

**San José State University**  
**College of Social Sciences/Department of Psychology**  
**PSYC 190, Current Issues Capstone: Psychology of Immigration, 44689, Section 81, Fall, 2022**

**Course and Contact Information**

**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.

**Class Days/Time:** Monday & Wednesday 1:30PM – 2:45PM

**Office Hours:** Monday & Wednesday from 5:00PM – 6:30PM or by appointment

Office hours end on 12/5/2022. You are encouraged to visit me during virtual office hours or to contact me via email or phone, whenever a need arises. 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.

**Classroom:** Online

You are encouraged to visit me during virtual office hours or to contact me via email or phone, whenever a need arises. 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.

**Prerequisites:** PSYC 100W, Graduating Senior standing, Pre/Co-requisite: PSYC 120

**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: Online**

This course will follow an **online format** using synchronous mode of instruction. Lectures will be delivered online using Zoom during the assigned class-times. There will also be of online delivery of instructional material which will entail reading the chapters from the prescribed text, reading supplemental 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 in class and material you are required to read before coming to each class. Hence this course seeks to provide you with an exciting educational experience through varied techniques.

**Interactive activities** will be both completed online and in our synchronous classes. Online interactive activities will be both at the individual level (e.g., taking online quizzes), along with online group discussions.

**Quizzes & Exams** will be conducted online comprising of take-home quizzes as well as in-class quizzes.

**Evaluation and feedback** will be provided primarily through online means, although for some assignments your Instructor will provide feedback in class.

### **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>

### **Faculty Web Page and MYSJSU Messaging**

You are responsible for regularly checking with the messaging system through MYSJSU and Canvas. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on Canvas.

Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

## 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:

- Debate on Myths About Immigration in fulfillment of CLO1.
- U.S. Immigration Latest Statistics(P): This assignment will be in pursuance of CLO2.
- 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 CLO3, 4, 5.
- Research Proposal Paper in pursuance of CLO6.
- Film study Assignment(P) in pursuance of CLO7.
- Debate on DACA(P) in fulfillment of CLO8.

### Program Learning Outcomes (PLO)

Upon successful completion of this course students will be able to...

- PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- PLO2 – 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.
- PLO3 – Critical Thinking Skills in Psychology – 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.
- PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Required Texts/Readings

### 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:

- <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>
- Adler, L.L. & Gielen, U.P. (Eds.) (2003). *Migration: Immigration and emigration on international perspective*. Westport: Greenwood Publishing.

### 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

### Class 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 class activities. You are expected to read required articles each week with the aim of addressing various questions raised in class. Many online and classroom activities and discussions will supplement the reading and students are responsible for all material, assignments and explanations, given in class and posted online on canvas. A list of activities that will be graded for participation points are as follows:

- Participation in Debate on Myths regarding Immigration on 8/22/2022, worth 10 participation points.
- U.S. Latest Immigration Statistics, due in class on 8/31/2022, worth 10 participation points.
- Presentations of your Interview Report findings due in the assigned discussion board on 10/5/2022, worth 10 participation points.
- Media Portrayals of Immigrants in-class discussion on 10/24/2022, worth 10 participation points.
- Participation in Debate on Myths regarding DACA on 11/7/2022, worth 10 participation points.
- Discussion on Analyzing Xenophobic content on Hate websites on 11/9/2022, worth 10 participation points.
- In-class presentations of your Research Proposal paper on 11/16/2022 & 11/21/2022, worth 10 participation points.

### Activity / Assignments

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.

- **Interview Assignment (50 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 10/5/2022 in the assigned Dropbox on Canvas by 11:59 P.M.
- **Film Study Assignment (25 points)** due in the assigned Dropbox on Canvas on 10/17/2022, by 11:59 P.M.
- **Research Proposal (50 points):** Detailed instructions will be provided in class. Due in assigned Dropbox on Canvas on 11/16/2022 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 particular 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 Canvas on 10/3/2022 by 11:59 P.M.**
  - **The Second Exam will be due on Canvas 10/26/2022 by 11:59 P.M.**
  - **Final Exam will take place on Canvas 12/13/2022 from 12:15 P.M. to 2:30 P.M.**

*Technical difficulties & Internet connection issues:* Canvas autosaves responses a few times per minute as long as 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.

