

SYLLABUS SUBJECT TO CHANGE GIVEN ONGOING PANDEMIC

**ASIAN AMERICAN PSYCHOLOGY
PSYCHOLOGY 489Z/ASIAN AMERICAN STUDIES 498J
SECTION 0101
SPRING 2022**

Class Times: Tuesday/Thursday, 12:30-1:45

Location: Plant Sciences 1140

Instructor: Derek Iwamoto, Ph.D.

Pronouns: He/him/his

Email: diwamoto@umd.edu

Office/Mailbox: 2147A Biology-Psychology Building

Office hours: Tuesday, 1:45-5pm, and by appointment. Email for appointment

Course description: The goal of this class is to increase knowledge and critically investigate how socio-cultural influences impact the development and psychological health of Asian Americans. Other topics will include how minority group status, adaptation and identity development influence various aspects of psychological functioning; the role of historic systematic racism; and, how the COVID-19 pandemic has negatively impacted Asian Americans. Students will develop a deeper understanding of the role of stereotypes and racism, acculturation, racial identity development, cultural values, gender socialization, behavioral norms, family roles, stressors and social support systems have on the mental health, well-being and health of Asian Americans.

Course objectives: At the completion of this course, students will:

- 1) Articulate key concepts, principles, and overarching themes in Asian American Psychology;
- 2) Critically evaluate how socio-cultural factors influences mental and physical health among Asian Americans;
- 3) Examine how systematic racism and oppression impact the mental health and identity development of Asian Americans;
- 4) Critically articulate how empirical research methods are used to test hypotheses related to a broad range of topic areas within Asian American psychology;
- 5) Develop critical thinking skills on research and theory related to Asian American psychology;
- 6) Translate and incorporate this new knowledge into own life via community and professional contexts.



Course Instructor: Dr. Derek Iwamoto is an Associate Professor in the Counseling Psychology program, Department of Psychology at University of Maryland, College Park. He completed a National Institute of Drug Abuse (NIDA) Postdoctoral Fellowship in the Department of Psychiatry at Yale University School of Medicine. His research examines the influence of socio-cultural factors including racial socialization (i.e., racial consciousness, racial/ethnic group attachment) and gender socialization, or the beliefs, attitudes and expectations of what it means to be a man or woman (adherence to masculine and feminine norms), on substance abuse and mental health problems among Asian Americans. He has published over 65 peer-reviewed articles and chapters and co-edited the first ever book on counseling interventions with Asian American men.

Lead Teaching Assistants:

For questions about assignments, grades or course contact, please contact Jillian and Jenny.



TA: Jenny Chen

Pronouns: she/her/hers

Email: jchen00@terpmail.umd.edu

Office Hours: Email for appointment

Jenny is a senior psychology major and human development minor. She is passionate about mental health awareness, specifically with regards to increasing access to mental health treatments among youth in underserved communities. She is interested in being a counseling psychologist in the future and is involved in research on campus that focuses on children. In

her free time, Jenny enjoys reading, painting, and drinking iced coffee. She is looking forward to being a TA this semester and help in any way she can. Feel free to reach out with anything or if you just want to talk!



TA: Jillian Tryon

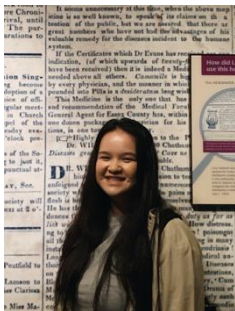
Pronouns: she/her/hers

Email: jtryon@terpmail.umd.edu

Office Hours: Email for appointment

Jill is a sophomore criminology/criminal justice major who is considering doubling in psychology and potentially adding an Asian American studies minor. She enjoys cooking, playing guitar and piano, as well as running, playing field hockey, and skiing. Jill loved this class last semester and is super excited to be a part of the TA team! Feel free to reach out if you have any questions or if you just want to chat!

