

The Latina Experience – MAS 3314/SOCW 3314

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Classroom: Life Sciences 120

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Course Catalog Description

A course on the social, cultural, and economic experiences of women of Latin American origin in the United States.

Course Description

This course examines the social, cultural and economic experiences of Latinas in the United States including how these differ depending upon their particular Latino cultural experiences. Students will learn how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States. Topics will include family dynamics, religion, education, politics, health, the labor market, mass media, and the arts.

Student Learning Objectives

1. Understand how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States including family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. EP 2.1.4 (a-d)
2. Explore how the diversity of Latino cultural experiences impacts the Latina experience in the US. EP 2.1.4 (a-d)
3. Identify theoretical and policy issues related to ethnicity, gender, sexual orientation and social status. EP 2.1.4 (a-d), 2.1.5 (a-c); Achieved through: DB, Quizzes, Midterm and Final Exam
4. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, classism, etc. among Latinas in the US. EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam
5. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal well-being for Latinas. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c) DB)
6. Summarize impact of Latina migration patterns on social and economic justice issues (e.g., intimate partner violence, mental health, health, education, child welfare, employment)

Additional Student Learning Outcomes for Social Work Majors

Section 2.1.3 Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (Relevant assignments: Article Critiques, Research Proposal Paper)
- (b) Analyze models of assessment, prevention, intervention, and evaluation. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers:

- (a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- (b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- (c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- (d) View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

- (a) Understand the forms and mechanisms of oppression and discrimination.
- (b) Advocate for human rights and social and economic justice; and
- (c) Engage in practices that advance social and economic justice.

Required Texts and Readings

Required readings are shared in Blackboard and noted on the course schedule.

Recommended Texts, Readings, and Movies

Recommended texts

Molinary, R. (2007). *Hijas Americanas: Beauty, body image, and growing up Latina*. Berkley, CA: Seal Press.

Rodriguez, C., & Massey, D. (2007). *Latinas/os in the United States: Changing the Face of America*. H. Rodriguez, R. Saenz, & C. Menjivar (Eds.). Springer Science & Business Media.

Chang-Muy, F. & Congress, E. (Eds.). (2016). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills, and Advocacy (2nd ed.)*. New York, NY: Springer Publishing Company.

Recommended readings (e.g., journal articles) are shared in Blackboard and noted on the course schedule.

Recommended Movies

- Almost a Woman, based on the memoir by Esmeralda Santiago (2001) (Puerto Rican)
- The Life and Times of Frida Kahlo - Documentary
- Frida (2002) (Mexican)
- Real Women Have Curves (2002) - America Ferrera (Honduras)
- Selena (1997) (Mexican American)
- Los Graduados
- No Más Bebés

Recommended Music

- Mala Rodriguez and the Women of Latin Hip Hop
<http://www.npr.org/sections/therecord/2013/10/10/220095469/mala-rodriguez-and-the-women-of-latin-hip-hop>
- Mercedes Sosa
- Chavela Vargas
- Celia Cruz

Assignments (All assignments will be submitted via Blackboard in the assignments section.)

- Pre-Course Assessment. 40 pts.
- 12 Quizzes over assigned readings via Blackboard (Thursday, January 19 and then every Monday beginning January 23). 10 pts. each. **Please mark these dates in your calendar.**
 - Each Friday, by 11:59pm, submit 2 questions over the material for the quiz via Blackboard Discussion. Please note the reading from which the questions are derived. Dr. Praetorius will generate the quiz using at least some questions generated by the class. (2 pts. toward each quiz grade for submitting 2 questions)
 - Each Monday, by 11:59pm, submit quiz beginning January 30, 2017. 8 pts. each. **Please mark these dates in your calendar.**
- Reflection Paper 1: Describe your experience with immigration personally or with others in your life. (Rubric is at end of syllabus.) 25 pts.

