

Course Proposals

List of all proposals

Course Name: Latino Child and Family Development

Course Prefix: CHF

Course Number: 4300

Submitted by (Name & E-Mail): Paul Schvaneveldt, pschvaneveldt@weber.edu

Current Date: 10/17/2011

College: Education

Department: Child & Family Studies

From Term: Fall 2011

Substantive

new Current Course Subject N/A
Current Course Number

New/Revised Course Information:

Check all that apply:

This is for courses already approved for gen ed.

Use a different form for proposing a new gen ed designation.

Subject: CHF

Course Number: 4300

- DV CA HU LS PS SS
- EN AI QL TA TB TC TD TE

Course Title: Latino Child and Family Development

Abbreviated Course Title: Latino Child and Family Dev.

Course Type: LEC

Credit Hours: 3 or if variable hours: to

Contact Hours: Lecture Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program
- a required course in a minor program
- a required course in a 1- or 2- year program
- elective

Prerequisites/Co-requisites:

None

Course description (exactly as it will appear in the catalog, including prerequisites):

The Latino Child and Family Development course is designed as an upper division course for those who will work with, advocate for, or interact with children and families from a Latino background. The course uses a

cultural constructivist approach to understand Latino children and their families. The central focus includes the study of Latino culture, parenting practices, couple and marital practices, and other family dynamics. Additionally, a major goal is to understand and deconstruct stereotypes associated with individuals within the Latino culture. The course will simultaneously focus on Latinos living within the United States as well as cultural groups throughout North America, South America, and the Caribbean.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

This course is needed for many reasons, but mostly because of the need to better understand and to provide culturally competent services and support to Latino children and their families. Currently, the Latino population comprises 16% of the U.S. population and is the largest minority group in the United States with over 50 million individuals (US Census Bureau, 2010). Projections estimate that the Latino population will grow to over 130 million and comprise nearly 25% of the US population by the year 2050. In Utah, the Latino population has grown significantly over the past 10 years, increasing by 77.8% and will continue to grow rapidly (U.S. Census Bureau, 2010). Additionally, there are over 20 countries in the Western Hemisphere that are considered part of Latin America. Understanding the diversity within these multiple countries is important.

Often, the current theories and educational approaches used in social service agencies and educational settings fail to serve their clientele in a culturally competent way. Methods of teaching and providing services are often based upon the majority cultural group model and standards which fail to adequately address the unique and culturally distinct aspects of Latino culture. There is a large and growing body of research on Latino family dynamics and child development issues that justify the development of this course. Currently, there is no course offered at Weber State University that specifically addresses child and family development issues focusing on the needs of the Latino population. Currently, a similar course is offered at the University of Illinois entitled U.S. Latino Families and is offered as an upper division course.

The theoretical frameworks that will guide this course include Rogoff's Social Cultural Theory, Vygotsky's sociocultural theory, and Bronfenbrenner's Ecological perspective. Vygotsky argued that development is largely influenced by one's social interactions within a cultural context (Gardiner, 2001). Rogoff (2003) explained how parents influence the development of their children through guided participation in culturally relevant activities. For example, she described how toddlers in Guatemala observed their mothers preparing food and their attempts to imitate the mother. Children learned through observation and then attempts to copy the mother and not through explicit teaching strategies. The teaching and child guidance strategies utilized by the parent would be influenced by broader cultural practices and values. Such activities likely reflect larger goals of socialization and role preparation. Finally, Bronfenbrenner's Ecological Perspective (2005) explains the multiple influences on development and that many of these ecological systems would vary within Latino culture.

A key strength of many Latino families is a strong emphasis on family relationships, often referred to as Familismo or familism (Schvaneveldt & Behnke, 2012). They often come from more collectivist cultural backgrounds emphasizing the importance of family connections and obligations to each other. This strength is often ignored by many practitioners, educators, and others who interact with the Latino community. A major goal of the course would be to help students recognize this cultural strength and to understand many of the challenges facing Latino families are due to immigration stresses and socioeconomic issues.

This course is needed because many of the social issues and challenges facing Latino children and families require a unique and specialized understanding of cultural influences. The official school dropout rate for Latino youth in the United States is over 17%, which is much higher than the officially reported national average of 8% (National Center for Education Statistics, 2009). Other estimates place the dropout rate among Latino youth at over 40% (Pew Hispanic Center, 2011). It is also important to note the diversity within the Latino population with as many as 35% of Guatemalan youth, 25% of Mexican youth 9% of Cuban, and 4% of Panamanian youth dropping out of school (Pew Hispanic Center, 2004). Thus, understanding the diversity within the Latino culture in the United States is critical to better serve their needs.

