



Asian American Psychology Seminar (PSYC 339) Course Syllabus

Thursdays 1:30-4:00, Link 309

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Office Hours: Thurs 11:45-1:15 and by appointment

Course Description and Objectives

This seminar course on Asian American Psychology draws upon psychological theories and empirical research to better understand the patterns in cognition, emotion, development, and relationships that impact health and well-being for Asian Americans (the North American diaspora of people from East Asian, South Asian, Southeast Asian, and Pacific Islander backgrounds). The course will also address psychological issues as they are influenced by the diverse histories and contemporary social realities of Asian American ethnic minority experiences in the United States, with a focus on immigration, acculturation, ethnic identity, and stereotyping and discrimination.

Seminar will foster in-depth discussion of topics in Asian American psychology, provide ample opportunities for self-reflection and application of scholarly material to everyday life, help develop oral presentation skills and the ability to consume and critically analyze primary sources (empirical articles), and participate in community-engaged learning through excursions off-campus as well as interaction with invited speakers to campus who advocate for the Asian American community.

By the end of the course, students are expected to:

- 1) Develop a critical understanding of the Asian American psychology field, including comprehension of theory, methods, key findings, challenges, and future directions.
- 2) Apply the research literature to analyze first-person narratives of Asian American experiences (those shared in class, in the media, and in memoirs)
- 3) Apply the research literature to better understand daily and current events, practice, and policy
- 4) Cultivate effective oral and written communication skills across a range of modalities
- 5) Engage in community-based opportunities to learn and apply course material
- 6) Appreciate the great diversity among folks identifying as Asian American

Course Readings

- 1) Required Text – Available for purchase in the College Bookstore and online. On reserve in the Science Library. This is an inexpensive popular book.

Asian American Dreams: The Emergence of an American People by Helen Zia

- 2) For the integrated book paper, you will select and read a memoir from the approved list below. Copies of the memoirs can be borrowed from Prof Wang and are also on reserve in the Science Library.
 - *The Language of Blood* by Jane Jeong Trenka
 - *The Woman Warrior* by Maxine Hong Kingston
 - *Return to India: An Immigrant Memoir* by Shoba Narayan
 - *Fresh Off the Boat* by Eddie Huang
 - *I Love You are for White People* by Lac Su
 - *An American Family: A Memoir of Hope and Sacrifice* by Khizr Khan
- 3) Additional required readings are available via the course website (Moodle).
- 4) Consult the APA Publication Manual for guidance on proper reference citation and general guidance on scientific writing. On reserve in the Science Library.

Slides – Slides will be posted on Moodle for your reference **AFTER** class.

Support, Access, and Disability

Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment, please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are **not retroactive** and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

A Note on Classroom Culture

This course is a small discussion-based seminar. I envision our classroom as a collaboration between me (the instructor) and you (the participants). We are all here to learn together, myself included. The course's success is driven by your active participation and contributions in discussion, as well as your work on the various assignments that are designed to give you autonomy and voice in leading what you learn. I encourage you to ***take ownership of our course and your learning***.

We will be exploring sensitive but important cultural issues, and potentially sharing about provocative personal experiences. It is essential that all members of this class feel respected, and that confidentiality about personal experiences is maintained. Let's collectively build a ***safe, brave, and generative space*** where we can adopt a position of intellectual curiosity, engage in open and flexible dialogue, and encourage one another in our mutual journeys of learning and personal growth.

I will bring an electric kettle and various **teas** to each class meeting. If you'd like to partake, please bring a mug or thermos.

We will take a **10 minute break** in the middle of each class meeting (sometime 2:30-3)

Class Policies

- 1) **Academic Integrity:** I have zero tolerance for academic dishonesty of any kind. You are expected to generate your own unique, and unless otherwise noted, independent work. Avoid plagiarism (using another person's work, words, or ideas without properly crediting them). Follow the Haverford College Honor Code and consult the APA Publication Manual.
- 2) **Phone Etiquette:** Please turn off or silence your cell phones. No texting at all – it is disrespectful and distracting to me and your peers, and I can always tell if you're texting (people don't typically look down at their crotch and smile!).
- 3) **Laptop Etiquette:** I advise against using laptops for note-taking as they provide distractions and may detract from your ability to encode information. However, if you have a need for laptop use, please restrict your use to class activities. Surfing the web, answering email, online shopping, etc., is disrespectful and distracting to me and your peers.
- 4) **Office Hours:** I strongly encourage you to visit me during office hours.
- 5) **Emails:** I will try to respond to emails within 24 hours. The more specific your question and the more you've thought about it, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to come to office hours instead.
- 6) **Late Papers:** My policy on late papers is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if the paper is due Monday 5pm and you submit the paper Tues 4pm (within 24 hours), your original 3.3 would now become a 3.0. If you submit the paper Tues 5:30pm (past 24 hours), your original 3.3 would now become a 2.7.