- Reflection Paper 2: Interview a Latina and reflect on her experiences in the US with 1 of the following: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. (A guide and rubric are at end of syllabus.) 25 pts.
- Reflection Paper 3: integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed. (Rubric is at end of syllabus.) 50 pts.
- Final Course Assessment. 40 pts.

Grading Policy

Late Policy: Late assignments will be handled on a case-by-case basis at the instructor's discretion. Please email the instructor if this issue arises (rtpraetorius@uta.edu).

When to Expect Grades: In most cases, expect the professor to grade assignments within 2 weeks of the due date; note the department requirement for grading is within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Do not ask when the professor will assign grades. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person or over MavMail. Do not call the professor about your grades or email her about them from an email account other than MavMail

Incompletes: Generally, the professor will not grant an "incomplete" grade. The professor assigns "incomplete" grades only in rare circumstances.

Calculating your Grade (After ALL assignments have been graded): Find the "Total" in Blackboard Grade Center and see where that number falls in the following grading scale below.

A = 270 + = Unusually good and outstanding performance; excellent

B = 240-269 = Very good performance; exceeds the acceptable standard

C = 239-210 = Adequate performance; meets the acceptable standard

D = 209-180 = Barely adequate performance

F = 179 and below = Unacceptable performance

Course Outline

Modules	Topics and Readings
1 January 17, 2017 and January 19, 2017	Course Overview Quiz 1: Thursday, January 19, 2017, 11:59pm CST via Blackboard.
2	Phenomenology of being Latina

<p>January 24, 2017</p>	<p>Required Readings: Molinary, R. (2007). "Turning Gringa." In <i>Hijas Americanas: Beauty, body image, and growing up Latina</i>. Berkley, CA: Seal Press.</p> <p>Massey, D. S., & Sanchez, M. (2007). Latino and American identities as perceived by immigrants. <i>Qualitative sociology</i>, 30(1), 81-107.</p> <p>Yager, C. (2009). Trapped between two worlds, some Latina teens consider suicide. Available from: http://www.cnn.com/2009/LIVING/10/20/lia.latina.suicides/index.html</p> <p>Pre-Course Assessment: January 24, 2017 11:59pm CST via Blackboard.</p>
<p>3 January 26, 2017 and January 31, 2017</p>	<p>Framework (diverse perspectives, social justice, cultural humility, historical lens)</p> <p>Required Readings: Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: implications for theory and research. <i>American Psychologist</i>, 65(4), 237.</p> <p>Foronda, C., Baptiste, D. L., Reinholdt, M. M., & Ousman, K. (2016). Cultural Humility A Concept Analysis. <i>Journal of Transcultural Nursing</i>, 27(3), 210-217.</p> <p>Recommended Readings: Ngo, V. H. (2008). A critical examination of acculturation theories. <i>Critical Social Work</i>, 9(1), 1-6.</p> <p>Lopez-Class, M., Castro, F. G., & Ramirez, A. G. (2011). Conceptions of acculturation: A review and statement of critical issues. <i>Social science & medicine</i>, 72(9), 1555-1562.</p> <p>Quiz 2: January 30, 2017, 11:59pm CST via Blackboard.</p> <p>Reflection Paper 1: January 31, 2017 (submit through Blackboard in Assignments Section)</p>
<p>4 February 7, 2017</p>	<p>Latinas' Identities & Terminology (Hispanic, Latina, Mexican American, Chicana...)</p> <p>Required Readings: Molinary, R. (2007). "Author's Note on Lexicon." In <i>Hijas Americanas:</i></p>

