

**CHICANO/LATINO FAMILIES  
UNIVERSITY OF CALIFORNIA, IRVINE  
SOCIAL SCIENCE 170/165/174H  
WINTER 2014**

Instructor: Jeanett Castellanos, Ph.D.  
Office: SSPB 2231  
Office Phone: 949-824-6298  
Email: [castellj@uci.edu](mailto:castellj@uci.edu)  
Office Hours: Tues. 1-4pm

Meeting Time: W: 10:00-12:50pm  
Meeting Place: HH 262  
Teaching Assistant: Karolyn Sanchez  
Email: [karolyns@uci.edu](mailto:karolyns@uci.edu)  
<http://www.socsci.uci.edu/~castellj/clfm>

**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
Midterm Examination	100
Final Examination	100
Latino Family Case Study	50
Writing Assignments	40
Family History (25 points)	
Movie Reaction (15 points)	
Course Preparation and Involvement	10
Total Points Available	300

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 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.)

**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.

**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? (1 point)
2. Which character did you have the most difficulty empathizing with or understanding? Why? (1 point)
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. (2 points)
4. Did any part of the film hurt or offend you? What and Why? (1 point)
5. What was your perception of the Latina/o families **before** viewing the movie? (2 points)  
After viewing the movie, what role does  
-Generational gaps have on Latina/o communities? (2 points)  
-Gender roles have for Latinas in both Latina/o and mainstream? (2 points)  
- *la familia* play for Ana in her character development? (Was this surprising?) (2 points)

**3 points** will be allotted for the discussion portion of the paper. It is necessary that the student provide the names of the students in their group. If they attended the class/group discussion at CASA, there will not be any names required. In the paper, it is essential that they write about their discussion and their insights that resulted from the dialogue.

**Writing**

In general, provide comments on the students writing and their ability to be clear and succinct. If they have too many writing issues, make a point to tell them to go to LARC or go a peer reader. Deduct a point if their writing is really poor. If it is fine, do not deduct at all. If it has some problems, deduct .50points.

**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 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/~castellj/clfm>

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

## COURSE CONTENT WINTER 2014

Date	TOPICS AND READINGS
<b>WEEK 1</b> <b>Jan. 8</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  Casas, J. F., & Ryan, C. S. (2010). How Latinos are transforming the United States: Research, theory, and policy. <i>Journal of Social Issues</i> , 66, 1-10.  Landale, N.S., Oropesa, R. S., Bradatan, C. (2006). Hispanic families in the United States: Family structure and process in an era of family change. In M. Tienda & F. Mitchell (Eds.), <i>Hispanics and the Future of America</i> (pp.138-178). Washington DC: The National Academies Press.  Rumbaut, R.G. (2006). The making of a people. In M. Tienda & F. Mitchell (Eds.), <i>Hispanics and the Future of America</i> (pp.16-65). Washington DC: The National Academies Press.  Saenz, R. (2010). Latinos in the United States 2010. <i>Population Bulletin Update</i>
<b>WEEK 2</b> <b>Jan. 15</b>	<b>Diversity and Latina/o Families</b>  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</i> , 14, 275-296.  Hernandez, M. (2005). Central American families. In M. McGoldrick, J. Giordano, N. Garcia-Preto (Eds.), <i>Ethnicity and Family Therapy</i> (pp.178-191). New York, NY: The Guilford Press.  Lopez, I. (2008). Puerto Rican phenotype: Understanding its historical underpinnings and psychological associations. <i>Hispanic Journal of Behavioral Sciences</i> , 30, 161-182.  Rothe, E. M. & Pumariega, 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</i> , 6, 247-266.  <i>Recommended Readings:</i>  Bacallao, M. L. & Smokowski, P. R. (2007). Costs-of getting ahead: Mexican family system changes after immigration. <i>Family Relations</i> , 56, 52-66.

Brick, K., Challinor, A. E. & Rosenblum, M. R. (2011). *Mexican and Central American immigrants in the United States*, Washington, DC: Migration Policy Institute.

Guarnaccia P. J., Martinez Pincay, I., Alegria, M. et al (2007). Assessing diversity among us: Results from the NLAAS. *Hispanic Journal of Behavioral Sciences*, 29, 510-534.

Pew Hispanic Center/ Kaiser Family Foundation. (2006). *Cubans in the US: a profile.*: Washington D.C.

Pew Hispanic Center/ Kaiser Family Foundation. (2011). *The Mexican-American boom: births overtake immigration*. Washington D.C.

**WEEK 3**  
**Jan. 22**

**Acculturation and Immigration: Influence on the Latina/o Family Ethnic Identity and Sexual Identity**

Velasquez Text Chapters 3, 10

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

Allen, L., & Aber, L. J. (2006). The development of ethnic identity during adolescence. *Developmental Psychology*, 42, 1-10.

