

## Current Issues Capstone

### PSYC 190

#### Summer 2025 Section 80 Fully Online 3 Unit(s) [□](#) Contact Information

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Instructor: Dr. Neelam Rattan

Telephone: (408) (924-5653)

Email: [neelam.rattan@sjsu.edu](mailto:neelam.rattan@sjsu.edu) or the mail function through course Canvas site

-- I will respond to inquiries within 24 hours during the week and 48 to 72 hours during the weekend. Please write "PSYC 190" in the subject line of your email.

## Course Information

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Class Days/Time: Asynchronous

Classroom: Online

Office Hours: Tuesday & Thursday from 8:00AM – 9:00AM or by appointment Office hours end on 8/8/2025.

---You are encouraged to visit me during virtual office hours or to contact me via email or phone, whenever a need arises. Do visit my office hours in case you have questions regarding assignments, grades etc. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to get in touch with me. You are most welcome to come to my office hours multiple times. This allows us to get to know you better. Drop in to chat about anything that you find interesting in the course and get your questions answered. I am very aware that students can have important familial, community, spiritual, and/or religious obligations. It is my endeavor to be as flexible as I can, to support your learning. Kindly reach out to me to let me know of your needs, so we can work together to develop solutions and seek out ways to enhance your learning experience.

## Course Description

The United States, with one in five persons being a first-or second-generation immigrant, and nearly a quarter of children under the age of 18 having an immigrant parent, is a nation of immigrants. Hence this course seeks to examine the psychological world of immigrants along with the current status of immigrant populations by raising awareness about this growing population. This course aims specifically to address the psychological experience of immigration, and study factors that impact adjustment of immigrants.

Immigrating to a new country is rife with challenges, stressors and risks. The new immigrant undergoes a simultaneous pattern of deconstructing past ways of learning and reconstructing new cognitions by way of adapting to a new and unfamiliar terrain and this leads to the emergence of “the immigrant identity.” Further this course will study the acculturation and assimilation of immigrants. Emphasis will be placed on assessing policies that support immigrant children, adults and families. An aim of this course is to understand the dynamics of Xenophobia, and to study strategies that focus on eradicating stereotyping, prejudice and discriminatory behavior toward immigrants. In addition, this course will address issues accompanying forced migrations, illegal immigration, concerns of asylum seekers.

## Course Format

### Instructional Mode & Course Structure: Asynchronous

This course will follow an *online format* using asynchronous mode of instruction. Lectures will be posted online on Canvas. There will also be of online delivery of instructional material provided by your instructor, viewing PowerPoint slides, viewing videos online (e.g., YouTube clips). For purposes of clarity course schedule gives a detailed information of the material that will be covered and material you are required to read before each class. Hence this course seeks to provide you with an exciting educational experience through varied techniques.


*Interactive activities* will be completed online. Online interactive activities will be both at the individual level (e.g., taking online quizzes), along with online group discussions. For online discussions, discussion questions will be posted on the Canvas discussion board, each student will be required to give their response to the posted question. They are also required to respond to a response posted by a classmate. Each discussion will be followed by your instructor’s commentary.

*Quizzes & Exams* will be conducted online comprising of take-home quizzes as well as exams. Final Exam will be on the date and timing as per the University Final exam schedule.

*Evaluation and feedback* will be provided primarily through online means. 

## Course Description and Requisites

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Integrative survey of current issues in psychology, how they developed and likely future directions. Completion of the research methods requirement prior to enrollment in this course is recommended.  Prerequisite: PSYC 100W and senior standing. Co/Prerequisite: PSYC 118 or PSYC

120 Letter Graded

## Classroom Protocols

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### Course Policies/Expectations

#### Inclusive Classroom Statement:

Our endeavor will be to work together to develop a learning community that is inclusive and respectful of the diversity in this class, which may be reflected by differences in race, culture, age, religion, sexual orientation,

gender identity/ expression, socioeconomic background, and a host of other social identities including our varied life experiences. Expressions of different ideas, opinions, and beliefs will be encouraged and appreciated. Listening to different viewpoints can provide myriads of opportunities for intellectual and personal development and growth.

## Classroom Protocol

1. "Netiquette" -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards. When emailing your professor (me):

-- Indicate your class in the subject line of your email (e.g., PSYC 190)

-- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a "formal" mode of communication. So, it is good practice for you to write your emails as you would if you were sending any type of professional/formal email.

-- Allow at least 24-48 hours for a reply from me.

-- Do Email Me in Advance to:

-- Set up an individual Zoom/phone appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them

-- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

-- Do not email me to ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

## 2. Students' responsibilities/expectations

I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

a. Students are expected to check announcements on Canvas regularly to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.

b. Students are expected to turn in their own individual work independently without any outside help of any kind.

c. All assigned work should be submitted on the specified date.

d. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one- inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.).

e. For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a

failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

- Students are expected to turn in their own individual work independently without any outside help of any kind of artificial intelligence tools like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when you over rely on Apps such as ChatGPT. If you choose to use generative AI tools in violation of this policy, please remember that:
- they are typically trained on limited datasets that may be out of date. Further they have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
- they rely on language patterns to predict what an answer to a prompt should look like and hence are not geared to “thinking” about the right response in a way a student would.
- there is “AI hallucination”, which means AI will make up things that seem convincing but are not.
- additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.
- the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.
- it is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.
- you will need to check for accuracy, statistics, citations, data which is generated by AI.
- as specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

-There will a 15-point deduction if your paper has a plagiarism score and AI generated material score exceeding 10%.

f. Late work Policy (for assignments, quizzes & exams): Five percent will be taken off from your grade per day for work submitted up to a week late. Work that is late by more than a week will not be accepted. g. No credit will be awarded for emailed.

h. This course will follow this syllabus to the extent However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class.

