
HEALTH AND THE LATINO PARADOX
Chicano/Latino Studies 178 & Psychology and Social Behavior 192S
Winter 2010
Wednesdays 1:00–3:50PM
Social Science Tower (SST) 318

PROFESSOR

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SEMINAR OBJECTIVES AND OVERVIEW OF REQUIREMENTS

This seminar provides an overview of current theories and research concerning the physical and mental health of Latino populations in the United States, with an emphasis on critical analysis of the “Latino Health Paradox.” In this seminar, you will be introduced to domains of health resilience and health risk in U.S. Latino populations and consider how social context, culture based beliefs, and cultural based health behaviors come together to influence health outcomes. As part of the seminar, you will read and evaluate original scientific research on physical and mental health in Latino and non- Latino U.S. populations. Major themes of the course include: heterogeneity of Latino groups, health behavior theories, immigration and acculturation, overall mortality, pregnancy and birth outcomes, depression and schizophrenia, obesity, diabetes, and psychosocial correlates of health, including optimism and social support. The final weeks of the course will consider current debates in Latino health and implications for policy and practice.

The weekly seminar meeting will consist of lecture and discussion. Lectures during the first hour of class will typically cover introductory material not covered in the required readings, highlight key points from the weekly readings, or clarify complex points from the readings. After a 15 minute break, the remainder of class time will be devoted to discussion. Discussions will be student lead and all members of the class are expected to participate. To help us structure the thinking for discussion and ensure that discussion is relevant to all interests, (1) each student will be required to generate 3 questions from the weekly reading and (2) all students will take a turn leading/moderating class discussions. Student discussion leaders will use the questions generated by fellow students as the starting point for class discussion.

Maintaining an interesting and informative seminar is the joint responsibility of the instructor and students. I do my best to organize and prepare an interesting and productive learning experience. Your part of this joint responsibility is to **read all material assigned for each date before coming to class and email your 3 questions to myself and the student discussion leaders by the evening before class – Tuesday by 8PM at the latest.**

COURSE WEBPAGE

You may download the PowerPoint slides shown during the lecture portion of the class from the course website: <https://eee.uci.edu/10w/61349>. The website is only available to enrolled students and the password is “lhparadox.” The slides will be available to download by 8:00 PM of the night before class. Please note that this syllabus is available on the class website. Required readings, syllabus revisions, announcements, handouts, and other materials will be posted on the website. You are responsible for checking the website periodically for updated information.

REQUIRED READINGS

Required Articles: Copies of all required articles can be downloaded via the class website and most can also be downloaded in PDF form via PsychINFO.

GRADING

Grading will be based on class attendance, weekly questions, discussion participation, and a 10-15 page APA-style final paper that reviews original empirical literature on a topic of relevance to Latino health and the health paradox.

Class Attendance (10%): Attendance is **required**. Class attendance is an important part of your learning, and therefore, your grade. Throughout the course, you should be developing your ability to compare and contrast different theoretical perspectives; to recognize when patterns of evidence support or challenge theoretical propositions; to identify methodological problems in research studies; think critically about how to address existing limitations and new research questions with future studies; and consider how research findings might be applied to the problems of everyday life. Attending class and actively participating in discussion will help you develop these abilities. There will be no way to make up for missed class meetings.

Weekly Questions (20%): Generating three questions each week from the assigned readings is **required**. This assignment will help you to think critically as you complete the assigned readings and serve as your prepared contribution to subsequent class discussion. To obtain credit for completing this class requirement, you need to email your three questions to myself and the student discussion leader by the morning before class – **Tuesday by 8PM at the latest**. There will be no way to make up for missed weekly questions. Late questions can be used for class discussion at the discretion of the discussion leader, but late questions will receive zero credit.

Discussion Participation (20%): You are encouraged to ask questions, make comments, and generally participate in discussion. Each student is also **required** to lead one class discussion throughout the quarter. As a discussion leader, you will: 1) use email to collect the questions raised by your classmates for that week’s reading, 2) synthesize the questions into topical themes and issues, and 3) lead/moderate discussion during class.

Discussion is a large portion of the class and it is imperative that everyone show courtesy toward fellow classmates at all times. Do not interrupt others and seek to handle disagreements in a

respectful manner. On a more general note, all students are expected to conduct themselves during the class in a manner that does not interfere with the educational experience of other students in the course. That means arriving for class on time and turning off cellular phones, pagers, and other electronic devices that might disrupt class discussion. Your cooperation is greatly appreciated.

