

Current Issues Capstone

PSYC 190

Fall 2025 Section 05 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/18/2025

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, 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 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

Tuesday, Thursday, 1:30 PM to 2:30 PM, DMH 319

Or by appointment

Course Information

Tuesday, Thursday, 9 am - 10:15 am Clark 308

Course Description and Requisites

Integrative survey of current issues in psychology, how they developed and likely future directions.½
Completion of the research methods requirement prior to enrollment in this course½is recommended.

Prerequisite: PSYC 100W and senior standing.

Co/Prerequisite: PSYC 118 or PSYC 120

Letter Graded

* Classroom Protocols

LATE WORK

I understand that sometimes circumstances such as illnesses, family emergencies can make it difficult or impossible to complete an assignment on time. If you need an extension, please contact me as soon as possible. Late assignments will receive a 10% point reduction for each day they are late, up to 5 days (50% off). After 5 or more days, assignments will not be accepted and the student will receive a 0 for the assignment. I will not provide any feedback on late assignments.

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 exam or assignment within one week of receiving your grade. If you do not make an appointment within one week of receiving your grade, the grade will be considered final.

AI POLICY

"Use of an AI Generator such as 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. 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 Materials

Course Requirements and Assignments

PARTICIPATION

In-Class Participation

Throughout this course, at random, I will have you complete in-class participation. This may come in the form of reading articles and writing a reflection, small group discussion, pairing with a partner, creating models, integrating concepts, developing interventions etc.

A student may not make-up any missed in-class participation.

Students who are missing a class for a university sponsored event must provide proper documentation to the professor.

The professor will drop the lowest 2 in-class participation

Student-led Discussion Participation

Throughout this course students will lead in-class discussions. In order to have lively discussions each student, who is not leading the discussion, must participate at least once during the discussion. This can take the form of answering discussion questions, posing your own question, responding to another student etc.

A student may not make-up any missed student-led discussion participation.

The professor will drop the lowest student-led discussion participation.

EXAMS

Take-Home Exams

There will be 2 take-home exams in this course. Exams will typically consist of 3-5 essay questions. Exam questions will cover any materials discussed in class lectures and anything from the readings. Exams will be open note.

Instructions for the exams will be posted in Canvas.

ASSIGNMENTS

Assignment 1: Student-Led Discussions

Throughout this course students will lead in-class discussions. During the first few weeks of class, students will form a group and sign-up to lead in-class discussions. The discussions will be based on articles provided by the professor. Student discussion leaders will create slides on the articles and lead the class in a discussion. Students who are not presenting must turn in a two page reflection paper on the assigned articles and include 2 class-discussion questions at the end of the paper.

Instructions for leading the discussion and the reflection paper will be posted in Canvas

Assignment 2: Applying Latinx Psychology

Assignment 2 will apply Latinx psychology research to real-world behaviors. As part of this assignment, you will write a 3- to 4-page (double spaced) report on a book from a list provided by the professor (part A), and create a presentation of concepts covered in the book (Part B). Part A of the assignment is individual and Part B of the assignment is a group task.

During the first week of classes you will select your group and book. Each group will be 3-4 students. Your group must select the same book. You will each individually write a personal report on the book and as a group you will present to the class.

Instructions for this assignment will be posted in Canvas.

Assignment 3: Latinx Psychology Collage and Paper

Assignment 3 will consist of 2 parts, (1) a collage and (2) a 2-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-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.

Instructions for this assignment will be posted in Canvas

Extra Credit (Up to 5 points)

Community Building

The purpose of the community building extra credit is so that students can forge connections and build community with other students in this class.

To earn 1 point of extra credit you must attend and support a student at a community building event and document that you attended the event (ideally document it with the student involved in the event).

To document the event, you will submit a picture of yourself at the event (ideally including the person who invited you) and the flyer/schedule/brochure/handout of the event to Canvas. These events include but are not limited to club events (outside speaker), dance recital, music recital, sport game or match, library event, theater play or musical.

You can earn up to 5 points of extra credit aka attend 5 events.

The professor will create a discussion board for students to advertise their events so others can go and support.

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

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

	Lectures	Readings	Assignments
Week 1			
8/21	Syllabus		

Introduction to Chicanx and Latinx Psychology

Week 2

8/26

What is Latinx Psychology

8/28

Colonization & Immigration: "We are here because you were there"

Select Discussion Group and Date due 8/28

Select Book Group & Book due 9/2 in-class

Week 3

9/2

Colonization & Immigration: "We are here because you were there"

9/4

Decolonizing Psychology

Liberation Psychology

Ethnic, Racial, and Cultural Identities

Week 4

9/9

Racial Identity Models

9/11	Latinx Identity	<p>Garcia, L. (2020). Language and (re) negotiations of Latinx identity: Latinx parents' approaches to Spanish and bilingualism. <i>Social Problems</i>, 67(1), 40-55.</p> <p>Chhabra, N. (2019). Speak Spanish or perish. <i>Contexts</i>, 18(3), 6-6</p>	
Week 5			
9/16	Immigrants Cultural and Ethnic Identity	<p>Guerrero, V. A., & Salinas Jr, C. (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.</p>	
9/18	Student-led discussion #1	<p>García, E. B. (2025). Afro-Latinx, Hispanic, and Latinx Identity: Understanding the Americas. <i>Critical Philosophy of Race</i>, 13(1), 95-120.</p> <p>Adames, H. Y., Chavez-Dueñas, N. Y., & Organista, K. C. (2016). Skin color matters in Latino/a communities: Identifying, understanding, and addressing Mestizaje racial ideologies in clinical practice. <i>Professional Psychology: Research and Practice</i>, 47(1), 46.</p> <p>Padilla, L. V. (2025). From Invisibility to Visibility: Reshaping Spanish Students Understanding of Afro-Latinx Identity Through Classroom Learning. <i>Journal of Latinos and Education</i>, 1-16.</p>	<p>Reflection Paper #1 due 9/18 on Canvas</p>

