

## Latina Resources for Youth Workers

### Health

Aguirre-Molina, Marilyn, & Molina, Carlos W. (Eds.). (2003). *Latina health in the United States: A public health reader*. San Francisco: Jossey-Bass. ISBN: 0787965790.

English. A complete guide to the specific health issues and needs of Latina women in the United States.

Many of the articles, which range from AIDS prevention to smoking among teenagers to welfare reform, seek to explain why these particular issues affect Latina women so specifically. Some of the articles are statistically heavy, publications of studies that were undertaken in various locations; others are more politically or sociologically motivated, with an examination of cultural mores or Latina representation in U.S. social policy. This provides for very diverse points of view.

Collins, María Antonieta. (2003). *Cuando el monstruo despierta*. Mexico City: Grijalbo. ISBN 140008461X.

Spanish.

This is a mother's story about her daughter's struggle in an abusive relationship. It details her difficulties as a mother recognizing and dealing with the problem, as well as her daughter's lack of recognition of the abuse in her own life. Also includes recommendations to mothers at various steps in her own journey. Concludes with a poignant narrative of the situation by the girl herself.

Delgado, Jane L. (1997). *¡Salud! A Latina's guide to total health—Mind, body and spirit*. New York: Harper-Collins. ISBN 0060951877.

English (Spanish available).

Although directed to a Latina audience, this book contains much valuable information about how many Latinas think about health issues. Delgado deals with the idea of folkloric medicine, the reasons why Latina women are less likely to see a doctor than other women, the prevalence of depression among Latinas, and the Latino cultural importance of spirituality and how that affects a Latina's health. Latinas will find wonderful and personal information in this book written especially for them, and those who work with Latinas can also benefit from this unique perspective.



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Inspiring all girls to be strong, smart and bold<sup>SM</sup>

### **(Health, cont'd)**

Padilla, Amado M. (Ed.). (1995). *Hispanic psychology: Critical issues in theory and research*. Thousand Oaks, CA: Sage. ISBN 0803955529.

English.

This book delves into six areas which critically impact psychological practice involving Hispanics: acculturation, ethnic identity, clinical research, health research, gender studies, and academic achievement. These illuminating essays explore a variety of questions of importance to anyone working with Hispanics in a social context.

### **Culture and Community**

Delgado, Richard, & Stefancic, Jean (Eds.). (1998). *The Latino/a condition: A critical reader*. New York: NYU Press. ISBN 0814718949.

English.

A critical reader of essays about Latinos in the U.S. Topics include defining “Latinos”, immigration issues, being racialized, media treatment, Latinos talking back, political retaliation, revisionist law, assimilationism and many more. Essays are written by Latino professionals from varying backgrounds and provide interesting information from their points of view. An excellent resource for learning about Latinas.

Fernández, Alfredo Antonio, & Rascón, Susan Giersbach (Trans.). (2000). *Adrift: The Cuban raft people*. Houston, TX: Arte Público Press. ISBN 1558853006.

English. Cultural focus: Cuba.

A frank documentary about illegal immigration to the U.S. (and other countries) from Cuba, including dramatic personal stories and historical information, culminating in the Elián González story. Explores the hows and whys of this phenomenon.

Fernández, Roberta (1994). *In other words: Literature by Latinas of the United States*. Houston, TX: Arte Público Press. ISBN 1558851100.

**(Culture, cont'd)**

Primarily English (Spanish selections provide English translation but not vice versa).

A collection of fiction, drama, poetry, and essays written by Latinas from all kinds of backgrounds who live in the United States. Includes many of the most celebrated contemporary Latina authors and poets. Covers a variety of topics, including cultural conflict, bilingualism, gender/racial inequality, being a Latina feminist, class difficulties, and celebrating a wide range of cultural backgrounds. A rich tapestry of culture.

Gil, Rosa María, & Vásquez, Carmen Inoa. (1996). *The María paradox: How Latinas can merge Old World traditions with New World self-esteem*. New York: Putnam. ISBN 039952309X.

English. Cultural focus: second- or third-generation U.S. with a good background in English.