	<p><i>Beauty, body image, and growing up Latina</i>. Berkley, CA: Seal Press.</p> <p>Taylor, P., Lopez, M. H., Martínez, J. H., & Velasco, G. (2012). When labels don't fit: Hispanics and their views of identity. <i>Washington, DC: Pew Hispanic Center</i>.</p> <p>Gloria, A. M., & Castellanos, J. (2013). Realidades culturales y identidades dimensionadas: The complexities of Latinas' diversities. <i>The Oxford handbook of feminist multicultural counseling psychology</i>, 169-182.</p> <p>Quiz 3: February 6, 2017, 11:59pm CST via Blackboard.</p>
<p>5 February 9, 2017 and February 14, 2017</p>	<p>Immigration</p> <p>Required Readings:</p> <p>February 9 Lambda Legal. Immigration Fact Sheet http://www.lambdalegal.org/publications/so-immigration</p> <p>Beeson, A., Helmcamp, L., & Cerna, A. (2014). Immigrants Drive the Texas Economy: Economic Benefits of Immigrants to Texas. Available from: http://forabettertexas.org/images/EO_2014_09_PP_Immigration.pdf</p> <p>Villanueva, C. M., & Buriel, R. (2010). Speaking on behalf of others: A qualitative study of the perceptions and feelings of adolescent Latina language brokers. <i>Journal of Social Issues</i>, 66(1), 197-210.</p> <p>February 14 Bernal, D. D., Alemán, E., & Carmona, J. F. (2008). Transnational and transgenerational Latina/o cultural citizenship among kindergarteners, their parents, and university students in Utah. <i>Social Justice</i>, 35(1 (111), 28-49.</p> <p>Getrich, C. M. (2008). Negotiating Boundaries of Social Belonging Second-Generation Mexican Youth and the Immigrant Rights Protests of 2006. <i>American Behavioral Scientist</i>, 52(4), 533-556.</p> <p>Recommended Readings: 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 & Family</i>, 14(3), 275-296. (Ensure that this is a qualitative article that focuses on sociocultural aspect--if not move to policy section)</p>

	<p>Drever , A. I., & Blue, S. A. (2011). Surviving sin papeles in post-Katrina New Orleans: an exploration of the challenges facing undocumented Latino immigrants in new and re-emerging Latino destinations. <i>Population, Space and Place</i>, 17(1), 89-102. (Sounds like policy--move to that section?)</p> <p>Quiz 4: February 13, 2017, 11:59pm CST via Blackboard.</p>
<p>6 February 16, 2017 and February 21, 2017</p>	<p>Race /Ethnicity Overview</p> <p>Required Readings:</p> <p>February 16 Moreman, S. T. (2011). Qualitative Interviews of Racial Fluctuations: The “How” of Latina/o-White Hybrid Identity. <i>Communication Theory</i>, 21(2), 197-216.</p> <p>February 21 Lopez, G., & Gonzalez-Barrera, A. (2016). Afro-Latino: A deeply rooted identity among U.S. Hispanics. Available from: http://www.pewresearch.org/fact-tank/2016/03/01/afro-latino-a-deeply-rooted-identity-among-u-s-hispanics/</p> <p>Lombard, H., & Sen, S. (2014). What race are Hispanics? Available from: http://statchatva.org/2014/11/04/what-race-are-hispanics/</p> <p>Quiz 5: February 20, 2017, 11:59pm CST via Blackboard.</p>
<p>7 February 28, 2017</p>	<p>Gender Construction & Gender Roles</p> <p>Required Readings: Reina, A. S., Lohman, B. J., & Maldonado, M. M. (2014). “He Said They’d Deport Me” Factors Influencing Domestic Violence Help-Seeking Practices Among Latina Immigrants. <i>Journal of Interpersonal Violence</i>, 29(4), 593-615.</p> <p>Ochoa, J.F. (2009). The role of Machismo and Marianismo in the construction of sexes in Latin America. Available from: https://www.scribd.com/doc/58332662/The-role-of-Machismo-and-Marianismo-in-the-construction-of-sexes-in-Latin-America</p> <p>American Immigration Council. (2012). Violence Against Women Act (VAWA) Provides Protections for Immigrant Women and Victims of Crime.</p>

