

MAS 374/ EDP 362
Latina/o Psychology (36190)
TTH 12:30PM-2:00PM PAR 105

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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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.
- Provide experience in using writing and reading for inquiry, learning, thinking and communicating.
- Provide tools and training that enables students to write effectively using the conventions of psychology, racial/ethnic studies, and Mexican American and Latina/o Studies.
- Provide students with the ability to respond effectively to the writing of others.

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.

Writing Flag

Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Required Text.

Course packet (CP): *MAS 374/EDP 363 Latina/o Psychology Fall 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.

Course assignments must be turned in by 11:00 AM on their respective due dates. Unless otherwise noted.

Your final course grade will be based on the following:

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.

- 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.
- 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.

- **Peer Reviews:** Throughout the semester, we will have *Peer Reviewing sessions*. During these sessions, you will have the opportunity to work in groups and pairs to improve your writing. During these sessions, you will work with a partner or in a group and you will read each other's work and provide constructive feedback.

Research Article Critiques (2 @ 12.5% each)

- You will choose **two** articles from those we cover this semester and will write a research article critique. Critiques should be no more than 3-4 pages double spaced 12 pt font Times New Roman. Your critique should provide a *brief* description of the article, a critique of the major assumptions, methodological techniques, analysis, or conclusions of the study, and a discussion of the scientific significance of this research. Be sure you are able to answer the following questions in your critique: What are the important issues raised in the article? What is the scientific contribution? What would you change in the study?, etc. Be sure to tie the critique to the course and course material.
- We will cover a lot of material throughout the semester. Therefore, if you like an article from a specific week, then you **MUST turn in your research article critique for that specific week**. Article critiques for *previous week's* or *future week's articles* **will NOT be accepted** on current week due dates. If you turn in an article critique, it must be for **that week**. The date is semi-flexible, but for each week the corresponding research article critique is due on Thursday's class by class start time **on CANVAS 11:00 AM**. In order to ensure that you turn in your research critiques, we will have two dates or "**last chance**" dates to turn in your critiques.
- **You must turn in your first article critique by **October 12, 2017****. Failure to turn in the first article critique by the "last chance" date **will result in a 0 for that assignment**.
- The **second article critique is due by **November 28, 2017****. Failure to turn in your second article critique by the "last chance" date **will result in a 0 for that assignment**.
- We will have Research Article Critique (RAC) Peer Review Sessions on **October 12 and November 28**. You will have class time to work in pairs or small groups, where you will read each others' RACs and provide constructive feedback in order to improve your writing. You must attend class and complete a **Peer Review Form**.

Film Analysis (10%)

- 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.). In your paper you must 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* **November 9, 2017 on CANVAS by 11:00 AM**.

Exams (3 @ 10% each)

- There will be 3 exams throughout the semester. Exams will be mostly multiple-choice questions and maybe some fill in the blank and short answer. Exams will cover material presented in class and in the readings. All exams will start promptly at the beginning of class and **you will not be allowed** to take the exam if you arrive **more than 20 minutes late or after the first person to finish leaves the classroom**, whichever happens first. Make up exams require the appropriate documentation of a University-approved absence (see <http://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php>) To help keep you up to speed on the course material, **make-up exams must be rescheduled within 1 week from the end of your excused period of absence**. If you are absent for a non-University approved reason, you will get a zero on that exam. Also, if you believe that an item on a test was incorrectly counted wrong, you have a week from the time that grades are posted to protest your grade. To protest a grade, you should send me a thoughtful written response regarding why you think your answer is correct and come to office hours.

Latinx Research Paper (25%)

Students will prepare a research proposal on a topic relevant to the course. The proposal will identify a research question, briefly review relevant literature, and propose a way of answering the question. Required length is 10-12 pages not including sources/references. Times New Roman font not including sources/references.

- 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.
- Throughout the semester, you will turn in rough drafts for each of your major sections on the dates below. While the rough drafts will not be graded, I will be providing constructive feedback to improve your final paper. Your final grade will be based on your entire final paper and your ability to incorporate feedback provided by me, your peers, and the writing center.
- **Topic Approval:** Your final paper topic must be approved by me. You should make time to come to office hours or send me a brief paragraph on a topic that interests you for your final paper. Your topic **must** involve **Latina/o Psychology**. Topics must be approved by **September 26, 2017**.
- **Introduction and Method:** As part of your research paper assignment, you will need to turn in the first part of your paper on **October 17, 2017 on CANVAS by 11:00 AM**. You will turn in a 5-6 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. We will be using class time that day to work in peer review groups and you will be able to obtain feedback on your paper. Additionally, I will also be providing feedback on your final paper topic and meeting with you individually on **October 24 or October 26, 2017 during class time**. You will sign up for individual meeting times with me in week 7.
- **Results and Discussion/Conclusion:** Another component of your final paper will be your results and discussion section. After completing the first part of your paper, you will

need to write up the “potential results” and discussion/conclusion section of your paper. Based on what you outlined in your introduction and in your method section, you will need to propose potential results in accordance to your proposed hypotheses or research question. In your discussion/conclusion section, you will then need to interpret your potential findings and relate them to previous literature. You will turn in a first draft of your results and discussion section on **November 21, 2017 by 11:00AM on CANVAS**. You will again have the opportunity to receive feedback during week 14 of class during peer review sessions.