Immigration and acculturation to the broader culture in the United States are important issues. Latino families engage in mutual support cross-border family relationships by sending remittances to family members in their country of origin. Additionally, Latino families are more likely to live in intergenerational and extended family households in the United States (Schvaneveldt & Behnke, 2012). These family dynamics, while not unique to only Latino populations, are important to understand within the cultural context.

The divorce rate is 30% lower for Latinos in the United States compared to the national average (Hispanic Healthy Marriage Initiative, n.d.). The role of commitment and importance of marriage and family are likely important factors influencing marital dynamics (Schvaneveldt & Behnke, 2012). The gender roles within Latino

families are also unique in that some patriarchal attitudes are likely present. Furthermore, feminine roles emphasizing Marianismo (a strong emphasis on the mother's role) uniquely impacts the family system and parenting roles. Dating and mate selection practices vary with Latino populations as well (Schvaneveldt, 2003; Schvaneveldt & Hubler, n.d.). The Latino population is more likely to practice cohabitation than the majority culture and in some parts of Latin America is more common than marriage (Schvaneveldt, 2003).

The adolescent pregnancy rate among Latinas in the United States is much higher than national averages. In fact, 52% of Latina teens experience a pregnancy by age 20 which is twice as high as the national average (National Campaign to Prevent Teen Pregnancy, 2011). Latina teens also report the highest rate of intended pregnancy of all adolescents. The course will cover many of the factors influencing these issues.

The majority of Latinos are born in the United States (61.9%) but many were born outside of the United States (US Census, 2009). There are approximately 11.1 million individuals in the United States who lack legal documentation to reside in the country. The majority of children (73%) born to undocumented immigrants are US citizens by birth (Pascal & Cohn, 2010). These mixed status families create unique situations for educators and persons serving Latino children. Often, the children in immigrant families are asked to serve as language brokers for their parents. This means they interpret for their parents and often in challenging circumstances (health care, legal issues, financial matters). The impacts of language brokering are significant on children and these issues are explored (Martinez, McClure, & Eddy, 2009). Furthermore, there are impacts on the emigrant families who remain behind in the country of origin. These families experience some significant challenges as they deal with a father or child residing apart from the family for extended periods of time (Schvaneveldt, 2011).

Latino families also are more likely to experience family violence than the general population. Latino males are 2.5 times more likely to batter a wife or girlfriend (Field & Caetano, 2003). Attitudes of gender and stress likely play significant roles in these situations and need to be explored from a culturally competent perspective. Latino youth are 19 times more likely to be in a gang compared to European American youth. Rates of incarceration are much higher among Latino youth and merit consideration from a culturally competent perspective (New Century Foundation, 2005).

Finally, parenting strategies and behaviors are also unique among many Latino families (Harwood, Lyendecker, Carlson, Asencio, & Miller, 2002; Ingoldsby, Schvaneveldt, Supple, & Bush, 2003). Some of the unique aspects include more traditional or collectivist notions of parental roles and authority. There is also the practice of *Compadrazgo* or the concept of godparents playing important roles in the teaching and nurturing of children. These topics illustrate that many unique and complex issues need to be understood and addressed from a Latino cultural perspective. This course would better prepare our students who will interact with and serve individuals in the Latino community.

This course has received support from the Latin American Studies program and is listed as one of their courses to earn the Latin American Studies Minor.

October 13, 2011

Hi Paul,

My name is Alicia Giralt and I am the coordinator of the Latin American Studies Program. The LAS minor requires that students take upper-division courses from at least three different departments. The content of the courses must be focused in Latin America. For this reason, I have advised my students to take Prof. Schvaneveldt's Latino Child and Family class. This class is very much needed, since it not only deals with the Latino experience abroad, but also in US.

My pleasure,

Alicia

Dr. Alicia Giralt
Professor of Spanish
<http://faculty.weber.edu/agiralt>

References

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INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. The current course content and desired outcomes for students could not be addressed through other courses. The department currently offers a Diverse Families course which does cover Latino families briefly as one of over 15 cultural groups addressed in the class (African American, Chinese American, Korean American, Vietnamese American, Japanese American, Pacific Islander American, European American, Lower Income families, Indian American families, Native American families, Middle Eastern families, Same sex couples and families, Military families, Haitian families, and some religious ethnic groups). Thus, an extended and detailed coverage of Latino families does not occur in this course. There are no other courses offered in Child and Family Studies that would address the issues covered in the Latino Child and Family Development course. There are no other courses offered across campus that specifically and extensively address these issues.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

There are no other courses offered in other departments that specifically focus on Latino child and family issues. Thus, there would be no overlap with other departments and their courses.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.

