

Chc/Lat 144

W 04

**CHICANO/LATINO FAMILIES  
UNIVERSITY OF CALIFORNIA, IRVINE  
SOCIAL SCIENCE 144/179/189  
WINTER 2004**

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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

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 articles is available at the commons.

## COURSE CONTENT WINTER 2004

Date	TOPICS AND READINGS
<b>WEEK 1</b>	<b>January 13 and January 15</b> <b>Introduction to Course</b> <b>Latino Families: Conceptual Approaches and Overview</b>  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.
<b>WEEK 2</b>	<b>January 20 and January 22</b> <b>Diversity and Latino Families</b>  Zambrana Text Chapter 2 and 6  Bonin, R., & Brown, C. (2002). The Cuban Diaspora: A Comparative Analysis of the Search for Meaning Among Recent Cuban Exiles and Cuban Americans. <i>Hispanic Journal of Behavioral Sciences</i> , 24, 465-478.  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.
<b>WEEK 3</b>	<b>January 27 and January 29</b> <b>Acculturation and Immigration: Influence on the Latino Family</b>  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.  Pizarro, M., & Vera, E. M. (2001). Chicana/o ethnic identity research: Lessons for researchers and counselors. <i>The Counseling Psychologist</i> , 29, 91-117.

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**

**February 3 and February 5  
Gender Roles and the Latino Family**

Espin, O. M. (1997). Psychological impact of migration on Latinas: Implications for Psychotherapeutic practice (pp. 115-128). In *Latina realities: Essays on healing, migration, and sexuality*. CO: Westview Press.

Jasinski, J. L. (1998). The role of acculturation in wife assault. *Hispanic Journal of Behavioral Sciences*, 20, 175-

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: Guildford Press:

**WEEK 5**

**February 10 and February 12  
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.

Erickson, P. I. (1998). Culture, norms, and adolescent childbearing. In *Latina adolescent childbearing in East Los Angeles* (pp. 9-34). TX: University of Texas Press.

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 17 and February 19  
Latino Families and the Role of Religion and Spirituality  
Midterm Exam**

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

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.

Espin, O. M. (1997). Spiritual power and the mundane world: Hispanic female healers in urban US Communities. In *Latina realities: Essays on healing, migration and sexuality* (pp. 157-168). CO: Westview Press.

**WEEK 7**

**February 24 and February 26  
Latino Families and Education**

Gloria, A. M., & Castellanos, J. (2003). Latino/a and African American students at predominantly White institutions: A psychosociocultural perspective of educational interactions and academic persistence. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Retaining Latina/o faculty, administrators, and students* (pp. 71-92). Sterling, VA: Stylus.

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.

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**

**March 2 and March 4  
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.

Espin, O. M. (1997). Issues of identity in the psychology of Latina lesbians. In *Latina realities: Essays on healing, migration, and sexuality* (pp.97-109). CO: Westview Press.

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 9 and March 11**

**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 16 and March 18**

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

**Final Review**

Zambrana Text Chapters 10

**Finals Week**

**March 23 (Tuesday) 4:00-6:00pm -Final Exam**