

MAS 374/ EDP 362
Latina/o Psychology (36120/10738)
TTH 12:30PM-2:00PM PAR 103

Instructor: Dr. Belem G. López

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Office Hours: Tuesday and Thursday 2:00 PM –4:00 PM, or by appointment

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Office Hours: Tuesdays 11:00 AM- 2:00 PM (upon return)

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Course Description and Learning Objectives

The purpose of this course is to examine the psychological research and literature related to the experiences of Latinxs in the U.S. through readings, media, and class discussions. The course will provide an introduction to the various Latinx subgroups and will provide with an introduction and general background to Latinx psychology. This course is an interdisciplinary one and will draw on methodologies from different disciplines such as, but not limited to racial/ethnic studies, women & gender studies, queer studies, film studies, history, linguistics, literature, psychology, sociology, ethics/leadership, and popular culture and so the course we will:

- Acquire knowledge regarding historical, cultural, economic, and political factors that explain the experiences and value orientations of Latinxs in the U.S.
- Engage in Latinx self-expression and knowledge in various mediums (i.e. culture, religious practices, literature, poetry, language practices etc.) in order to gain cultural competence to advance one's knowledge and understanding of between and within group difference among Latinxs.
- Engage in ethical decision making that involves Latinx populations within the U.S. Discuss Latinx individual and societal roles affected by these decisions and how these decisions have greater impact for particular groups.
- Examine how Latinxs have been positioned within local and national communities, cultural systems, and discourse using in class discussion and readings.
- Examine media representations of Latinx in film and other popular representations
- Arrive at understanding of how Latinx psychology is both theoretically and intellectually important in relation to the Latinx experience in the U.S.

Cultural Diversity in the United States Flag

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Required Text.

Course packet (CP): *MAS 374/EDP 363 Latina/o Psychology Spring 2017*

Available at the University Co-op

*****other readings will be posted to CANVAS*****

Course Requirements and Policy

Attendance is **highly recommended** and will be taken into account.

Your final course grade will be based on the following:

- 1.) **Participation and attendance (10%):** This course will be dependent on your active participation and in class discussion. You will also be given the opportunity to participate in moral dilemma discussions and resolutions related to topics in the course, where you will be required to establish an argument and support your choice. This includes having completed the class readings before coming to class and by bringing questions and comments you have about each reading.
 - a. Students are permitted up to **two unexcused absences**. Every excused absence needs to be adequately justified with a doctor's note for illness, family emergencies, or other documentation. Students will be responsible for knowing class materials. ***Religious Holidays:*** University policy requires that you notify your instructor of a pending absence at least fourteen days prior to the date of a religious holy day. You will be given an opportunity to complete missed work within a reasonable time after an absence due to the observance of a religious holiday.
 - b. Students are expected to finish each assigned reading ***before the class***. Students are expected to participate in class discussion regularly, especially in special sessions. You will learn the most by actively participating in class discussions and by asking questions when you do not understand something. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. So, speak up and participate whenever you can! Class participation will be rewarded.
- 2.) **Reflection papers (20%):** You will be required to turn in **5 reflection papers throughout the semester**. In this paper, you will give your reflections in the form of comments, critiques, questions, etc. raised **from that specific week's readings**. Additionally, you will need to engage in critical thinking by considering what the readings entail, who they affect, and whether the reading benefits, harms, and/or marginalizes any groups within the Latinx community, but also other groups. **Page length requirement is 1-page single spaced with 12 pt. Times New Roman font 1 inch margins** due by 11:30 AM on CANVAS prior to each **Thursday** class, unless otherwise noted by the instructor. ***Each reflection paper is 4% of your final grade.*** You may only turn in one reflection per week. This assignment is intended to get students thinking actively about course material. Be sure to spread these out in the semester so you are not cramming your reflection papers into the last five weeks of class
- 3.) **Film Analysis (20%):** You will pick one film from the list of films provided in class. Your task will be to write a 4-5 page paper (1 in. margins, 12 pt Times New Roman font;

double spaced) where you will briefly summarize the movie, relate the movie to at least 5 concepts, theories or material covered in class (e.g., ethnic identity, immigration, acculturation, familismo, machismo, etc.), and give at least 3 examples of how the movie demonstrates “Latinx myths” or something that goes against what you have learned in class. Additionally, in the paper you will need to synthesize and analyze your observations of relevant class issues as they are depicted in the film. For instance, How are Latinx roles portrayed in the film? Are there any issues in their depiction? Etc. Provide implications of your observations and relate issues to course readings, discussion, etc. Your film analysis is due *electronically* **March 9, 2016 on CANVAS by 12:00 PM.**