Final Paper Assignment (50%): For the final paper assignment, you will write a 10-15 page APA-style paper that reviews original empirical literature on a topic of relevance to Latino health and the health paradox. This final paper that is due on **Friday, March 19 by 5PM** at the latest. This final paper will be an APA-style (no longer than 10-pages of double-spaced text, 12-point front, 1 inch margins – plus title page, abstract, and reference page) review of the relevant empirical literature and the conclusions that you draw from this literature. The paper is worth a total of 50 points (50% of your course grade).

A hard copy of the paper must be turned in to Dr. Campos in person or in her mailbox by **FRIDAY, MARCH 19, 5PM AT THE LATEST**. Papers submitted electronically will not be accepted. Please note that after 5PM the SSPA mailroom is closed and locked for the weekend and I will no longer be in my office. In fact, I would advise you to save yourself the stress and turn the paper in before 4PM because staff occasionally closes the mailroom early and locks it after they leave. Late papers will not be accepted and will be assigned a grade of zero.

Guidelines for the paper will be passed out during class. I also encourage you to come to office hours to discuss your ideas and developing paper. However, I do not look at drafts because it is not fair to the whole class if I evaluate a draft of some papers but not others. I also want to note that this is not a writing course, and I do not provide basic writing instruction. If you are concerned about your writing or complying with APA-style, please contact The Learning and Academic Resource Center to take advantage of their writing workshops and other forms of assistance. Their website is: <http://www.larc.uci.edu/>

Summary of Grading:

Maximum points for attendance, weekly questions, class discussion, and final paper

Class Attendance	10
Weekly Questions	20
Class Discussion	20
Final Paper	50
Total	100

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 their own enrollment status. This includes checking your status, filing appropriate paperwork, and paying 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 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 made 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).

Late Assignments: No late assignments will be accepted. Assignments turned in after the due date will receive a zero. 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, please 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 is no extra credit in this class.

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

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 cell phones and pagers during class** as well as any other electronic device (e.g., ipod, palm pilot) that may ring or otherwise disrupt class.

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 an evaluation for this course at the end of the quarter. Class evaluations will be available on the EEE system during Weeks 9 & 10.

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. For a detailed description of DSC policies and procedures, please visit:

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 an assignment 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. 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

DATE	TOPIC	READINGS
INTRODUCTION TO HEALTH RESEARCH IN LATINO POPULATIONS		
Week 1 Jan. 6 th	Course Introduction	Video: Unnatural Causes & National Geographic (Secrets of Living Longer); Reading: Chung, J. (2006).
Week 2 Jan. 13 th	Research Methods in Health	Taylor (2008). Chapter 1; Marin & VanOss Marin (1991). Chapter 2
DOMAINS OF RESLIENCE: THE LATINO HEALTH PARADOX		
Week 3 Jan. 20 th	Overall Mortality	Abraido Lanza et al. (1999); Eschbach, Ostir, Kushang, Markides, & Goodwin, (2004); Ostir, Ottenbacher, & Markides, (2004)
Week 4 Jan. 27 th	Pregnancy and Birth Outcomes	Campos et al., (2008); Hessol & Fuentes-Afflick (2000) Sosa, Kennell, Klaus, Robertson, & Urrutia, (1980)
Week 5 Feb. 3 th	Mental Health	Lopez et al., (2004); Golding, Karno, & Rutter (1990); Pole, Best, Metzler, & Marmar, (2005)
DOMAINS OF RISK: PARADOX LOST?		
Week 6 Feb. 10 th	Obesity	Bates, Acevedo-Garcia, Alegria, & Krieger, (2008); Fuentes-Afflick & Hessol, (2008)
Week 7 Feb. 17 th	Sex, Drugs, & Smoking	Bethel & Schenker (2005); Kaplan, Erickson, Juarez-Reyes (2002)
Week 8 Feb. 24 th	Diabetes/Cancer	Paradies, Montoya, Fullerton, (2007); Mishra et al., (1998); Gallo et al., (2007)
CURRENT DEBATES & IMPLICATIONS FOR HEALTH CARE		
Week 9 Mar. 3 th	Inter-Ethnic Variation & Squandering the Paradox?	Glenn et al., (2002) Zsembik & Fernell, (2005)
Week 10 Mar. 10 th	Putting it all Together & Future Implications	Zambrana, Dorrington, & Hayes-Bautista, (1995); Massey, Zambrana, & Bell, (1995); Viruell-Fuentes, (2007)
Mar. 19 th	FINAL PAPER DUE BY 5PM IN OFFICE OR MAILBOX. HARD COPY. NO ELECTRONIC OR LATE PAPERS WILL BE ACCEPTED.	