Teaching Assistants:



TA: Vi Le

Pronouns: she/her/hers

Email: vibaole@terpmail.umd.edu

Office Hours: Email for appointment

Vi is a junior psychology major and an Asian American studies minor. She is involved at Gender, Culture, and Health lab as a research assistant. She enjoys playing with her dog, photography and naps! Please feel free to reach out with any questions or to just talk! 😊



TA: Leena Singh

Pronouns: she/her/hers

Email: mleena@terpmail.umd.edu

Office Hours: Email for appointment

Leena is a junior studying psychology and biology hopefully adding Asian American studies minor this year! She is involved with Dr. D's [Gender, Culture, and Health Lab](#) where she currently studies intersectionality – looking at the impacts of both racism and sexism on health behaviours. She loves anything

outdoors – especially gardening – yoga, reading/writing, & hockey! Leena loved taking this class and cannot wait to experience it again as a TA this semester. If you have any questions, need anything, or just want to talk please feel free to reach out!



TA: M Pease

Pronouns: they/them/theirs

Email: mpease1@terpmail.umd.edu

Office Hours: Email for appointment

M Pease is a senior psychology major with minors in Asian American studies and public leadership. They are involved in psychology and public health research through Dr. Iwamoto's [Gender, Culture, and Health Lab](#) as well as the [Prevention Research Center](#). M's research interests broadly include race, gender, and sexuality (especially Asian American and trans+ identities), systems of oppression and marginalization, and their relationships with mental health. They are also involved in mental health and identity-related advocacy work as a [university senator](#) and peer counselor at the [Help Center](#); ask them about it! Their quarantine hobbies include learning to play the ukulele and trying (but mostly failing) to make latte art using an espresso maker they got over the break. **If you are reading this, email M your favorite coffee flavor, something fun you did over winter break, or something you're looking forward to this semester!** M had a wonderful time as a TA in this class during last two semesters (and a student the semester before that!) and looks forward to helping you all get the most out of this experience! Please reach out if you ever have any questions, need anything, or just want to chat! ♥



Class structure: Active involvement in this class is crucial to optimal learning. In this course, a variety of methods will be used to stimulate thinking about the subject matter, including: readings, small group discussions, student-led discussions, videos, lectures, and other activities. Everything we do in this class, even the lectures, will be interactive. Thus, it is expected that students will come to class with comments and questions, and ready to respond to questions posed by the instructor or other students. Students will be encouraged to think critically about each of the topics presented in class. The expression of diverse viewpoints is highly valued in this class. The instructor will strive to create a mutually respectful environment in which it is safe to express multiple perspectives, and students are expected to participate in this effort.

Required text and other materials:

I recognize the cost of college is very expensive thus I wanted my save my students' money so all of the readings will articles/chapters, and the PDFs will be posted on ELMS-CANVAS.

Recommended:

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: APA.

For more information on APA formatting, you can check out the link below:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Recommended Viewing:

<http://blog.angryasianman.com/>

<https://aapaonline.org/>

<https://www.apa.org/pubs/journals/aap/>

ELMS-CANVAS: Students are responsible for all announcements and changes posted on CANVAS. Thus, it is suggested that students check ELMS-CANVAS prior to each class to stay informed about

class-related updates. To access ELMS-Canvas, log in to elms.umd.edu and click on this course (PSYC489Z).

Succeeding in Class

Arrange for undisturbed time. The Course Schedule below highlights the times that are mandatory.

NO MULTITASKING. Studies clearly demonstrate that individuals who multitask during class do not learn as much and receive lower grades. To enhance your learning (as well as others), please log out of your social media, do not surf the internet during the class, and do not text.

Time Requirement: Given the pandemic, it is an unprecedented time for all of us. If you put in time into this class, you will succeed but mastering the content takes time. University guidelines state that every hour you will spend in class per week you should expect to spend an average of 2-3 hours on coursework outside of class, thus expect an addition 5-7 hours outside of class time.

Policy on missing an exam or late assignments: Please note that it would NOT be in your best interest to miss an exam. In an attempt to be fair to all students, only extreme circumstances (e.g., medical, death in the family, severe illness with documentation from a medical professional, etc.) will result in excused absences from tests or delayed deadlines for papers. Computer problems DO NOT qualify as an extreme circumstance. Therefore, it is highly recommended that you back-up your work. The instructor will review a student's unusual and exceptional reason for missing a test or extending a deadline, and may allow the student to make up the exam or turn a paper in late. If you miss an exam without a reason that the instructor has approved in advance and in writing, you will receive an F (0 points) for that exam.