## Grading Information

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

Class Participation	70 Points
Two Class Exams	100 points (50X2)
Final Exam	55 Points
Interview Paper	50 Points
Film Study Assignment	25 Points
Research Proposal	50 Points
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*

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

**Note:**

- 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.
- Papers handed in late will lower your grade by five points for each day late.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However, timing and specific nature of topics and activities may change, these changes, will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
- **Extra credit will not be given.**

**Make-up Policy:**

A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by leaving me a voicemail or email message including your name and telephone number as soon as possible and no later than two (2) days before the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician's note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. 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. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted).

**Classroom Protocol**

- “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 a 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. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday.
    - Do Email me in Advance to:

- set up an individual Zoom 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.  
\*\*\* NOTE: I will REQUIRE documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy later in syllabus)
- **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.
- 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's 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.
  - \*\*\* There will be a separate Discussion board to post general questions about the course policies, assignments, activities, etc. Please post your general questions about the class on this discussion board and **DO NOT EMAIL ME DIRECTLY** about these.
  - I have found that several students usually have the same questions about activities/papers/assignments and it is more efficient to answer these types of questions through the CANVAS discussion board so that all students can read my answers/responses.
- Students' responsibilities/expectations
  - Students **are responsible to know all due dates for assignments, activities, quizzes.** \*\*\* DO NOT EMAIL ME to ask when these due dates are. I will not reply to emails asking about this information as it is easily found on the course Canvas page, syllabus, and/or schedule. Forgetting or not knowing about a due date is NOT A VALID REASON for requesting a make-up or extension of any course requirement (see Make-up policy for details) \*\*\*
  - Students are expected to **CHECK OUR CANVAS PAGE REGULARLY** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.
  - Students are expected to turn in their own individual work on all activities, assignments, papers, and exams/quizzes. (e.g., closed book, no notes, study guides, etc.)

If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

### **Zoom Classroom Protocol**

- **Use of Camera in Class:** 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>
- **Zoom Classroom 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 also use the Zoom's [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).

### **Specific Class Policy on Etiquette**

In this class, you are expected to be prepared by doing all of your class readings and assignments both in class and online. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, online activities utilizing online mode of delivery of lectures, class material, instructions.

### **Special Note on Class Protocol**

- If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.
- It is vital that you complete all scheduled readings and assignments before each class.
- Do not talk, read, or eat during class.
- Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me beforehand via email if you will not be in class.
- Please refrain from doing homework for other classes or preparing for an exam for another class while attending this class.
- 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.
- **Cell phones as well as other electronic devices:** Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the virtual classroom.

## **University Policies**

Per [University Policy S16-9](#), 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 [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## **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 and when 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 a number of 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 pm