	<p>Available from: https://www.americanimmigrationcouncil.org/research/violence-against-women-act-vawa-provides-protections-immigrant-women-and-victims-crime</p> <p>Quiz 6: February 27, 2017, 11:59pm CST via Blackboard.</p>
March 2, 2017 No Class	Reflection Paper 2: March 2, 2017 (submit through Blackboard in Assignments Section)
8 March 7, 2017 and March 9, 2017	<p>Family (marriage, children, extended vs. nuclear family structures, IPV)</p> <p>Required Readings:</p> <p>March 7 Calzada, E. J., Basil, S., & Fernandez, Y. (2013). What Latina mothers think of evidence-based parenting practices: A qualitative study of treatment acceptability. <i>Cognitive and Behavioral Practice</i>, 20(3), 362-374.</p> <p> Martinez, S., Torres, V., White, L. W., Medrano, C. I., Robledo, A. L., & Hernandez, E. (2012). The influence of family dynamics on ethnic identity among adult Latinas. <i>Journal of Adult Development</i>, 19(4), 190-200.</p> <p>March 9 Shorland, A. (2009). Quinceñeras often symbolize family's hard work, success. Available from: http://www.cnn.com/2009/LIVING/10/19/lia.quinceaneras/index.html#cnSTCVideo</p> <p>Quiz 7: March 6, 2017, 11:59pm CST via Blackboard.</p>
Spring Break	
9 March 21, 2017 and March 23, 2017	<p>Education</p> <p>Required Readings:</p> <p>March 21 Chlup, D. T., Gonzalez, E. M., Gonzalez, J. E., Aldape, H. F., Guerra, M., Lagunas, B., ... & Zorn, D. R. (2016). Nuestros Hijos van a la Universidad [Our Sons and Daughters Are Going to College] Latina Parents' Perceptions and Experiences Related to Building College Readiness, College Knowledge, and College Access for Their Children—A Qualitative Analysis. <i>Journal of Hispanic Higher Education</i>, 1538192716652501.</p> <p> Cavazos Jr, J., Johnson, M. B., Fielding, C., Cavazos, A. G., Castro, V., &</p>

	<p>Vela, L. (2010). A qualitative study of resilient Latina/o college students. <i>Journal of Latinos and Education</i>, 9(3), 172-188.</p> <p>March 23</p> <p>Cavazos, A. G., & Cavazos Jr, J. (2010). Understanding the experiences of Latina/o students: A qualitative study for change. <i>American Secondary Education</i>, 95-109.</p> <p>Jackson, K. M., & Suizzo, M. A. (2015). Sparking an interest: A qualitative study of Latina science identity development. <i>Journal of Latina/o Psychology</i>, 3(2), 103.</p> <p>Recommended Readings:</p> <p>Medina, C., & Luna, G. (2000). Narratives from Latina professors in higher education. <i>Anthropology & Education Quarterly</i>, 31(1), 47-66.</p> <p>Yamamura, E. K., Martinez, M. A., & Saenz, V. B. (2010). Moving beyond high school expectations: Examining stakeholders' responsibility for increasing Latina/o students' college readiness. <i>The High School Journal</i>, 93(3), 126-148.</p> <p>Gonzalez, L. M., Stein, G. L., Shannonhouse, L. R., & Prinstein, M. J. (2012). Latina/o adolescents in an emerging immigrant community: A qualitative exploration of their future goals. <i>Journal of Social Action in Counseling and Psychology</i>, 4, 83-102.</p> <p>Quiz 8: March 20, 2017, 11:59pm CST via Blackboard.</p>
<p>10 March 28, 2017</p>	<p>Sexuality and Reproductive Health</p> <p>Required Readings:</p> <p>Acosta, K. L. (2008). Lesbianas in the borderlands: Shifting identities and imagined communities. <i>Gender & Society</i>.</p> <p>Hartnett, C. S. (2012). Are Hispanic women happier about unintended births? <i>Population research and policy review</i>, 31(5), 683-701.</p> <p>Meraji, S. (2016). Film portrays a "Perfect Storm" That Led to Unwanted Sterilizations for Many Latinas. Available from: http://www.npr.org/sections/codeswitch/2016/01/31/464596760/in-no-m-s-beb-s-a-perfect-storm-led-to-unwanted-sterilizations-for-many-latinas</p>

