

PSY 407/507 Asian American Psychology

Professor

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Office hours: Mondays 1-3pm and by appointment

Class meeting time and classroom

Tuesdays 10-11:50am, 257 Straub Hall

Readings

Course readings are available on Canvas and are listed at the end of the syllabus. Also included in the reading list are links to my *Psychology Today* blog “Life in the Intersection: A Multicultural Psychology Approach”.

The readings are intended to provide a context for the class sessions. The class sessions will cover issues presented in the readings, as well as material that is not. Assigned reading should be completed before the class session that it corresponds with.

Course description

This course examines the nature and meaning of being Asian American in the United States. Students learn about the history, struggle, and success of Asian Americans. Drawing upon psychological theory and research, the course engages students in a critical analysis of the ways in which race, ethnicity, and migration affect the everyday lives of Asian American individuals and families. Topics include acculturation, ethnic identity, stereotypes, gender roles, LGBT identity, and mental health.

Expected Learning Outcomes

Upon completing this course, you should be able to:

1. Identify major theories, research findings, and methodological approaches in Asian American psychology and apply research findings to human behavior in everyday life.
2. Identify gaps in the psychology literature on Asian Americans and future directions for theory, research, and practice.

Estimated Student Workload

Reading requirements and the term paper will require approximately 6 hours per week for undergraduate students and 9 hours per week for graduate students.

Assignments

Weekly Discussion Questions

Class sessions will involve discussion of conceptual, empirical, and practical issues. The textbook and readings are intended as a springboard for discussion, so it is critical to prepare for class by completing the reading assignments.

Students will provide one discussion question from **each** of the readings before each class period for discussion. These questions should be submitted on Canvas **by 5pm on the day before class**. Submitted weekly discussion questions are worth **18% of your course grade**.

Term Paper

Everyone will select a topic of interest involving Asian Americans and to write a term paper. The model for the paper is that typified by *Clinical Psychology: Science and Practice*, *Child Development Perspectives*, and *Personality and Social Psychology Review* articles. The paper should cover current theories, current empirical research, and recommendations for future theory, research, or practice. “Current” generally means within the past five years but older literature may be presented to provide a context for current literature. Psychology literature can be found in PsycInfo and Google Scholar. Other types of papers, such as an experiment or a grant proposal, are possible. The term paper should be in APA Style.

The length of the paper should be about 7-8 double-spaced pages (not including pages for tables, figures, or references) for undergraduates and about 9-10 double-spaced pages (not including pages for tables, figures, or references) for graduate students.

The term paper should be submitted on Canvas and is due **Friday, February 22 by 5pm**. This paper should be considered a **final draft** that you have carefully reviewed and edited. I recommend that you get feedback from others on your paper before submitting it.

I will provide feedback and your revisions in response to the feedback should be submitted on Canvas and are due **Monday, March 18 by 10am**. The revisions should include a **cover memo** detailing changes from the term paper and changes in the paper should be *italicized*. You do not need to include deleted material in the revised paper but you should indicate in the cover memo what you deleted. The term paper is worth **45% of your course grade** and the revisions are worth **22% of your course grade**.

Grading rubric for term paper

45 points – Novel ideas are presented and supported with theories, research, and well-reasoned arguments. Paper is coherent with transitions connecting each section. Presents a conceptual model relevant to Asian Americans, addressing all major current theories. If an existing conceptual model is used that was not developed for Asian Americans, the model is contextualized or modified. Presents research to support the model as well as research that is critical of the model. Integration of articles discussed in class when relevant. Conflicting theoretical or empirical arguments are addressed and resolved when possible. Limitations of the paper are addressed. Realistic recommendations for future theory, research, or practice are offered.

36 points – Important ideas are presented but not all are fully developed. Each section of the paper is generally strong but not well-connected to other sections. Good coverage of most major theories but some major theories are overlooked or not adequately discussed. An existing conceptual model is not adequately contextualized or modified for Asian Americans. Major research articles are omitted or not adequately discussed. Theoretical or empirical conflicts are not adequately addressed. Some important limitations of the paper are overlooked. Future recommendations are not realistic.

32 points – Ideas are generally underdeveloped or not well-justified. The relevance of parts of the paper to Asian Americans is not clear. Excessive discussion of general theories or research that are not relevant to Asian Americans. Theory or research on international populations is presented without addressing applications or limitations with Asian Americans. Conflicting ideas are presented but the conflict is not addressed. Future recommendations are not offered or do not follow from the content of the paper.

