

Current Issues Capstone PSYC 190

Fall 2025 Sections 80, 81 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/18/2025

Course Information

Class Days/Time: Tuesday & Thursday 4:30PM – 5:45PM(Section 80)

Tuesday & Thursday 6:00PM – 7:15PM(Section 81)

Welcome Hours: Tuesday & Thursday 7:30PM – 8:30PM or by appointment. Welcome (office) Hours end on 12/4/2025.

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

Classroom: Online

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 Description and Requisites

Integrative survey of current issues in psychology, how they developed and likely future directions. 1/2 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

Course Policies/Expectations

Inclusive Classroom Statement:

Our endeavor will be to work together to develop a learning community that is inclusive and respectful of the diversity in this class, which may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/ expression, socioeconomic background, and a host of other social identities including our varied life experiences. Expressions of different ideas, opinions, and beliefs will be encouraged and appreciated. Listening to different viewpoints can provide myriads of opportunities for intellectual and personal development and growth.

Classroom Protocol

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

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

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

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

-- Do Email Me in Advance to:

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

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

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

2. Students' responsibilities/expectations

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

- a. Students are expected to **check announcements on Canvas regularly** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.
- b. Students are expected to turn in their own individual work independently without any outside help of any kind.
- c. All assigned work should be submitted on the specified date.
- d. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one- inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.).
- e. **Late work Policy (for assignments, quizzes & exams): Five percent will be taken off from your grade per day for work submitted up to a week late. Work that is late by more than a week will not be accepted.**
- f. No credit will be awarded for emailed.
- g. This course will follow this syllabus to the extent possible. However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
- h. Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another's opinions/beliefs/observations even when they are different or conflict with your own. It is expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful "conversation" as a class.
- i. **Make up exams:** You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. **It is your responsibility to notify me before the date of the exam**, either via email or by leaving me a voicemail including your name, and telephone number. a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

3. Academic Integrity

For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

- **Students are expected to turn in their own individual work independently without any outside help of any kind of artificial intelligence tools** like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when you over rely on Apps such as ChatGPT. **If you choose to use generative AI tools in violation of this policy please remember that:**
- they are typically trained on limited datasets that may be out of date. Further they have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
- they rely on language patterns to predict what an answer to a prompt should look like and hence are not geared to "thinking" about the right response in a way a student would.

- there is “AI hallucination”, which means AI will make up things that seem convincing but are not.
- additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.
- the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.
- it is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.
- you will need to check for accuracy, statistics, citations, data which is generated by AI.
- In case you are using any AI please [cite your sources](#)
- If plagiarism or cheating is detected, then you will be contacted, a meeting will be set up to discuss the matter, since [academic integrity](#) is of paramount importance at SJSU.

4. Zoom Office Hours Protocol

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

Zoom Office Hours Etiquette

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

Recording Zoom Classes: This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

5. **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.

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 Learning Outcomes (CLOs)

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: Discuss 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. (Comprehension)
- 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)
- CLO10: Develop skills to communicate sensitively and effectively with different diasporas.(Application)
- CLO 11: Address social justice concerns of immigrants. (Synthesis)
- CLO12: Understand and conduct qualitative analyses. (Application)

Students shall be able to:

- explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;

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

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

- Discussion on Myths About Immigration & DACA in fulfillment of CLO1.
- Latest Trends in Immigration: 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, CLO4, CLO5, CLO7, CLO9.
- Review of Literature Project in pursuance of CLO6, CLO10.
- Discussion on Media Portrayals of Immigrants in fulfillment of CLO8.

Course Materials

Textbook:

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

Additional Suggested Readings:

- <https://www.apa.org/pubs/reports/psychological-science-immigration-today.pdf>
- <http://www.apa.org/about/gr/issues/minority/immigration-related-initiatives.aspx>
- <https://www.psychologytoday.com/blog/sound-science-sound-policy/201510/the-psychology-immigration>
- <https://www.pdresources.org/course/index/4/1145/The-Psychology-of-Immigration-in-the-New-Century>
- Open Source Textbook: <https://open.umn.edu/opentextbooks/textbooks/immigrant-and-refugee-families-global-perspectives-on-displacement-and-resettlement-experiences>
- <https://www.apa.org/topics/immigration/immigration-report.pdf>
- <https://www.history.com/topics/immigration/immigration-united-states-timeline>
- Adler, L.L. & Gielen, U.P. (Eds.) (2003). *Migration: Immigration and emigration on international perspectives* Westport: Greenwood Publishing.
- <https://www.apa.org/pubs/reports/psychological-science-immigration-today.pdf>