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.), *Handbook of multicultural counseling* (pp. 155-180). Thousand Oaks, CA: Sage.

Quintana, S. M. (2007). Racial and ethnic identity: Developmental perspective and research. *Journal of Counseling Psychology*, 54, 259-270.

Yon-Leau, C., & Munos-Laboy, M. (2010). "I don't like to say that I'm anything": Sexuality politics and cultural critiquing among sexual-minority Latino youth. *Sexuality Research and Social Policy*, 7, 105-117.

*Recommended Readings:*

Comas-Diaz, L. (2001). Hispanics, Latinos, or Americanos: The evolution of identity. *Cultural Diversity and Ethnic Minority Psychology*, 7, 115-120.

Ek, L. D. (2009). It's different lives: A Guatemalan American adolescent's construction of ethnic and gender identities across educational contexts. *Anthropology and Education Quarterly*, 20, 405-420.

Guarnero, P. A. (2007). Family and community influences on the social and sexual lives of Latino gay men. *Journal of Transcultural Nursing*, 18, 12-20.

Iturbide, M. I., Raffaelli, M., Carlo, G. (2009). Protective factors of ethnic identity on Mexican American college students' psychological well-being. *Hispanic Journal of Behavioral Sciences*, 31, 536-554.

Martinez, S., Torres, V., Wallace White, L., Medrano, C. I., Robledo, A. L., & Hernandez, E. (2012). The influence of family dynamics on ethnic identity among adult Latinas. *Journal of Adult Development*, 1-11.

Phinney, J. S. & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology, 54*, 271-281.

### **Assignment Due: Family History**

**WEEK 4**  
**Jan. 29**

### **Gender Roles and the Latina/o Family**

Velasquez Text Chapter 9, 12, 14

Cervantes, J. M. (2005). A new understanding of the macho male image: Exploration of the Mexican American Man. In Englar-Carlson, M. & Stevants, M. A. (Eds.), *In the room with men: A casebook approach to psychotherapy with men* (pp. 197-224). WA, DC: American Psychological Association.

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: Spiritita: 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*.

Saracho, O.N., & Spodek B. (2008). Challenging the stereotypes of Mexican American fathers. In M.R. Jalongo (Ed.), *Enduring bonds: educating the young child* (pp.57-72). New York, NY: Springer.

#### *Recommended Readings:*

Cabassa, L. J. (2007). Latin immigrant men's perceptions of depression and attitudes toward help seeking. *Hispanic Journal of Behavioral Sciences, 29*, 492-509.

Sáenz, V. B., & Ponjuan, L. (2011). MEN OF COLOR: Ensuring the Academic success of Latino males in higher education. The Institute for Higher Education Policy (IHEP), The Pathways to College Network. Washington, D.C.

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

### **Latina/o Youth, At-Risk Behavior, and Teenage Pregnancy**

Velasquez Text Chapter 5

Chen, A. C., Gance-Cleveland, B., Kopak, A., Haas, S. & Gillmore, M. (2010). Engaging families to prevent substance use among Latino youth. *Journal for Specialists in Pediatric Nursing, 15*, 324-328.

Deardorff, J., Tschann, J. M., Flores, E. & Ozer, E. J. (2010). Sexual values and risky sexual behaviors among Latino youths. *Perspectives on Sexual and Reproductive Health, 42*, 23-32.

Estrada-Martinez, L. M., Padilla, M. B., Caldwell, C. H. & Schulz, A. J. (2011). Examining the influence of family environments on youth violence: A comparison of Mexican, Puerto Rican, Cuban, non-Latino Black, and non-Latino White adolescents. *Journal of Youth Adolescence*, 40, 1039-1051.

Rocca, C. H., Doherty, I., Padian, N. S., Hubbard, E. & Minnis, A. M. (2010). Pregnancy intentions and teenage pregnancy among Latinas: A mediation analysis. *Perspectives on Sexual and Reproductive Health*, 42, 186-196.

Valdez, A., Cepeda, A., & Kaplan, C. (2009). Homicidal events among Mexican American street gangs: A situational analysis. *Homicide Studies*, 13, 288-308.

*Recommended Readings:*

Allison, K. W., Edmonds, T., Wilson, K., Pope, M. & Farrell, A. D. (2011). Connecting youth violence prevention, positive youth development, and community mobilization. *American Journal of Community Psychology*, 48, 8-20.

Guzman, B. L. & Dello-Stritto, M. E. (2012). The role of socio-psychological determinants in the sexual behaviors of Latina early adolescents. *Sex Roles*, 66, 776-789.

Umana-Taylor, A. & Updegraff, K. A. (2007). Latino adolescents' mental health: Exploring the interrelations among discrimination, ethnic identity, cultural orientation, self-esteem, and depressive symptoms. *Journal of Adolescence*, 30, 549-567.

