

## **Asian American Psychology: Understanding Cultural Impact on Human Behavior**

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Office Hours: TBD  
Distributionals: TBD

Text:

- (1) Readings – bulkpack
- (2) Selected readings throughout the course (distributed by instructor)

### **Overview and Course Objectives**

By and large, research in the field of psychology is based upon the assumption of one normative path of development. This normative path has historically based upon a view of psychological well being that is homogenous and historically Eurocentric. Asian Pacific Islander Americans remain the fastest growing racial group in the United States. A generation of researchers in Asian American psychology has identified variables that are pertinent in the psychological adjustment of non-White groups, beginning with the work examining dimensions of collectivism and individualism. Going beyond merely examining these two dimensions, others have begun to look at the specific variables in Asian American development that are important to psychological health.

This course is intended to (1) provide knowledge of Asian American personality, identity, and mental health and the cultural and societal influences that shape personality and mental health, (2) analyze psychosocial research pertinent to Asian Americans, and (3) develop critical thinking skills on Asian American issues.

### **Course Description**

The course will have a seminar format. To lay the foundation for the course itself, the first classes will largely be lecture, and then proceed into discussion format as students engage with the course topics. Guest speakers, as well as demonstrations, videotapes, and class exercises, may be included. Students are expected to participate in class as well as arrive on time to class as courtesy to those in the course. Students are responsible for all readings, lectures, and class activities. Prior to the exam, the important concepts and materials to learn will be announced. This course will cover questions of development specific to Asian Pacific Islander American cultural groups, as well as address issues pertinent to the psychological well being of Asian Pacific Islander Americans that are a consequence of minority status.

### **Instructor and Office Hours**

This class is taught by Dr. June Chu, Dean at Pierson College. If you would like to meet, please call 203.432.1006 to schedule time.

### **Grading**

Your grade is determined by:

- (1) an exam worth 50 points;
- (2) a 20-30 minute GROUP presentation on course article worth 50 points;
- (3-4) three written analysis/critiques of three separate articles/readings from the syllabus (2-3 pages) worth 25 points each (note: full points will be awarded if you have integrated the material beyond a mere

summation and bring a new perspective to the topic being addressed);  
(5) one reflection paper worth 25 points,  
(6) participation in sessions worth 50 points.

Exam is based on all readings and class activities (lectures, demonstrations, guest speakers, etc.) They will be short answer/essay. All items must be submitted as they are requirements of the course; any missing required work will result in a failing grade for the entire course. Extensions/make ups will only be granted with a dean's excuse.

Policy re: papers. All papers/exercises are due at the beginning of class. 5 points will be deducted for each hour the paper is late.

### **Academic Integrity**

Please refer to the Yale College Regulations on Yale Academic Policies; violations will be referred to the Executive Committee. <http://catalog.yale.edu/undergraduate-regulations/policies/definitions-plagiarism-cheating/>

### **Article Analysis/Critique (DUE 9/13, 9/27, 10/11)**

The goals of the article reviews are to integrate topics discussed in class with the current research in Asian American mental health using primary sources of information (e.g., journal articles, not popular media) which are assigned. As you write the article review, keep in mind that the reader (your instructor) has also read the article and therefore you *need not* summarize the article. It is your responsibility to review and critique the article in terms of research methodology, discussions in the course, as well as its validity. You should offer some opinion, but it must be a substantiated claim backed by good critical thinking. Include some questions that remain unanswered by the article.

Papers are due **at the beginning of class**. 10 points will be deducted for every hour the paper is late. Papers should be 2-3 pages in length (not including references), 12 point Times font, with one-inch margins. **No title page is necessary.**

You are expected to use APA Formatting for references. Please include a list of references.

**Keep careful and complete track of sources. Accurately copy the author, title, and other information about the source publication, including the number(s) of the page(s) from which notes or quotes were taken. Plagiarism is a serious academic offense.**

### **Presentation (weeks of 11/6 and 11/13)**

The presentation is a concise, well-articulated presentation of a research article in the field of APA psychology. You will sign up based on the topics selected; your goal is to discuss and present the topic. It is your option to conduct additional research outside of class reading (suggested). Your group's duty is to be the "expert" on the topic you have researched and design the presentation in a way that reflects and understanding of the topic you have chosen as well as its relationship to our understanding of Asian American psychology. **The presentation is to be 20-30 minutes in length.** POINTS will be deducted if you go over time, you must practice your presentation.

This project should be presented via powerpoint in class. TOPICS: Religion/Spirituality, LGBTQ, Adoptees,

Stress/Refugees/Trauma, Body Image. IF there is something that we have not covered in class that you are interested in, I would be amenable to that topic as well.

At the end of the project, I will ask EACH group member to rank how much they think each of their team members participated (anonymously). Thus, your grade will be reflective of your final project, but ALSO include your own individual contributions (so if one person did all the work, the other team members would not get the same grade as they did not do the work).