Useful Websites:

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

Other equipment / material requirements

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

Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

Course Canvas Site

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

- Syllabus and tentative course schedule
- Course announcements
- Discussion boards
- Class activities/assignments
- Course Paper Assignments
- Video lectures with slides
- Zoom links for class meetings & office hours
- Exam study guides
- Quizzes & Exams

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

About Canvas:

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

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

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

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

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

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

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

Course Requirements and Assignments

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, and these activities will have(P) after their title, when displayed on the grade table:

- Getting to Know You-Introducing yourselves in class worth 5 participation points on 8/21/2025.
- In-class Discussion on Myths regarding Immigration & DACA worth 10 participation points regarding Immigration on 8/21/2025.
- Presentations of your Interview Report themes due in the assigned discussion board on 10/2/2025, worth 10 participation points.
- Media Portrayals of Immigrants in-class discussion on 10/16/2025, worth 10 participation points.
- In-class presentations of your Multimedia Interactive Project on Immigration based on your Review of Literature Project on 11/20/2025, 11/25/2025,12/2/2025, worth 15 participation points.
- In-class presentations of latest trends and an overview of current immigrant statistics on 10/28/2025 worth 10 participation points
- In class participation on discussion on cultural relativism, ethnocentrism, nationalism, patriotism on 12/4/2025 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.

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.

An Immigrant's Story-Interview Assignment (65 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 10/2/2025 in the assigned Dropbox on Canvas by 11:59 P.M.

Review of Literature Project (60 points): Detailed instructions will be provided in class. Due in assigned Dropbox on Canvas on 11/20/2025 by 11:59 P.M. There are various types of theses that you can support in this project, such as:

- Conducting a focused literature review taking into cognizance the impact of immigration on 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 in-class on 9/30/2025.
 - The Second Exam will be in-class 10/28/2025.
 - **Final Exam for Section 80 will take place on Canvas on 12/16/2025 from 3:15 P.M. to 5:15 P.M.**
 - **Final Exam for Section 81 will take place on Canvas on 12/16/2025 from 5:30 P.M. to 7:30P.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; 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.

Workload and Credit Hour Requirements

As per the University Policy S16-9, Course syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

✓ Grading Information

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

An Immigrant's Story-Interview Paper	65 Points
Research Proposal	60 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

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>338 to 350</i>	<i>97 to 100%</i>
<i>A</i>	<i>324 to 337</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>314 to 323</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>303 to 313</i>	<i>87 to 89 %</i>
<i>B</i>	<i>289 to 302</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>279 to 288</i>	<i>80 to 82%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<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%

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/. 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/S07-2.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 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.

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

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

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

42598, 42599 PSYC 190, Psychology of Immigration, Sections 80 & 81, Fall, 2025

Course Schedule

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

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Overview of the Course <ul style="list-style-type: none"> • Introduction of ourselves, the course, course syllabus, and expectations & obligations from students. Going over the reading list and assignments. • Discussion on Myths about immigrants and DACA.(P)
2	8/26	Reasons for Immigration; History of Immigration to the U.S. Why People Migrate? Chapters 1 & 2 from: <ul style="list-style-type: none"> • Adler, L.L. & Gielen, U.P. (Eds.). (2003). <i>Migration: Immigration and Emigration in International Perspective</i>. Westport: Greenwood Publishing. • Deaux, K. (2006). A Nation of Immigrants: Living out our legacy. <i>Journal of Social Issues</i>, 62(3), 633-51.
	8/28	History of Immigration to the U.S. Chapter 4 from: <ul style="list-style-type: none"> • Adler, L.L. & Gielen, U.P. (Eds.). (2003). <i>Migration: Immigration and Emigration on International Perspective</i>. Westport: Greenwood
3	9/2	Theories of International Migration <ul style="list-style-type: none"> • 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. • Haas, Hein de. (2021). A theory of migration: the aspirations-capabilities framework. <i>Comparative Migration Studies</i>, 9(8). • Sherbinin,A., Kathryn, G., McDermid,S., Geest, K.,Puma M. J., Andrew,A.(2022).Migration Theory in Climate Mobility Research. <i>Frontiers in Climate</i>,4 DOI=10.3389/fclim.2022.882343
	9/4	Major Immigration Laws & Policies; <ul style="list-style-type: none"> • U.S. Immigration Law
4	9/9	Qualitative analysis, Grounded Theory, Preparing for Interview Report <ul style="list-style-type: none"> • https://courses.lumenlearning.com/suny-hccc-research- methods/chapter/chapter-13-qualitative-analysis/
	9/11	Acculturation& its Psychological Impact <ul style="list-style-type: none"> • Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. <i>Applied Psychology: An International Review</i>, 55, 303-332. • Berry, J. W., & 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. • Bhatia, S. & Ram, A. (2001). Rethinking 'acculturation.' <i>Human Development</i>, 44(1), 1-18. • Hui, B. P. H., Chen, S. X., Leung, C. M., & 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.