Grading rubric for revisions

22 points – Revisions are completely responsive to feedback. Cover memo details responses to feedback. New or edited material (not deleted material) is indicated in the text with italics. Responses are offered to each feedback comment. If feedback recommendations are not followed, a reasonable rationale is provided.

18 points – Revisions are responsive to nearly all the feedback. Some comments are overlooked or not adequately addressed.

15 points – Several feedback comments are not addressed.

If Writing Is a Particular Challenge for You

If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Learning Center (TLC) on the 4th floor of Knight Library. Drop in hours can be found here: <https://tlc.uoregon.edu/subjects/writing/>

Class Presentation

Each student is required to make a 5-minute class presentation on their term paper topic. Presentations will be in class on Week 10. Because the presentation is only 5 minutes, you should address the major points of your paper with no more than 10 slides. Slides for your class presentation should be submitted online **March 11 by 5pm**. The class presentation is worth **15% of your course grade**. Up to 7 points will be for the clarity of your slides and up to 8 points for the in class presentation.

Grading

Discussion questions (weekly)	= 18%
Term paper (5/18)	= 45%
Paper presentation (Week 10)	= 15%
Term paper revisions (3/19)	= 22%

Students who experience extenuating circumstances, confirmed by a reliable source, at the time of an assignment can make alternative arrangements **before** the assignment is due.

Grades will be assigned by the following percentages and Psychology Department standards based on exam performance:

- A 90% - signifies an exceptional level of achievement. The student demonstrates an excellent grasp of the material and very strong performance across the board, or exceptional performance on most aspects of the course and good performance in others.
- B 80% - signifies a good level of achievement. The student demonstrates consistently good grasp of material and good performance, or very strong performance on some aspects of the course and satisfactory performance on others.
- C 70% - signifies an adequate level of achievement. The student demonstrates a satisfactory grasp of course material and adequate performance, or good performance on many aspects of the course paired with some notable deficiencies.
- D 60% - signifies a minimal level of achievement. The student demonstrates the bare minimum level of understanding and does not fully meet the course requirements.
- F 59% and below - evidence of student understanding of course material and/or performance is insufficient to merit credit for the course.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Please familiarize yourself with the University of Oregon's classroom misconduct code, found at <http://conduct.uoregon.edu>. I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. In addition, you will receive a zero on any assignment in which you cheat or plagiarize and may fail the course. All suspected Academic Misconduct will be reported to Office of Student Conduct.

Course Policies

Class sessions will be a combination of interactive lectures and discussion. Lecture notes will be posted on Canvas. Throughout this course, we will be discussing a variety of socially sensitive and controversial issues, about which you may have strong feelings and attitudes. Thus, it will be extremely important to keep an open mind, to listen to others' viewpoints, and to appreciate a different opinion than your own. This is a Psychology course with a focus on empirical research rather than on popular or personal opinions about issues. In order to get the most out of this course and to make this class a rich experience for all of us, it is essential that you treat your classmates with respect. Participation in class discussion is encouraged. However, no one should monopolize class time with personal issues, which can be discussed outside class with Dr. Hall or the University Counseling Center (tel. 541-346-3227). Attendance is expected.

Accessibility

If you have a documented disability and you anticipate needing accommodations in this course, please see me within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>. Also, please request that Hillary Gerdes (hgerdes@oregon.uoregon.edu, tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, send a letter verifying your disability.

University Counseling Center: (tel. 541-346-3227, 1590 E 13th Ave, Second Floor)

Your college experience is one of growth and learning. We all face a variety of challenges and obstacles in college and in life. You may come across moments that are not easy to talk about—struggling academically, navigating personal relationships, what it's like to live with mental health concerns. It can seem like you are the only one dealing with these issues, but you are not alone. The University Counseling Center has a team that cares deeply about your development and success. We are here to support you through the challenges and celebrate your successes.

Inclusivity Statement

It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- ✓ Respect the dignity and essential worth of all individuals
- ✓ Promote a culture of respect throughout the University community
- ✓ Respect the privacy, property, and freedom of others
- ✓ Reject bigotry, discrimination, violence, or intimidation of any kind
- ✓ Practice personal and academic integrity and expect it from others
- ✓ Promote the diversity of opinions, ideas, and backgrounds, which is the lifeblood of the university

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#). Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Course Schedule

Readings in **bold** are for all students. These readings plus the additional readings are for graduate students. One discussion question from **each** of the readings should be submitted on Canvas **by 5pm on the day before class**.