Course Requirements

1. Class Contributions	15%
2. Community Engagement Brief Papers (3-4 pages)	
a. Asian Arts Initiative trip on 2/20, due 2/27	7.5%
b. Tri-Co Talk, multiple opportunities, due 7-10 days	7.5%
3. Observation-and-Analysis Report and Discussion Lead	10%
4. Article Presentation and Discussion Lead	10%
5. Integrated Book Paper (10-12 pages)	25%
6. Special Topics Group Presentation	<u>25%</u>
	Total = 100%

Class Contributions (15%) Your attendance is expected at every class (barring personal and/or medical emergency) and your contributions and energy are critical to the success of the class. Do you share your perspectives in a constructive manner? Do you listen and respond well to others? Do you engage in class activities? Are you an overall positive addition to the class environment? Note that quality of contribution is more important than frequency of contribution.

Community Engagement Brief Papers are brief reaction papers (3-4 double-spaced pages; 12 point font, 1 inch margins) that are written in response to community-engaged learning beyond the walls of our classroom. Please do not exceed 4 pages! Learning how to write concisely and clearly is an important skill to cultivate.

- Our class will attend the Asian Arts Initiative on Feb 20. Please write a reaction paper that addresses what you learned from the exhibit and about the mission and activities of Asian Arts Initiative, and explores connections between the visit with course material and psychology more broadly. Paper is due in the next class Feb 27.
- There are multiple exciting opportunities this semester to attend Tri-Co talks involving scholars and activists who advocate for the Asian American community. See the course calendar for some of these events; more may be announced. Please write a reaction paper that addresses what you learned from the talk you chose to attend, and explore connections between the talk with course material and psychology more broadly. Paper is due in class within 7-10 days of the event.

Observation-and-Analysis Report and Discussion Lead This project is designed to help students become aware of the significance of everyday events, and subsequently analyze and interpret the event as it relates to a psychological issue for Asian Americans. Each event must address an important socio-psychological issue for Asian American communities and/or individuals that may have occurred directly to the student or someone they know, or that has been in the news. Students may draw from topics covered in lecture or in readings (e.g., effects of stereotypes, mental health problems, family conflicts, academic achievement, interracial relationships) or not.

- The brief applied paper (~3 double-spaced pages, 12 point font, 1 inch margins) will consist of *Observation* (describe the details of what happened in the event in a play-by-play fashion) and *Analysis-and-Interpretation* (analyze the meaning, implications, and significance of this event as it relates to Asian Americans). Please draw upon scholarly material in your analysis. Due at beginning of class.

- You will present the event in a clear and engaging way to the class. Feel free to use slides and/or other media to help (although not required). Please prepare 2-3 discussion questions to help you lead discussion.

Article Presentation and Discussion Lead (10%) Students will do a literature search and select an article reporting empirical research (in which data were collected to test a research question or hypothesis) that corresponds to their assigned day's topic. A PDF of the article should be emailed to me for approval at least 72 hours prior (by Monday 1:30pm) to the presentation day. Please prepare a 10-12 minute oral presentation using slides and/or other media in which you present the study's main hypothesis(es) or research question(s), the methods used, the main findings, and the implications of the findings. The emphasis should be on the results and take-away message, as opposed to the minutiae of the methods or the statistics. Please use slides judiciously (no more than 10 slides; 1-2 for intro and research questions, 1-2 for methods, 2-3 for results, 1-2 for discussion/implications). Last, you will generate 2-3 discussion questions that draw from and integrate among *all readings*, and then lead and moderate class discussion.

Integrated Book Paper (25%) (10-12 pages) Students will select, read, and analyze a non-fiction book (a memoir) by an Asian American author from a provided list. Students will identify the most significant psychological themes or issues within the book, analyze that set of issues in the context of theory and research from lecture and course readings, and conduct a brief literature review (3-5 articles) to extend knowledge on the primary issues. Papers should entail the students' own critical analysis of the research; for example, evaluating its strengths/weaknesses and identifying instances where the research is insufficient or counter to themes and experiences from the selected memoir. See instructions on Moodle.