		<ul style="list-style-type: none"> • Inguglia, C., Musso, P., Albiero, P., Cassibba, R., Maria Iannello, N., Lo Cricchio, M. G., Liga, F., W. Berry, J., & Lo Coco, A. (2020). Mutual intercultural relations among immigrant and autochthonous youth in Italy. Testing the integration, multiculturalism, and contact hypotheses. <i>RICERCHE DI PSICOLOGIA</i>, 43(1), 45-79. https://doi.org/10.3280/RIP2020-001004 • McNeill, B. W., Trinidad Blanco, K., Martinez Alpizar, D., & Van Orman, D. S. J. (2025). ¡si se puede! Cultural factors as predictors of resilience among workers of Mexican descent. <i>Journal of Latinx Psychology</i>. Advance online publication. https://dx.doi.org/10.1037/lat0000291 • 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. https://doi.org/10.1111/j.1559-1816.2002.tb01448.x • Nijs, T., Martinovic, B., Verkuyten, M., & Sedikides, C. (2021). 'This country is ours': The exclusionary potential of collective psychological ownership. <i>British Journal of Social Psychology</i>, 60(1), 171 – 195. https://doi.org/10.1111/bjso.12386 • Zagefka, H., Lefringhausen, K., Rodriguez, L.L., Urbiola, A., Moftizadeh, N. & Vasquez, A. (2022). Blindspots in acculturation research: An agenda for studying majority culture change. <i>European Review of Social Psychology</i>, 33. https://doi.org/10.1080/10463283.2022.207981
5	9/16	<p>Relationship of Acculturative Stress & Mental Health</p> <ul style="list-style-type: none"> • Bakshaie, J., Hanna, A.E., Andres, G.V., Garza, M., Valdivieso, J., Ochoa-Perez, M., Lemaire, C., et al. (2018). Acculturative stress and mental health among economically disadvantaged Spanish-speaking Latinos in primary care: The role of anxiety sensitivity. <i>Psychiatry Research</i>, 261, 421-427. • Chandra, R.M., Arora, L., Mehta, U.M., Asnaani, A., & 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. • Chang, C.C.T. (2015). <i>Migratory loss and depression among adult immigrants of Chinese descent</i> (Unpublished doctoral dissertation). Loyola University Chicago, Chicago. • Gonzalez, H., Vasquez, M.B., & Barnett, M.A. (2023). Sociocultural contextual stressors, cultural values, and psychological distress among Mexican-origin fathers. <i>Journal of Latinx Psychology</i>. Advance online publication. https://dx.doi.org/10.1037/lat000002 • Iwamoto, D.K., Kane, J.C., Negi, N.J., Collado, A., & Tofighi, D. (2022). Racial discrimination, distress, coping Asian American young adults. <i>Asian American Journal of Psychology</i>, 13(2), 177-184. https://doi.org/10.1037/aap0000238 • Park, H.S., & 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. • Qais, A., Mefom, E., Montgomery, S., Koga, P.M., Srempel, C., Reimann, J.O.F. (2022). Acculturative stress, stigma, and mental health challenges: Emic perspectives from Somali young adults in San Diego County's 'Little Mogadishu'. <i>Ethnicity & Health</i>, 27(7), 1501-1517. http://dx.doi.org/10.1080/13557858.2021.1910930 • Su, T. (2022). Does family cohesion moderate the relationship between acculturative stress and depression among Asian American immigrants? <i>Asian American Journal of Psychology</i>, 13(2), 141-148. DOI: 10.1037/t28053-000
	9/18	<p>Social Anxiety</p> <ul style="list-style-type: none"> • Brance, K., Chatzimpyros, V., & Bentall, R.P. (2022). Perceived Discrimination and Mental Health: The Role of Immigrant Social Connectedness during the COVID-19 Pandemic. <i>Journal of Migration and Health</i>, 6, 100127. https://doi.org/10.1016/j.jmh.2022.100127 • Fang, K., Friedlander, M., & Pieterse, A.L. (2016). Contributions of acculturation, enculturation, discrimination, and personality traits to social anxiety among Chinese immigrants: A context-specific assessment. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 22(1), 58-68. • Haft, S.L., & Zhou, Q. (2021). An outbreak of xenophobia: Perceived discrimination and anxiety in Chinese American college students before and during the COVID-19 pandemic. <i>International Journal of Psychology</i>, 56(4), 522–531. DOI: 10.1002/ijop.12740

