US Latino/a Psychology
PSYCH 347; Kildee Hall 105
11:00AM – 12:15 PM T-TH

Instructor: Loreto R. Prieto, PhD (lprieto@iastate.edu; 294-2455)
Office Hours: W218 Lagomarcino Hall; Tuesdays 9:00 – 11:00 AM & by appointment

Required Text/Readings:
2) Other readings as assigned on Blackboard.

Regarding course readings and the text: I will rarely, if ever, recap or fully lecture over specific readings in class; that is a waste of your time by covering things you have already read. Therefore, if you have questions regarding the readings, please be sure to bring them up in class. Remember, even though I do not routinely cover readings in class, students are always expected to integrate the readings into their class discussions and to know readings thoroughly for exams.

Course Objectives:
Through reading, discussion and presentations, students will gain an increased awareness of how Latino/as in the US have been viewed historically in the discipline of psychology. Students will also be able to identify the major difficulties encountered in the application of US/Western psychology to Latino/a peoples (e.g., language, test validity, culturally relevant diagnostics and treatment). Finally, students will have a basic understanding of cultural-based factors of importance to consider in applying psychological constructs to Latino/as in the US.

Course requirements
Statement on attendance/participation. You are expected to attend class, have completed all assigned readings, be prepared to discuss daily topics and relate these topics to the readings, and to actively participate in class sessions and activities. An open and collegial environment will be observed in class. Disagreement, discussion and debate are mainstays of learning; however, classroom interactions will proceed in a manner that is respectful of others. The instructor remains the sole judge of what constitutes adequate and respectful participation -- being prepared, knowledgeable about materials, and interacting verbally in class sessions suggests a minimum level of adequate participation. Interacting in a manner so as to try to understand the points of view of others and thoughtfully considering these in one’s own responses is the baseline of respectful communication.

Operating a personal computing device (e.g., laptop, smart phone) in order to view the Internet, play games, do assignments for another class, or engage in some other form of non-course activity will be deemed as lack of class participation.
Students who accrue more than five unexcused absences will be considered not having received full instruction for 3 credit hours and will need to make arrangements agreeable to the instructor for completing missed lectures and class in a timely manner (e.g. a mark of Incomplete). *If students are absent during class presentations, during an exam, or on a day when an assignment is due, they will incur point penalties.* Personal/family vacations, job or graduate school interviews, or other elective events that students engage in that result in absences from class are not University recognized excused absences.

**Class Presentation (20 points)**

During the semester, you will be assigned to small groups. Your group will be assigned a topic in the area of Latino/a psychology and each student will create a presentation for the class on this area. For example, if your group focus is on family issues, you might base your presentation on the child-rearing practices of Latino/a parents. If your group is assigned the topic of the educational achievement of Latino/as, you might base your presentation on those factors that help Latino/as to excel in school.

The goal of this presentation is for you and your group to learn data-based facts about Latino/as within your various topic areas, and to share this knowledge with your peers. Therefore, each student must provide a reference list of at least five empirical journal articles in her/his presentation. These articles should contain the data to support the points you feature in your presentation. Journals articles must be from journals produced by major professional or publishing houses, and be peer-reviewed. Journals from the APA, AMA, ACA, NASW, and higher education are good sources to review. Non-partisan or government agency website data (e.g., Pew Hispanic Center; US Dept. of Health and Human Services) also count as a valid data-based source.

*You may also consult newsprint, books, magazines, and the Internet as ways to find leads and information; however, these general sources CANNOT be counted as part of your required five sources. One point per incorrect or inappropriate reference will be deducted from the total score earned.*

Each student presentation will be about 5-7 minutes long, will use a Power-point format, and your group should offer your colleagues integrated highlights of what you have learned from the literature you have reviewed (do not use your time to read individual studies, to summarize each study you read, or to simply read off of slides). Presenters will also provide time for brief Q&A from the instructor and/or class. Reference lists should be available for emailing to any member of the class that might request it. Students are reminded to respect the proprietary rights of work created by their peers. Individual grades for this assignment will be decided upon by the instructor and will be based upon the quality of the oral and Powerpoint presentation delivered to the class.

**Reaction paper (10 points):** Each student will write a one to two page reaction paper on an assigned media piece shown in class. In the paper, you need to relate a construct we have learned in class to the issues you see arise in the media piece. The reaction paper needs to be formatted in APA style (1” margin, 12 point font, double-spaced)
Exams (70 points)
There will be two exams, each worth 35 points. The exams can cover any aspect of the readings on Blackboard, class discussions, or other materials introduced by the instructor. The exam format may, at the discretion of the instructor, contain both objective and essay items of any kind. The instructor must be alerted before your absence in order to have a make-up exam. Only a University sanctioned excuse will be considered as valid in requesting a make-up exam for full credit. If you will miss an exam for a personal reason, you must make yourself available to take the exam before the official exam date if you wish to receive credit for the exam. Students missing exams without a University sanctioned excuse or who fail to make arrangements with me to take the exam early, will face a minimum 10-point penalty when they do complete the exam.

Grading: Final grades will be calculated as follows: 100-90 (A); 89-80 (B); 79-70 (C), etc. I do not employ the +/- system in grading. There is no extra credit available in this course.

General notes

All cell phones/personal electronic devices must be turned OFF during class. No student should leave or disrupt class in order to make or take a personal call, text message, or in any way handle personal communications. Violations of this rule will be handled according to the ISU policy covering disruptive student behavior in class.

Although students are free to use computers to take notes, please note that no electronic devices whatsoever will be allowed during examinations.

Students may not tape record (audio or visual) the lectures or class.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodation you are requesting. The Disability Resources office is located on the main floor of the Students Services Building, Room 1076, 294-7220; disabilityservices@iastate.edu.

Should you need assistance with academic study skills, reading, writing or the use of media, the ISU Academic Success Center is available for consultation. They are located in the Hixton-Lied Student Success Center (phone: 294-6624; success@iastate.edu) Please consult the ISU Policy Library for all policies relevant to academic conduct (http://policy.iastate.edu/) Any instances of suspected or known academic misconduct, dishonesty, plagiarism, cheating, or other violation of ISU policy will be duly followed up on through the prescribed procedures.