



COURSE INFORMATION

Website: <http://sites.uci.edu/clfm/>
Meeting Place: SE2 1304
Meeting Time: Wednesdays, 4:00-6:50pm
Office Hours: Wednesdays, 1:00-2:00pm

INSTRUCTOR INFORMATION

Jeanett Castellanos, Ph.D.
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Reader: Jessica Pedraza || jpedraza@uci.edu
OH: Wednesdays, 2:00-2:50pm
SSPB 2212

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, and 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 shifting 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

DROP POLICY

Anyone wishing to drop this course must do so within the first week of class. This class is in high demand, and I will not allow your indecision to preempt others from fulfilling a requirement. No Exceptions!

COURSE EVALUATION	POINTS
Academic Assessments	225
Latino Family Case Study	50
Family History	25
Course Preparation and Involvement	15
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Total Points Available	315

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 (due to emergency and approved by faculty for late submission), you lose points. 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**

CHEATING

You are responsible for understanding all aspects of University regulations regarding academic honesty. Acts of academic dishonesty, including but not limited to cheating (e.g., copying another person's work or obtaining examination answers in a dishonest manner) and plagiarism (i.e., using another person's words or ideas without acknowledgement) will result in a zero for the assignment or examination; additional sanctions may be imposed by the University administration.

COURSE REQUIREMENTS & EVALUATIONS, Continued

COURSE PARTICIPATION (15 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. Attendance will be taken periodically.

FAMILY HISTORY (25 POINTS). We all have ethnic or cultural history, though we may not be consciously aware of it. In a 4-6 page typed, double spaced paper, describe the ethnic/cultural history/heritage of your family. Students will 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.

ACADEMIC ASSESSMENTS (75 POINTS EACH). There will be three academic assessments to examine how well you understand the material (lectures and readings). The exams will include multiple choice, true/false, 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. Each exam will be 90 minutes and will take up the first half of the lecture on the designated date. Lecture will resume at 5:30pm for each day there is an assessment. Attendance will be taken post the exam.

CHICANO/LATINO FAMILY CASE STUDY - A Day in the Life of a Latino Family (50 POINTS). Students will be expected to capture the Chicano/Latino family experience in a choice of formats: written, audio, video, photography, art, etc. With the requirement of a home visit, students will be able to obtain concrete facts from individual perceptions and gain knowledge of Chicano/Latino attitudes, behaviors, and experiences. More specifically, a 10-12 page paper will be due at the end of the assignment accompanied with photos, journals, and other illustrative documents. (An additional handout will be provided with further details.)

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 2009 Publication Manual of the American Psychological Association (APA), Sixth Edition.

REQUIRED TEXTS:

Arredondo, P., Gallardo-Cooper, Delgado-Romero, E.A., & Zapata, A. (2014). *Culturally-Responsive Counseling with Latinas/os*. Alexandria, Va: American Counseling Association.

Falicov, C. J. (2013). *Latino Families in Therapy: A Guide to Multicultural Practice* (2nd Edition) New York: Guilford.

Required course articles are available on the internet at <http://www.socsci.uci.edu/~castellj/clfm/>

Wright, V. L. (2010) Easy APA. - Please purchase at: www.easyapa.net

COURSE CONTENT WINTER 2018

Date	TOPICS AND READINGS
WEEK 1 Jan. 10	Introduction to Latina/o Families Conceptual Approaches and Overview / Key Terms Diversity and Latina/o Families Texts: Falicov Chapters 2, 8 and Arredondo Chapter 1 and 8 Cervantes, J. M. (2008). What is indigenous about being indigenous? The Mestiza/o experience. In B. McNeill, & J. M. Cervantes (Eds.), <i>Latino/a Health Traditions: Mesitzo and indigenous perspectives</i> (pp. 3-27). New York: Routledge Press.
WEEK 2 Jan. 17	Diversity and Latina/o Families Texts: Falicov Chapters 3 and Arredondo Chapter 2 Baca Zinn, M. & Pok, A. Y. H. (2002). Tradition and transition in Mexican-origin families. In Taylor, R. L. (Ed.), <i>Minority Families in the United States</i> (pp. 79-100). Upper Saddle River, NJ: Prentice Hall. Brabeck, K. M., Lykes, M. B., & Hershberg, R. (2011). Framing immigration to and deportation from the United States: Guatemalan and Salvadoran families make meaning of their experiences. <i>Community, Work and Family, 14</i> , 275-296. Lopez, I. (2008). Puerto Rican phenotype: Understanding its historical underpinnings and psychological associations. <i>Hispanic Journal of Behavioral Sciences, 30</i> , 161-182. Rothe, E. M. & Pumariiega, A. J. (2008). The new face of Cubans in the United States: Cultural process and generational change in an exile community. <i>Journal of Immigrant and Refugee Studies, 6</i> , 247-266.
WEEK 3 Jan. 24	Acculturation and Immigration: Influence on the Latina/o Family Ethnic Identity Texts: Falicov Chapters 5 and Arredondo Chapter 3 and 4 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.
Assignment Due:	Family History

WEEK 4
Jan. 31

Gender Roles and the Latina/o Family
Sexual Identity

Cervantes, J. M. (2009). Mexican American fatherhood: Culture, machismo, and spirituality. In Oren, C. Z, & Oren, D. C. (Eds.), *Counseling fathers* (p. 75-100). New York: Routledge.