Policy regarding asking questions about assignments/exams: The instructor is available by email to respond to your questions about assignments and exams. However, no questions will be answered after 7 p.m. on the day before the assignment is due. Thus, if an assignment is due on Wednesday, the instructor will not reply to emails after 7 p.m. on Tuesday evening. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. Additionally, the instructor will not guarantee email responsiveness on nights and **weekends.**

Grading disputes: After the return of any test, paper, or project, you have exactly three days to go over your grade with the instructor. After the three days are over, grade changes will no longer be considered.

Academic dishonesty: Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. All instances of academic dishonesty will be reported to the Office of Judicial Programs. Note that there will be NO warnings.

Students with disabilities: If you have a documented disability and require academic accommodations, you must register with the Accessibility and Disability Service (ADS; 0126 Shoemaker Building, (301) 314-7682; <https://www.counseling.umd.edu/ads/>). You must provide the instructor with written documentation from the ADS regarding your recommended accommodations by the 3rd week of classes.

Statement of religious observances: Absences due to religious observances will be excused provided that the student contacts the instructor at least 2 weeks in advance of the holiday, submits work due in advance and assumes responsibility for any material or announcements missed that day.

Absences and participation: Attendance and group participation/activities a large percentage of your final grade.

- Attendance is **MANDATORY**
- **In-class assignments (15% of overall grade):** Most of your participation points will be gained through the completion of in-class activities and group assignments that will be assigned **randomly** throughout the semester.

Other excused absences: <https://policies.umd.edu/assets/section-v/V-100G.pdf>

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a self-signed letter attesting to the date of the illness and acknowledging that the information is true and correct, and that providing false information is prohibited under the Code of Student Conduct. You are required to contact the instructor by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury.

Expectations of the instructor: You can expect that the instructor will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge and communicate clear expectations for students. The teaching team will provide feedback in time to apply it to future assignments. For example, the teaching team will provide you with feedback on your WCA in 2 weeks or less.

Expectations of students in the class: Students are expected to attend class and actively participate, be prepared, and to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, or the instructor will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

Copyright: My lectures and course materials, including presentation slides, tests, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own use. You may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in any papers you write for this course and in your exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you. If you are off campus, <http://211.org/> can help you find resources in your area. Please also let me know if I can help in any way.

Names/Pronouns and Self Identification: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Course Evaluation and Feedback:

Ongoing course evaluations. Feedback from students about the course is very important to us and will help us improve the educational experience of this course. Anonymous course evaluations will be administered several times throughout the semester.

Final course evaluations. As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

COURSE OUTLINE

Readings/assignments are due *on* the date with which they appear. Assignments and readings may be amended in class—all students will be expected to be aware of any changes made. Thus, if you miss class for any reason, you will be responsible for knowing that changes were made to the schedule. The most up-to-date version of the syllabus will be posted on ELMS at <http://www.elms.umd.edu/>.

NOTE: Instructor reserves the right to modify this syllabus as needed.

Date	Topic (s)	Weekly readings should be completed before class
Week 1		
Tues, Jan.25th	<u>Introduction</u> <i>What is Asian American Psychology?</i>	What aspects of Asian American Psychology are you most excited about? Please try to review syllabus before class
Thurs, Jan.27th	<u>History of Asian American Psychology</u> <i>Immigration history</i> <i>Why was APA formed?</i>	Read: Leong & Okazaki (2009); Due: Weekly Critical Analysis (WCA), Friday January 28th (7pm)
Week 2		
Tues, Feb.1st	<u>Cost of Racism:</u> <i>General</i> <i>Discrimination and Health</i> <i>COVID-related</i> <i>Racism</i> <i>Stereotypes</i> <i>Model Minority Myth</i>	Read: Pascoe & Smart Richman (2009): Extensive review so you can skim over the methods and stats sections. Kiang et al. (2017); Yoo & Steger (2010): note you can skim through the statistics (exploratory and confirmatory factor analyses) section of the paper. Many Black and Asian American say they have experienced discrimination amid the COVID-10 outbreaks Video: Unnatural Causes Trailer
Thurs, Feb.3rd	<u>Have you or someone you know recently experienced racism?</u> <i>Continued coverage of the cost of racism.</i> <i>Psychological model that helps explain the mechanisms of risk.</i>	Read: Hatzenbuehler (2009); Tessler (2020) Due: Weekly Critical Analysis (WCA), Sunday, Feb.6th (7pm)
Week 3		
Tues, Feb.8th	<u>Asian American Psychological Health and Mental Health Utilization</u> <i>Mental Health issues experienced by AA</i> <i>Mental health stigma</i>	Read: Brice et al. (2015); Sue et al. (2012)