- **Final Paper.** At the end of the semester, you will turn in a final paper with all the revised versions of your paper. Your paper should include the following sections or a variation of: Introduction/Literature Review, Method, Results, Discussion/Conclusion. Required length is 10-12 pages not including sources/references. Your final paper should include all revisions and suggestions made during peer review or individual peer sessions by the instructor. Failure to incorporate or address changes to the final paper will negatively affect your final paper’s grade. The complete final paper will be due **electronically on CANVAS on Friday, December 15, 2017 by 12:00 PM**.

Points and Letter Grades

| | |
|---|-------------|
| • Participation and attendance | 10% |
| • 2 Research Article Critique (12.5 % each) | 25% |
| • Film Analysis | 10% |
| • 3 Exams (10% each) | 30% |
| • Final Research Paper | 25% |
| 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.

Extra credit Writing Center Visits: This course requires a lot of writing and rewriting. In order to help you become a better writer, you will have the opportunity to receive extra credit points by visiting the writing center. You must make an appointment at The University Writing Center, take a writing assignment to work on (research critiques or final paper components), and stay **the full 45 minutes of your appointment**.

Additionally, **you must ask the Writing Center to send me a note about your appointment, failure to provide written verification of your appointment will result in no extra credit points.** You may go to the writing center as many times as you'd like, but I will only count your writing center visits when a written verification of your appointment is provided and confirmed by the writing center. Writing Center Visits can range from .5 percentage points to 1 percentage point added to your **overall course grade (final grade)**. *Note: The extra credit may not seem like much, but if your final grade is a 94.49 (A-), then .20 extra credit points will make it a 94.69, which rounds to 95 (A). Even just one Writing Center Visit could help you increase your final grade.*

Writing Center Extra Credit will count as the following:

| # of Writing Center Visits | # of Extra Credit Points to |
|----------------------------|-----------------------------|
| 5+ | 1 |
| 4 | .80 |
| 3 | .60 |
| 2 | .40 |
| 1 | .20 |

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 | TH 8/31 | Syllabus, Course Introductions | | |
| 2 | T 9/5 | History of Latina/o Psychology | CP: Chapter 1 | |
| | TH 9/7 | Cultural Values | CA: Añez, Silva, Paris, & Bedregal (2008) CP: "Quien Soy?" | Week 2 RAC Due |
| 3 | T 9/12 | Research Methods | CP: "Transformative, Mixed Methods Checklist for Psychological Research with Mexican Americans" (p. 299-316) | |
| | TH 9/14 | 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) | Week 3 RAC Due |
| 4 | T 9/19 | Intersectionality | CP: "Intersectionality & research in psychology" (p.203-214) CP: "Gender: An Intersectionality Perspective" (p.175-187) | |
| | TH 9/21 | Overview of Writing | | Week 4 RAC Due |
| 5 | T 9/26 | Immigration | Exam #1 Weeks 1-4 | Final Paper Topic Approval Due |
| | TH 9/28 | | CP: Chapter 7 CA: Ojeda et al. (2011) | Week 5 RAC Due |

| Week | Date | Topic | Readings | Assignments |
|------|----------|---|--|---|
| 6 | T 10/3 | Latinx Ethnic Identity | CP: Chapter 6 | |
| | TH 10/5 | | CP: “Chicana Feminisms: From Ethnic Identity to Global Solidarity” | Week 6 RAC Due |
| 7 | T 10/10 | Acculturation | CP: Chapter 8 | |
| | TH 10/12 | Enculturation | CP: Chapter 9 RAC Peer Review | “Last Chance” RAC 1 Due Week 7 RAC Due |
| 8 | T 10/17 | Gender Roles & Sexuality | CP: Chapter 23 | Final Paper: Intro & Method Due on CANVAS |
| | TH 10/19 | Gender Roles & Sexuality | CP: “More than Men” (p.215-228) CA: Estrada (2011) | Week 8 RAC Due |
| 9 | T 10/24 | No class: Students must meet with professor to discuss final papers | | Exam #2 Study Guide Posted |
| | TH 10/26 | | | |
| 10 | T 10/31 | | Exam #2 weeks 6-9 | |
| | TH 11/2 | Health Issues & Health Disparities | Guest Lecture: Dr. Morales-Campos | |
| 11 | T 11/7 | Mental Health | CP: Chapter 2 | |
| | TH 11/9 | | Guest lecture: Dr. Villatoro | Film Analysis Due |
| 12 | T 11/14 | Family/Parenting | CP: Chapter 10 CA: Jin Yu et al. 2008 | |
| | TH 11/16 | Risk, Resilience, and Positive Development | CP: Chapter 13 | Week 12 RAC Due |

| Week | Date | Topic | Readings | Assignments |
|--|-------------|---|---|--|
| 13 | T 11/21 | Language, Culture, Language Brokering and Education | CP: “Infinite Possibilities” (p.145-162) CA: Okagaki (1998) | Week 13 RAC Due Final Paper: Results & Discussion Draft Due |
| | TH 11/23 | ** University Holiday No Class** | | |
| 14 | T 11/28 | Future of Latinx psychology | CP: Chapter 24 CP: “Celebrating the future of Chicano psychology” (pp. 229- 252) | “Last Chance” RAC 2 Due Week 14 RAC Due |
| | TH 11/30 | | Exam #3 weeks 10-13 | |
| 15 | T 12/5 | Final Paper: Results & Discussion | Peer review- Results & Discussion w/ instructor feedback | |
| | TH 12/7 | | Last day of class wrap up | |
| Friday December 15, 2017 Final Paper Due on CANVAS by 12:00 PM (noon) | | | | |