Week	Date	Topic	Readings
1	1/8	Introduction and History	Blog: Only Penguins Look Alike Kiang et al. (2016, pp. 995-1013) Okazaki (2014, pp. 302-351) - ebook
2	1/15	Research Methods	Blog: Navel Gazing Yoshikawa et al. (2016, 1033-1050) George et al. (2014, pp. e16-e31) Katigbak et al. (2016, pp. 210-218)
3	1/22	Acculturation	Blog: Life as a Banana Lee & Kye (2016, pp. 253-273) Lafromboise et al. (1993, pp. 395-412) Yoon et al. (2011, pp. 83-96)
4	1/29	Ethnic Identity	Blog: Never Home for the Holidays Rivas-Drake et al. (2014, pp. 40-57) Okamoto & Mora (2014, pp. 219-239)
5	2/5	Stereotypes	Blog: Secret Asian Man Zhou & Lee (2017, pp. 7-15) Kiang et al. (2017, pp. 1-6) Poon et al. (2016, pp. 469-502)
6	2/12	Families	Blog: Familismo Mistry et al. (2016, pp. 1014-1032) Cheah (2016, pp. 1055-1060) Lui (2015, pp. 404-446)
7	2/19	Gender Roles	Blog: What is Healthy Masculinity? Iwamoto & Kaya (2016, pp. 285-297) Tran et al. (2017, pp. 407-415) True (2017, pp. 427-441)
Term paper due	2/22, 5pm		
8	3/5	LGBT Issues	Choi & Israel (2016, pp. 345-356) Adamczyk & Cheng (2015, pp. 276-289) Ching et al. (2018, pp. 1-12)

9	2/26	Mental Health	Blog: Occidental Tourist Zhou et al. (2012, pp. 312-319) Campos & Kim (2017, pp. 543-554) Liu et al. (2017, pp. 63-69)
Class Presentation Slides due	3/11, 5pm		
10	3/12	Paper presentations	
Term paper revisions due	3/18, 10am		

Psychology Today “Life in the Intersection: A Multicultural Psychology Approach” Blogs

Only Penguins Look Alike <https://www.psychologytoday.com/blog/life-in-the-intersection/201611/only-penguins-look-alike>

Navel Gazing <https://www.psychologytoday.com/blog/life-in-the-intersection/201612/navel-gazing>

Life as a Banana <https://www.psychologytoday.com/blog/life-in-the-intersection/201704/life-banana>

Never Home for the Holidays <https://www.psychologytoday.com/blog/life-in-the-intersection/201612/never-home-the-holidays>

Secret Asian Man? <https://www.psychologytoday.com/blog/life-in-the-intersection/201612/secret-asian-man>

Familismo <https://www.psychologytoday.com/blog/life-in-the-intersection/201704/familismo>

What is Healthy Masculinity? <https://www.psychologytoday.com/blog/life-in-the-intersection/201703/what-is-healthy-masculinity>

Occidental Tourist <https://www.psychologytoday.com/blog/life-in-the-intersection/201701/occidental-tourist>

Readings

Adamczyk, A., & Cheng, Y.-h. A. (2015). Explaining attitudes about homosexuality in Confucian and non-Confucian nations: Is there a ‘cultural’ influence? *Social Science Research*, 51, 276-289. <http://dx.doi.org/10.1016/j.ssresearch.2014.10.002>

Campos, B., & Kim, H. S. (2017). Incorporating the cultural diversity of family and close relationships into the study of health. *American Psychologist*, 72(6), 543-554. doi: 10.1037/amp0000122

Cheah, C. S. L. (2016). Commentary: Charting future directions for research on Asian American child development. *Child Development*, 87(4), 1055-1060. doi: 10.1111/cdev.12580

Ching, T. H. W., Lee, S. Y., Chen, J., So, R. P., & Williams, M. T. (2018). A model of intersectional stress and trauma in Asian American sexual and gender minorities. *Psychology of Violence*. Advance online publication. <http://dx.doi.org/10.1037/vio0000204>