Thurs, Feb.10th	<u>AA mental health continued</u>	Read: Kim & Zane (2016) Due: WCA, Sunday, Feb.13th (7pm)
Week 4		
Tues, Feb.15th	<u>Acculturation, Enculturation Immigrant Health Paradox</u> <i>Important cultural identity factors that help explain within-group variation among AA</i>	Read: Lau et al. (2013); Schwartz et al. (2010)
Thurs, Feb.17th	<u>Acculturation continued</u>	Special Brief Lecture (M Pease): Guide to Psychological Research
Week 5		
Tues, Feb.22nd	<u>Take Asian Implicit Association Test</u>	Read: Kim et al. (1999) Assignment: https://implicit.harvard.edu/implicit/selectatest.html Take “Asian IAT” Complete: You have to log into the IAT site, and look for the “Asian IAT” Test WCA reaction and insight about your results DUE Feb.22nd at 7pm
Thurs, Feb.24th	<u>Ethnic Identity</u> <i>How is ethnic identity difference from acculturation?</i> Review and reactions to IAT	Read: Lee & Yoo (2004); Quintana (2007) Yoo & Lee (2005) Watch: East of Main Street: Asians aloud
Week 6		
Tues, March 1st	<u>Racial Identity Development</u> <i>Elucidating the differences between racial identity and ethnic identity</i>	Read: Alvarez & Helms (2001); Iwamoto & Liu (2010) Form groups for presentation
Thurs, March 3rd	Racial identity continued	Read: Chen et al. (2006) WCA Due March 6th (7pm)
Week 7		
Tues, March 8th	<u>Family Relationships and Intergenerational Conflict</u>	Read: Hwang & Wood (2009); Wong, Wong & Obeng (2012)
Thurs, March 10th	Review of exam	Identify group topic; time to discuss with Professor

Week 8		
Tues, March 15th	<u>LGBTQ+ Asian Americans</u> (Guest Speaker: M Pease)	Choose your own adventures! Please check email! IN-CLASS WCA Last day to schedule (email Professor or sign up using the Google Doc) “Virtual coffee break with the Professor”
Thurs, March 17th	Exam	
Week 9		
March 21-25th	Spring Break	
Week 10		
Tues, March 29th	<u>Romantic Relationships</u> <i>Hot topic: Interracial relationships</i>	Read: Lau et al. (2009); Mok (1999); Robnett & Feliciano (2011)
Thurs, March 31st	<u>Gender Socialization: Asian American Women</u> <i>Distinct issues experienced by AA women</i>	Read: Okazaki (1997); Pyke & Johnson (2003) WCA Due April 3rd(7pm)
Week 11		
Tues, April 5th	<u>AA women gender socialization continued</u> <i>Reactions to Romantic Relationship section</i>	Read: Keum, Brady et al. (2018). Note you can skim through the statistics (exploratory and confirmatory factor analyses) section of the paper; Mukkamala & Suyemoto (2018)
Thurs, April 7th	<u>Gender Socialization: Asian American Men</u> <i>The emasculation of AA men</i>	Read: Wong, Owen et al. (2012); Iwamoto & Liu (2009) Sign up for Group Presentation Time WCA Due April 10th (7pm)
Week 12		
Tues, April 12th	AA men gender socialization continued	Read: Lu & Wong (2013) Assign group presentation times DUE: Power Point presentation slides are due April 12th (7pm)
Thurs, April 14th	Student Presentations	Last day to schedule “Virtual coffee break with the Professor” Group 1-4 (12-15 minutes each + Q &A); these groups will receive a 2% bonus