## 44689 PSYC 190, Psychology of Immigration, Fall, 2022 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	8/22	<p><b><u>Overview of the Course</u></b>                      - Introduction of ourselves, the course, course syllabus, and expectations &amp; obligations from students                      Going over the reading list and assignments</p> <p style="text-align: center;"><b>***Debate on Myths About Immigration in class on 8/22/2022***</b></p>
	8/24	<p><b><u>Reasons for Immigration; History of Immigration to the U.S.</u></b>                      Why People Migrate?</p> <p>Chapters 1 &amp; 2 from:</p> <ul style="list-style-type: none"> <li>● Adler, L.L. &amp; Gielen, U.P. (Eds.). (2003). <i>Migration: Immigration and emigration on international perspective</i>. Westport: Greenwood Publishing.</li> <li>● Deaux, K. (2006). A Nation of Immigrants: Living out our legacy. <i>Journal of Social Issues</i>, 62(3), 633-51.</li> </ul>
2	8/29	<p><b><u>History of Immigration to the U.S.</u></b>                      Chapter 4 from:</p> <ul style="list-style-type: none"> <li>● Adler, L.L. &amp; Gielen, U.P. (Eds.). (2003). <i>Migration: Immigration and Emigration on International Perspective</i>. Westport: Greenwood Publishing.</li> </ul>
	8/31	<p><b><u>Patterns of Immigration to the U.S.; Theories of International Migration</u></b>                      Information regarding Immigrants</p> <ul style="list-style-type: none"> <li>● U.S. Department of Homeland Security. 2004. <i>Yearbook of Immigration Statistics: 2003</i>. Washington DC. U.S. Department of Homeland Security, Office of Immigration Statistics.  <a href="http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2003/2003IMM.pdf">http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2003/2003IMM.pdf</a>                      1-10</li> <li>● U.S. Census Bureau. 2005. <i>The Foreign-Born Population in 2004</i>. Washington D.C. U.S. Census Bureau.  <a href="http://www.census.gov/population/pop-profile/dynamic/ForeignBorn.pdf">http://www.census.gov/population/pop-profile/dynamic/ForeignBorn.pdf</a></li> </ul> <p style="text-align: center;"><b>***U.S. Latest Immigration Statistics assignment due 8/31/2022 in class***</b></p>
3	9/5	<i>Labor Day</i>
	9/7	<p><b><u>Theories of International Migration</u></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> </ul>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
4	9/12	<p><b><u>Major Immigration Laws &amp; Policies; Introducing Grounded Theory</u></b> U.S. Immigration Law</p>
	9/14	<p><b><u>Qualitative analysis, Grounded Theory, Preparing for Interview Report</u></b></p> <ul style="list-style-type: none"> <li>● <a href="https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-13-qualitative-analysis/">https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-13-qualitative-analysis/</a></li> </ul>
5	9/19	<p><b><u>Acculturation &amp; its Psychological Impact</u></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>● Esses, V. M., Medianu, S., Hamilton, L., &amp; Lapshina, N. (2015). <i>Psychological perspectives on immigration and acculturation</i>. In M.</li> <li>● Mikulincer, P. R. Shaver, J. F. Dovidio, &amp; J. A. Simpson (Eds.), <i>APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 2. Group processes</i> (p. 423–445). American Psychological Association.</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>● 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.</li> </ul>
	9/21	<p><b><u>Relationship of Acculturative Stress &amp; Mental Health</u></b></p> <ul style="list-style-type: none"> <li>● Bakshaie, J., Hanna, A.E., Andres, G.V., Garza, M., Valdiviseo, J., Ochoa-Perez, M., Lemaire, C., .....Zvolensky, M.J. (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>● Park, Hyun-Sun., &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> </ul>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
6	9/26	<p><b><u>Social Anxiety</u></b></p> <ul style="list-style-type: none"> <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, 22</i>(1), 58-68.</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, 18</i>, 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, 6</i>, 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, 66</i>(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, 50</i>, 261-266.</li> <li>● Zhang, J., Fang, L., Wu, Yow-Wu B &amp; Weiczorek, W.F. (2013). Depression, anxiety, and suicidal ideation among Chinese Americans: a study of immigration-related factors. <i>J Nerv Ment Dis, 201</i>(1), 17-22.</li> </ul> <p style="text-align: center;">^^^Interview Paper Coding^^^</p>