Comas-Diaz, L. (2008). 2007 Carolyn Sherif award address: Spirit: Reclaiming womanist sacredness into feminism. *Psychology of Women Quarterly*, 32, 13-21.

Gloria, A. M. & Castellanos, J. (2011). Realidades culturales y identidades dimensionadas: The complexities of Latinas' diversities. In *The Oxford Handbook of Feminist Multicultural Counseling Psychology*.

Acosta, K. L. (2008). Lesbianas in the borderlands: Shifting identities and imagined communities. *Gender and Society*, 22, 639-659.

WEEK 5
Feb. 7

Academic Assessment
Latina/o Youth
La Familia y Los Abuelos/The Elders

Texts: Falicov Chapters 10, 12, 13, 14 (only 425-437)

Ruiz, M. A. & Ransford, E. (2012). Latino elders reframing *familismo*: Implications for health and caregiving support. *Journal of Cultural Diversity*, 19, 50-57.

WEEK 6
Feb. 14

Latina/o Families and the Role of Religion and Spirituality
Espiritismo, Santeria, and Curaderismo

Texts: Falicov Chapters 7

Baez, A. B. (2001). Complementary spiritual beliefs in the Latino community: The interface with Psychotherapy. *American Journal of Orthopsychiatry*, 71, 408-415.

Cervantes, J. M. (2010). Mestizo spirituality: Toward an integrated approach to psychotherapy for Latina/os. *Psychotherapy: Theory, Research, Practice, Training*, 47, 527-539.

Gloria, A. M., & Castellanos, J. (In press). *Latinas Poderosas*: Shaping mujerismo to manifest sacred spaces for healing and well-being. In T. Bryant & L. Comas-Díaz (Eds.), *Womanist and Mujerista Psychologies*. Division 35 Book Series, American Psychological Association Press.

Torres, V. (2010). La familia as locus theologicus and religious education in lo cotidiano (Daily life). *Religious Education*, 105, 444-461.

WEEK 7
Feb. 21

Latina/o Families and Education
k-12, Undergraduates, and the Graduate Pipeline

Texts: Falicov Chapters 9 and Arredondo Chapter 5

*Castellanos, J., & *Gloria, A. M. (2007). Research considerations and theoretical application for best practices in higher education: Latina/os achieving success. *Journal of Hispanic Higher Education*, 6, 378-396.*Equal author contribution, names listed alphabetically.

Perez, W., Expinoza, R., Ramos, K., Coronado, H., M., & Cortes, R. (2009). Academic resilience among undocumented Latino students. *Hispanic Journal of Behavioral Sciences*, 31, 149-181.

Saenz, V.B., Ponjuan, L. (2009). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education*, 8, 54-89.

WEEK 8
Feb. 28

Academic Assessment
Latino Families: Health and Mental Health

Texts: Falicov Chapters 6

Betancourt, H & Flynn, P. M. (2009). In F.A Vallaruel, G. M. Carlo, J. M. Grau, (Eds). *Handbook of US Latina/o Psychology and Mental Health* (pp. 347-363). Mahwah, NJ: Lawrence Erlbaum Associates.

Tung, W.C. (2012). HIV among Hispanic/Latino populations in the United States. *Home Healthcare Management & Practice*, 24, 153-155.

Week 9
March 7

Latina/o Family Case Studies
Future Directions for Research/ Practice

Texts: Falicov Chapters 1 and Arredondo Chapters 9 and 10

Castellanos, J., & Gloria, A. M. (in press). *SOMOS Latina/os – Ganas, comunidad, y el espíritu: La fuerza que llevamos por dentro* (Latina/os - Drive, community, and spirituality: The strength within). In C. A. Downey and E. C. Chang (Eds.) *Positive psychology in racial and ethnic minority groups: Theory, research, assessment, and practice*. Cambridge: Oxford Press.

Comas-Diaz, L. (2006). Latino healing: The integration of ethnic psychology into psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43, 436-453.

WEEK 10
March 14

Academic Assessment
Future Directions for Research, Policy and Practice
Presentations

Texts: Arredondo Chapter 12

Gloria, A. M., & Castellanos, J. (2009). Education and training about Latinas/os and their communities. *Education and Training From Ethnic-/Cultural-Specific and Multicultural Perspectives*, 12-18, DC: American Psychological Association.

Organista, K. C. (2009). New practice model for Latinos in need of social work services. *Social Work*, 54, 297-305.

FINALS WEEK

Monday,
March 21

Assignment Due: Family Case Study – A Day in the Life
Must submit at Dr. Castellanos' Office: SSPB 2231