		<ul style="list-style-type: none"> • Hsu, L., Woody, S.R., Lee, H.J., Peng, Y., Zhou, X., & Ryder, A.G. (2012). Social anxiety among East Asians in North America: East Asian socialization or the challenge of acculturation? <i>Cultural Diversity and Ethnic Minority Psychology</i>, 18, 181-191. • Krieg, A., & Xu, Y. (2015). Ethnic differences in social anxiety between individuals of Asian heritage and European heritage: A meta-analytic review. <i>Asian American Journal of Psychology</i>, 6, 66-80. • Saasa, S., & Miller, S. (2021). Biopsychosocial predictors of depression and anxiety symptoms among first-generation Black African immigrants. <i>Social Work</i>, 66(4), 329-338. • Schlaudt, V.A., Suarez-Morales, L., & Black, R.A. (2021). Exploring the relationship of acculturative stress and anxiety symptoms in Latino youth. <i>Child & Youth Care Forum</i>, 50, 261-266. • Wu, C., Qian, Y., & Wilkes, R. (2021). Anti-Asian discrimination and the Asian-white mental health gap during COVID-19. <i>Ethnic and Racial Studies</i>, 44(5), 819–835. https://doi.org/10.1080/01419870.2020.1851739 • Zhang, J., Fang, L., Wu, Y.-W.B., & Weiczorek, W.F. (2013). Depression, anxiety, and suicidal ideation among Chinese Americans: A study of immigration-related factors. <i>Journal of Nervous and Mental Disease</i>, 201(1), 17-22.
6	9/23	<p>Immigrant Identity; Ethnic Identity, Being A “True American.”</p> <ul style="list-style-type: none"> • Case, A. D., & 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</i>, 40, 410-423. • Gupta, T., & 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</i>, 20, 220-230. • Coutinho, M.T., & Koinis-Mitchell, D. (2014). Black immigrants and school engagement: Perceptions of discrimination, ethnic identity, and American identity. <i>Journal of Black Psychology</i>, 40(6), 520-538. • 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</i>, 14, 128-137. • Phinney, J. S., Jacoby, B., & Silva, C. (2007). Positive intergroup attitudes: The role of ethnic identity. <i>International Journal of Behavioral Development</i>, 31, 478-490. • Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. <i>Journal of Counseling Psychology</i>, 58, 42–60. • Yu, S. H., Saephan, A., Weiss, B., Shih, J. H., Tsai, W., Kim, J. H. J., & Lau, A. S. (2022). How Discrimination Experiences Relate to Racial/Ethnic Identity and Mental Health Across First- and Second- Generation Vietnamese American Adolescents. <i>Cultural Diversity and Ethnic Minority Psychology</i>. Advance online publication. https://dx.doi.org/10.1037/cdp0000565
	9/25	<p>Dual Identities, Multicultural identities</p> <ul style="list-style-type: none"> • Fleischmann, F., & Verkuyten, M. (2016). Dual identity among immigrants: Comparing different conceptualizations, their measurements, and implications. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 22(2), 151-165. https://doi.org/10.1037/cdp0000058 • Fleischmann, F., & Weegh, A. O.D (2020). Majority acceptance vs. rejection of ‘being both’ facilitates immigrants’ bicultural identity blendedness and positive affect. <i>Self and Identity</i>, 21(5), 505-526. https://doi.org/10.1080/15298868.2021.1929437 • Hong, Y.Y., Morris, M., Chiu, C.Y., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. <i>American Psychologist</i>, 55, (7), 709-720. https://doi.org/10.1037/0003-066X.55.7.709 • Hui, B. P. H., Chen, S. X., Leung, C. M., & 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. 10.1016/j.ijintrel.2015.01.002 • Kung, F.Y.H., Brienza, J. P., and Chao, M.M.(2023). Mixed Reactions to Multicultural (vs. Colorblind) Diversity Approach Signals: A Lay Theories of Culture Perspective. <i>Journal of Experimental</i>