Assigned Readings

Week 1, 01/06/09

Chung, J. (2006). *Healthier Than You Might Expect*. Los Angeles Times.

Week 2, 01/13/09

Taylor, S. E. (2008). *Health Psychology* (7th ed.). New York: McGraw-Hill. Chapter 1.

Marin, G., & VanOss Marin, B. (1991). *Research with Hispanic Populations* (Vol. 23). Newbury Park: Sage Publications. Chapter 2.

Week 3, 01/20/09

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.

Eschbach, K., Ostir, G. V., Kushang, P., Markides, K. S., & Goodwin, J. S. (2004). Neighborhood context and mortality among older Mexican-Americans: Is there a barrio advantage? *American Journal of Public Health, 94*, 1807-1812.

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.

Week 4, 01/27/09

Campos, B., Dunkel Schetter, C., Abdou, C. M., Hobel, C., Glynn, L., & Sandman, C. (2008). Familialism, social support, and stress: Positive implications for pregnant Latinas. *Journal of Cultural Diversity and Ethnic Minority Psychology, 14*, 155-162.

Hessol, N. A. & Fuentes-Afflick, E. (2000). The perinatal advantage of Mexican origin Latina women. *American Journal of Epidemiology, 10*, 516-523.

Sosa, R., Kennell, J., Klaus, M., Robertson, S., & Urrutia, J. (1980). The effect of a supportive companion on perinatal problems, length of labor, and mother-infant interaction. *New England Journal of Medicine, 303*, 597-600.

Week 5, 02/03/09

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.

Golding, J. M., Karno, M., & Rutter, C. M. (1990). Symptoms of major depression among Mexican-Americans and non-hispanic Whites. *American Journal of Psychiatry, 147*, 861-866.

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.

Week 6, 02/10/09

Bates, L. M., Acevedo-Garcia, D., Alegria, M. & Krieger, N. (2008). Immigration and generational trends in body mass index and obesity in the United States: Results of the National Latino and Asian American Survey, 2002–2003. *American Journal of Public Health, 98*, 70-77.

Fuentes-Afflick, E. & Hessol, N. A. (2008). Overweight in young Latino children. *Archives of Medical Research, 39*, 511-518.

Week 7, 02/17/09

Bethel, J. W. & Schenker, M. B. (2005). Acculturation and Smoking Patterns Among Hispanics: A Review. *American Journal of Preventive Medicine, 29*, 143-148.

Kaplan, C. P., Erickson, P. I., Juarez-Reyes, M. (2002). Acculturation, gender role orientation, and reproductive risk-taking behavior among Latina adolescent family planning clients. *Journal of Adolescent Research, 17*, 103-121.

Week 8, 02/24/09

Paradies, Y. C., Montoya, M. J., Fullerton, S. M. (2007). Racialized genetics and the study of complex diseases: The thrifty genotype revisited. *Perspectives in Biology & Medicine, 50*, 203-227.

Mishra, S. I., Chavez, L. R., Magafia, J. R., Nava, P., Valdez, R. B., & Hubbell, F. A. (1998). Improving breast cancer control among Latinas: Evaluation of a theory-based educational program. *Health Education & Behavior, 25*, 653-670.

Gallo, L. C., Monteros, K. E. d. l., Ferent, V., Urbina, J., & Talavera, G. (2007). Education, psychosocial resources, and metabolic syndrome variables in Latinas. *Annals of Behavioral Medicine, 34*, 14-25.

Week 9, 03/03/09

Flores, G. et al. (2002). The health of Latino children urgent priorities, unanswered questions, and a research agenda. *Journal of the American Medical Association, 288*, 82-90.

Zsembik, B. A., & Fennell, D. (2005). Ethnic variation in health and the determinants of health among Latinos. *Social Science & Medicine, 61*, 53-63.

Week 10, 03/10/09

Zambrana, R. E., Dorrington, C., & Hayes-Bautista, D. (1995). Family and child health: A neglected vision. In R. E. Zambrana (Ed.), *Understanding Latino Families: Scholarship, Policy, and Practice*, pg. 157-176. Thousand Oaks, California: Sage Publications.

Massey, D. S., Zambrana, R. E., & Bell, S. A. (1995). Contemporary issues in Latino families: Future directions for research, policy, and practice. In R. E. Zambrana (Ed.), *Understanding Latino Families: Scholarship, Policy, and Practice*, pg. 190-204. Thousand Oaks, California: Sage Publications.

Viruell-Fuentes, E. A., (2007). Beyond acculturation: Immigration, discrimination, and health research among Mexicans in the United States. *Social Science & Medicine, 65*, 1524-1535.