

ANTH-3316-001 (MAS 4350-001, SOCI 3360-001)

Latino Health Issues

Fall 2016

Class Meeting Location: UH25

T & TH 9:30am-10:50pm

Professor: Isabel Montemayor, PhD

Email: isabel.montemayor@uta.edu

Office Hours: UH 416 11am-12:15pm T & TH or by appointment

Course Goals: By the end of this course you will be able to do the following

- Comparatively examine the health of Latinos in the U.S.
- Understand how health, illness and healing are constructed in Latino communities; paying close attention to social determinants of health
- Observe the current and historical impact of federal health related policy on the lives of Latino populations
- Analytically lead discussions regarding the social, cultural, economic, environmental and biological factors associated with differences in health status and disease frequency

Core Course Objectives:

- Cross cultural understanding
- Critical analysis of health care policy and systems of healing among Latino populations
- Contextualize the meaning of disease and illness from a Latino cultural perspective

Course Description:

A U.S. cross cultural examination of issues in Latino Health and relevant health practices. The course will explore, through public health, historical, political, sociological and anthropological lens, the current cultural landscape of Latino health. We will pay close attention to the Latino Threat Narrative, acculturation histories of major Latino ethnic enclaves in the U.S. as well as health care status, trends and responses with regard to this group. Most minority health research gives little attention to the socioeconomic and institutional factors associated with differences in health status and disease patterns in the Latino community. This course will include examination of political, social, cultural, economic, environmental and biological determinants of health and disease frequency among the Latinos living in the U.S.

Required Texts:

- Solving Latino Psychosocial and Health Problems, Kurt Organista (2007) (On-line UTA library)
- Patient Citizens, Immigrant Mother: Mexican Women, Public Prenatal Care, and the Birth Weight Paradox, Alyshia Galvez (2011)

-Speaking from the Body: Latinas on Health and Culture, Angie Chabram-Dernersesian & Adela de la Torre (2008)

*Additional Articles posted on Blackboard (PDF) under the course materials tab or found in a link in the syllabus

Week 1 Introduction August 25

-Organization of the Class

-American Dream the Mexican Immigration Experience part 2

Week 2 History of Latino Positionality: Aug 30 & Sep 1

-“Always the Laborer, Never the Citizen: Anglo Perceptions of the Mexican Immigrant during the 1920’s”, Mark Reisler P. 23-44 (BB-PDF)

-“The Latino Threat Narrative”, Leo Chavez P. 1-43 (BB-PDF)

Week 3 History of Latino Positionality, Acculturation Histories: Sep 6 & 8

-Kurt Organista Chapter 1 & 2 (Found On-line through the Library)

Week 4 Structural Violence and Structural Vulnerability Sep 13 & 15

<http://academic.regis.edu/bplumley/Galtung1969JPRViolencePeacePeaceResearch.pdf> (PDF)

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3146033/> (PDF)

Week 5 Latino Systems of Healing Sep 20 & 22

-“Healing Spirits” Hispanic 11(6):30-38,1998 Garza (PDF)

-“The botánica as a culturally appropriate health care option for Latinos.” Journal of Alternative and Complimentary Medicine, Gomez-Beloz & Chavez (BB-PDF)

-Borderlands and Bodies and Souls: Mexican Religious Healing Practices in east los Angeles. L.D. Leon Chapter 12 in Religions and Healing (PDF)

- <https://msu.edu/~torresm2/nino.html> Nino Fedencio Article

Week 6 Cultural Competency Sep 27 & 29

-Linda Hunt Article (BB-PDF)

-Arthur Kleinman Article (BB-PDF)

-Tervalon & Murray-Garcia. “Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education.” Journal of Health Care of the Poor and Underserved 9(2):117-125,1998. (BB-PDF)

-Guest Lecture Linda Hunt

Week 7 U.S. Regulations and Restrictions in the U.S. Health Care System Oct 4 & 6

- The Effects of Recent Welfare and Immigration Reforms on Immigrants’ Access to Health Care” International Migration Review. Vol 37, No. 2 Summer 2003. Hagan, Rodriguez,Capps, Kabiri (PDF)

-“Undocumented Latin American immigrants and the U.S. health Services: An Approach to a Political Economy of Utilization” Chavez, Flores & Lopez-Garza (BB-PDF)