Gender and Sexual Identities

Week 6			
9/23	Latinx & Chicanx Theoretical Framework on Gender, Sexual Identity, and Sexuality		
9/25	Understanding Intersectional Identities & Ecological Realities for LGBTQIA+ Latinx and Chicanx		
Week 7			
9/30	No mas bebés documentary		Exam 1 opens

10/2	Student-led discussion #2	<p>McCandless-Chapman, O., Ottaway, A., Stone, A. L., & Robinson, B. A. (2024). Latinx LGBTQ+ youth and grandparents: Intergenerational solidarity, precarious familismo, and cisnormativity. <i>Journal of marriage and Family</i>, 86(3), 614-632.</p> <p>Flores, Y. G. (2013). Latina sexuality: De (re) constructing gender and cultural expectations in midlife. <i>Women, Gender, and Families of Color</i>, 1(1), 85-101.</p> <p>Abreu, R. L., Gonzalez, K. A., Rosario, C. C., Pulice-Farrow, L., & Rodríguez, M. M. D. (2020). "Latinos have a stronger attachment to the family": Latinx fathers' acceptance of their sexual minority children. <i>Journal of GLBT Family Studies</i>, 16(2), 192-210.</p>	Reflection Paper #2 due 10/2 on Canvas
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Family Psychology Through Cultural Lenses

Week 8			
10/7	Latinx Cultural Factors and Family Organizations		Exam 1 due on Canvas
10/9	Latinx Parenting		
Week 9			
10/14	Transnational Families		

10/16	Student-led discussion #3	<p>Torres, S. A., Sosa, S. S., Flores Toussaint, R. J., Jolie, S., & Bustos, Y. (2022). Systems of oppression: The impact of discrimination on Latinx immigrant adolescents' well-being and development. <i>Journal of Research on Adolescence</i>, 32(2), 501-517.</p> <p>Ayón, C., Salazar, B., & Han, K. M. (2025). "Families getting separated feels bad": Latinx children's perceptions of the immigration climate and socialization process. <i>Family Relations</i>.</p> <p>Ramos-Sánchez, L., & Llamas, J. D. (2024). Immigration Policy and Latinx/é Children from Mixed-Status Families: Mental Health Consequences and Recommendations for Mental Health Providers. <i>Children</i>, 11(11), 1357.</p>	Reflection Paper #3 due 10/16 on Canvas
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Health Psychology

Week 10			
10/21	Social Determinants of Health		
10/23	Latinx Physical Health		Assignment 2a Individual Paper due 10/23

Week 11			
10/28	Student-led discussions #4	<p>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</i>, 11(3), 308.</p> <p>Bean, M. G., Stone, J., Moskowitz, G. B., Badger, T. A., & Focella, E. S. (2013). Evidence of nonconscious stereotyping of Hispanic patients by nursing and medical students. <i>Nursing research</i>, 62(5), 362-367.</p> <p>Choi, S., Clark, P. G., Gutierrez, V., Runion, C., & R, M. (2022). Racial microaggressions and latinxs' well-being: a systematic review. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 31(1), 16-27.</p>	Reflection Paper #4 due 10/28 on Canvas
10/30	Making an ofrenda	<p>Grilo, G., Cohen, J. E., Reynales-Shigematsu, L. M., Welding, K., Escartin, M. G. F., Madar, A., & Smith, K. C. (2023). Cultural appropriation on Marlboro packs in Mexico: Ofrenda symbolism a cruel irony. <i>Tobacco control</i>, 32(6), 806-808.</p>	
Week 12			
11/4	In-class time to work on group presentation		Book Group Strategy Meeting, due 11/4

11/6	Physical and Mental Health Day, No class		
Latinx Mental Health			
Week 13			
11/11	No class		
11/13	Latinx Explanatory Model of Mental Health		
Week 14			
11/18	Latinx Mental Health from a Strength-Based Perspective		Exam 2 opens on Canvas

11/20	Student-led discussions #5	<p>Torres Rivera, E., & Torres Fernández, I. (2025). Decolonization is liberation: Operationalization of decolonial model of counseling using liberation psychology principles with the Latine population (s). <i>Journal of Multicultural Counseling and Development</i>, 53(1), 9-21.</p> <p>Morales, A., & Wang, K. T. (2018). The relationship among language brokering, parent–child bonding, and mental health correlates among Latinx college students. <i>Journal of Mental Health Counseling</i>, 40(4), 316-327.</p> <p>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</i>, 45(2), 91-120.</p>	Reflection Paper #5 due 11/20 on Canvas
Week 15			
11/25	No meeting – time to work on Exam		Exam 2 due 11/25
11/27	No class		
Class Presentations			

Week 16			
12/2	Class Presentations		Assignment 2b due 12/2
12/4	Class Presentations		Assignment 2b due 12/4
Week 17			
<u>Monday,</u> 12/8			Assignment 3 due 12/8 Extra credit due 12/8