- 4.) **Interview a Latinx (20%):** Each student will interview an individual of Latinx origin. Ask them about their experiences and gather information that relates to Latinx psychology (i.e., acculturation, ethnic identity, gender roles, values, language experience, etc.). You will then create a six slide Powerpoint presentation in which you present the information you gathered about the individual and do a short presentation in class. . In the presentation, you will need to identify at least **6 course topics** from your interview. **Presentations are due on April 25, 2016 by 12:00 PM on CANVAS. Your in-class presentations will be on April 25 and April 27.** Feel free to include pictures, quotes, memes, etc. to your presentation to illustrate their life. **Be sure to get permission from the individual to present about them.** You may change the name of the individual and omit any identifying information. The point of this assignment is to observe how a person’s experience relates to Latina/o psychology.
- 5.) **Latinx Research Paper (20%):** You will be required to develop a research paper that explores in-depth one or more topics related to the Latinx experience (i.e. race, gender, culture, acculturation, immigration, spirituality, marianismo, machismo, health disparities, etc.). You may also raise questions and ideas as well as any reflections stemming from class discussion, readings, and films. Required length is 8-10 double spaced pages 12 pt. Times New Roman font not including sources/references. This paper will consist of 2 parts:
 - a. **Topic Approval, Introduction, and Method (10%):** As part of your research paper assignment, you will need to turn in the first part of your paper on **March 30, 2017 on CANVAS by 12:00 PM.** You will turn in a 4-5 page rough draft of your introduction (literature review, topic, and hypothesis/predictions) and method section (quantitative/qualitative). The purpose of this assignment is to get you started on your final paper. Here you will be required to do some outside research by citing previous literature in the form of articles, books, archives, etc. and formulate a hypothesis, and detail the ways in which you would conduct a research project.
 - b. **Final Paper (10%):** At the end of the semester you will turn in a final paper based on the topic you turned in previously (See #5a. above). Your paper should include the following sections or a variation of: Introduction/Literature Review, Method, Results, Discussion/Conclusion. The complete final paper will be due *electronically on CANVAS on May 15 by 2:00 PM*

- 6.) **Final Paper Presentation (10%):** You will be required to present your results and conclusion/s of your final research paper on the last day of class. You will be assigned a day and time, so be prepared to speak during 8-10 minutes about your research on the assigned day. **ALL students must attend final paper presentations in order to obtain credit.** You are welcome to employ whatever resource will help you to communicate your thoughts better, including PowerPoint or other multimedia software, Internet resources, video, or sound tracks

Points and Letter Grades

- Participation and attendance 10%
- Reflection papers 20%
 - Reflection 1 (4%)
 - Reflection 2 (4%)
 - Reflection 3 (4%)
 - Reflection 4 (4%)
 - Reflection 5 (4%)
- Film Analysis 20%
- *Pop Quizzes (20%) **only if more than 2 given****
- Interview with a Latinx 20%
- Final Paper 20%
- Final Paper Presentation 10%

Total 100%

Grade Breakdown

A	95.00-100
A -	90.00 - 94.49
B +	87.00 - 89.49
B	83.00 -86.49
B -	80.00 - 82.49
C +	77.00 - 79.49
C	73.00 - 76.49
C -	70.00 – 72.49
D +	67.00 - 69.49
D	63.00 - 66.49
D-	60.00 – 62.49
F	Below 60

Grade Disputes: If you wish to dispute a grade on an assignment, you must submit a written rationale to justify the change **within 1 week** of receiving the score from the TA or myself.

Late Policy: As a rule, **no extensions** will be given. **No late work will be accepted.** Under *extreme* circumstances requests for extensions will be entertained if requested well in advance of the due date. If granted, a penalty might be assessed for every calendar day the assignment is extended.

Classroom Environment

1. Please be on time; late-comers are frowned upon.
2. Don't pack up your belongings early; I promise to end class promptly at 1:50. If you anticipate having to leave class early, as a courtesy to me and your fellow classmates, please let me know *before* class begins.
3. Unless you are expecting an emergency phone call, **please turn off/silence your cell phones and other devices that might disturb class.** If I see a student texting, playing Pokémon Go, snapchatting or doing anything that is disruptive and unrelated to the course, then the **entire class** will get a **pop quiz!** If I have to give more than 2 pop quizzes, then this will replace an assignment in the course.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you believe you have a disability requiring an accommodation, please contact Services for Students with Disabilities at 512-471-6259, or visit the website <http://www.utexas.edu/diversity/ddce/ssd/>

Respect for Diversity

It is my intent that **ALL** students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

A note on plagiarism...