Latino Child and Family Development
Child and Family Studies 4810
Weber State University

Instructor: Paul L. Schvaneveldt, Ph.D., CFLE
Office: 247 David O. McKay Education Building
Phone: 801-626-6597
E-mail: please use WSU Online e-mail system
Office Hours: M & W 12:30 – 1:00 p.m. T & Th 10:00 – 11:00 a.m., or by appointment.

Texts: Selected Readings.

Course Description: The Latino Child and Family Development course is designed as an upper division course for those who will work with, advocate for, or interact with children and families from a Latino background. The course uses a cultural constructivist approach to understand Latino children and their families. The central focus includes the study of Latino culture, parenting practices, couple and marital practices, and other family dynamics. Additionally, a major goal is to understand and deconstruct stereotypes associated with individuals within the Latino culture. The course will simultaneously focus on Latinos living within the United States as well as cultural groups throughout North America, South America, and the Caribbean.

Course Objectives: The course objectives are divided into three sections: 1) knowledge; 2) skills; and, 3) values.

Knowledge:

- Core principles of Family and Child Development
- Demographic and cultural aspects of Latino populations
- Understanding of the diversity *within* the Latino culture
- Relationship of theory, research, and practice; with a special emphasis on the methods of theory building and validating theory through research.

Skills:

- Critical thinking, problem solving, and evaluation skills.
- Communication, collaboration, and articulation of thoughts, ideas, and information in the group context
- Research and technical writing skills.

Values:

- Political, social, economic, and cultural issues that affect the potential of children and families.
- Need for a healthy regard and respect for the diversity and differences that exist among members of society, specifically Latino culture.

NOTE: If you plan on majoring in Family Studies, or think you may possibly major in Family Studies, you will need to save all of your paperwork associated with this course for your Certified Family Life Educator portfolio.

Academic Honesty: Cheating is defined as taking credit or presenting work as your own that is not your own original work. You are encouraged to meet together and discuss course material, but all examinations must be completed individually and without any notes. The paper assignments must be original projects prepared for this class. Plagiarism is not acceptable and proper citation of sources is required on all assignments using APA style (6th Ed.). Additional information regarding student rights and responsibilities can be found in the Student's Code: <http://documents.weber.edu/ppm/6-22.htm>

ADA: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For additional information, go to the following URL: <http://departments.weber.edu/ssd/>

Exam and Quiz Policy: Exams will be open in the testing centers on the scheduled dates only. You may not use any notes during exams. Exams will not be offered at any other times (No Exceptions). Be sure to plan all vacations and other activities accordingly. Failure to take the exam during the scheduled time will result in a zero score for that exam and no make-up's will be allowed. Quizzes will be available on Chimester and may be completed at home. The quizzes are open notes, but must be completed independently (without assistance from any other person). Please note the schedule below in the course calendar.

Late Work Policy: All work turned in late will lose 10% of the possible points for each day late. For example, an assignment worth 100 points due on a Monday, but is turned in on Thursday will lose 30 points automatically. Please plan ahead and get all work turned in on time.

Extra Credit Policy: As a general rule, extra credit will not be offered in this course. The instructor, however, may allow extra credit opportunities at his discretion.

Redo of assignments: There will no opportunities to redo assignments after the due date. If you are uncertain of the specific requirements for any assignment, it is the student's responsibility to clarify with the instructor prior to the due date and submission of the assignment.

Course Requirements:

1. All students must complete reading assignments in accordance with the class schedule. You will be required to write a 300-400 word reaction to the reading assignment. A schedule is listed below.
2. All students are required to take three exams. Exams will cover both reading assignments and any information presented in class. Exams will be primarily essay and short answer. A schedule is included in the course calendar.
3. Complete 10 weekly assignments.
4. Write a paper summarizing information on a specific child development or family issue relevant within Latino culture.

Weekly Assignments

Most weeks you will have an assignment to complete. The assignments will vary, but will include reaction papers, summary of interviews, critiques of documentaries/movies, online blogs and discussion, or other assignments. A schedule of due dates for the assignments is listed below.

Latino Family Dynamics Paper Assignment

You will be required to write a paper describing in detail a particular family dynamic within a Latino group. For example, parenting practices among Mexican families; or, marital interactions among Cuban couples; or, child development of Latinos in the United States. It is strongly recommended that you begin your search for information very early in the semester in order to locate information. Please contact the instructor if you have questions regarding an appropriate topic. Papers should be approximately 12-14 pages in length (not counting title page and reference list).

Prepare your paper and cite sources using APA style (6th Edition). If you are not familiar with APA style, please refer to the APA style guide (6th edition). I strongly recommend that you take advantage of the writing centers on campus for feedback on your paper and APA style.