	<p>Recommended Readings: Schwartz, S. L., Brindis, C. D., Ralph, L. J., & Biggs, M. A. (2011). Latina adolescents' perceptions of their male partners' influences on childbearing: findings from a qualitative study in California. <i>Culture, health & sexuality</i>, 13(8), 873-886.</p> <p>Quiz 9: March 27, 2017, 11:59pm CST via Blackboard.</p>
<p>11 March 30, 2017 and April 4, 2017</p>	<p>Health Disparities</p> <p>Required Readings: March 30 Lara, M., Gamboa, C., Kahramanian, M. I., Morales, L. S., & Hayes Bautista, D. E. (2005). Acculturation and Latino health in the United States: a review of the literature and its sociopolitical context. <i>Annu. Rev. Public Health</i>, 26, 367-397.</p> <p>Sanchez-Birkhead, A. C., Kennedy, H. P., Callister, L. C., & Miyamoto, T. P. (2011). Navigating a new health culture: experiences of immigrant Hispanic women. <i>Journal of Immigrant and Minority Health</i>, 13(6), 1168-1174.</p> <p>April 4 Im, E. O., Lee, B., Hwang, H., Yoo, K. H., Chee, W., Stuifbergen, A., ... & Chee, E. (2010). "A waste of time": Hispanic women's attitudes toward physical activity. <i>Women & health</i>, 50(6), 563-579.</p> <p>Ruiz, E., & Praetorius, R.T. (2016). Deciphering the lived experience of Latinos with diabetes and depression: A qualitative interpretive meta-synthesis. <i>Social Work in Public Health</i>, Advance Online Publication, doi: 10.1080/19371918.2015.1087912.</p> <p>Recommended Readings: Bekteshi, V., Van Hook, M., Levin, J., Kang, S.W., Tran, T.V. (2016). Social work with Latino immigrants: Contextual approach to acculturative stress among Cuba, Mexican and Puerto Rican women. <i>The British Journal of Social Work</i>. DOI: 10.1093/bjsw/bcw003</p> <p>Gerchow, L., Tagliaferro, B., Squires, A., Nicholson, J., Savarimuthu, S. M., Gutnick, D., & Jay, M. (2014). Latina food patterns in the United States: a qualitative metasynthesis. <i>Nursing research</i>, 63(3), 182-193.</p> <p>Valles, S.A. (2016). The challenges of choosing and explaining a</p>

	<p>phenomenon in epidemiological research on the “Hispanic paradox.” <i>Theoretical Medicine and Bioethics</i>, 37, 129-148. DOI 10.1007/s11017-015-9349-1.</p> <p>Quiz 10: April 3, 2017, 11:59pm CST via Blackboard.</p>
<p>12 April 8, 2017 and April 11, 2017</p>	<p>Health Disparities and Impact on Mental Health</p> <p>Required Readings:</p> <p>April 8 Suárez-Orozco, C., Bang, H. J., & Kim, H. Y. (2010). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. <i>Journal of Adolescent Research</i>.</p> <p>April 11 Hernandez, M. Y., & Organista, K. C. (2015). Qualitative Exploration of an Effective Depression Literacy Fotonovela with at Risk Latina Immigrants. <i>American journal of community psychology</i>, 56(1-2), 79-88.</p> <p>Recommended Readings: Alegria, et al. (2008). Prevalence of mental illness in immigrant and non-immigrant U.S. Latino groups. <i>American Journal of Psychiatry</i>, 154(3), 359-369. doi:10.1176/appi.ajp.2007.07040704.</p> <p>Quiz 11: April 10, 2017, 11:59pm CST via Blackboard.</p>
<p>April 13, 2017 No Class</p>	
<p>13 April 18, 2017</p>	<p>Policy and Politics</p> <p>Required Readings: Hardy-Fanta, C. (1995). Latina Women and Political Leadership: Implications for Latino Community Empowerment. <i>New England Journal of Public Policy</i>, 11(1), 14.</p> <p>Pew Research Center. (2014). Mapping Public Benefits for Immigrants in the States. Available from: http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/mapping-public-benefits-for-immigrants-in-the-states</p> <p>Broder, T., Moussavian, A., & Blazer, J. (2015). Overview of Immigrant Eligibility for Federal Programs. Available from: https://www.nilc.org/issues/economic-support/overview-immeligfedprograms/</p>