You are responsible for noting down any changes made to the class syllabus.

i. This course will follow this syllabus to the extent possible. However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

j. Regarding letter of recommendation-only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.

k. Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another’s opinions/beliefs/observations even when they are different or conflict with your own. It is expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please

refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful “conversation” as a class.

I. Make up exams: You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

### 3. Zoom Office Hours Protocol

Use of Camera: It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in [customizing your profile](https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile): [https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your- Profile](https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile)

#### Zoom Office Hours Etiquette

- ◆ Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- ◆ Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.
- ◆ Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- ◆ Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- ◆ Use Appropriate Virtual Backgrounds: You can use Zoom's [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) at <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- ◆ If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- ◆ Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
- ◆ Place your laptop on a flat stable surface.
- ◆ If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- ◆ Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.

Recording Zoom Classes: This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor

about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording). **Program Information**

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Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
  2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
  3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
  4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Course Goals

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### Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- ◆ CLO 1: Develop an understanding of the myths regarding immigration, reasons why immigration occurs, and examine history of immigration to the United States. (Knowledge)
- ◆ CLO 2: Identify patterns of immigration to the United States and describe contemporary theories of immigration. (Comprehension)
- ◆ CLO 3: Demonstrate knowledge of major immigration laws and policies and their psychological implications for concerned individuals. (Comprehension).
- ◆ CLO 4: Describe the process of acculturation, as well as the psychological impact of acculturative stress on the individual's overall health and well-being. (Application)
- ◆ CLO 5: Analyze the impact of immigration on various aspects of identity development, viz., immigrant identity, dual and multicultural identity. (Analysis)
- ◆ CLO 6: Recognize concerns of immigrant families, immigrant children, adolescents, adults, older adults and understand the special role of women in immigration. (Comprehension)
- ◆ CLO 7: Critically evaluate styles of communication, language barriers and the process of dual language acquisition. (Evaluation)
- ◆ CLO 8: Understand psychological concerns of populations facing unique challenges viz., undocumented immigrants and their children, refugee and asylum seekers, lesbian, gay, bisexual, and transgender immigrants, immigrants with disabilities. (Knowledge)
- ◆ CLO 9: Examine and assess prejudice and discrimination toward immigrants and articulate the effects of xenophobia and nationalism. (Evaluation)
- ◆ CLO 10: Address social justice concerns of immigrants. (Synthesis)

Students shall be able to:

- explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
- locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.
- produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Activities and assignments used in assessment of the above-mentioned CLOs:

- Discussion on Myths About Immigration & DACA in fulfillment of CLO1.
- Interview Assignment: Students will write a 10-page paper in which they will conduct an in-depth interview on an immigrant's experience immigrating to the United States. Further details of this assignment will be given in class. This assignment will be in pursuance of CLO2, CLO3, CLO4, CLO5.
- Film study Assignment in pursuance of CLO8, CLO7, CLO9.
- Research Proposal Presentation in pursuance of CLO6, CLO10.

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## **🔗 Course Material**

Textbook:

This course does not have a required textbook but will use selected readings in conjunction with each lecture. Most of the material that students are expected to read is published in peer-reviewed journals and in books. The material required for reading for this class will be posted under Module 1 on Canvas.

Additional Suggested Readings:

- <https://www.apa.org/pubs/reports/psychological-science-immigration-today.pdf> •  
<http://www.apa.org/about/gr/issues/minority/immigration-related-initiatives.aspx>
- <https://www.psychologytoday.com/blog/sound-science-sound-policy/201510/the-psychology-immigration>
- <https://www.pdresources.org/course/index/4/1145/The-Psychology-of-Immigration-in-the-New-Century>
- Open Source Textbook: <https://open.umn.edu/opentextbooks/textbooks/immigrant-and-refugee-families-global-perspectives-on-displacement-and-resettlement-experiences>
- <https://www.apa.org/topics/immigration/immigration-report.pdf> •  
<https://www.history.com/topics/immigration/immigration-united-states-timeline> •  
<https://www.apa.org/pubs/reports/psychological-science-immigration-today.pdf>

Useful Websites:

- [San José State University Website](http://sjsu.edu): <http://sjsu.edu>
- [Department of Psychology's Website](http://psych.sjsu.edu): <http://psych.sjsu.edu> •  
[American Psychological Association](http://www.apa.org/): <http://www.apa.org/>

Other equipment / material requirements

Regular and reliable access to a computer and internet connection that can support typical multimedia applications (e.g., streaming audio/video).



Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

## Course Requirements and Assignments

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### Course Canvas Site

The course Canvas site is the main online resource for this course. Use of this site and the information provided is the primary way we will conduct class and participate in all course activities. The site will be updated regularly throughout the semester. This site is organized into course modules and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Discussion boards
- Class activities/assignments
- Course Paper Assignments •

Video lectures with slides

- Zoom links for class meetings & office hours •

Exam study guides

- Quizzes & Exams

The course is “synchronous” (held during the regular class time). All course exams will be taken during your regularly scheduled class time, except for the final (see class schedule for specific date).

About Canvas:

- Login URL: <https://sjsu.instructure.com>

Please note that it should NOT have the “www” at the start of the URL like many other websites.

- Username: SJSU 9-digit ID number.
- Password: Self-generated password for your SJSUOne account
- Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <https://community.canvaslms.com/community/answers/guides/canvas-guide>

For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.



- Phone: (408) 924-2337
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word Help in the lower left corner of the screen (near the bottom of the global navigation menu).

<https://guides.instructure.com/m/4212>

### Course Requirements and Assignments

- **Participation:** Since this is in part an experiential class, participation is crucial to your overall grade performance. You will be required to actively participate in these online activities. You are expected to read required articles each week with the aim of addressing various questions raised in class. Activities and discussions will supplement the reading, and students are responsible for all material, assignments and explanations posted online on canvas. A list of activities that will be graded for participation points are as follows, and these activities will have(P) after their title, when displayed on the grade table:
  - Getting to Know You-Introducing yourselves due in the assigned discussion board worth 15 participation points, on 7/11/2025 by 11:59 p.m.
  - Discussion Myths regarding Immigration & DACA regarding Immigration due in the assigned Discussion board worth 15 participation points, on 7/11/2025 by 11:59 p.m.
  - Presentations of your Interview Report themes due in the assigned discussion board worth 15 participation points, on 7/21/2025, by 11:59 p.m.
  - Lit. Rev. theses & objectives Padlet worth 10 points due on 7/27/2025 by 11:59 p.m.

This course entails providing a suitable environment for exploring ideas. Many controversial issues will be discussed, you will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner.

To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc.

All the written assignments are to be proofread before being turned in and checked for punctuation, grammar, and spelling. Your papers are to be typewritten, double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers: Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

- ◆ Film Study/Hate Website Assignment (30 points): Due in the assigned Dropbox on Canvas on 7/18/2025, by 11:59 P.M.
- ◆ Interview Assignment (60 points): Students will write a 10-page paper in which they will trace their family's immigrant root story. They will also examine how other immigration groups have shaped their family's past. Detailed instructions will be provided in class. Due on 7/21/2025 in the assigned Dropbox on Canvas by 11:59 P.M.
- ◆ Research Proposal (50 points): Detailed instructions will be provided in class. Due in assigned Dropbox on Canvas on 8/6/2025 by 11:59 P.M.

- There are various types of theses that you can support in this project, such as:
  - Conducting a focused literature review taking into cognizance the impact of immigration on facets of human behavior e.g., impact of immigration on the adjustment, well-being and life satisfaction of new immigration, prejudice and discrimination experienced by the immigrants, impact of acculturative stress on immigrants' mental health.
  - Evaluating a controversy related to the field of psychology of immigration.
  - Contributing your original thoughts by constructing novel hypotheses, suggesting new ways of conducting research in psychology of immigration.
- Exams (155 points): There will be two exams which will be take-home exams, and a Final Exam. Each take-home exam will be composed of 50 multiple-choice and True/False questions worth 50 points each. Final exam will comprise of 55 multiple-choice and True/False questions worth 55 points.
- The First Exam will be due on 7/18/2025 by 11:59 p.m.
- The Second Exam will be in-class 7/30/2025 by 11:59 p.m.
- Final Exam will take place on Canvas on 8/8/2025 by 11:59 p.m.
- Study guides will be provided for each Exam.

*Technical difficulties & Internet connection issues:* Canvas autosaves responses a few times per minute if there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation. Contact the SJSU technical support for Canvas at: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu); Phone: 408-924-2337

<https://www.sjsu.edu/ecampus/support/>

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

### Final Examination or Evaluation

As per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Final Exam for our class will be due on 8/8/2025 by 11:59 p.m.

\*\*\*IMPORTANT: Take special note of the Final Exam date and time. Final exams are scheduled by the University to minimize conflicts based on class schedules.

Because final exams are scheduled for some time after the last day of instruction, it is IMPORTANT that you keep to that scheduled date/time so you can complete the course, and your grade can be submitted to the University by the University's grading deadline.

## Grading Information

Students will receive a final grade for this course based on a total of 350 points:

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Class Participation	55 Points
Two Class Exams	100 points (50X2)
Final Exam	55 Points
Interview Paper	60 Points
Film Assignment	30 Points
Research Proposal	50
Total Possible Points	350

### *Grading Scale:*

*A plus = 338 to 350 points*

*A = 324 to 337 points*

*A minus = 314 to 323 points*

*B plus = 303 to 313 points*

*B = 289 to 302 points*

*B minus = 279 to 288 points*

*C plus = 268 to 278 points*

*C = 254 to 267 points*

*C minus = 244 to 253 points*

*D plus = 233 to 243 points*

*D = 219 to 232 points*

*D minus = 209 to 218 points*

*F = 208 points or lower*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>338 to 350</i>	<i>97 to 100%</i>
<i>A</i>	<i>324 to 337</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>314 to 323</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>303 to 313</i>	<i>87 to 89 %</i>
<i>B</i>	<i>289 to 302</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>279 to 288</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>268 to 278</i>	<i>77 to 79%</i>
<i>C</i>	<i>254 to 267</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>244 to 253</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>233 to 243</i>	<i>67 to 69%</i>
<i>D</i>	<i>219 to 232</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>209 to 218</i>	<i>60 to 62%</i>

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if questions or concerns about a class arises. See University

Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

### **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

### **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- ◆ "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class.

Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share, or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
- For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

### **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/SO7-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course- content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for several undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one- on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](http://sjsu.mywconline.com).

All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or



learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

### Spartan Support Network

“Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course.”

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- Location: Clark Hall 240
- Phone: (408) 924-5363
- Email: [socsci-success@sjsu.edu](mailto:socsci-success@sjsu.edu)

Hours of Operation: Monday - Thursday: 8:30 am - 4:30

### University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

### ? Course Schedule

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#### PSYC 190: Psychology of Immigration

#### SUMMER 2025 - Course Schedule

Note: The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed ON CANVAS of any changes that are made.

Week/ Module	Date	Topics, Readings, Assignments, Deadlines

1	7/7 &  7/9	<p><b>Reasons for Immigration; History of Immigration to the U.S.</b></p> <p>Adler, L.L. &amp; Gielen, U.P. (Eds.). (2003). <i>Migration: Immigration and emigration on international perspective</i>. Chapters 1 &amp; 2. Westport: Greenwood Publishing.</p> <p>Deaux, K. (2006). A Nation of Immigrants: Living out our legacy <i>Journal of Social Issues</i>, 62(3), 633-51.</p> <p><b>Theories of International Migration</b></p> <ul style="list-style-type: none"> <li>• Douglas, S.M., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., and Taylor, E.J. (1993). Theories of International Migration: A Review and Appraisal. <i>Population and Development Review</i>, 19(3),431-466.</li> <li>• Haas, Hein de. (2021). A theory of migration: the aspirations-capabilities framework. <i>Comparative Migration Studies</i>, 9(8).</li> </ul> <p><b>Major Immigration Laws &amp; Policies</b></p> <p>U.S. Immigration Law</p> <p><b>Qualitative analysis, Grounded Theory, Preparing for Interview Report</b></p> <ul style="list-style-type: none"> <li>• <a href="https://courses.lumenlearning.com/suny-hccc-research- methods/chapter/chapter-13-qualitativ e-analysis/">https://courses.lumenlearning.com/suny-hccc-research- methods/chapter/chapter-13-qualitativ e-analysis/</a></li> </ul> <p><b>Acculturation&amp; its Psychological Impact</b></p> <ul style="list-style-type: none"> <li>• Berry, J. W., Phinney, J. S., Sam, D. L., &amp; Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. <i>Applied Psychology: An International Review</i>, 55, 303-332.</li> <li>• Berry, J. W., &amp; Sabatier, C. (2011). Variations in the assessment of acculturation attitudes: Their relationships with psychological wellbeing. <i>International Journal of Intercultural Relations</i>, 35, 658-669.</li> <li>• Bhatia, S. &amp; Ram, A. (2001). Rethinking 'acculturation.' <i>Human Development</i>, 44(1), 1-18.</li> <li>• Hui, B. P. H., Chen, S. X., Leung, C. M., &amp; Berry, J. W. (2015). Facilitating adaptation and intercultural contact: The role of integration and multicultural ideology in dominant and non-dominant groups. <i>International Journal of Intercultural Relations</i>, 45, 70-84.</li> <li>• Inguglia, C., Musso, P., Albireo, P., Casaba, R., Maria Iannello, N., Lo Cricchio, M. G., Liga, F., W. Berry, J., &amp; Lo Coco, A. (2020). Mutual intercultural relations among immigrant and autochthonous youth in Italy. Testing the integration, multiculturalism, and contact hypotheses. <i>RICERCHE DI PSICOLOGIA</i>, 43(1), 45-79. <a href="https://doi.org/10.3280/RIP2020-001004">https://doi.org/10.3280/RIP2020-001004</a></li> <li>• Nesdale, D. (2002). Acculturation attitudes and the Ethnic and Host- Country Identification of Immigrants. <i>Journal of Applied Social Psychology</i>, 32, (7), 1488-1507. <a href="https://doi.org/10.1111/j.1559- 1816.2002.tb01448.x">https://doi.org/10.1111/j.1559- 1816.2002.tb01448.x</a></li> <li>• Nijs, T., Martinovic, B., Verkuyten, M., &amp; Sedikides, C. (2021). 'This country is ours': The exclusionary potential of collective psychological ownership. <i>British Journal of Social Psychology</i>, 60(1), 171–195. <a href="https://doi.org/10.1111/bjso.12386">https://doi.org/10.1111/bjso.12386</a></li> <li>• Zagefka, H., Lefringhausen, K., Rodriguez, L.L., Urbiola, A., Moftizadeh, N. &amp; Vasquez, A.(2022). Blindspots in acculturation research: An agenda for studying majority culture change. <i>European Review of Social Psychology</i>, 33. <a href="https://doi.org/10.1080/10463283.2022.207981">https://doi.org/10.1080/10463283.2022.207981</a></li> </ul>
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	<p><b>**Getting to Know You Discussion Due in the assigned Discussion Board on 7/11, by 11:59p.m.**</b></p>
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	<p><b>**Discussion on Myths Regarding Immigration &amp; DACA Due in the assigned Discussion Board on 7/11, by 11:59p.m.**</b></p>