		<p><i>Psychology: Applied</i>, 29(1), 162–178. https://doi.org/10.1037/xap0000409</p> <ul style="list-style-type: none"> • Nguye, A. M. T. D., & Benet-Martinez, V. (2013). Biculturalism and adjustment: A meta-analysis. <i>Journal of Cross-Cultural Psychology</i>, 44, 122-159. https://doi.org/10.1177/0022022111435097
7	<p>9/30</p> <p>10/2</p>	<p>**In-Class Exam 1 on 9/30/2025 **</p> <p>Assessing Life Span Considerations-Immigrant Families, their Children, their Interactions</p> <ul style="list-style-type: none"> • https://www.apa.org/topics/immigration/immigration-report.pdf • Juang, L.P., & Moin, S. (2019). The evolution of acculturation and development models for understanding immigrant children and youth adjustment. <i>Child Development Perspectives</i>, 13(4), 241-246. • Piedra, L.M., & Engstrom, D.W. (2009). Segmented Assimilation Theory and the Life Model: An Integrated Approach to Understanding Immigrants and Their Children. <i>Social Work</i>, 54(3), 270-277. • Tsong, Y., Tai, A.L., & Chopra, S.B.(2021). The emotional, cultural, and relational impact of growing up as parachute/satellite kids in Asian American transnational families. <i>Asian American Journal of Psychology</i>, 12(2), 147-157. https://doi.org/10.1037/aap0000228 (https://psycnet.apa.org/doi/10.1037/aap0000228). <p>***Interview Paper due 10/2/2025 in the assigned Dropbox on Canvas by 11:59 P.M.***</p> <p>***Interview Report Themes due 10/2/2025 in assigned Discussion Board on Canvas by 11:59P.M.(P)***</p>
8	<p>10/7</p> <p>10/9</p>	<p>Immigration and the Immigration Integration Policy and Child Well-Being</p> <ul style="list-style-type: none"> • Batalova, J., Hanna, M., & Levesque, C. (2021). Frequently requested statistics on immigrants and immigration in the United States. Retrieved from Migration Policy Institute (2021). https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2020 • Kim, S. Y., Schwartz, S. J., Perreira, K. M., & Juang, L. P. (2018). Culture's influence on stressors, parental socialization, and developmental processes in the mental health of children of immigrants. <i>Annual Review of Clinical Psychology</i>, 14, 343-370. https://doi.org/10.1146/annurev-clinpsy-050817-084925 • Landale, N. C., Thomas, K. J. A., & Van Hook, J. (2011). The Living Arrangements of Children of Immigrants. <i>Future of Children</i>, 21(1), 43-70. • Lu, Y., He, Q., & Brooks-Gunn, J. (2020). Diverse experiences of immigrant children: How do separation and reunification shape their development? <i>Child Development</i>, 91(1), 146-163. • Mohanty, A. (2021). Dynamics of economic well-being: Poverty, 2013–2016. Current Population Reports. U.S. Census Bureau. Retrieved from https://www-census.gov.libaccess.sjlibrary.org/content/census/en/library/publications/2021/demo/p70br-172.html • Zhang, L., & Han, W.-J. (2022). Multidimensional poverty and children's behavioral trajectories in immigrant families: Beating the odds? <i>Children and Youth Services Review</i>, 139, 106534. https://doi.org/10.1016/j.childyouth.2022.106534 <p>Immigrant Adolescents</p> <ul style="list-style-type: none"> • https://www.apa.org/topics/immigration/immigration-report.pdf • Abdi, F., Bergren, S., Lanza, L., & Dong, X. (2021). Intergenerational Conflict Among Asian Immigrant Families and Psychological Well-Being: Results from PIETY Study. <i>Innovation in Aging</i>, 5(1), 788. https://doi.org/10.1093/geroni/igab046.2907 • Carrera, S. G., & Wei, M. (2014). Bicultural competence, acculturative family distancing, and future depression in Latino/a college students: A moderated mediation model. <i>Journal of Counseling Psychology</i>, 61, 427-436.