You are encouraged to work with your peers—however, plagiarism of your peers (or other sources) will not be tolerated. Any violations may result in a failing grade for the course. In the words of Beyoncé, “If you liked it, then you should put a citation on it!”

ONLINE WRITING RESOURCES: NOTE- plagiarism can be intentional or unintentional; you are responsible for understanding both so that you can avoid this serious academic offense.

Plagiarism tutorials: <http://plagiarism.org/plagiarism-101/overview/> short video explanation

Paraphrasing skills: <http://www.youtube.com/watch?v=sgMJ16WUEPg> short video explanation

If you think that you will need help to avoid plagiarism when writing a paper, please check with the Undergraduate

Writing Center: <http://uwc.utexas.edu/>

Tentative Lecture Schedule and Readings

****changes to the syllabus will be made at instructor's discretion and will be announced in class, through email, or CANVAS****

Course Packet (CP)

CANVAS Article (CA)-Article will be found on CANVAS in that week's corresponding folder

Week	Date	Topic	Readings	Assignments
1	T 1/17	Syllabus, Course Introductions		
	TH 1/19	History of Latina/o Psychology	CP: Chapter 1	
2	T 1/24	Cultural Values	CA: Añez, Silva, Paris, & Bedregal (2008) CP: "Quien Soy?"	
	TH 1/26	Research Methods	CP: "Transformative, Mixed Methods Checklist for Psychological Research with Mexican Americans" (p. 299-316)	
3	T 1/31	Latina/Chicana Feminisms	CP: Chapter 11 CP: "Feminism & Diversity in Psychology: The Case of Women of Color" (p.253-265) CP: "Multiple lenses" CP: "Sitio y Lenguas" (p.317-344)	
	TH 2/2			
4	T 2/7	Intersectionality	CP: "Intersectionality & research in psychology" (p.203-214)	
	TH 2/9		CP: "Gender: An Intersectionality Persepective" (p.175-187)	
5	T 2/14	Latinx Ethnic Identity	CP: Chapter 6	
	TH 2/16		CP: "Chicana Feminisms: From Ethnic Identity to Global Solidarity"	
6	T 2/21	Immigration	CP: Chapter 7	
	TH 2/23		CA: Ojeda et al. (2011)	
7	T 2/28	Acculturation& Enculturation	CP: Chapter 8	
	TH 3/2		CP: Chapter 9	

Week	Date	Topic	Readings	Assignments
8	T 3/7	Health Issues	CP: Chapter 14	
	TH 3/9	Mental Health	CP: Chapter 2 Guest lecture: Dr. De las Fuentes	Film Analysis Due by 12:00 PM
9	March 13-18 SPRING BREAK NO CLASSES			
10	T 3/21	Family/Parenting	CP: Chapter 10	
	TH 3/23		CA: Jin Yu et al. 2008	
11	T 3/28	Gender Roles & Sexuality	CP: Chapter 23	
	TH 3/30		CP: "More than Men" (p.215-228) CA: Estrada (2011)	Final Paper Topic Approval, Introduction, and Method Due by 12:00 PM
12	T 4/4	Risk, Resilience, and Positive Development	CP: Chapter 13	
	TH 4/6			
13	T 4/11	Language, Culture, and Education	CP: "Infinite Possibilities" (p.145-162) CA: Okagaki (1998)	
	TH 4/13	Language Brokering	TBA	
14	T 4/18	Review of Final Paper Topic Approvals, Introduction, Method		
	TH 4/20			
15	T 4/25- TH 4/27	Interview a Latinx presentations		Interview a Latinx Power Point presentations due on CANVAS by 12:00 PM April 25
16	T 5/2	Future of Latinx psychology	CP: Chapter 24	

Week	Date	Topic	Readings	Assignments
	TH 5/4	Last day of class	CP: “Celebrating the future of Chicano psychology” (pp. 229-252) Class wrap up	
17	M 5/15	Final Paper Presentations 2-5:00 PM		Final Paper Due on CANVAS by 2PM