	<p>Helmcamp, L., & Cooper, R. (2013). Maximizing Access to College for Immigrant Children Builds the Texas Economy. Available from: http://forabettertexas.org/images/2013_01_24_PP_ImmigrantInStateTuition.pdf</p> <p>Recommended Readings and Resources: Hispanas Organized for Political Equality http://www.latinas.org/site/c.qwL6KiNYLth/b.2247283/k.BE35/Home.htm</p> <p>Thompson, A. (2008). A child alone and without papers. Available from: http://bettertexasblog.org/2014/07/2008-cppp-report-findings-and-recommendations-provide-context-for-child-migration-crisis/</p> <p>Quiz 12: April 17, 2017, 11:59pm CST via Blackboard.</p>
<p>14 April 20, 2017</p>	<p>Latina Leadership (public and private arenas)</p> <p>Required Readings: Bonilla-Rodriguez, D. (2011). A Profile of Latina Leadership in the United States: Characteristics, Positive Influences, and Barriers." (2011). <i>Education Doctoral</i>. Paper 38.</p> <p>Hardy-Fanta, C. (1995) "Latina Women and Political Leadership: Implications for Latino Community Empowerment," <i>New England Journal of Public Policy</i>, 11(1). Available at: http://scholarworks.umb.edu/nejpp/vol11/iss1/14</p> <p>Recommended Reading and videos: The Latina Leadership Institute http://www.sahcc.org/news/apply-today-the-latina-leadership-institute/</p> <p>Latinas Represent https://latinasrepresent.org/</p>
<p>15 April 25, 2017 and April 27, 2017</p>	<p>Mass Media & the Arts</p> <p>Required Readings: April 25 Beltran, M. (2002). The Hollywood Latina Body as Site of Social Sturggle: Media Constructions of Stardom and Jennifer Lopez's" Cross-over Butt". <i>Quarterly Review of Film and Video</i>, 19(1), 71-86.</p>

	<p>April 27 Franko, D. L., Coen, E. J., Roehrig, J. P., Rodgers, R. F., Jenkins, A., Lovering, M. E., & Cruz, S. D. (2012). Considering J. Lo and Ugly Betty: A qualitative examination of risk factors and prevention targets for body dissatisfaction, eating disorders, and obesity in young Latina women. <i>Body Image</i>, 9(3), 381-387.</p>
<p>16 May 2, 2017</p>	<p>Religion</p> <p>Required Readings: Campesino, M., & Schwartz, G. E. (2006). Spirituality among Latinas/os implications of culture in conceptualization and measurement. <i>ANS. Advances in nursing science</i>, 29(1), 69. Only pages 1-5; stop at "LSPS Item Development."</p> <p>Peña, M., & Frehill, L. M. (1998). Latina religious practice: Analyzing cultural dimensions in measures of religiosity. <i>Journal for the Scientific Study of Religion</i>, 620-635.</p> <p>Rodriguez, J. (1999). Toward an understanding of spirituality in US Latina leadership. <i>Frontiers: A Journal of Women Studies</i>, 137-146.</p> <p>Vela, J. C., Castro, V., Cavazos, L., Cavazos, M., & Gonzalez, S. L. (2014). Understanding Latina/o students' meaning in life, spirituality, and subjective happiness. <i>Journal of Hispanic Higher Education</i>, 1538192714544524.</p>
<p>May 4, 2017</p>	<p>Class Party (Bring a Latina dish to share) Reflection Paper 3: May 4, 2017 (submit through Blackboard in Assignments Section)</p>
<p>May 9, 2017</p>	<p>Final Assessment Due (through Blackboard in Assignments Section)</p>