		<ul style="list-style-type: none"> • Goforth, A. N., Pham, A. V., & 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. • Gönültaş, S., & Mulvey, K. L. (2021). Bystander responses to bias-based bullying and retaliation: Is retaliation perceived as more acceptable than bias-based bullying? <i>The British Journal of Developmental Psychology</i>, 39(3), 442–461. https://doi.org/10.1111/bjdp.12371 • Huq, N., Stein, G. L., & 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. • Kumar, R., Seay, N., & 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. • Lau, A. S. M., Lum, S. K., Chronister, K. M., & 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. • 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. • Palmer S. B., Filippou A., Argyri E. K., Rutland A. (2022). Minority- and majority-status bystander reactions to, and reasoning about, intergroup social exclusion. <i>Journal of Experimental Child Psychology</i>, 214, 105290. https://doi-org.libaccess.sjlibrary.org/10.1016/j.jecp.2021.105290 • Tsai-Chae, A. H., & 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. • Tummala-Narra, P., & Claudius, M. (2013), Perceived discrimination and depressive symptoms among immigrant-origin adolescents. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 19(3), 257-26. • Yoo, H. C., Burrola, K. S., & 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.
9	10/14	Immigrant Adults, Older Adults & Women <ul style="list-style-type: none"> ◦ https://www.apa.org/topics/immigration/immigration-report.pdf ◦ 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. ◦ Lee, D. L., & Ahn, S. (2012). Discrimination against Latina/os: A meta- analysis of individual-level resources and outcomes. <i>The Counseling Psychologist</i>, 40, 28-65. ◦ Nardon, L., Hari, A., Zhang, H., H, L.P.S., & Kuzhabekova, A.(2022).Skilled immigrant women's career trajectories during the COVID-19 pandemic in Canada. <i>Equality, Diversity & Inclusion</i>,41(1). ◦ Phinney, J. S., & 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. https://doi.org/10.1177/0022022102033003007 ◦ 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.
	10/16	<ul style="list-style-type: none"> ◦ Media Portrayals of Immigrants-In-Class Discussion ◦ Portrayals of immigrants and immigration on TV often don't match reality. ◦ Three ways the media introduces bias to the immigration debate. <p>^^Complete the Lit. Rev. Project Padlet Today by 11:59 p.m.^^^</p>
10	10/21	Populations Facing Unique Challenges <p>https://www.apa.org/topics/immigration/immigration-report.pdf</p>