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2	7/14 &  7/16	<p data-bbox="316 100 1008 132"><b>Relationship of Acculturative Stress &amp; Mental Health</b></p> <ul data-bbox="365 174 1581 972" style="list-style-type: none"> <li>• Bakshaie, J., Hanna, A.E., Andres, G.V., Garza, M., Valdivieso, J., Ochoa-Perez, M., Lemaire, C., et al. (2018). Acculturative stress and mental health among economically disadvantaged Spanish-speaking Latinos in primary care: The role of anxiety sensitivity. <i>Psychiatry Research</i>, 261, 421-427.</li> <li>• Chandra, R.M., Arora, L., Mehta, U.M., Asnaani, A., &amp; Radhakrishnan, R. (2016). Asian Indians in America: The influence of values and culture on mental health. <i>Asian Journal of Psychiatry</i>, 22, 202-209.</li> <li>• Chang, C.C.T. (2015). <i>Migratory loss and depression among adult immigrants of Chinese descent</i> (Unpublished doctoral dissertation). Loyola University Chicago, Chicago.</li> <li>• Gonzalez, H., Vasquez, M.B., &amp; Barnett, M.A. (2023). Sociocultural contextual stressors, cultural values, and psychological distress among Mexican-origin fathers. <i>Journal of Latinx Psychology</i>. Advance online publication. <a href="https://dx.doi.org/10.1037/lat000002">https://dx.doi.org/10.1037/lat000002</a></li> <li>• Iwamoto, D.K., Kane, J.C., Negi, N.J., Collado, A., &amp; Tofighi, D. (2022). Racial discrimination, distress, coping Asian American young adults. <i>Asian American Journal of Psychology</i>, 13(2), 177-184. <a href="https://doi.org/10.1037/aap0000238">https://doi.org/10.1037/aap0000238</a></li> <li>• Park, H.S., &amp; Rubin, A. (2012). The mediating role of acculturative stress in the relationship between acculturation level and depression among Korean immigrants in the U.S. <i>International Journal of Intercultural Relations</i>, 36(5), 611-623.</li> <li>• Qais, A., Mefom, E., Montgomery, S., Koga, P.M., Stempel, C., Reimann, J.O.F. (2022). Acculturative stress, stigma, and mental health challenges: Emic perspectives from Somali young adults in San Diego County's 'Little Mogadishu'. <i>Ethnicity &amp; Health</i>, 27(7), 1501-1517. <a href="http://dx.doi.org/10.1080/13557858.2021.1910930">http://dx.doi.org/10.1080/13557858.2021.1910930</a></li> <li>• Su, T. (2022). Does family cohesion moderate the relationship between acculturative stress and depression among Asian American immigrants? <i>Asian American Journal of Psychology</i>, 13(2), 141-148. DOI: 10.1037/t28053-000</li> </ul> <p data-bbox="316 1010 505 1041"><b>Social Anxiety</b></p> <ul data-bbox="365 1083 1581 1812" style="list-style-type: none"> <li>• Brance, K., Chatzimpyros, V., &amp; Bentall, R.P. (2022). Perceived Discrimination and Mental Health: The Role of Immigrant Social Connectedness during the COVID-19 Pandemic. <i>Journal of Migration and Health</i>, 6, 100127. <a href="https://doi.org/10.1016/j.jmh.2022.100127">https://doi.org/10.1016/j.jmh.2022.100127</a></li> <li>• Fang, K., Friedlander, M., &amp; Pieterse, A.L. (2016). Contributions of acculturation, enculturation, discrimination, and personality traits to social anxiety among Chinese immigrants: A context-specific assessment. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 22(1), 58-68.</li> <li>• Haft, S.L., &amp; Zhou, Q. (2021). An outbreak of xenophobia: Perceived discrimination and anxiety in Chinese American college students before and during the COVID-19 pandemic. <i>International Journal of Psychology</i>, 56(4), 522-531. DOI: 10.1002/ijop.12740</li> <li>• Hsu, L., Woody, S.R., Lee, H.J., Peng, Y., Zhou, X., &amp; Ryder, A.G. (2012). Social anxiety among East Asians in North America: East Asian socialization or the challenge of acculturation? <i>Cultural Diversity and Ethnic Minority Psychology</i>, 18, 181-191.</li> <li>• Krieg, A., &amp; Xu, Y. (2015). Ethnic differences in social anxiety between individuals of Asian heritage and European heritage: A meta-analytic review. <i>Asian American Journal of Psychology</i>, 6, 66-80.</li> <li>• Saasa, S., &amp; Miller, S. (2021). Biopsychosocial predictors of depression and anxiety symptoms among first-generation Black African immigrants. <i>Social Work</i>, 66(4), 329-338.</li> <li>• Schlaudt, V.A., Suarez-Morales, L., &amp; Black, R.A. (2021). Exploring the relationship of acculturative stress and anxiety symptoms in Latino youth. <i>Child &amp; Youth Care Forum</i>, 50, 261-266.</li> <li>• Wu, C., Qian, Y., &amp; Wilkes, R. (2021). Anti-Asian discrimination and the Asian-white mental health gap during COVID-19. <i>Ethnic and Racial Studies</i>, 44(5), 819-835. <a href="https://doi.org/10.1080/01419870.2020.1851739">https://doi.org/10.1080/01419870.2020.1851739</a></li> </ul>
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|  | <ul style="list-style-type: none"><li>• Zhang, J., Fang, L., Wu, Y.-W.B., &amp; Weiczorek, W.F. (2013). Depression, anxiety, and suicidal ideation among Chinese Americans: A study of immigration-related factors. <i>Journal of Nervous and Mental Disease</i>, 201(1), 17-22.</li></ul> |
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**\*\*Film Study Assignment Due in the assigned Dropbox on 7/18 by 11:59 p.m.\*\***