-“Deadly Inequality in the Health Care “Safety Net”: Uninsured Ethnic Minorities’ Struggle to Live with Life-Threatening Illnesses” Medical Anthropology Quarterly, Vol.18, Issue 2, pp 258-275. 2004 G. Becker (PDF)

-Mid-Term exam (October 6)

Week 8 Border Crossing & Health Risks Oct 11 & 13

-“Undocumentedness & Liminality as Health Variables” Advances in Nursing Science 2003. McGuire & Sharon (BB-PDF)

-“United States-Mexico Border Crossing: Experiences and Risk Perceptions of Undocumented Male Immigrants” Journal of Immigrant Minority Health (2010). DeLuca, McEwen, Keim (BB-PDF)

-Film

Week 9 Migrant Laborer Health Oct 18 & 20

- “An Ethnographic Study of the Social Context of Migrant Health in the United States” PLoS Med 3(10):e448. 2006. S.M. Holmes (BB-PDF)

- “Health Needs of Migrant and Seasonal Farmworkers” Journal of Community Health Nursing, 25:153-160, 2008. M. Anthony, J. Williams, A.M. Avery (BB-PDF)

-Guest Lecture

Week 10 Transnational Health Solutions Oct 25 & 27

-“Crossing the Border for Health Care.” Journal of Health Care for the Poor and Underserved 12(1):77, 2001. Macias & Morales (BB-PDF)

-“The Ties that Heal: Guatemalan Immigrant Woman’s Networks and Medical Treatment.” International Migration Review 36(2), 2002. Menjivar.

https://www.jstor.org/stable/4149460?seq=1#page_scan_tab_contents (PDF)

-Transnational health Resources, Practices and Perspectives: Brazilian immigrant Women’s Narratives, Journal of Immigrant Health 2002, D. Hilfinger-Messias(PDF)

Week 11 Diabetes Nov 1 & 3

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3905317/> (PDF)

-Speaking from the Body Chapters 10, 11 & 12

-Self Care & Subjectivity among Mexican Diabetes Patients in the United States (PDF)

Week 12 Latina Reproductive Health Nov 8 & 10

Patients Citizens Chapter 1, 2, & 3, 4

Week 13 Latina Reproductive Health Nov 15 & 17

-Patient Citizens Chapter 5 & 6

- “Agency and Constraint: Sterilization and Reproductive Freedom among Puerto Rican Women in new York City.” Lopez, I. 1993 (PDF)
- Film -No Mas Bebés

Week 14 Cancer Nov 22 (No class on Thanksgiving Nov 24)

- Speaking from the Body Chapter 1
- Cancer statistics for Hispanics and Latinos
- <http://onlinelibrary.wiley.com/doi/10.3322/caac.21153/full> (PDF)
- Strategic Suffering: illness narratives as social empowerment among Mexican Cancer patients, L.M.Hunt in Understanding and Applying Medical Anthropology (PDF)

***Week 15 Diseases of the Elderly Nov 29 & Dec 1**

- Speaking from the Body Chapter 2, 7, 8 & Student Presentations

***Week 16 Student Presentations Dec 6**

Week 17 Final Exam December 15 at 8am

Grading Scale %

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or less

Overview of major projects and assignments & grading policy

All assignments shall be typed in Times New Roman 12point font with 1 inch margins and double spaced. Grades will be calculated based on Precis/ Class led discussion, Partner Project (presentation; notes; findings paper), participation and 2 exams. Students should expect to spend approximately 9 hours outside of class time reading, studying and preparing assignments for class

Partner Project: During this course you will be required to participate in a partner project where you will conduct an ethnographic health related oral history with a Latino in your community. The objective is to document the health issues present in the lives of Latinos in the metroplex, how they interpret their illness, the impact it has on their lives, who are the other individuals that may be affected by the disease, what are the risk factors involved, what about this individual's life may or may not be unique to the experience of this particular disease or health issue? You and your partner will find the individual, develop the questions utilized for the interview in consultation with the professor before November 1 and you will conduct the interview at a location convenient to your partner and the participant. The interview will be voice recorded and you will take notes regarding the environment and any nonverbal communication imperative to

understanding the “thick description” present in the communication. Your findings should contribute to better understanding Latino Health issues from a bottom up perspective and most importantly you should share your opinion regarding what socioeconomic, cultural, and infrastructural factors may need to be changed in order to alleviate such health issues in the metroplex. Your job is to then present your findings in a creative way to the class in a 10 minute presentation. You will choose your partner during the first week of class. You will receive a zero if you do not identify a partner, independent projects will not be accepted. You will turn in your field notes from the interview along with an analytical paper 6 pages in length (one paper for each group) documenting your findings and how this information sheds light on Latino Health issues in the DFW metroplex you must bring to the discussion works of other medical anthropologists on your thematic area with proper citation (APA format). You will be required to use concepts from class along with additional research material pertinent to your topic area (25%).