		<ul style="list-style-type: none"> • Arfa, S., Solvang, PK., Berg, B., and Jahnsen, Reidun(2020). Disabled and immigrant, a double minority challenge: a qualitative study about the experiences of immigrant parents of children with disabilities navigating health and rehabilitation services in Norway. <i>BMC Health Services Research</i>, 20(134).DOI: 10.1186/s12913-020-5004-2 (https://doi.org/10.1186/s12913-020-5004-2). • Chavez, K.R. (2011). Identifying the Needs of LGBTQ Immigrants and Refugees in Southern Arizona. <i>Journal of Homosexuality</i>, 58, 189–218. • 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. • Documet, P.I., Troyer, M.M. and Macia, M. (2019). Social Support, Health, and Health Care Access Among Latino Immigrant Men in an Emerging Community. <i>Health Educ Behav</i> 46(1),137-145. DOI: 10.1177/1090198118763870 • Fredriksen-Goldsen, K. I., Kim, H.-J., Bryan, A. E. B., Shiu, C., & Emlen, C. A. (2017). The cascading effects of marginalization and pathways of resilience in attaining good health among LGBT older adults. <i>The Gerontologist</i>, 57(Suppl 1), S72–S83. https://doi.org/10.1093/geront/gnw170 • Jarama, S.L., Reyst, H., Rodriguez, 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.
10/23		<p>Immigrant Populations in Educational Contexts</p> <ul style="list-style-type: none"> • https://www.apa.org/topics/immigration/immigration-report.pdf • 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. • Leo, A. (2022). High expectations, cautionary tales, and familial obligations: The multiple effects of the family on the educational aspirations of first-generation immigrant and refugee youth. <i>Anthropology & Education Quarterly</i>, 53(1), 27-46. DOI:10.1111/aeq.12407 • Park, Y. S., & 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.
11	10/28	<p>An Overview of Current Immigrant Statistics(P)-In-Class Presentations</p> <ul style="list-style-type: none"> • https://www.dhs.gov/sites/default/files/publications/Lawful_Permanent_Residents_2010.pdf • https://www.dhs.gov/sites/default/files/2022-07/2202_0405_plcy_lawful_permanent_residents_fy2021_0.pdf • https://www.migrationpolicy.org/ • https://www.nsf.gov/statistics/seind/ • https://www.migrationpolicy.org/article/college-educated-immigrants-united-states • https://nfap.com/ • https://cis.org/Report/Immigrants-United-States-2010#:~:text=(3%20percent).-,%2CEducational%20Attainment,%2033%20percent • https://www.americanimmigrationcouncil.org/research/foreign-born-stem-workers-united-states • https://www.census.gov/programs-surveys/ces/data/public-use-data/experimental-bds/bds-high-tech.html • https://nfap.com/wp-content/uploads/2022/07/2022-BILLION-DOLLAR-STARTUPS.NFAP-Policy-Brief.2022.pdf • https://www.shrm.org/executive/resources/articles/pages/immigrants-in-the-c-suite.aspx • https://data.census.gov/table?q=S0501:+SELECTED+CHARACTERISTICS+OF+THE+NATIVE+AND+FOREIGN-BORN+POPULATIONS&g=0100000US • https://www.dhs.gov/sites/default/files/publications/immigration-statistics/Pop_Estimate/UnauthImmigrant/unauthorized_immigrant_population_estimates_2015_-_2018.pdf • Psychological Science and Immigration Today APA Task Force on Immigration and Health August 2024 Psychological-science-immigration-today.pdf

10/30	<p style="text-align: center;">***Take Home Exam 2 on 10/28/2025***</p> <p>Broken Promises-Children of Undocumented Parents</p> <ul style="list-style-type: none"> • https://www.apa.org/advocacy/immigration/fact-sheet.pdf • https://www.apa.org/monitor/2019/09/immigration-crisis • https://www.apa.org/advocacy/immigration/vulnerable.pdf • 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. • Bernadette, S., Garcia-Murillo, Y., Monjaras-Gaytan, L., Thursby, K., Ulerio, G., De Los Reyes, W., Salusky, I.R., Rivera, C.S.(2022). Everyday Acts of Resistance: Mexican, Undocumented Immigrant Children and Adolescents Navigating Oppression With Mentor Support. <i>Journal of Research on Adolescence</i>, 32(2), 398–416. • MacLean, S, A. et al. (2019). Mental health of children held at a United States immigration detention center. <i>Social Science & Medicine</i>, 230, 303- 308. • Rojas-Flores, L., Clements, M.L., Hwang Koo, J. & 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. • Tondoño, T., Gulbas, L. E., Zayas, L. H.(2022). Sibling relationships among U.S. citizen children of undocumented Mexican parents. <i>Family Process</i>, 61(2), 873-889. DOI: 10.1111/famp.12685 • Zayas, L.H. et al. (2017). Charting directions for research on immigrant children affected by undocumented status. <i>Hispanic Journal of Behavioral Sciences</i>, 39(4), 412-435.
12	<p>11/4 Psychological Concerns of Undocumented Immigrant Youth</p> <ul style="list-style-type: none"> • Cornejo, M., Ayón, C., and Enriquez, L. E. (2022). A Latent Profile Analysis of U.S. Undocumented College Students' Advocacy Communication Strategies and its Relationship with Health. <i>Journal of Applied Communication Research</i>, 51(3), 1-40. https://doi.org/10.1080/00909882.2022.2121172 • Ellis, L. M., & 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. • Gonzalez, L. M., Stein, G. L., Prandoni, J. I., Eades, M. P., & Magalhaes, R. (2015). Perceptions of undocumented status and possible selves among Latino/a youth. <i>The Counseling Psychologist</i>, 43(8), 1190-1210. • Gonzales, R. G., Suarez-Orozco, C., & 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. • Ríos Vega, J. A. (2023). School to Deportation Pipeline: Latino Youth Counter-storytelling Narratives. <i>Journal of Latinos and Education</i>, 22(1), 258-270. DOI: 10.1080/15348431.2020.1745642 • Roche, K. M., White, R. M. B., Rivera, M. I., Safa, M. D., Newman, D., & 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. <p>11/6 Xenophobia</p> <ul style="list-style-type: none"> ◦ https://www.apa.org/topics/immigration/immigration-report.pdf ◦ 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. https://doi.org/10.1037/a0016675 ◦ 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). DOI: 10.1542/peds.2020-021816 ◦ Genkova, P., Schreiber, H., & 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>. I: 10.1007/s12144-020-01298-8