YOU MUST also distribute a list of all your cited sources to the class at the end of your presentation if you have used outside sources.

This is also a public speaking assignment designed to enhance your ability to present facts accurately and in a succinct manner. This presentation should be seamless in that you will all work together to produce a final product; it should not be done so that each person focuses on one particular subtopic and the final presentation is just one subtopic after another.

### Reflection Paper (DUE 12/15)

The goal of the reflection paper is to consider contemporary issues that we have covered in class, and its relevance to the lives of Asian Americans today, with a particular focus on the psycho-social impact of the issue you choose. For this assignment, students will be instructed to note reactions to class meetings, readings, interpersonal interactions, and other observations regarding cultural issues. Consider this assignment as a more “creative writing” type of an assignment—it may help to think of it as a journal entry of sorts.

### Extra Credit (DUE first day of reading period)

You may earn extra credit toward your final grade; the extra credit will help you if your final grade is on the borderline between two grades. For example, if your cumulative grade places you at an 89%, having completed an extra credit will result in the final grade of A- rather than a B+. You may only choose one option.

Options:

- a. Attend a campus or local event that has some focus on Asian Americans (e.g., films, workshops, performances, talks, etc.), then write a double-spaced typed 3-5 page report in which you (a) briefly describe the event, (b) describe your observations and reactions, and (c) place the event and your observations in the context of what you have learned in this course. Make sure that the event has an Asian American emphasis and is not solely about overseas Asia (if in doubt, please ask the instructor). Some campus events that are appropriate for this assignment will be publicized in class (many of these events happen in April). \*\*I would prefer that you attend an event you would NOT usually attend—try something new!! Please turn in your paper on or **before** reading period begins.
- b. Read Jean Kwok's *Girl in Translation*, then write a double spaced typed 3-5 report that reflects upon themes we have discussed in class along with the lived experience of the daughter character in the book.

### Participation

Active participation in this course is an integral part of your grade. This means sharing experiences, asking

questions, and demonstrating that you have thought critically about the readings/lectures/topics that we discuss. Because this course only meets one time a week, any absence will seriously affect your grade. You are expected to participate fully in intelligent discourse throughout each class, regardless of whether or not you are wary of public speaking, in order to achieve full marks.

<b>Date</b>	<b>Topic</b>	<b>Readings (Chapters)</b>
Week of: Aug 30	Syllabus/Course Expectations Introduction: Who Are Asian Americans?	Kiang et al., Tran and Chan
9/4	Studying API populations API Development: Perspectives	Markus and Kitayama Chao (2 readings)
9/11	API Development: Family/Youth/Elderly Article critique due 9/13	Xia et al., Kim et al.
9/18	API Development: Women API Development: Men	C. Hall, Cheng et al., Frederick et al. Iwamoto, Keum
9/25	South Asian populations API Development: Ethnic Identity Article critique due 9/27	Lane et al.
10/2	Asian American Personality Stereotypes: Accuracy and Consequences	Nadal et al.
10/9	Racism Article critique due 10/11	Kaduvettoor-Davidson and Inman
10/16	October recess	
10/23	API Mental Health Statistics	Sue, Sue & Chu, Hong et al.
al.	Emotional Disturbance/Psychopathology Treatment and Psychotherapy Violence	Ma et al., Liu & Suyemoto, Meyer et al. Sirikantraporn, Robertson et al.
10/30	Intellectual and Educational Development Leadership and the Glass Ceiling	John & Montgomery, Zhou & Lee, Perera & Chang Akutagawa
11/6	Group presentations on special topics	
11/13	Group presentations on special topics	
11/20	Thanksgiving break	

11/27	Assessment of APAs Mental Health Services and Treatment	Okazaki et al. Kim & Zane, Zane et al.
12/4	Utilization of Services-Treatment Differences Between Group REVIEW-Final comments	Kim & Lee
Dec 8	EXAM <u>Extra Credit Assignment Due by start of reading period (optional)</u>	Cumulative

References (other readings may be assigned)

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- Keum, B. Asian American men's internalization of western media appearance ideals, social comparison and acculturative stress. *Asian American Journal of Psychology, 7*(4), pp. 256-264.

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- Liu, C. and Suyemoto, K. The effects of racism related stress on Asian Americans: Anxiety and depression among different generational statuses. *Asian American Journal of Psychology*, 7(2), 137-146.
- Ma, T., Ancheta, I., Battie, C. (2014). What impacts the psychological health of Filipino American Women, *Asian American Journal of Psychology* (advance online publication), 1-9.
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- Meyer, Dhindsa, Gabriel and Sue. Psychopathology and clinical issues with Asian American Populations. From *Asian American Psychology* by Tewari and Alvarez (2008). P. 519-533.
- Nadal, K., Wong, Y., Sriken, J., Griffin, K., F. (2015). Racial microaggressions and Asian Americans: An exploratory study on within-group differences and mental health. *Asian American Journal of Psychology*, 6(2), 136-144.
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