

**CHICANO/LATINO FAMILIES**  
**UNIVERSITY OF CALIFORNIA, IRVINE**  
**SOCIAL SCIENCE 170/179/189**  
**WINTER 2009**

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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, 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 or second week of class (i.e., either today or next Wednesday). 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
Midterm Examination	100
Final Examination	100
Latino Family Case Study	50
Writing Assignments	35
Family History (20 points)	
Movie Reaction (15 points)	
Course Preparation and Involvement	10
Total Points Available	295

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 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**

**COURSE REQUIREMENTS & EVALUATIONS, Continued**

**MIDTERM AND FINAL EXAMINATIONS (100 POINTS EACH).** There will be one midterm and one final. 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.

**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. Attendance will be taken periodically.

**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 12-15 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.)

**FAMILY HISTORY (20 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. 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 (15 POINTS).** Students are to watch *Real Women Have Curves* with three to four students enrolled in the course. You are to engage in a 45 minute discussion about the main issues presented in the 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. Make sure you answer all the questions and you explain your answers.

**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. What was your perception of the Latina/o families before viewing the movie?  
After viewing the movie, what role does  
-Generational gaps have on Latina/o communities?  
-Gender roles have for Latinas in both Latina/o and mainstream?  
- *la familia* play for Ana in her character development? (Was this surprising?)

**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 TEXT:**

Velasquez, R. J., Arellano, L. M., McNeill, B. W. (Ed.) 2004. *The Handbook of Chicana/o Psychology and mental health*. Mahwah, NJ: Lawrence Erlbaum Associates.

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

## COURSE CONTENT WINTER 2009

<b>Date</b>	<b>TOPICS AND READINGS</b>
<b>WEEK 1</b> <b>Jan. 7</b>	<b>Introduction to Latina/o Families</b> <b>Conceptual Approaches and Overview / Key Terms</b> <b>Diversity and Latina/o Families</b>  Velasquez Text Chapters 1 and 4  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.
<b>WEEK 2</b> <b>Jan. 14</b>	<b>Diversity and Latino Families</b>  Perez, L. (2002). <i>Cuban-American Families</i> . In Taylor, R. L., (Eds.), <i>Minority Families in the United States</i> (pp. 114-130). NJ: Prentice Hall.  Baca Zinn, M., Pok, A. Y. H. (2002). <i>Tradition and transition in Mexican-origin families</i> . In Taylor, R. L., (Eds.), <i>Minority Families in the United States</i> (pp. 79-100). NJ: Prentice Hall.  Gonzalez, J. (2000). Central Americans: Intervention comes home to Roost. In Gonzalez, J. <i>Harvest of Empire: A history of Latina/os in America</i> (pp.129-163). NY: Viking Penguin.
<b>WEEK 3</b> <b>Jan. 21</b>	<b>Acculturation and Immigration: Influence on the Latino Family</b> <b>Ethnic Identity and Sexual Identity</b>  Velasquez Text Chapters 2, 3, 10  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.  Espin, O. M. (1997). Issues of identity in the psychology of Latina lesbians. In <i>Latina realities: Essays on healing, migration, and sexuality</i> (pp.97-109). CO: Westview Press.  <b>Assignment Due: Family History</b>
<b>WEEK 4</b> <b>Jan. 28</b>	<b>Gender Roles and the Latino Family</b>  Velasquez Text Chapter 9, 11, 12, 14

**WEEK 5**  
**Feb. 04**

**Latino Youth, At-Risk Behavior, and Teenage Pregnancy**

Velasquez Text Chapter 5

Zatz, M, Portillos, E. (2000). Voices from the barrio: Chicana/o gangs, families, and communities. *Criminology*, 38, 369-401.

**Assignment Due: Movie Reaction**

**WEEK 6**  
**Feb. 11**

**Latino Families and the Role of Religion and Spirituality**  
**Espiritismo, Santeria, and Curaderismo**  
**Midterm Exam**

Velasquez Text Chapter 6

Baez, A. B. (2001). Complementary spiritual beliefs in the Latino community: The interface with Psychotherapy. *American Journal of Orthopsychiatry*, 71, 3, 408-415.

Castellanos, J. & Gloria, A. M. (2008). Rese un Ave Maria y encendi una velita: Latina/o students' religion, spiritual beliefs and college adjustment. In B. McNeill, & J. M. Cervantes (Eds.), *Latino/a Health Traditions: Mesitzo and Indigenous perspectives* (pp. 195-219). Routledge Press.

Cervantes, J. M. (2008). What is indigenous about being indigenous? The Mestiza/o Experience. In B. McNeill, & J. M. Cervantes (Eds.), *Latino/a Health Traditions: Mesitzo and Indigenous perspectives* (pp. 3-27). Routledge Press.

**WEEK 7**  
**Feb. 18**

**Latino Families and Education**  
**Undergraduates, Graduate Students, and Faculty**

Orozco, V. (2003). Latinas and the undergraduate experience: Si se puede. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Retaining Latina/o faculty, administrators, and students* (pp. 127-137). Sterling, VA: Stylus.

Gloria, A. M., & Castellanos, J. (2006). Sustaining Latina/o doctoral students: A psychosociocultural approach for faculty. In J. Castellanos, A. M. Gloria, & M. Kamimura (Eds.), *The Latina/o Pathway to the Ph.D.: Abriendo caminos*. Sterling, VA: Stylus.

\*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.

Delgado-Romero, E. A., Flores, L., Gloria, A. M., Arredondo, P., Castellanos, J. (2003). Developmental career challenges for Latino and Latina faculty in higher education. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Retaining Latina/o faculty, administrators, and students* (pp. 257-283). Sterling, VA: Stylus.

**WEEK 8**  
**Feb. 25**

**The Elderly**  
**Latino Families and Health: Substance Abuse, AIDS**

Velasquez Text Chapter 16

Beyene, Y., Becker, G, Mayen, N. (2002). Perception of aging and sense of well-being among Latino elderly. *Journal of Cross-Cultural Gerontology*, 17, 155-172.

Magilvy, J. G., & Congdon, R. J., Martinez, R. D, & Averill, J. (2000). Caring for our own: Health care experiences of rural Hispanic elders. *Journal of Aging Studies*, 14, 171-191

Ascani, G. & Smith, M. W. (2008). The use of psychotropic herbal and natural medicines in Latina/o and Mestiza/o populations. In B. McNeill, & J. M. Cervantes (Eds.), *Latino/a Health Traditions: Mestizo and Indigenous perspectives* (pp. 83-137). Routledge Press.

Urizar, G. G. & Winkleby, M. A. (2003). AIDS knowledge among Latinos: Findings from a community and agricultural labor camp survey. *Hispanic Journal of Behavioral Sciences*, 25, 295-311.

**Week 9**  
**March 4**

**Latino Family Case Studies and Presentations**

Velasquez Text Chapter 18

Zambrana, R. & Capello, D. (2003). Promoting Latino Child and family welfare: Strategies for strengthening the child welfare system, *Children and Youth Services Review*, 25, 755-780.

**Assignment Due: Family Case Study**

**WEEK 10**  
**March 11**

**Future Directions for Research, Policy and Practice**  
**Final Review**

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.

Castellanos, J. & Gloria, A. M. (in press). Education and training about Latinas/os and their communities

**Finals Week**

**Monday, March 16<sup>th</sup> 10:30-12:30pm, Final Exam**