**^^Exam 1 due on 7/18 by 11:59 p.m.^^**

3	7/21 &  7/23	<p><b>Assessing Life Span Considerations-Immigrant Families, their Children, their Interactions</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.apa.org/topics/immigration/immigration-report.pdf">https://www.apa.org/topics/immigration/immigration-report.pdf</a></li> <li>• Juang, L.P., &amp; Moin, S. (2019). The evolution of acculturation and development models for understanding immigrant children and youth adjustment. <i>Child Development Perspectives</i>, 13(4), 241-246.</li> <li>• Piedra, L.M., &amp; Engstrom, D.W. (2009). Segmented Assimilation Theory and the Life Model: An Integrated Approach to Understanding Immigrants and Their Children. <i>Social Work</i>, 54(3), 270-277.</li> <li>• Yuying, T., Tai, A.L., &amp; Chopra, S.B.(2021). The emotional, cultural, and relational impact of growing up as parachute/satellite kids in Asian American transnational families. <i>Asian American Journal of Psychology</i>, 12(2), 147-157.</li> </ul> <p><b>Immigration and the Immigration Integration Policy and Child Well-Being</b></p> <ul style="list-style-type: none"> <li>• Batalova, J., Hanna, M., &amp; Levesque, C. (2021). Frequently requested statistics on immigrants and immigration in the United States. Retrieved from Migration Policy Institute (2021). <a href="https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2020">https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2020</a></li> <li>• Kim, S. Y., Schwartz, S. J., Perreira, K. M., &amp; Juang, L. P. (2018). Culture's influence on stressors, parental socialization, and developmental processes in the mental health of children of immigrants. <i>Annual Review of Clinical Psychology</i>, 14, 343-370. <a href="https://doi.org/10.1146/annurev-clinpsy-050817-084925">https://doi.org/10.1146/annurev-clinpsy-050817-084925</a></li> <li>• Landale, N. C., Thomas, K. J. A., &amp; Van Hook, J. (2011). The Living Arrangements of Children of Immigrants. <i>Future of Children</i>, 21(1), 43-70.</li> <li>• Lu, Y., He, Q., &amp; Brooks-Gunn, J. (2020). Diverse experiences of immigrant children: How do separation and reunification shape their development? <i>Child Development</i>, 91(1), 146-163.</li> <li>• Mohanty, A. (2021). Dynamics of economic well-being: Poverty, 2013–2016. Current Population Reports. U.S. Census Bureau. Retrieved from <a href="https://www-census-gov.libaccess.sjlibrary.org/content/census/en/library/publications/2021/demo/p70br-172.html">https://www-census-gov.libaccess.sjlibrary.org/content/census/en/library/publications/2021/demo/p70br-172.html</a></li> <li>• Zhang, L., &amp; Han, W.-J. (2022). Multidimensional poverty and children's behavioral trajectories in immigrant families: Beating the odds? <i>Children and Youth Services Review</i>, 139, 106534. <a href="https://doi.org/10.1016/j.chilyouth.2022.106534">https://doi.org/10.1016/j.chilyouth.2022.106534</a></li> </ul> <p><b>Immigrant Adolescents</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.apa.org/topics/immigration/immigration-report.pdf">https://www.apa.org/topics/immigration/immigration-report.pdf</a></li> <li>• Abdi, F., Bergren, S., Lanza, L., &amp; Dong, X. (2021). Intergenerational Conflict Among Asian Immigrant Families and Psychological Well-Being: Results from PIETY Study. <i>Innovation in Aging</i>, 5(1), 788. <a href="https://doi.org/10.1093/geroni/igab046.2907">https://doi.org/10.1093/geroni/igab046.2907</a></li> <li>• Carrera, S. G., &amp; Wei, M. (2014). Bicultural competence, acculturative family distancing, and future depression in Latino/a college students: A moderated mediation model. <i>Journal of Counseling Psychology</i>, 61, 427-436.</li> <li>• Goforth, A. N., Pham, A. V., &amp; Oka, E. R. (2015). Parent–child conflict, acculturation gap, acculturative stress, and behavior problems in Arab American adolescents. <i>Journal of Cross-Cultural Psychology</i>, 46, 821-836.</li> <li>• Gönültaş, S., &amp; Mulvey, K. L. (2021). Bystander responses to bias-based bullying and retaliation: Is retaliation perceived as more acceptable than bias-based bullying? <i>The British Journal of Developmental Psychology</i>, 39(3), 442–461. <a href="https://doi.org/10.1111/bjdp.12371">https://doi.org/10.1111/bjdp.12371</a></li> <li>• Huq, N., Stein, G. L., &amp; Gonzalez, L. M. (2016). Acculturation conflict among Latino youth: Discrimination, ethnic identity, and depressive symptoms. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 22(3), 377-385.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Kumar, R., Seay, N., &amp; Karabenick, S. A. (2015). Immigrant Arab adolescents in ethnic enclaves: Physical and phenomenological contexts of identity negotiation. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 21, 201-212.</li> <li>• Lau, A. S. M., Lum, S. K., Chronister, K. M., &amp; Forrest, L. (2006). Asian American college women's body image: A pilot study. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 12(2), 259-274.</li> <li>• Oberoi, A.K., Trickett, E. J. (2018). Religion in the hallways: Academic performance and psychological distress among immigrant origin Muslim adolescents in high schools. <i>American Journal of Community Psychology</i>, 61(3-4), 344-357.</li> <li>• Palmer S. B., Filippou A., Argyri E. K., Rutland A. (2022). Minority- and majority-status bystander reactions to, and reasoning about, intergroup social exclusion. <i>Journal of Experimental Child Psychology</i>, 214, 105290. <a href="https://doi-org.libaccess.sjlibrary.org/10.1016/j.jecp.2021.105290">https://doi-org.libaccess.sjlibrary.org/10.1016/j.jecp.2021.105290</a></li> <li>• Tsai-Chae, A. H., &amp; Nagata, D. K. (2008). Asian values and perceptions of intergenerational family conflict among Asian American students. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 14, 205-214.</li> <li>• Tummala-Narra, P., &amp; Claudius, M. (2013). Perceived discrimination and depressive symptoms among immigrant-origin adolescents. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 19(3), 257-26.</li> <li>• Yoo, H. C., Burrola, K. S., &amp; Steger, M. F. (2010). A preliminary report on a new measure: Internalization of the Model Minority Myth Measure (IM- 4) and its psychological correlates among Asian American college students. <i>Journal of Counseling Psychology</i>, 57, 114-127.</li> </ul> <p>***Interview Report-An Immigrant's Story Due in the assigned Dropbox on 7/21, by 11:59 p.m.***</p> <p>***Interview Report Themes Due in the assigned Dropbox on 7/21, by 11:59 p.m.***</p> <p>***Consent Form Due in the assigned Dropbox on 7/21, by 11:59 p.m.***</p>
4	7/28 & 7/30	<p><b>Populations Facing Unique Challenges</b> <a href="https://www.apa.org/topics/immigration/immigration-report.pdf">https://www.apa.org/topics/immigration/immigration-report.pdf</a></p> <ul style="list-style-type: none"> <li>• Arfa, S., Solvang, PK., Berg, B., and Jahnsen, R. (2020). Disabled and immigrant, a double minority challenge: a qualitative study about the experiences of immigrant parents of children with disabilities navigating health and rehabilitation services in Norway. <i>BMC Health Services Research</i>, 20(134).</li> <li>• Chavez, K.R. (2011). Identifying the Needs of LGBTQ Immigrants and Refugees in Southern Arizona. <i>Journal of Homosexuality</i>, 58, 189-218.</li> <li>• Cisneros, J., and Bracho, C. (2020). Undocuqueer stress: How safe are 'safe' spaces, and for whom? <i>Journal of Homosexuality</i>, 67(11), 1491-1511.</li> <li>• Documet, P. I., Troyer, M.M. and Macia, M. (2019). Social Support, Health, and Health Care Access Among Latino Immigrant Men in an Emerging Community. <i>Health Educ Behav</i> 46(1),137-145. DOI: <a href="https://doi.org/10.1177/1090198118763870">10.1177/1090198118763870</a></li> <li>• Fredriksen-Goldsen, K. I., Kim, H.-J., Bryan, A. E. B., Shiu, C., &amp; Emlet, C. A. (2017). The cascading effects of marginalization and pathways of resilience in attaining good health among LGBT older adults. <i>The Gerontologist</i>, 57(Suppl 1), S72-S83. <a href="https://doi.org/10.1093/geront/gnw170">https://doi.org/10.1093/geront/gnw170</a></li> <li>• Jarama, S.L., Reyst, H., Rodriguez, M., Belgrave, F.Z., and Zea, M.C. (1998). Psychosocial Adjustment Among Central American Immigrants with Disabilities: An Exploratory Study. <i>Cultural Diversity and Mental Health</i>, 4(2), 115-125.</li> </ul> <p><b>Immigrant Populations in Educational Contexts</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.apa.org/topics/immigration/immigration-report.pdf">https://www.apa.org/topics/immigration/immigration-report.pdf</a></li> </ul>