Week 13		
Tues, April 19th	Student Presentations	Group 5-8 (12-15 minutes each + Q &A)
Thurs, April 21st	Student Presentation	Group 9-12(12-15 minutes each + Q &A)
Week 14		
Tues, April 26th	Research/Library day for Final Paper	Option to consult with Professor about Final Paper DUE April 27th 7pm, Outline paper. Identify show/character, theories that you plan on using for Final Paper.
Thurs, April 28th	<u>Psychological Correlates of alcohol use and other drugs</u> <i>Predictors of alcohol use and abuse</i>	Read: Iwamoto, Corbin & Fromme (2010); Iwamoto et al. (2016)
Week 15		
Tues, May 3rd	<u>Future Directions of Asian American Psychology</u>	Scientific Analysis (5% of course grade) will take place during class
Thurs, May 5th	<u>Future Careers and Graduate School</u>	Extra Credit Due May 5th Watch: Dr. Hammer's videos Guest Speaker (s) WCA Due, May 8th (7pm)
Week 16		
Tues, May 10th	<u>Final Class: Summary of Asian American Psychology</u>	
Tues, May 17th	Final Paper Due, 5pm	

Learning Assessments	Percent of Final Grade
Weekly Critical Analysis and Reflections	30%
In-class assessments and workgroup activities	15%
Scientific analyses	5%
Midterm	20%
Group research presentation	10%
Character Conceptualization Paper	20%

This course is graded on the following A+ to F scale:

90-93 A-	94-98.9 A	99-100 A+
80-83 B-	84-87 B	88-89 B+
70-73 C-	74-77 C	78-79 C+
60-63 D-	64-67 D	68-69 D+
59 and below F		

“A” denotes **excellent mastery** of the subject and **outstanding scholarship**.

“B” denotes good mastery of the subject and good scholarship.

“C” denotes **acceptable mastery** of the subject and the **usual achievement expected**.

“D” denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.

“F” denotes failure to understand the subject and unsatisfactory performance.

All assignments must be submitted via CANVAS by 7:00pm on the day they are due.

Assignments submitted after 7:00pm will be considered late. Late assignments will be lowered one letter grade for each day they are late, including weekends, up to three days. **After three days, you will receive no credit.** Poorly written papers will receive lower grades regardless of content. Be sure to check your grammar, spelling, punctuation, and APA style. Please contact the Writing Center or Learning Assistance Service if you feel you need additional help with your writing. *All papers should be written in APA style in accordance with the latest edition of the publication manual of the American Psychological Association (2020).*

The Writing Center: 1205 Tawes Hall
<http://www.english.umd.edu/academics/writingcenter>
 Phone: 301-405-3785

Learning Assistance Service: 2202 Shoemaker Building
<http://www.counseling.umd.edu/LAS/>
 301-314-7693

Weekly Critical Analysis and Reflection (30%)

In order to demonstrate comprehension of the reading and crucial-thinking skills, there will be Weekly Critical Analysis (WCA) responses due on **the assigned days (announced on ELMS and noted in the syllabus)**. The assignment will be posted Thursday after class. An example of a WCA includes the prompt: identify 3 new concepts you learned; raise 2 questions you have about the research/readings; and provide 1 real-world application. These half page to page responses should require only 10-15 minutes (longer if you choose) of your time. All that is required is to write a short paragraph answering these questions. Once you are finished, just upload and submit to CANVAS/ELMS.

There will be some weeks that will not require WCA as there may be another brief response or reflection paper. An example of a reaction or response question includes: What is your reaction to the article/current event/video? How is it related to the class content?

In-class assessments and workgroup activities (15%)

In-class activities: In order to keep you and your classmates engaged and to foster group cohesion, there will be small group activities during classes. The small groups will discuss the topics presented in class, and share with the larger class. The groups will document their group discussion on a shared Google Document which will be used to record participation. Other in-class assignments may include your reactions to a topic presented in class.

If you **miss an in-class assignment** because of an excused absence (e.g., illness, make sure you notify the TAs **before** the class), you are allowed to make it up. To receive full-credit, you will have to identify an empirical journal article (2010-current) related to the weekly topic (primary focus on Asian Americans), summarize the article, and highlight how the study relates to the weekly topic and its contribution to science (1-page total). It is due 5 days after the missed class. Please email Jillian and Jenny, your response paper.

Meet with the Professor:

In order to foster personal connection, understanding as well as to get to know each other better, I would like to meet with **all** of you individually (only one virtual or walk around campus meeting is required, and of course you can schedule more as needed). This informal meeting will require only 10-15 minutes. Please send me an email or fill out the Google doc to set up a meeting

time with me before March 15th.

https://docs.google.com/document/d/1sd9KFSqhrOuBfjglOP9SPTy1I-bALrnad4iIm_Gfjko/edit

Midterm Exam (20%)

The exam will consist of some combination of multiple choice, application, short answer, and essay questions.