	9/28	<p><b><u>Immigrant Identity; Ethnic Identity, Being A “True American.”</u></b></p> <ul style="list-style-type: none"> <li>● Case, A. D., &amp; Hunter, C. D. (2014). Cultural racism–related stress in Black Caribbean immigrants: Examining the predictive roles of length of residence and racial identity. <i>Journal of Black Psychology, 40</i>, 410-423.</li> <li>● Gupta, T., &amp; Rogers-Sirin, L. (2014). The role of collective self-esteem on anxious-depressed symptoms for Asian and Latino children of immigrants. <i>Cultural Diversity and Ethnic Minority Psychology, 20</i>, 220-230.</li> <li>● Coutinho, M.T., &amp; Koinis-Mitchell, D. (2014). Black immigrants and school engagement: Perceptions of discrimination, ethnic identity, and American identity. <i>Journal of Black Psychology, 40</i>(6), 520-538.</li> <li>● Park-Taylor, J. et al. (2008). What it means to be and feel like a “true” American: Perceptions and experiences of second-generation Americans. <i>Cultural Diversity and Ethnic Minority Psychology, 14</i>, 128-137.</li> <li>● Phinney, J. S., Jacoby, B., &amp; Silva, C. (2007). Positive intergroup attitudes: The role of ethnic identity. <i>International Journal of Behavioral Development, 31</i>, 478-490.</li> <li>● Smith, T. B., &amp; Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. <i>Journal of Counseling Psychology, 58</i>, 42–60.</li> </ul>
7	10/3	<p><b><u>Dual Identities, Multicultural identities</u></b></p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>● Fleischmann, F., &amp; Verkuyten, M. (2016). Dual identity among immigrants: Comparing different conceptualizations, their measurements, and implications. <i>Cultural Diversity and Ethnic Minority Psychology, 22</i>(2), 151-165.</li> <li>● Nguye, A. M. T. D., &amp; Benet-Martinez, V. (2013). Biculturalism and adjustment: A meta-analysis. <i>Journal of Cross-Cultural Psychology, 44</i>, 122-159.</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, 45</i>, 70-84.</li> <li>● Hong, Y.Y., Morris, M., Chiu, C.Y., &amp; Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. <i>American Psychologist, 55</i>, (7), 709-720.</li> </ul> <p style="text-align: center;"><b>***Take-Home Exam 1 will be due 10/3/2022 by 11:59 p.m.***</b></p>
	10/5	<p><b><u>Assessing Life Span Considerations-Immigrant Families, their Children, their Interactions</u></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, 13</i>(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, 54</i>(3), 270-277.</li> </ul> <p style="text-align: center;"><b>***Interview Paper due 10/5/2022 in the assigned Dropbox on Canvas by 11:59 P.M.***</b></p> <p style="text-align: center;"><b>***Interview Report Themes due 10/5/2022 in assigned Discussion Board on Canvas by 11:59P.M.***</b></p>
8	10/10	<p><b><u>Immigration and the Immigration Integration Policy and Child Well-Being</u></b></p> <ul style="list-style-type: none"> <li>● Landale, N.C., Thomas, K.J.A., Van Hook, J. (2011). The Living Arrangements of Children of Immigrants. <i>Future of Children, 21</i>(1), 43-70.</li> <li>● Lu, Y., He, Q., and Brooks-Gunn, J. (2020). Diverse experience of immigrant children: How do separation and reunification shape their development? <i>Child Development, 91</i>(1), 146-163.</li> </ul>
	10/12	<p><b><u>Immigrant Adolescents, Adults, Older Adults &amp; Women Immigrants</u></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>● 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, 61</i>, 427-436.</li> </ul>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <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>● 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> <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>● 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>
9	10/17	<p><b><u>Immigrant Adults, Older Adults &amp; Women</u></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>● Flores, L. Y., et al. (2011). A qualitative inquiry of Latino immigrants’ work experiences in the Midwest. <i>Journal of Counseling Psychology</i>, 58, 522-536.</li> <li>● Lee, D. L., &amp; Ahn, S. (2012). Discrimination against Latina/os: A meta-analysis of individual-level resources and outcomes. <i>The Counseling Psychologist</i>, 40, 28-65.</li> <li>● Phinney, J. S., &amp; Flores, J. (2002). “UNPACKAGING” ACCULTURATION: Aspects of acculturation as predictors of traditional sex role attitudes. <i>Journal of Cross-Cultural Psychology</i>, 33, 320-331.</li> <li>● Yoon, E., Lee, D. Y., Koo, Y.R., Yoo, S. (2010). A qualitative investigation of Korean immigrant women’s lives. <i>The Counseling Psychologist</i>, 38(4), 523-553.</li> </ul> <p style="text-align: center;"><b>***Film Study Assignment due 10/17/2022 on Canvas by 11:59 P.M.***</b></p>
