

Current Issues Capstone

PSYC 190

Summer 2026 Section 81 Fully Online 3 Unit(s) 07/06/2026 to 08/07/2026 Modified 06/26/2026

Contact Information

Instructor: Dra. Bianca Hinojosa

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About me

My name is Dra. Bianca Hinojosa, and I received my PhD in Health Psychology at the University of California Merced. I am the child of Mexican immigrants and was born and raised in Fresno, CA. I have a bachelors degree in cognitive science and a masters degree in experimental psychology. My research focuses on how intergroup processes influence peoples' health and well-being. In particular, I am interested in how healthcare workers' implicit attitudes towards Latinx people influence medical decision making for their Latinx patients.

What to call me?

Please refer to me as either Dra. Hinojosa, Dr. Hinojosa, Professora Hinojosa or Professor Hinojosa

How to email me:

Email Header: "PSYC 190"

Body of email:

"Hello Dr. Hinojosa,

I hope you are doing well. I have a question about ... Thank you for your time.

Best,

Student name (Student ID)"

Remember when emailing professors the communication is **formal.**

When to email me:

- clarification on an assignment (at least 48 hours before the due date)
- setting up an appointment for office hours
- to inform me of an emergency/medical/family situation that will prevent you from taking an turning an assignment in on time

When NOT to email me:

- to ask about due dates for an assignment (this information is in the class schedule)

Office Hours

Thursday, 1:30 PM to 2:30 PM

Zoom link: [https://sjsu.zoom.us/j/89805632178?pwd=5bbBYGE4illvifWqVcCURks4qpvwTW.1\(https://www.google.com/url?q=https://sjsu.zoom.us/j/89805632178?pwd%3D5bbBYGE4illvifWqVcCURks4qpvwTW.1&sa=D&source=calendar&ust=1782946641284248&usg=AOvVaw0hNKS2KoKhTdeksL-AjCpd\)](https://sjsu.zoom.us/j/89805632178?pwd=5bbBYGE4illvifWqVcCURks4qpvwTW.1(https://www.google.com/url?q=https://sjsu.zoom.us/j/89805632178?pwd%3D5bbBYGE4illvifWqVcCURks4qpvwTW.1&sa=D&source=calendar&ust=1782946641284248&usg=AOvVaw0hNKS2KoKhTdeksL-AjCpd))

Or by appointment

Course Information

Asynchronous

Course Description and Requisites

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

LATE WORK

I do not accept any late work unless you have AEC accommodations and/or a tragic unforeseen event has occurred. I will ask for proof in order to grant the extension. Please remember that office hours are a space to discuss difficulty in completing course work.

GRADE REVIEW POLICY

If you believe that you have unfairly missed points on an exam or assignment, you must make an appointment with the professor to go over the assignment within 5 days of receiving your grade. If you do not make an appointment within 5 days of receiving your grade, the grade will be considered final.

AI POLICY

"Use of an AI Generator such as [Gemini, AI in Google Docs], Grammarly, ChatGPT, MidJourney, DALL-E, etc. is explicitly prohibited... by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism.

Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct." Tara Perrin, Middle Tennessee State University

All written assignments will be submitted in Canvas through Turnitin. Turnitin is a plagiarism detection software that also detects the use of AI. **Any student found to be using AI in their assignments will receive a zero.** AI includes AI generated content, paraphrased content, using it to check grammar, using it to check spelling, submitting your paper into any AI tool to get feedback, and brainstorming (this is not an exhaustive or complete list). Many grammar checkers use AI to edit grammar and spelling. This is still considered AI use and will result in a zero. If you have any questions please contact the professor at least 24 hours before your submission to talk about AI. As a rule of thumb, do not put your writing into any portal asking for it to give you edits, 99.9% of the time this is AI.

COPYRIGHT STATEMENT

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Program Information

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

Course Description

This course is designed to give you a broad overview of classic and contemporary theory and research in Latinx Psychology.

Latinx Psychologists seek to understand the influence of culture, language, and majority-minority group status on people of Latin American origin in the United States.

Latinx Psychologists note that Latinx must be studied within the context of U.S. majority-minority group relations because Latinx are an ethnic group who historically “have been oppressed and who can point to individual and group experiences of prejudice and discrimination in education, employment, and their communities of residence” (Padilla & Olmedo, 2009).

Course Learning Outcomes (CLOs)

Upon successful completion of the PSC 190 Latinx Psychology, students will be able to:

- CLO1: Understand the major theoretical approaches findings, and historical trends in Latinx Psychology
- CLO2: Understand, critically evaluate, and apply the major research methods in Latinx Psychology
- CLO3: Express and apply Latinx psychological theory effectively in written and oral communication
- CLO4: Gain an awareness of the many social influences, structural policies, and cultural competencies, that underlie the complexities of the Latinx experience in the U.S.
- CLO5: Understand the applications of Latinx Psychology to personal, social, and organizational issues

Course Materials

There is no assigned textbook for this course.

All readings will be available in Canvas.

