academic-integrity/>.

COURSE OUTLINE

Date	Lecture Topic	Reading
Week 1	COURSE INTRODUCTION	
Tues., 1/7	Overview of Course & Why Study Chicanos/Latinos?	Week 1, Reading 1
Thurs., 1/9	Research Methods: Approaches and Issues	Week 1, Reading 2
Week 2	HISTORY OF CHICANO/LATINO PSYCHOLOGY	
Tues., 1/14	Early Studies: Cultural Beliefs & Acculturation	Week 2, Reading 3
Thurs., 1/16	Contemporary Studies: Cultural Beliefs & Acculturation	Week 2, Reading 4
Week 3	DEVELOPMENT, SELF & IDENTITY	
Tues., 1/21	Socialization & Identity	Week 3, Reading 5 & 6
Thurs., 1/23	Cognitive Development	Week 3, Reading 7
Week 4	EMOTION	
Tues., 1/28	Emotion Development and Regulation	Week 4, Reading 8
Thurs., 1/30	Emotion Expression	Week 4, Reading 9
Week 5	GENDER	
Tues., 2/4	Latinos/Latinas	Week 5, Reading 10 & 11
Thurs., 2/6	Undergrad Exam, NO CLASS	Exam Day
Week 6	RELATIONSHIPS	
Tues., 2/11	Romantic Partners & Friends	Week 6, Reading 12
Thurs., 2/13	Family	Week 6, Reading 13 & 14
Week 7	INTERGROUP RELATIONS	
Tues., 2/18	Stereotyping, Prejudice & Discrimination	Week 7, Reading 15
Thurs., 2/20	Integration, Participation, and Belonging	Week 7, Reading 16 & 17
Week 8	SCHOOL & WORK	
Tues., 2/25	School: Motivation & Stereotype Threat	Week 8, Reading 18 & 19 Film Paper Due
Thurs., 2/27	Work: PRI & Work & Family	Week 8, Reading 20 & 21
Week 9	MENTAL & PHYSICAL HEALTH	
Tues., 3/3	Mental Health: Resilience and Risk	Week 9, Reading 22 & 23
Thurs., 3/5	Physical Health: Resilience and Risk	Week 9, Reading 24 & 25
Week 10	PROSOCIAL BEHAVIOR & WELL-BEING	
Tues., 3/10	Happiness, Well-Being, & Prosocial Behavior	Week 10, Reading 26 & 27
Thurs., 3/12	Course Summary (ATTENDANCE OPTIONAL)	

Required Readings:

Week 1

1. Hayes-Bautista, D. (2004). *La Nueva California*. Berkeley: University of California Press. Chapter 1.
2. Marin, G., & VanOss Marin, B. (1991). *Research with Hispanic Populations* (Vol. 23). Newbury Park: Sage Publications. Chapter 2.

Recommended:

Hayes-Bautista, D. (2017). *La Nueva California*. Berkeley: University of California Press. Chapter 1.

Week 2

3. Hayes-Bautista, D. (2017). *La Nueva California*. Berkeley: University of California Press. Chapters 2-3.
4. 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

5. 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.
6. Calderon-Tena, C. O., Knight, G. P., & Carlo, G. (2011). The socialization of prosocial behavioral tendencies among Mexican American adolescents: The role of familism values. *Cultural Diversity and Ethnic Minority Psychology*, *17*, 98-106. doi: 10.1037/a0021825
7. 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

8. Holloway, R. A., Waldrip, A. M., & Ickes, W. (2009). Evidence that a *simpático* self-schema accounts for differences in the self-concepts and social behavior of Latinos versus Whites (and Blacks). *Journal of Personality and Social Psychology*, *96*, 1012-1028.
9. Senft, N., Campos, B., Shiota, M. & Chentsova-Dutton, Y. (in press). Who emphasizes positivity? An exploration of emotion values in people of Latino, Asian and European heritage living in the U.S. *Emotion*.

Week 5

10. Raffaelli, M. & Ontai, L. L. (2004). Gender socialization in Latino/a families: Results from two retrospective studies. *Sex Roles, 50*, 287-299.
11. 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**

Week 6

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 3**
13. 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.
14. Campos, B., Ullman, J., Aguilera, A., & Dunkel Schetter, C. (2014). Familism and psychological health: The intervening role of closeness and social support. *Journal of Cultural Diversity and Ethnic Minority Psychology, 20*, 191-201.

Week 7

15. McDermott, E. R., Umaña-Taylor, A. J., & Zeiders, K. (2019). Profiles of coping with ethnic-racial discrimination and Latina/o adolescents' adjustment. *Journal of Youth and Adolescence, 48*, 908-923.
16. 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*, 521-532.
17. Brannon, T. N. & Walton, G. M. (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group's culture. *Psychological Science, 24*, 1947-1957.

Week 8

18. 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.
19. Harackiewicz, J. M., Canning, E. A., Tibbetts, Y., Priniski, S. J., & Hyde, J. S. (2016). Closing achievement gaps with a utility-value intervention: Disentangling race and social class. *Journal of Personality and Social Psychology, 111*, 745-765.

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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.
 21. Rojas, S. M., Grzywacz, J. G., Zapata Roblyer, M. I., Crain, R., & Cervantes, R. C. (2016). Stressors among Hispanic adults from immigrant families in the United States: Familismo as a context for ambivalence. *Cultural Diversity and Ethnic Minority Psychology*, 22, 408-416.

Week 9

22. Alcántara, C., Casement, M. D., & Lewis-Fernandez, R. (2013). Conditional risk for PTSD among Latinos: A systematic review of racial/ethnic differences and sociocultural explanations. *Clinical Psychology Review*, 33, 107-119.
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.
25. Ruiz, J. M., Steffen, P., & Smith, T. B. (2013). Hispanic mortality paradox: A systematic review and meta-analysis of the longitudinal literature. *American Journal of Public Health*, 103, e52-e60.

Week 10

26. Levine, R. V., Norenzayan, A., & Philbrick, K. (2001). Cross-cultural differences in helping strangers. *Journal of Cross-Cultural Psychology*, 32, 543-560.
27. 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.

Recommended:

Cobb, C. L., Branscombe, N. R., Meca, A., Schwartz, S. J., Xie, D., Zea, M. C., ... Martinez, C. R. (2019). Toward a positive psychology of immigrants. *Perspectives on Psychological Science*, 619–632.

Chavez, L., Campos, B., Corona, K., Sanchez, D. & Ruiz, C. B. (2019). Words hurt: Political rhetoric and psychological well-being among Mexican-origin youth. *Social Science & Medicine*, 228, 240-251.