- Choi, A. Y., & Israel, T. (2016). Centralizing the psychology of sexual minority Asian and Pacific Islander Americans. *Psychology of Sexual Orientation and Gender Diversity*, 3(3), 345-356. doi: 10.1037/sgd0000184
- George, S., Duran, N., & Norris, K. (2014). A systematic review of barriers and facilitators to minority research participation among African Americans, Latinos, Asian Americans, and Pacific Islanders. *American Journal of Public Health*, 104(2), e16-e31. doi: 10.2105/AJPH.2013.301706
- Iwamoto, D. K., & Kaya, A. (2016). Asian American men. In Y. J. Wong & S. R. Wester (Eds.), *APA handbooks in psychology series. APA handbook of men and masculinities* (pp. 285-297). doi: 10.1037/14594-013
- Katigbak, C., Foley, M., Robert, L., & Hutchinson, M. K. (2016). Experiences and lessons learned in using community-based participatory research to recruit Asian American immigrant research participants. *Journal of Nursing Scholarship*, 48(2), 210-218. doi: 10.1111/jnu.12194
- Kiang, L., Tseng, V., & Yip, T. (2016). Placing Asian American child development within historical context. *Child Development*, 87(4), 995-1013. doi: 10.1111/cdev.12578
- Kiang, L., Huynh, V. W., Cheah, C. S. L., Wang, Y., & Yoshikawa, H. (2017). Moving beyond the model minority. *Asian American Journal of Psychology*, 8(1), 1-6. doi: 10.1037/aap0000070
- LaFromboise, T., Coleman, H. L. K., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114(3), 395-412. doi: 10.1037/0033-2909.114.3.395
- Lee, J. C., & Kye, S. (2016). Racialized assimilation of Asian Americans. *Annual Review of Sociology*, 42, 253-273. doi: 10.1146/annurev-soc-081715-074310
- Liu, H., Lieberman, L., Stevens, E. S., Auerbach, R. P., & Shankman, S. A. (2017). Using a cultural and RDoC framework to conceptualize anxiety in Asian Americans. *Journal of Anxiety Disorders*, 48, 63-69. doi: 10.1016/j.janxdis.2016.09.006
- Lui, P. P. (2015). Intergenerational cultural conflict, mental health, and educational outcomes among Asian and Latino/a Americans: Qualitative and meta-analytic review. *Psychological Bulletin*, 141(2), 404-446. doi: 10.1037/a0038449
- Mistry, J., Li, J., Yoshikawa, H., Tseng, V., Tirrell, J., Kiang, L., . . . Wang, Y. (2016). An integrated conceptual framework for the development of Asian American children and youth. *Child Development*, 87(4), 1014-1032. doi: 10.1111/cdev.12577
- Okamoto, D., & Mora, G. C. (2014). Panethnicity. *Annual Review of Sociology*, 40, 219-239. doi: 10.1146/annurev-soc-071913-043201
- Okazaki, S. (2014). Asian American psychology: Individuals and families in global and historical contexts. In M. J. Gelfand, C.-Y. Chiu, & Y.-Y. Hong (Eds.), *Advances in culture and psychology. Advances in culture and psychology* (pp. 302-351). New York: Oxford University Press.
<http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199336715.001.0001/acprof-9780199336715-chapter-7>
- Poon, O., Squire, D., Kodama, C., Byrd, A., Chan, J., Manzano, L., . . . Bishundat, D. (2016). A critical review of the model minority myth in selected literature on Asian Americans and Pacific Islanders in higher education. *Review of Educational Research*, 86(2), 469-502.
- Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R. M., . . . Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity in

- adolescence: Implications for psychosocial, academic, and health outcomes. *Child Development*, 85(1), 40-57. doi: 10.1111/cdev.12200
- Tran, A. G. T. T., Cheng, H.-L., Netland, J. D., & Miyake, E. R. (2017). Far from fairness: Prejudice, skin color, and psychological functioning in Asian Americans. *Cultural Diversity and Ethnic Minority Psychology*, 23(3), 407-415. doi: 10.1037/cdp0000128
- Homma-True, R. (2017). Feminist psychology and psychotherapy: A personal journey. *Women & Therapy*, 40(3-4), 427-441. <http://dx.doi.org/10.1080/02703149.2017.1241584>
- Yoon, E., Langrehr, K., & Ong, L. Z. (2011). Content analysis of acculturation research in counseling and counseling psychology: A 22-year review. *Journal of Counseling Psychology*, 58(1), 83-96. doi: 10.1037/a0021128
- Yoshikawa, H., Mistry, R., & Wang, Y. (2016). Advancing methods in research on Asian American children and youth. *Child Development*, 87(4), 1033-1050. doi: 10.1111/cdev.12576
- Zhou, M., & Lee, J. (2017). Hyper-selectivity and the remaking of culture: Understanding the Asian American achievement paradox. *Asian American Journal of Psychology*, 8(1), 7-15. doi: 10.1037/aap0000069
- Zhou, Q., Tao, A., Chen, S. H., Main, A., Lee, E., Ly, J., . . . Li, X. (2012). Asset and protective factors for Asian American children's mental health adjustment. *Child Development Perspectives*, 6(3), 312-319. doi: 10.1111/j.1750-8606.2012.00251.x