Defines some of the conflicting values Latinas face when trying to become acculturated in the U.S., including working vs. staying at home, sexual passivity vs. sexual assertiveness, being selfless vs. being fulfilled, establishing support relationships, and re-defining motherhood. The source of the conflict is marianismo vs machismo (traditional Hispanic gender roles), a desire to acculturate, and self-esteem issues. Tends to overplay the machista stereotype of men but emphasizes the building of positive traditional male-female relationships, characterized by the gentleman who deifies rather than degrading his wife. In the Old World, adherence to marianismo affords a woman respect and power; in North America, it is seen as outdated and the conflict between marianismo and the culture she sees around her can cause severe dissatisfaction and depression. Gives practical advice on how to combine the best of both cultures and be a productive member of the U.S. culture without denying Latina heritage. Does a good job of showing how in the mother countries these attitudes are probably not a problem; the problem comes when conflict arises between new and old. Spanish translation by Mayda Ochoa (*La paradoja de María*). Excellent translation, highly recommended for recent immigrants and first-generation Latinas who are well-read in Spanish.

Montoya, Jose R. (1980). *Cultural and ethnic awareness manual for professionals working with Mexican-American migrant families*. Laredo, TX: Texas Migrant Council.

English. Cultural focus: Mexican-American migrants.

Although this book is old and the statistical information is outdated, it contains some very useful cultural information about recent Mexican immigrants, including Mexican history, family structure, child welfare in migrant families and “curanderismo”, or the favoring of folk healers over doctors and hospitals. The machismo-hembrismo conflict in families is heavily exaggerated, but this book is a good base for further study of the Mexican-American experience in the U.S.

**(Culture, cont'd)**

Moreno, Robyn, & Mulligan, Michelle Herrera (Eds.). (2004). *Border-line personalities: A new generation of Latinas dish on sex, sass, and cultural shifting*. New York: HarperCollins. ISBN 0060580763.

English.

Challenging the Latin stereotype that children should be seen and not heard, the sassy essays in this collection by young Latinas question many of the stereotypes that plague them in American society. The different authors' points of view make this book a poignantly multi-faceted view of the American Latina identity and how it is being forged anew in the current generation, and the essays have been well-chosen to reflect the gender and cultural conflicts young Latinas face every day. A great resource for workers who would love to get inside a young Latina's head.

Novas, Himilce. (1998). *Everything you need to know about Latino history*. New York: Plume. ISBN 0452279917.

English.

This book tells, in easy question-and-answer format, historical and cultural information about the major national Hispanic groups in the United States: Mexican-Americans, Puerto Ricans, Cuban Americans, Dominican Americans, and Americans of Central and South American descent (this last section is split into further sections appropriate to the various countries represented). A good reference on U.S. relations with Latin America and how these have affected immigrants; also discusses historical perspectives of these groups and reasons why they are different culturally, linguistically and politically. Very informative.

Olmos, Edward James, Ybarra, Lee, & Monterrey, Manuel. (1999). *Americanos: Latino life in the United States / La vida latina en los Estados Unidos*. Boston: Little, Brown. ISBN 0316649090.

Bilingual.

Lovely full-color picture book depicting many aspects of Latino life in the US. Includes topics of religion, Latino and immigrant contributions, the family unit, varying races and cultures among Latinos, and music, as well as poetry selections and quotes from prominent Latinos. A remarkably diverse cross-section of Latino life; excellent educational resource for those who want to know more about Latinos.

Romero, Mary, Hondagneu-Sotelo, Pierrette, & Ortiz, Vilma (Eds.). (1997). *Challenging fronteras: Structuring Latino and Latina lives in the U.S.* New York: Routledge. ISBN 0415916070.

English.

**(Culture, cont'd)**

This book is excellent in describing the diversity of the U.S. Hispanic population and how various issues affect different national and ethnic groups. There is also a section focusing on gender differences. Topics include the invention of the ethnic origin of Latinos, immigration from Latin America by region, reconstruction of new ethnic identities among different Hispanic groups, and economic and political restructuring.

Suro, Roberto. (1999). *Strangers among us: Latino lives in a changing America*. New York: Random House. ISBN 0679744568.

English.

Many times, Americans forget that the term “Latino” was invented to cover an extremely diverse group of people from many national, cultural, ethnic, and even linguistic backgrounds. Suro answers some of the questions we have about who these new people are. He explores what links these groups together and what keeps them apart, and it is an elucidating journey.

**Educational Issues**

Dietrich, Lisa C. (1998). *Chicana adolescents: Bitches, 'ho's, and schoolgirls*. Westport, CT: Praeger. ISBN 0275961540.

English.

Dietrich studied working-class Chicana adolescents living in Hispanic barrios in Westhills, CA to understand their unique perspective. She found that many of these girls are caught in the middle—culturally, linguistically, economically—in addition to the “in-betweenness” generally associated with adolescence. They have specific self-esteem needs and intervention for them would be more effective if one takes into account the societal factors described in this book. Specific descriptions of the girls in the study and their situations make this a highly personal account, very moving and informative.