		<ul style="list-style-type: none"> ◦ Lee, D. L., & Ahn, S. (2012). Discrimination against Latina/os: A meta- analysis of individual-level resources and outcomes. <i>The Counseling Psychologist</i>, 40, 28-65. https://doi.org/10.1177/0011000011403326 ◦ Maloni, M.J., Gligor, D.M. Blumentrit, T., Gligor, N.(2022). Fear or competition? Antecedents to U.S. business student immigration attitudes. <i>Journal of Management Education</i>, 46(4), 715-750. ◦ Peterie, M., and Neil, D.(2019). Xenophobia towards asylum seekers: A survey of social theories. <i>Journal of Sociology</i>, 56(1), 23-35 https://doi.org/10.1177/1440783319882526 ◦ 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 & Medicine</i>, 265, 11354. DOI: 10.1016/j.socscimed.2020.113544
13	11/11	<p>****Veterans' Day- No Class****</p> <p>11/13 Public Opposition to Immigration</p> <ul style="list-style-type: none"> • Brader, A., Valentino, N.A., & 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. • Macdonald, D. (2020). Political trust and support for immigration in the American mass public. <i>British Journal of Political Science</i>. https://doi.org/10.1017/S0007123419000668. • Macdonald,D., & Cornacchione,T.(2023). Political Trust and Support for Immigration in the European Mass Public. <i>Political Behavior</i> 45, 491–510. https://doi.org/10.1007/s11109-021-09714-w • Lucas, T., Randolph, C., Zhdanova, L., Barkho, E., & Weidner, N. (2014). Distributive justice for others, collective angst, and support for exclusion of immigrants. <i>Political Psychology</i>, 35(6), 775-793.
14	11/18	<p>Social Justice Concerns Regarding Immigrants; Beyond the American Dream</p> <ul style="list-style-type: none"> • https://www.apa.org/advocacy/immigration/vulnerable.pdf • Diaz-Strong, D.X., Roth, B.J., Velazquillo, A., & Zuch, M. (2021). Social work research on immigrants: A content analysis of leading journals from 2007 to 2016. <i>Social Work</i>, 66(2), 111-118. • Fierke J. (2019). Beyond the American dream: Envisioning social justice for 21st century immigrants. <i>Social Work with Groups: A Journal of Community and Clinical Practice</i>, 43(1-2), 75-79. • Ford-Paz, R.E., Santiago, C.D., Bustos, Y., Uriarte, J.J., Distel, M.L., Ros, A.M., Coyne, C.A., Rivera, C., Guo, S., Rusch, D., St. Jean, N., Hilado, A., Zarzour, H., Gomez, R., & Cicchetti, C. (2023). Acceptability & initial promise of trainings for community stakeholders serving refugee and immigrant families. <i>Psychological Services</i>, 20(1), 188-201. • Na, G., & Lee, D. (2022). An Immigrant School Counselor as Multicultural and Social Justice Advocate for Immigrant Students: A Case Study Approach. <i>Journal of Asia Pacific Counseling</i>, 12(1), 133-153. • Sidhu, J.K. (2016). Social workers and immigrant advocacy. In F. Chang-Muy & 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.
	11/20	<p>** Review of Literature Project Due 11/20 in the assigned Dropbox on Canvas by 11:59 p.m.**</p> <p>***Multimedia Interactive Project on Immigration Presentations***</p>

15	11/25	^^^Multimedia Interactive Project on Immigration Presentations^^^
	11/27	^^^Thanksgiving Holiday-No Class^^^
16	12/2	^^^Multimedia Interactive Project on Immigration Presentations^^^
	12/4	In-class assignment on cultural relativism, ethnocentrism, nationalism, patriotism
Final Exam	12/16	From 3:15P.M.-5:15P.M.(Section 80)
	12/16	From 5:30 P.M.-7:30P.M.(Section 81)