**Assignment Due: Movie Reaction**

**WEEK 6  
Feb. 12**

**Latina/o 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, 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: Mestizo and Indigenous perspectives* (pp. 195-219). Routledge Press.

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

Hoogasian, R. & Lijtmaer, R. (2010). Integrating curanderismo into counseling and psychotherapy. *Counseling Psychology Quarterly*, 23, 297-307.

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

*Recommended Readings:*

- 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: Mestizo and Indigenous perspectives* (pp. 3-27). Routledge Press.
- Dunn, M. G., & O'Brien, K. M. (2009). Psychological health and meaning: Stress, social support, and religious coping in Latina/Latino Immigrants. *Journal of Behavioral Sciences, 31*, 204-229.
- Krause, N. & Bastida, E. (2009). Religion, suffering, and health among Mexican Americans. *Journal of Aging Studies, 23*, 114-123.

**WEEK 7**  
**Feb. 19**

**Latina/o Families and Education**  
**Undergraduates, Graduate Students, and Faculty**

- Cano, M. A., & Castillo, L. G. (2010). The role of enculturation and acculturation on Latina college student distress. *Journal of Hispanic Higher Education, 9*, 221-231.
- \*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.
- 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.
- 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.

*Recommended Readings:*

- Gloria, A. M., Castellanos, J., Scull, N. C., & Villegas, F. J. (2009). Psychological coping and well-being of male Latino undergraduates: Sobreviviendo la Universidad. *Hispanic Journal of Behavioral Sciences, 31*, 317-339.
- Gregg, K., Rugg, M., & Stoneman, Z. (2012). Building on the hopes and dreams of Latino families with young children: Findings from family member focus group. *Early Childhood Education Journal, 40*, 87-96.
- Hill, N. E. & Torres, K. (2010). Negotiating the American dream: The paradox of aspirations and achievement among Latino students and engagement between their families and schools. *Journal of Social Issues, 66*, 95-112.
- Voces (2007). *A profile of today's Latino college students*. Excelencia in Education. Washington, D.C.



**WEEK 8**  
**Feb. 26**

**The Elders, La Familia y Los Abuelos**  
**Latino Families and Health: Substance Abuse, AIDS**

Velasquez Text Chapter 16, 17

Herrera, A. P., Lee, J. W., Nanyonjo, R. D., Laufman, L. E. & Torres-Vigil, I. (2009). Religious coping and caregiver well-being in Mexican-American families. *Aging & Mental Health, 13*, 84-91.

Jang, Y., Chiriboga, D. A., Herrera, J. R., Martinez Tyson, D., & Schonfeld, L. (2011). Attitudes toward mental health services in Hispanic older adults: The role of misconceptions and personal beliefs. *Community mental health journal, 47*, 164-170.

Network for a Healthy California—Latino Campaign. (2009). *Latino health statistics*. Sacramento, CA.

Reyes-Ortiz, C. A., Rodriguez, M. & Markides, K. S. (2009). The role of spirituality healing with perceptions of the medical encounter among Latinos. *Journal of General Internal Medicine, 24*, 542-547.

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

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

*Recommended Readings:*

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.

Brennan, M., Vega, M., Garcia, I., Abad, A., & Friedman, M. B. (2005). Meeting the mental health needs of elderly Latinos affected by depression: Implications for outreach and service provision. *Care Management Journals, 6*, 98-106.

Center for Disease Control and Prevention. (2011). *HIV and AIDS among Latinos*. Atlanta, GA: Office of the Associate Director for Communication.

Gelman, C. R. (2010). “La Lucha”: The Experiences of Latino Family Caregivers of Patients with Alzheimer's Disease. *Clinical Gerontologist, 33*, 181-193.

Parra-Cardona, J. R., Meyer, E., Schiamberg, L. & Post, L. (2007). Elder abuse and neglect in Latino families: An ecological and culturally relevant theoretical framework for clinical practice. *Family Process, 46*, 451-470.

The Henry J. Kaiser Family Foundation. (2012). *Latinos and HIV/AIDS*. NW, Washington, D.C.

**Week 9**  
**March 5**

**Latina/o Family Case Studies and Presentations**

Velasquez Text Chapter 18

Miville, M. L., Duan, C., Nutt, R. L., Waehler, C. A., Suzuki, L., Pistole, M. C., Arredondo, P. Duffy, M., Mejia, B. X. & Corpus, M. (2009). Integrating practice guidelines into professional training implications for diversity competence. *The Counseling Psychologist*, 37, 519-563.

*Recommended Readings:*

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

**Assignment Due: Family Case Study**

**WEEK 10**  
**March 12**

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

Cardona, B. & Softas-Nall, L. (2010). Family therapy with Latino families: An interview with Patricia Arredondo. *The Family Journal*, 18, 73-77.

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 17<sup>th</sup> 10:30-12:30pm, Final Exam (TBA)**