Reflection Paper Rubrics

Reflection Paper 1: Describe your experience with immigration personally or with others in your life. 25 pts. Use the rubric below as a checklist to ensure all content is covered as required by instructor.

Item	Points Possible	Points Earned
Followed APA guidelines (for assistance: https://owl.english.purdue.edu/owl/resource/560/01/)	2	
Grammar (including using first person)	2	
<u>Describe your personal experience with immigration or with others in your life.</u> Questions to guide you:		
What? What happened? What did you observe or experience?	7	
So what? How was this experience different than what you would expect? What impacts the way you view the situation/experience? (What lens are you viewing from?) What did you like/dislike about the experience? What did you learn? What about it was an eye opening experience? How does this experience relate to your career path, life goals, or major? Has your view of immigration changed? How? How does this experience affect the way you view the world?	7	
Now what? What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this situation or issue?	7	
Total	25 pts.	

Reflection Paper 2: Interview a Latina and reflect on her experiences in the US with 1 of the following: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. 25 pts. Use the rubric below as a checklist to ensure all content is covered as required by instructor. An interview guide follows the rubric.

Item	Points Possible	Points Earned
Followed APA guidelines (for assistance: https://owl.english.purdue.edu/owl/resource/560/01/)	2	
Grammar (including using first person)	2	
<p><u>Interview a Latina and reflect on her experiences in the US with 1 of the following: family dynamics; religion; education; politics; health; the labor market; mass media and the arts. Please be sure to note where she or her family claims as “mother” Latino country.</u></p> <p>Questions to guide you:</p>		
<p>What?</p> <p>What was her experience?</p> <p>What did she observe or experience?</p>	7	
<p>So what?</p> <p><u>About her:</u></p> <p>How was this experience different than what she would expect?</p> <p>What impacts the way she views the situation/experience?</p> <p>What did she like/dislike about the experience?</p> <p>What did she learn? What about it was an eye opening experience?</p> <p><u>About you:</u></p> <p>How was this experience different than what you would expect?</p> <p>What impacts the way you view the situation/experience? (What lens are you viewing from?)</p> <p>What did you like/dislike about what you heard?</p> <p>What did you learn? What about it was eye opening?</p> <p>Has your view of Latinas and this particular situation changed? How?</p>	7	

How does this experience affect the way you view the world?		
Now what? What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this situation or issue?	7	
Total	25 pts.	

Suggestions for Structuring Your Interview

While every interview requires a somewhat different structure, certain principles and techniques are applicable to all. Each interviewing schedule should have the following three major parts: (1) the opening; (2) the body; (3) the closing.

The opening should always make the respondent/interviewee feel welcomed and relaxed. In addition, the opening should clearly indicate the objectives of the interview and make it clear what topic areas will be addressed. Finally, the opening should indicate the expected length of the interview.

The body of the interview schedule always lists the topics to be covered and potential questions. The number of questions and the exact wording of the questions depends on the type of interview schedule used. The interview may be nonscheduled with only the topics and subtopics listed. A nonscheduled interview generally leaves out potential probing questions to allow the interviewer to adapt to the interaction that unfolds. The nonscheduled interview, however, requires a highly skilled interviewer, provides no means of recording answers and presents problems in controlling the time factor. Beginning interviewers often rely on a moderately scheduled interview that contains major questions and possible probing questions under each. This schedule still allows some freedom to probe into answers and adapt to the situation. In addition, this type of schedule aids in recording answers and is easier to conduct. We will be using the moderately scheduled interview format for our assignment.