Ginorio, Angela B., & Huston, Michelle. (2001). *¡Sí, se puede! Yes, we can: Latinas in school*. Washington, DC: American Association of University Women Educational Foundation. ISBN 1879922258.

English. Resource for those working with Latina young people.

Statistical analysis of trends in education for Latinas and proposal of reasons why these trends occur. The causes are broken down into community factors and individual factors. The book concludes with recommendations on how best to meet the needs of Latinas based on the data.

## Youth and Families

Falicov, Celia Jaes. (1998). *Latino families in therapy: A guide to multicultural practice*. New York: Guilford. ISBN 1572305932.

English.

The author uses case studies from her own practice to demonstrate cultural practices that drive the Latino family, and ways that therapists and others who work with Latinos can use this information to understand their cultural perspective. This book is remarkably objective and admits the necessity of tempering general cultural knowledge with the specific situations of the individual families.

Koss-Chioino, Joan D., & Vargas, Luis A. (1999). *Working with Latino youth: Culture, development, and context*. San Francisco: Jossey-Bass. ISBN 0787943258.

English.

This book advocates the integration of cultural, developmental, and psychological theory in dealing with the complex Latino adolescent population. The only way in which to fully understand these youths is to interpret their behaviors in a contextually significant way; this book's chapters are organized around various contexts that affect a Latino's daily life in the United States, and how best to intervene in those contexts.

## Internet Resources

<http://www.hablemos.samhsa.gov/default.aspx>

*Hablemos en confianza*

U.S. Department of Health and Human Services Hispanic / Latino Initiative

This bilingual site is designed for parents and children and contains much information about issues of health, self-esteem, substance abuse, family relationships and biculturalism, among many other topics. Related to "Soy unica, soy latina", but designed with the whole family in mind.

<http://www.hispaniconline.com/hh>

*Hispanic Heritage Plaza*

This site is a celebration of all things Hispanic—literature, art, cuisine, music, travel, family, and much more! A rich interactive tour of the Latino culture all around us—great for Latinos who want to explore their cultural heritage and history and for others who want to immerse themselves in it.

**For more information on Latinas, see these Girls Incorporated® Resource Lists:**

- ◆ **Latina Resources for Girls**
- ◆ **Latina Resources for Parents and Families**

In response to requests from affiliates and as a result of monitoring service trends, Girls Inc. is implementing an initiative to address the strengths and needs of Latinas ages 6 to 18, with the goals of increasing the number of Latina girls served by Girls Incorporated affiliates and increasing the sensitivity to Latinas in all Girls Inc. efforts.

**Girls Incorporated®** is a nonprofit organization in the United States and Canada that inspires all girls to be strong, smart, and bold<sup>SM</sup>. With local roots dating to 1864 and national status in the US since 1945, Girls Inc. has responded to the changing needs of girls and their communities through research-based programs and advocacy that empower girls to reach their full potential and to understand, value, and assert their rights.

**Girls Inc.** programs focus on science, math, and technology, health and sexuality, economic and financial literacy, sports skills, leadership and advocacy, and media literacy for girls ages 6 to 18 throughout the United States and in Canada. While our goal is to reach all girls, we recognize that girls in at-risk communities have an even greater need for our programs. Of those we serve, 76 percent are girls of color and 70 percent come from families earning \$25,000 or less. More than half are from single-parent households, most of which are headed by women.

**Girls Inc.** in 2004 reached nearly 800,000 girls through Girls Inc. affiliates, our website, and educational products. Guided by our vision of empowered girls and an equitable society, Girls Inc. is committed to reaching millions more girls through its programs and public education efforts.

**The National Resource Center (NRC)** is the organization's research, program development, national services, and training site. Research and evaluation conducted by the NRC provide the foundation for Girls Inc. programs. The NRC also responds to requests for information on girls' issues and distributes Girls Inc. publications.

**Girls Inc.** informs policy makers about girls' needs locally and nationally. The organization educates the media about critical issues facing girls. In addition, the organization teaches girls how to advocate for themselves and their communities, using their voices to promote positive change.

**Girls Inc.** leadership focuses on developing innovative ways to leverage our most valuable asset – acknowledged expertise as the nation's premiere program provider and advocate for girls. Our leaders include Janice L. Warne, Chair of the National Board; Joyce M. Roché, President and CEO; and Donna Brace Ogilvie, Distinguished Chair.

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