Scientific Analyses (5%)

The purpose of the SA is to demonstrate deeper learning of the course content and communicate this understanding through scientific writing (e.g., using the terminology in the articles and class). The SA is an in-class group assignment in which your group will have to articulate and develop a comprehensive research proposal addressing an under-researched topic in Asian American Psychology. More in depth details will be discussed in class and posted on ELMS.

Group Research Presentation (10%)

Form group: **March 1st**

Identify group topic: **March 10th**

Sign up for presentation time and date on Google doc: **April 7th**

Send Power Point to Jenny (jchen00@terpmail.umd.edu) & Jillian (jtryon@terpmail.umd.edu):

April 12th

Group presentations: **April 14th (Thursday), April 19th (Tuesday) and April 21st (Thursday)**

You will work in groups of **5** students to critically evaluate a specific research topic of interest related to Asian American Psychology. A list of acceptable topics is listed below, however you may also choose to present on a topic which is not included on this list (with approval of instructor). The presentation will be in PowerPoint format and is intended to simulate a didactic session at a professional conference. If you are unable to find a group, make sure you contact the teaching team.

STEPS:

Select Topic: Each group will select a specific research area related to Asian American Psychology that the group would like to learn more about. Identify new articles (not ones assigned in this class) that are between the years 2005-current. Please select topics that **DIFFERENT or areas that we have NOT covered** in class.

Example topics include:

- Specific Asian American LGBTQ+ experiences (beyond M's guest lecture)
- Distinct issues experienced by Asian American ethnic groups (e.g., South Asian, Vietnamese, Hmong, Korean Americans, etc)
- Body image
- Trauma and stress
- Adoption
- Multi-racial Asian Americans
- Career Psychology and Asian Americans
- The role of masculine or feminine norms on health outcomes
- Racial identity development and health
- What barriers might members of marginalized groups face in seeking counseling?
- How does using a language interpreter influence therapy for non-native English speaking clients?

- Conducting therapy with marginalized AA populations (e.g. racial/ethnic minorities, LGBTQ community, the elderly, migrants, etc.)
- Multicultural competencies in psychotherapy

Presentation: Group members will meet and discuss the articles evaluated. Presentations should be around 12-15 minutes (12 minutes is preferred so the presenters have time to answer questions), and no longer than 15. Therefore, it is important to practice the presentation before the official presentation time.

Each group will prepare a **Presentation** addressing the following:

- **Significance of Topic:** Discuss why this topic is important (e.g., public health relevance) (5 points)
- **Area covered does NOT overlap with course content:** Try to cover areas that we have NOT covered in class. If the topic does cover aspects of topics we have covered, just briefly discuss the topic that has been covered in class and focus more on the topics that we have NOT covered in class (for example, if you are presenting on body image and you are cited work on racial identity and body image, you do not have to present long on describing racial identity, and focus more on the psychological processes between racial identity and body image) (5 points).
- **What is the connection to Asian American Psychology?** Highlight how this topic is related to Asian American Psychology (10 points)
- **Integration of Relevant Literature:** Succinctly summarize and integrate the research findings across the studies. Provide a synthesis of the research area (similar to how the lectures are formatted). TIP: Don't simply report findings from each study, rather seek out the commonalities between studies and report aggregate/synthesis of findings (20 points)
- **Critique of Relevant Literature:** Identify at least 2 strengths and 2 limitations of the body of literature. TIP: Consider what is characteristic of this body of literature as a whole. What do most of the studies do well? What is this body of literature missing? How would you expand upon this literature? Example of limitations such as cross-sectional studies, qualitative, convenience samples, small sample size, self-report measures are all obvious limitations so do NOT report these factors as limitations. (25 points)
- **Future Research Directions:** Identify at least 2 important directions for future research based upon the literature reviewed (10 points)
- **Interactive Component:** Include at least one element designed to engage the audience (e.g. group discussion questions, short activity, practice quiz, etc.) (5 points)
- **Quality of Presentation:** Overall quality of the presentation (i.e., professionalism, organization, clarity, engaging) (10 points)
- **Group progress report** (10 points). Evaluation of your contribution to the group presentation, and evaluation of the peers in your group.