Grading Rubric for Family Dynamics Paper

20 points _____	APA style, grammar, punctuation, organization, clarity of writing, & flow.
20 points _____	Quality of references used in paper (e.g., articles from quality research journals and books vs. questionable websites and magazines).
30 points _____	Quality introduction section
40 points _____	Quality discussion of the cultural group addressed in the paper
40 points _____	Quality discussion of the family dynamics
30 points _____	Quality summary and discussion
Total 200 Points	

Important things to be aware of when writing this paper:

- Must be written according to APA Style Guidelines (6th Ed.)
- Do not use direct quotes. It is best to paraphrase, synthesize, and put the information into your own words.
- This must be your own original work produced for this class. You are not allowed to use papers written for other classes.

Final Grade Criteria

The number of points you earn throughout the semester will determine final grades in the class. You will earn points on each exam and assignment.

3 Exams (100 points each)	200 points
10 Assignments (20 points each)	200 points
10 Reaction to readings (20 points each)	200 points
Family Dynamics Paper	200 points
Total	800 points

Grade Distribution

A	93% or greater
A-	90-92%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
E	59% or fewer

Weekly Course Schedule

	Exam/Assignment Due
Week 1	
Week 2	Assignment 1
Week 3	Assignment 2 and Reaction 1
Week 4	Assignment 3 and Reaction 2
Week 5	Assignment 4 and Reaction 3
Week 6	Exam One
Week 7	Reaction 4 Due
Week 8	Assignment 5 and Reaction 5
Week 9	Assignment 6 and Reaction 6
Week 10	Assignment 7 and Reaction 7 Due Mar 21
Week 11	Exam Two
Week 12	Assignment 8 and Reaction 8 Due Mar 28
Week 13	Assignment 9 and Reaction 9 Due April 4
Week 14	Assignment 10 and Reaction 10 Due April 11
Week 15	Research Review Paper Due and Final Exam

Latino Child and Family Development 4300

Reading Assignments

Reading Assignment One: Culture and Introduction

Schvaneveldt & Behnke: Family life education with Latino immigrant families
Santiago-Rivera, Arredondo, & Gallardo-Cooper: Understanding Latino families from multiple contexts: Essential frames of reference.

Reading Assignment Two: South American Families

Carlo, Koller, Raffaelli, & Guzman: Culture-related strengths among Latino American families: A case study of Brazil
Ingoldsby: Families in Latin America

Reading Assignment Three: Family Dynamics

Marsiglia, Parsai, & Kulis: Effects of familism and family cohesion on problem behaviors among adolescents in Mexican immigrant families in the southwest United States.

Rodriguez: La Familia: Family

Reading Assignment Four: Dating and Sex

Schvaneveldt: Mate Selection in Ecuador and Latin America
Vexler & Suellentrop: Bridging two worlds: How teen pregnancy prevention programs can better serve Latino youth (pages 5-35)

Reading Assignment Five: Marital Dynamics

Ingoldsby, Horlacher, Schvaneveldt, & Mathews: Emotional Expressiveness and Marital Adjustment: A follow-up Cross-Cultural Analysis.
Hispanic Healthy Marriage Initiative: Cultural adaptation and relationship dynamics http://www.acf.hhs.gov/healthymarriage/pdf/Cultural_Adaptation.pdf

Reading Assignment Six: Parenting

Harwood, Lyendecker, Carlson, Asencio, & Miller: Parenting among Latino Families in the U.S.

Ingoldsby, Schvaneveldt, Supple, & Bush: The relationship between parenting behaviors and adolescent achievement and self-efficacy in Chile and Ecuador.

Reading Assignment Seven: Parenting and Education

Ortiz & Ordoñez-Jasis: Leyendo juntos (reading together): New directions for Latino parents' early literacy involvement.

De Gaetano: The role of culture in engaging Latino parents' involvement in school.

Reading Assignment Eight: Adolescent Issues

Welti: Adolescents in Latin America: Facing the Future with Skepticism

Loukas & Prelow: Externalizing and internalizing problems in low-income Latino early adolescents: Risk, resource, and protective factors.

Reading Assignment Nine: Language

Zurer Pearson: Bilingual infants: Mapping the research agenda

Martinez, McClure, & Eddy: Language brokering contexts and behavior and emotional adjustment among Latino parents and adolescents

Reading Assignment Ten: Immigration and Acculturation

Jaes Falicov: Ambiguous Loss: Risk and Resilience in Latino Immigrant Families

Smokowski, Rose, & Bacallao: Acculturation and Latino family processes: How cultural involvement, biculturalism, and acculturation gaps influence family dynamics.