Course Requirements and Assignments

This is a fully asynchronous course. That means that we do not meet as a class on any set time.

You will proceed through the course at your pace but **MUST MEET THE SET DUE DATES** for all lectures and assignments.

This is a full semester worth of learning in a condensed time frame, so please know there will be a substantial time commitment required to succeed in this course.

The assignments have all been set with a due date.

I have set up a course structure for you to follow in order to meet the deadlines and not be overwhelmed by the workload in the course.

This structure is not strictly required, EXCEPT that you MUST MEET THE MODULE DEADLINES for the lectures and assignments.

How long will it take each week to stay up with the course?

Well, it is an asynchronous course, so you will ultimately decide this. I have calculated estimates of how much time you would likely spend each day working on the course material. Note that each day in our Summer course is often the same as a week of learning in a regular 16 week semester. The amount of time allotted per day amounts to about 5-6 hours for lecture review, assignments, and reading, just like each week for a regular semester.

Some of you work, read, and just perform faster than others of us, so each of our allotted time will vary. There is a full day built into our schedule to complete and be certain all assignments are done for each Module. In reality, you should really complete each assignment on the suggested due date.

I am very happy to chat about time management, these estimates, and how to help you best succeed in this class.

ASSIGNMENTS

LECTURE MATERIAL

80 points: In each Module I have uploaded video lectures of me narrating the lecture slides as I would in an in-person class. There are questions embedded in each lecture. These questions are worth 5 points total per lecture. Please refer to the course schedule for due dates.

This assignment meets CLO #1, #3, and #4

ARTICLE ANALYSIS

15 points for each article (30 points total): Individually students will analyze 2 assigned articles using Hypothesis. Please refer to the course schedule for due dates.

Instructions for analyzing the articles are posted in Canvas

This assignment meets CLO #1, #3, and #4

CONOCIMIENTO DISCUSSION

5 points: You will each complete a discussion post on a Conocimiento Activity. The instructions for this assignment will be in the Discussion Post. Please refer to the course schedule for a due date.

ARTICLE PRESENTATION

15 points: Individually, students will record a video presentation of an article assigned by the Professor and submit the recorded presentation to Canvas. The purpose of this assignment is to present the main components of a research article. The presentation must include slides. Please refer to the course schedule for a due date.

Instructions for presenting the article are posted in Canvas

This assignment meets CLO #1, #3, and #4

VIDEO ESSAY: NO MAS BEBES DOCUMENTARY

25 points: You will each complete a video essay answering a question about the documentary No Mas Bebes. The video essay is about showing that you can think like a Latinx psychologist: connecting theories, critiquing them, and applying them to real-world cases. To do well, you must integrate, compare, critique, and create. Please refer to the course schedule for a due date.

Instructions for the video essay are posted in Canvas.

This assignment meets CLO #1, #3, and #4

FINAL REFLECTION DISCUSSION

5 points: You will each complete a discussion post on a Final Reflection. The instructions for this assignment will be in the Discussion Post. Please refer to the course schedule for a due date.

COLLAGE AND PAPER

25 points for each part (50 points total): This assignment will consist of 2 parts, (1) a collage and (2) a 2-3-page double-spaced paper explaining the collage. For this assignment students will create a collage based on larger themes discussed in the class and write a 2-3-page paper explaining the larger themes and include at least 2-3 sources from class in the paper. The purpose of this assignment is to think critically about what we have learned in class, create a visual representation, and a written document. Examples of themes include: colonization, immigration and migration, the health of Latinx, mental health of Latinx, colorism, racism, decolonizing psychology, Latinx identity, gender and sexual identities of Latinx, Latinx culture and how it relates to parenting, transnational families etc. Please refer to the course schedule for a due date.

Instructions for this assignment are posted in Canvas

This assignment meets CLO #1, #2, #3, and #4

✓ Grading Information

Your letter grade will be assigned according to the following percentage scale:

A+ = 97.00% or greater

A = 94.00%-96.99%

A- = 90.00%-93.99%

B+ = 87.00%-89.99%

B = 84.00%-86.99%

B- = 80.00%-83.99%

C+ = 77.00%-79.99%

C = 74.00%-76.99%

C- = 70.00%-73.99%

D+ = 67.00-69.99%

D = 64.00%-66.99%

D- = 60.00%-63.99%

F = 59.99% or less

Breakdown

There is a total of 210 points for this course. Please see the percentage breakdown below