The closing should maintain the tone set throughout the interview and should be brief but not abrupt. Interviewers should summarize the main issues discussed during the interview, discuss the next course of action to be taken, and thank the respondent for his or her time.

The following template is to be used as a guideline to save you some time in preparing your own interview schedule. Please write your own questions. Your opening and closing can be very similar to the ones here, however, I would like you to tailor the opening and closing to your own needs, personality, and interviewee. Please use adequate space to record responses after each question or arrange to audio record the interview. If you have any questions please email me.

Template for Interview Schedule

(Please tailor to your selected topic and person you are interviewing.)

Opening: (Establish Rapport) [shake hands, embrace or whatever other means of greeting is appropriate to your relationship]

Purpose: I would like to ask you some questions about your experience with <selected topic from list: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts>.

Transition: Let me begin by asking you some questions about <selected topic from list: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts>.

Body (tailor to your selected topic and ask probing questions as needed):

1.	Please describe a particular experience with <selected topic from list: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts>. It can be positive or negative, as long as you see it as important to you and your identity as a Latina.
2.	Why did you pick this particular experience?
3.	How do you see yourself today, in terms of this experience?
4.	What does your experience and being Latina mean to you?
5.	Please describe how you fit into Latina and American culture respectively, especially related to this experience?
6.	To what extent do you consider yourself active in both the Latina and American cultures? Please provide examples, especially related to this experience.
7.	What, if anything, would you change about your experience if you could?
8.	What would you want to share with others (perhaps children close to you) about the experience, its meaning, and how to handle it?

Closing:

(Summarize some of the main things you learned from the interview.)

(Maintain Rapport) I appreciate the time you took for this interview. Is there anything else you think would be helpful for me to know so that I can successfully share your experience?

Reflection Paper 3: integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed. 50 pts. Use the rubric below as a checklist to ensure all content is covered as required by instructor.

Item	Points Possible	Points Earned
Followed APA guidelines including referencing course materials or other resources appropriately (for assistance: https://owl.english.purdue.edu/owl/resource/560/01/)	5	
Grammar (including using first person)	5	
Used at least 5 journal articles or other scholarly resources	5	
<p><u>Integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed.</u></p> <p>Questions to guide you:</p>		
<p>What?</p> <p>Summarize your experience and the experience of the Latina you interviewed.</p> <p>How is what you've learned in this class related to your experience? The experience of the Latina you interviewed?</p> <p>What is the theme of your experience? Of the Latina you interviewed?</p> <p>List the different aspects of the Latina experience that have impacted you and explain the impact. Do the same for the Latina you interviewed.</p> <p>What conclusions can you draw about the Latina experience in the US?</p> <p>What evidence can you find for these conclusions?</p>	7	
<p>So what?</p> <p>How was this course and what you've learned different than what you would expect?</p> <p>Has the way you view the situation/experience changed? How?</p> <p>What did you like/dislike about the class? Class content? Assignments?</p> <p>What did you learn? What about it was an eye opening experience?</p> <p>How will this course prepare you for your career path, life goals, or major?</p>	7	

Has your view of immigration changed? How?		
How does this experience affect the way you view the world?		
Now what? What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this situation or issue?	7	
Total	25 pts.	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

UTA Policies

J. 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 three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances

See BSW Program Manual at: <https://www.uta.edu/ssw/documents/bsw/bsw-program-manual.pdf>

Or MSW Program Manual at: <http://www.uta.edu/ssw/documents/msw/msw-program-manual.pdf>

L. Student Support Services

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 IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To

schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

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>

N. 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://wweb.uta.edu/aao/fao/>).

O. 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

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.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

R. 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

S. Electronic Communication

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>.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

V. Final Review Week

For semester-long courses, 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.