Special Topics Group Presentation (25%) We will reserve some class meetings for group special topic presentations. The class will generate ideas for "special topics" in Asian American psychology, and form groups of 3-4. With guidance from me, groups are responsible for: a) doing a literature review covering the key theories and research on that topic, b) designing a study to test an unanswered question or hypothesis, c) assigning 1 seminal reading to the class, and d) preparing a 20-25 minute oral presentation with slides and other media. Groups will also prepare 2-3 discussions questions and moderate class discussion. See instructions on Moodle.

***TriCo Asian American Studies Conference (ungraded)

The three Asian American Studies courses being taught Spring 2020 will join together for a celebratory conference on Fri April 24 (time TBA) to share what students have learned. Attendance and participation at the conference is required, and there will be class time to help prepare for the conference. There will be NO class on April 30.

Grading Scale

Grade	Points	Grade	Points
A / 4.0	94-100	C+ / 2.3	77-79.99
A- / 3.7	90-93.99	C / 2.0	73-76.99
B+ / 3.3	87-89.99	C- / 1.7	70-72.99
B / 3.0	83-86.99	D+ / 1.3	67-69.99
B- / 2.7	80-82.99	D / 1.0	60-66.99
		F / 0.0	59.99 and below

Course Schedule

Date	Topic	Reading	Presenters
Wk 1 – 1/23	Course Intro; Who are Asian Americans? Review syllabus; Rank article presentation topics	Moodle	
Wk 2 – 1/30	Immigration, Acculturation, and Acculturative Stress	Zia Ch 1 + 2 Moodle	
<i>TriCo Talk (recommended; can be used for Talk Reflection Paper)</i> Fri Jan 31 st , 4:30pm, Swarthmore, Scheuer Room Speaker: Karin Aguilar-San Juan, PhD (Macalester College) Title: <i>Racism, Imperialism, and Ethical Return: The Power and Promise of Asian American Studies</i>			
Wk 3 – 2/6	Ethnic and Racial Identity Form Special Topics Groups, workshop time	Moodle	O&A: Addy, Ashley, Maya Article: Kaitlin, Jess
Wk 4 – 2/13	Stereotyping, Prejudice, and Discrimination	Moodle	O&A: Harika, Sunny, Nicole Article: Christian, Sophie, Jing
Wk 5 – 2/20	Excursion – Asian Arts Initiative “The Beat of Resistance”	Zia Ch 3 + 4	
Wk 6 – 2/27	Stereotyping continued; Media Representations Due: Asian Arts Initiative Reflection Paper	Zia Ch 5, Moodle	O&A: Marika, Melinda, Jessie Article: Addy, Ashley, Maya
Wk 7 – 3/5	Special Topics Group Presentations #1 Discuss Integrated Book Paper, select book	Assigned by groups	Groups
Fall Break – No Class – Enjoy!			
Wk 9 – 3/19	Cognition, Emotion, Motivation	Moodle Selected Memoir	O&A: Christian, Sophie, Jing Article: Elena, Mingyue
Wk 10 – 3/26	Families and Youth Development	Moodle Selected Memoir	O&A: Kagan, Jill Article: Harika, Sunny, Nicole
<i>TriCo Talk (recommended; can be used for Talk Reflection Paper)</i> Tues March 31 st , 4:15pm, Haverford College (Chase Auditorium) Speaker: Ellen Wu, PhD (Indiana University at Bloomington) Title: <i>Overrepresented: Asian Americans in the Age of Affirmative Action</i>			
Wk 11 – 4/2	Special Topics Group Presentations #2	Assigned by groups	Groups
<i>TriCo Talk (recommended; can be used for Talk Reflection Paper)</i> Sat April 4 th Tri-CASC (Tri-Co Asian Student Conference), Haverford College Keynote Speaker/Title: TBA			

Conference Theme: <i>Seen and Unseen: The Role of Bodies in Forming API/A Identities</i>			
Wk 12 – 4/9	Mental Health, Help-Seeking, and Service Use	Moodle	O&A: Kaitlin, Jess Article: Marika, Melinda, Jessie
Wk 13 – 4/16	Asian American Communities and Policy	Zia Ch 8 + 10 Moodle	O&A: Elena, Mingyue Article: Kagan, Jill
<i>TriCo Talk (recommended; can be used for Talk Reflection Paper)</i> Date/Time TBA (mid-April), Swarthmore College Title: <i>Asian American Politics, Education, and Scholarship in Philly Panel</i>			
Wk 14 – 4/23	Final Class Wrap-Up Book discussion groups TriCo Conference preparation		
TriCo Asian American Studies Conference (REQUIRED) Friday April 24, afternoon (time TBA), Swarthmore College – in lieu of class on 4/30!			
Integrated Book Paper DUE Sat May 9 th by 5pm (Seniors) and Fri May 15 th by 12noon (non-Seniors)			