Final Character Conceptualization Paper (20%): Due May 17th

Approximately 6 pages (not including title or reference pages), 50 points. The purpose of this paper is to apply your understanding of the major theoretical concepts used in Asian American Psychology to an Asian American character/person from popular film, Netflix/Hulu/Amazon/television show or politics. For this assignment, you will either pick a well-known celebrity or political figure or a character from a popular film or television show. This character should be a representation of a “real” person (e.g., do NOT select an animated character, robot, dwarf, fantasy-based character, etc) and Asian American (best of your knowledge born in the U.S). Ideally, you want to select a character who displays the psychological processes that we have discussed in class. For example, the main character, Devi, in the Netflix show *Never Have I Ever*,

struggles with her racial identity, and experiences intergenerational conflict---which are topics cover in class. However, if you select a character in a show that lack depth in regard to their cultural identity or does not address the topics we have covered, it will be obviously more difficult to analyze the character in depth. Thus, when selecting a character, make sure you think about these factors.

Your paper should contain four sections: summary of the character's life; summary of the psychological theory/theories, and conceptualization of the character. A description of each of the four sections, along with the page length and points allotted to each section is provided below. Remember that writing quality and APA style will also contribute to your grade.

1. **Outline (Due April 27th, 7pm): Identify show/character, and two potential theories that you plan on using.** (5 points)
2. **Summary of important events in the character's life.** Events must apply to the theory/theories in the next section. Do not include unnecessary information (1 pages, 5 points).
3. **Summary of a psychological theoretical orientation (e.g., racial identity development, gender socialization, Stress-Vulnerability Framework).** You **must** write about at least two theoretical orientations (you may write about three maximum). For example, if you decide to use racial identity theory (Helms, 1995) and multidimensional acculturation (Schwartz et al., 2010), summarize these two theories in your own words, and briefly highlight why these theories are relevant to the character you selected. You can then just summarize the parts of the other orientations that you intend to discuss in your paper. Make sure not to go over the page limit (2 pages, 20 points). Majority of the references should **2010**-current (5 points)
4. **Conceptualization of the character** from the perspective(s) summarized in the previous section. In this section of your paper, you should apply the theoretical perspective to the character you have selected. Discuss the character's personality, potential psychological concerns, interpersonal issues, etc. (What relational/social factors and environmental/societal might contribute to these concerns?) Make sure to clearly connect your observations and thoughts about the character with what you know about the psychological theory/theories you wrote about in the second section of this paper. Use citations to support your statements (2-3 pages, 15 points).
5. **APA style, grammar, spelling, coherence, organization, writing quality.** (10 points).

Examples of shows/movies:

Never Have I Ever (Netflix)

Fresh Off the Boat (ABC)

Master of None (Netflix)

Warrior (HBO)

Minari (2020)

Kim's Convenience (Netflix): Although the show is based in Canada, the themes of intergeneration conflict and identity development tare relevant to Asian Americans. Need to provide a half-page justification of why U.S. theories are applicable to the Canadian character.

To All the Boys I've Loved Before (2018)

Crazy Rich Asians (2018)

The Farewell (2019)

The Half of It (2020): Especially good if you are interested in LGBTQ+ Asian American topics

Extra Credit Options: **Due May 5th**

You may choose to turn in up to two assignments as extra credit. You will receive up to .5 percentage point of extra credit for each paper (for up to 1 total percentage points of extra credit). You may choose to complete more than one of the same type of assignment (see below).

1. Film project (2-3 pages): Watch a film/show/documentary that portrays concepts discussed in class. This must be different from the Final Characterization paper. Provide a brief half page summary of the show, and incorporate the psychological theories and concepts discussed in class. Include at least **2 citations** to integrate course material to your paper.
2. Current event reaction paper (2-3 pages): Write about a current event and how it relates to Asian American Psychology or any of the topics discussed in class. Be sure to indicate why you chose the event, your personal reactions, and how it relates to Asian American Psychology. Include at least 2 citations to integrate course material to your paper.
3. You may choose to participate in research projects to earn extra credit through SONA (<https://umpsychology.sona-systems.com/default.aspx>). You will receive a half percentage point of extra credit for each hour of research participation for up to TWO hours (thus, you can earn a maximum of 1 percentage point of extra credit through research participation).