Lectures: ~40%

Article Analysis: ~16%

Discussions: ~6%

Video Essay: ~13%

Collage and Paper: ~25%

University Policies

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

Date	Asynchronous Lectures	Readings	Assignments
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Week 1			
Monday, July 6	Syllabus		<p>Embedded lecture questions</p> <p>Discussion post: Conocimiento</p> <p><i>Suggested July 6, 2026</i> <i>Due July 10, 2026</i></p>
Wednesday, July 8	What is Latinx Psychology	Padilla, A. M., & Olmedo, E. (2009). Synopsis of key persons, events, and associations in the history of Latino psychology. <i>Cultural Diversity & Ethnic Minority Psychology, 15</i> (4), 363.	<p>Embedded lecture questions</p> <p><i>Suggested July 8, 2026</i> <i>Due July 10, 2026</i></p>
Friday, July 10	Imperialism & Migration "We are here because you were there" (Part 1 & 2)	<p>Youtube video: https://www.youtube.com/live/EAFtq1JLYs8?si=bsnmscKEeuzZXmh0</p> <p>Dwyer, K. (2024, November, 30). <i>Bananas & Brutality: The Twisted History of United Fruit</i>. The Collector. https://www.thecollector.com/twisted-history-united-fruit-bananas/</p>	<p>Embedded lecture questions</p> <p>Article Analysis #1</p> <p><i>Suggested July 10, 2026</i> <i>Due July 10, 2026</i></p>
Week 2			
Monday, July 13	Decolonizing Psychology & Liberation Psychology	Cervantes, A., Carmona, J. F., & Fernández, I. T. (2021). Testimonios and liberation psychology as praxis: Informing educators in the borderlands. <i>Journal of Latinos and Education.</i>	<p>Embedded lecture questions</p> <p><i>Suggested July 13, 2026</i> <i>Due July 17, 2026</i></p>

Wednesday, July 15	Racial Identity Models	Grillo, E. (2000). <i>Black Cuban, Black American: A Memoir</i> . Arte público press.	Embedded lecture questions <i>Suggested July 15, 2026 Due July 17, 2026</i>
Friday, July 17	Latinx Identity & Spanish- Speaking Identity	Howard, S., & Pagan, J. (2025). "Pero like, you don't speak Spanish?" exploring the role of language fluency on Latine intragroup identity denial, likability, and befriending. <i>Cultural Diversity & Ethnic Minority Psychology</i> . Advance online publication. https://dx.doi.org/10.1037/cdp0000752	Embedded lecture questions Recorded Article Presentation: Howard & Pagan (2025) <i>Suggested July 17, 2026 Due July 17, 2026</i>
Week 3			
Monday, July 20	Immigrants Cultural and Ethnic Identity	Guerrero, V. & Cristobal, S. Jr. (2023) "I am Latina and Latinx": A Narrative Study of How Three Latina/Latinx College Students Create Identity Boundaries. <i>Journal of Women and Gender in Higher Education</i> , 16(3), 220-238.	Embedded lecture questions <i>Suggested July 20, 2026 Due July 24, 2026</i>

Wednesday, July 22	Latinx & Chicana Theoretical Framework on Gender, Sexual Identity, and Sexuality Understanding Intersectional Identities & Ecological Realities for LGBTQIA+ Latinx and Chicana	Carrillo, V. G., & Dean, S. R. (2020). Understanding the impact of Chicana feminism on college success: A literature review. <i>Journal of Hispanic Higher Education</i> , 19(1), 99-110.	Embedded lecture questions <i>Suggested July 22, 2026</i> <i>Due July 24, 2026</i>
Friday, July 24	No Mas Bebes Documentary	No assigned reading	Video Analysis Essay of No Mas Bebes Documentary <i>Suggested July 24, 2026</i> <i>Due July 24, 2026</i>
Week 4			
Monday, July 27	Latinx Cultural Factors and Family Organizations	Latinx Cultural Factors and Family Organizations by Flores and Torreiro-Casal	Embedded lecture questions <i>Suggested July 27, 2026</i> <i>Due July 31, 2026</i>
Wednesday, July 29	Latinx Parenting	Transnational Families by Flores and Torreiro-Casal	Embedded lecture questions <i>Suggested July 29, 2026</i> <i>Due July 31, 2026</i>

Friday, July 31	Social Determinants of Health Latinx Physical Health	Gallegos, M. L., & Segrin, C. (2019). Exploring the mediating role of loneliness in the relationship between spirituality and health: Implications for the Latino health paradox. <i>Psychology of Religion and Spirituality, 11</i> (3), 308.	Embedded lecture questions Collage and Paper <i>Suggested July 31, 2026</i> <i>Due July 31, 2026</i>
Week 5			
Monday, August 3	Latinx Explanatory Model of Mental Health	Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. <i>American Psychologist, 74</i> (1), 49.	Embedded lecture questions <i>Suggested August 3, 2026</i> <i>Due August 7, 2026</i>
Wednesday, August 5	Latinx Mental Health from a Strength-Based Perspective	Geegan, S. A., Parker, K. A., Pfeiffer, S. N., Rodriguez, D., & Tristan, A. (2023). The complexities of mental health help seeking among Latinx college students: qualitative inquiry using the theory of planned behavior. <i>Hispanic Journal of Behavioral Sciences, 45</i> (2), 91-120.	Embedded lecture questions Article Analysis #2: Geegan et al. (2023) <i>Suggested August 5, 2026</i> <i>Due August 7, 2026</i>
Friday, August 7			Discussion Post: Class Reflection <i>Suggested August 7, 2026</i> <i>Due August 7, 2026</i>