	10/19	<p><b><u>Immigrant Populations in Educational Contexts</u></b></p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		<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>● Chen, J.J., and Yonggang, R. (2019). Relationships Between Home-Related Factors and Bilingual Abilities: A Study of Chinese–English Dual Language Learners from Immigrant, Low-Income Backgrounds. <i>Early Childhood Education Journal</i>, 47, 381–393.</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>
10	10/24	<p><b><u>Media Portrayals of Immigrants-In class Discussion</u></b></p> <ul style="list-style-type: none"> <li>● <a href="https://annenberglsc.usc.edu/news/research/portrayals-immigrants-and-immigration-tv-often-dont-match-reality-lear-center-study">https://annenberglsc.usc.edu/news/research/portrayals-immigrants-and-immigration-tv-often-dont-match-reality-lear-center-study</a></li> </ul> <p><b>***Media Portrayals of Immigrants in-class discussion on 10/24/2022***</b></p>
	10/26	<p><b><u>Populations Facing Unique Challenges</u></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>● 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>● Jarama, S.L., Reyst, H., Rodroguéz, M., Belgrave, F.Z., and Zea, M.Z. (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>***Take-Home Exam 2 is due 10/26/2022 on Canvas by 11:59 P.M.***</b></p>
11	10/31	<p><b><u>Broken Promises-Children of Undocumented Parents</u></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>● 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>● Zayas, L.H. et al. (2017). Charting directions for research on immigrant children affected by undocumented status. <i>Hispanic Journal of Behavioral Sciences</i>, Vol 39(4), 412-435.</li> </ul>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
	11/2	<p><b><u>Psychological Concerns of Undocumented Immigrant Youth</u></b></p> <ul style="list-style-type: none"> <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>● 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>
12	11/7	<p align="center"><b>***Debate on Myths Regarding DACA in class on 11/7/2022***</b></p>
	11/9	<p><b><u>Xenophobia and Discrimination</u></b></p> <p align="center"><b>***Analyzing Xenophobic Content on Hate Websites in-class discussion on 11/9/2022***</b></p>
13	11/14	<p><b><u>Impact of Xenophobia</u></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.</li> <li>● Cheah, C.C., Wang, X., Ren, H., Zong, X., Cho, H.S. and Xue, X. (2020). COVID-19 racism and mental health in Chinese American families. <i>Pediatrics</i>, 146(5). ArtID: e2020021816</li> <li>● Genkova, P., Schreiber, H., &amp; Schneider, J. (2020). Contacts during a stay abroad and xenophobia – duration of stay, contact quality and intercultural competence as predictors of xenophobia. <i>Current Psychology</i>.</li> <li>● Lee, D. L., &amp; Ahn, S. (2012). Discrimination against Latina/os: A meta-analysis of individual-level resources and outcomes. <i>The Counseling Psychologist</i>, 40, 28-65.</li> <li>● Samari, G., Catalano, R., Alcalá, H.E. and Gemmill, A. (2020). The Muslim Ban and preterm birth: Analysis of U.S. vital statistics data from 2009 to 2018. <i>Social Science &amp; Medicine</i>, 265, 11354.</li> </ul>
	11/16	<p align="center"><b>^^^Review of Literature Paper Presentations^^^</b></p> <p align="center"><b>***Written Review of Literature Paper due 11/16/2022 on Canvas by 11:59 P.M.***</b></p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
14	11/21	^^^ <i>Review of Literature Paper Presentations</i> ^^^
	11/23	<i>Non-Instructional Day</i>
15	11/28	<i>Assignment on cultural relativism, ethnocentrism, patriotism, nationalism.</i>
	11/30	<p><b><u>Public Opposition to Immigration; Social Justice Concerns Regarding Immigrants</u></b></p> <ul style="list-style-type: none"> <li>● Brader, A., Valentino, N.A., &amp; Suhay, E. (2008). What triggers public opposition to immigration? Anxiety, group cues, and immigration threat. <i>American Journal of Political Science</i>, 52, (4), 959–978.</li> <li>● Lucas, T., Randolph, C., Zhdanova, L., Barkho, E., &amp; Weidner, N. (2014). Distributive justice for others, collective angst, and support for exclusion of immigrants. <i>Political Psychology</i>, 35(6), 775-793.</li> </ul>
16	12/5	<p><b><u>Social Justice Concerns Regarding Immigrants; Beyond the American Dream</u></b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.apa.org/advocacy/immigration/vulnerable.pdf">https://www.apa.org/advocacy/immigration/vulnerable.pdf</a></li> <li>● Sidhu, J. K. (2016). Social workers and immigrant advocacy. In F. Chang-Muy &amp; E. P. Congress (Eds.), <i>Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy</i> (pp. 323-358). New York, NY: Springer.</li> <li>● Fierke J. (2019). Beyond the American dream: Envisioning social justice for 21<sup>st</sup> century immigrants. <i>Social Work with Groups: A Journal of Community and Clinical Practice</i>, 43(1-2), 75-79.</li> </ul>
Final Exam	12/13	<b><i>From 12:15P.M. – 2:30P.M.</i></b>