Participation points: In addition you will have the opportunity for participation points, these points are earned throughout the semester by way of the preparation of discussion questions pertaining to the days readings assignment as well as through short reflection paragraphs on videos watched. How you integrate your questions into the class discussion will be noted. In addition attendance will be taken in class, reoccurring absences will result in a reduction of a full letter grade. (10%)

Precis and class discussion: A rhetorical précis is a substantial summary of the text. I will post the link for the specific directions in blackboard under course materials. In addition you will be asked to lead the class discussion regarding the texts. In order to lead the class discussion you will want to summarize the readings to the class, ask relevant questions aimed at spurring on further discussion, consider the questions brought about by your colleagues and share additional information you may have found regarding other authors who have written supportive pieces. Please integrate powerpoint additional visual aids and or short videos to help educate your peers. Students will be assigned a week’s readings on the first day of class if there are multiple students assigned for a week you are responsible for writing a precis for each of the weeks articles. All students should be prepared to discuss all of the weeks readings (15%).

2 Exams: Consisting of short answer and one essay question (25%, 25%). You must bring a bluebook and pencil for the exam, these will not be provided to you.

Class Policies

- **Extra Credit:** There is NO extra credit for this course all points will be earned through assignments, participation, and exams.
- **Syllabus:** The syllabus is subject to change according to the Professor’s discretion, in subsequent weeks these changes will be shared during scheduled class time and updated in Blackboard weekly. The information on the syllabus serves as a guide but it

is NOT set in stone. As we cover chapters and may not accomplish all that is listed during a particular week, the course assignments may change and will be updated. Moreover, it is imperative that each student be present each day for any assignment updates or changes.

- **Student Responsibilities:** Students are expected to have read the material, indicated for each day, before entering class. Students are expected to be on time and NOT leave class early, if you do so your participation grade will be lowered. Students are expected to be attentive and to take notes by notebook. The use of cell phones, i-pods, computers and other electronic devices that could distract the student or others is strongly prohibited and will result in a reduction of participation points.
- **No late assignments will be accepted! No makeup exams allowed!** Assignments may be turned in at a later date only for documented medical emergencies, family death or other documented extenuating circumstance. You must advise the Professor by e-mail message or in person regarding your emergency before the assignment or test is completed. There is a 24 hour grace period for written excuse. The Professor will then provide instructions for submission of the assignment or test to be taken. If you are an athlete and you anticipate an absence on a day that an assignment is due you will be expected to turn the assignment in during the class period before your absence with proper documentation. No make-up exams will be granted unless in the case of qualified and documented emergencies, see above..
- **Always hand in assignments directly to the Professor** in the class in which they are due, unless otherwise indicated. Any papers, in class questions or exams will be graded in a timely fashion and held until the end of the semester.
- **Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the professor for this course I will take randomly ask students to turn in their discussion questions where they will earn 1-2 points. The questions should be intellectual and thought provoking.
- **Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required texts, preparing for class and completing assignments
- **Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>.
- **Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the

registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Important Information

- **Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

- **Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule 50101, §2.2*, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

- **Electronic Communication:** As this is a professional environment please use proper language when addressing the professor through email. Regardless of how comfortable you feel you are please correspond with the Professor in a respectful manner. UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.
- **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>. Your professor will give you time during class to complete the survey.

- **Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
- **Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
- **Student Support Services:** **[Required for all undergraduate courses]** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Library Information

Library Home Page..... <http://www.uta.edu/library>
 Subject Guides..... <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Course Reserves
<http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials
<http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian <http://ask.uta.edu>

Lectures and other material used in the classroom are the property of the instructor. Permission is not given for these to be sold by any commercial enterprise or individual. Taping or recording of lectures is not allowed!