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		<ul style="list-style-type: none"><li>• Leo, A. (2022). High expectations, cautionary tales, and familial obligations: The multiple effects of the family on the educational aspirations of first-generation immigrant and refugee youth. <i>Anthropology &amp; Education Quarterly</i>, 53(1), 27-46. DOI:10.1111/aeq.12407</li><li>• Park, Y. S., &amp; Kim, B. S. K. (2008). Asian and European American cultural values and communication styles among Asian American and European American college students. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 14, 47-56.</li></ul> <p><b>^^Exam 2 Due on 7/30 by 11:59p.m.</b></p>

5	8/4 &  8/6	<p><b>Broken Promises-Children of Undocumented Parents</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.apa.org/advocacy/immigration/fact-sheet.pdf">https://www.apa.org/advocacy/immigration/fact-sheet.pdf</a></li> <li>• <a href="https://www.apa.org/monitor/2019/09/immigration-crisis">https://www.apa.org/monitor/2019/09/immigration-crisis</a></li> <li>• <a href="https://www.apa.org/advocacy/immigration/vulnerable.pdf">https://www.apa.org/advocacy/immigration/vulnerable.pdf</a></li> <li>• Berger, C. J., Scott, J. L., Faulkner, M., and Lane, L. B. (2018). Parenting in the context of deportation risk. <i>Journal of Marriage and Family</i>, 80(2), 301-31.</li> <li>• Bernadette, S., Garcia-Murillo, Y., Monjaras-Gaytan, L., Thursby, K., Ulerio, G., De Los Reyes, W., Salusky, I.R., Rivera, C.S. (2022). Everyday Acts of Resistance: Mexican, Undocumented Immigrant Children and Adolescents Navigating Oppression with Mentor Support. <i>Journal of Research on Adolescence</i>, 32(2), 398–416.</li> <li>• MacLean, S, A. et al. (2019). Mental health of children held at a United States immigration detention center. <i>Social Science &amp; Medicine</i>, 230, 303- 308.</li> <li>• Rojas-Flores, L., Clements, M.L., Hwang Koo, J. &amp; London, J. (2017). Trauma and psychological distress in Latino citizen children following parental deportation. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i>, 9(3), 352–361.</li> <li>• Tondoño, T., Gulbas, L. E., Zayas, L. H. (2022). Sibling relationships among U.S. citizen children of undocumented Mexican parents. <i>Family Process</i>, 61(2), 873-889. DOI: 10.1111/famp.12685</li> <li>• Zayas, L.H. et al. (2017). Charting directions for research on immigrant children affected by undocumented status. <i>Hispanic Journal of Behavioral Sciences</i>, 39(4), 412-435.</li> </ul> <p><b>Psychological Concerns of Undocumented Immigrant Youth</b></p> <ul style="list-style-type: none"> <li>• Cornejo, M., Ayón, C., and Enriquez, L. E. (2022). A Latent Profile Analysis of U.S. Undocumented College Students' Advocacy Communication Strategies and its Relationship with Health. <i>Journal of Applied Communication Research</i>, 51(3), 1-40. <a href="https://doi.org/10.1080/00909882.2022.2121172">https://doi.org/10.1080/00909882.2022.2121172</a></li> <li>• Ellis, L. M., &amp; Chen, E. C. (2013). Negotiating identity development among undocumented immigrant college students: A grounded theory study. <i>Journal of Cross-Cultural Psychology</i>, 60, 251-264.</li> <li>• Gonzalez, L. M., Stein, G. L., Prandoni, J. I., Eades, M. P., &amp; Magalhaes, R. (2015). Perceptions of undocumented status and possible selves among Latino/a youth. <i>The Counseling Psychologist</i>, 43(8), 1190-1210.</li> <li>• Gonzales, R. G., Suarez-Orozco, C., &amp; Dedius-Sanguinetti, M. C. (2013). No place to belong: Contextualizing concepts of mental health among undocumented immigrant youth in the United States. <i>American Behavioral Scientist</i>, 57, 1174-1199.</li> <li>• Ríos Vega, J. A. (2023). School to Deportation Pipeline: Latino Youth Counter-storytelling Narratives. <i>Journal of Latinos and Education</i>, 22(1), 258-270. DOI: <a href="https://doi.org/10.1080/15348431.2020.1745642">10.1080/15348431.2020.1745642</a></li> <li>• Roche, K. M., White, R. M. B., Rivera, M. I., Safa, M. D., Newman, D., &amp; Falusi, O. (2021). Recent Immigration Actions and News and the Adjustment of U.S. Latino/a Adolescents. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 27(3), 447-459.</li> </ul> <p><b>Xenophobia</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.apa.org/topics/immigration/immigration-report.pdf">https://www.apa.org/topics/immigration/immigration-report.pdf</a></li> <li>• Awad, G. H. (2010). The impact of acculturation and religious identification on perceived discrimination for Arab/Middle Eastern Americans. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 16, 59-67. <a href="https://doi.org/10.1037/a0016675">https://doi.org/10.1037/a0016675</a></li> </ul>
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### Social Justice Concerns Regarding Immigrants; Beyond the American Dream

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\*\*\*Research Proposal Due on 8/6 by 11:59 p.m.\*\*\*

^^Final Exam Due on 8/8 by 11:59 p.m.^^

