San Jose State University  
College of Social Sciences / Department of Psychology  
Current Issues Capstone: 30583;30585  
Psychology of Immigration PSYC 190-02/62 Summer 2021

Contact Information

Instructor: Dr. Neelam Rattan

Office Location: DMH 352

Telephone: (408) (924-5653)

Email: Email Mail function through course Canvas site or neelam.rattan@sjsu.edu

Office Hours: Mondays 1:00 P.M. - 3:00 P.M. Synchronous via Zoom  
Or by appointment  
Office Hours end on 7/2/2021  
You are encouraged to visit me during virtual office hours or to contact me via email or phone, whenever a need arises. 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.

Class Days/Time: Asynchronous

Classroom: Online

Prerequisites: PSYC 100W, Graduating Senior standing. Pre/Co-requisite: PSYC 120
COURSE FORMAT

Instructional Mode and Course Structure: 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 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 the course schedule gives 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 like:

**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.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at [http://sjsu.instructure.com](http://sjsu.instructure.com). You are responsible for regularly checking with the messaging system through MySJSU at [http://my.sjsu.edu](http://my.sjsu.edu) and Canvas. Homework assignments, instructions regarding assignments, and announcements are posted on the Canvas Announcement tab of this class so you are required to check this page daily.

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 (Links to an external site.). 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 (Links to an external site.).

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 (Links to an external site.)
- 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 POLICIES/EXPECTATIONS

1. “Netiquette” - Please use these general guidelines when emailing me and/or when posting on the class discussion boards. Also see Classroom Protocol section later in syllabus for policies/expectations for Zoom class discussions/meetings.

   a. 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 a 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. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday.

      -- Do email me in advance to
-- Set up an individual Zoom 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.
*** NOTE: I will REQUIRE documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy later in syllabus).

-- 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.

b. Discussion board 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.

*** There will be a separate discussion board to post general questions about the course policies, assignments, activities, etc. Please post your general questions about the class on this discussion board and DO NOT EMAIL ME DIRECTLY about these.

I have found that several students usually have the same questions about activities/papers/assignments and it is more efficient to answer these types of questions through the Canvas discussion board so that all students can read my answers/responses.

2. Students’ responsibilities/expectations

a. Students are responsible to know all due dates for assignments, activities, quizzes. *** DO NOT EMAIL ME to ask when these due dates are. I will not reply to emails asking about this information as it is easily found on the course Canvas page, syllabus, and/or schedule.

b. 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.

c. Students are expected to turn in their own individual work and complete all module exams independently without any outside help of any kind (e.g., closed book, no notes, study guides, etc.).

If you have any questions/issues regarding any of these policies, please email me directly to discuss them.
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 LEARNING OUTCOMES

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: Demonstrate knowledge of 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. (Application)
- 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)
- CLO 10: Address social justice concerns of immigrants. (Synthesis)

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

- Debate on Myths About Immigration in fulfillment of CLO1.
- U.S. Immigration Latest Statistics(P): 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, 4, 5.
- Research Paper in pursuance of CLO6,8.
- Film study Assignment(P) in pursuance of CLO7.
- Analyzing Xenophobic content on Hate Websites(P) assignment in fulfillment of CLO9.
• Exams will also be used in assessment of all the stated CLO10 including all other CLOs.

PROGRAM LEARNING OUTCOMES (PLO)
Upon successful completion of this course students will be able to:
• PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
• PLO2 – 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.
• PLO3 – Critical Thinking Skills in Psychology – 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.
• PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
• PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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.

Suggested Readings

• 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.apa.org/topics/immigration/immigration-report.pdf
• https://www.history.com/topics/immigration/immigration-united-states-timeline

Important Web Addresses
• San José State University Website: http://sjsu.edu
• Department of Psychology’s Website: http://psych.sjsu.edu
• American Psychological Association: 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).
COURSE REQUIREMENTS AND ASSIGNMENTS

Participation (60 points)
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:

- Getting to Know You Discussion Due 6/6/2021 under the assigned Discussion, worth 15 participation points.
- U.S. Latest Immigration Statistics, due in class on 6/6/2021, worth 15 participation points in the assigned Dropbox folder on Canvas.
- Participation in Discussion on Myths regarding Immigration on 6/10/2021, worth 15 participation points.
- Interview Presentations due in the assigned Discussion on Canvas on 6/17/2021 worth 15 participation points.

Activities/Assignments
This course entails providing a suitable environment for exploring ideas. You will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner.

- **Film Study Assignment (25 points)** due in the assigned Dropbox on Canvas on 6/8/2021, by 11:59 P.M.
- **Interview Assignment (60 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 6/17/2021 in the assigned Dropbox on Canvas by 11:59 P.M.
- **Research Paper (55 points)** Detailed instructions will be provided in class. Due in assigned Dropbox on Canvas on 6/29/2021 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 (100 points)** There will be two class exams and a Final Exam each worth 50 points respectively. Each class exam will be composed of multiple-choice and True/False questions.
  - The First Exam will be due on Canvas on 6/13/2021 by 11:59 P.M.
  - The Second Exam will be due on Canvas on 6/23/2021 by 11:59 P.M.
  - Final Exam Schedule will be due on 7/2/2021 by 11:59 P.M.

University policies regarding the syllabus:
Students are encouraged to review the following sources and policies:
Workload and Credit Hour Requirements
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

Points will be awarded as follows:
- Participation: 60
- Interview Paper: 60
- Film Study Assignment: 25
- Research Proposal: 55
- Exams (1 & 2): 50x2 = 100
- Final exam: 50

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Points to be noted:
- 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.
- Papers handed in late will lower your grade by five points for each late day.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However, timing and specific nature of topics and activities may change, these changes, will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
Make-up Policy
A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by leaving me a voicemail or email message including your name and telephone number as soon as possible and no later than two (2) days before the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. 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. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted).

CLASSROOM PROTOCOL

Specific Class Policy on Etiquette
In this class, you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by interacting with your peers. Classes will comprise of online activities utilizing online mode of delivery of lectures, class material, instructions.

Special Note:
• 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.

CANVAS
Our course, Psych 190, will be using San Jose State’s online learning management system Canvas for the upcoming semester. The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. The site contains:
• Discussion Board (Course Announcements, student questions, etc.)
• Links to webpages that will be of use to you throughout the course
• PowerPoint slides
• Handouts and articles
• Dropbox for Assignment submission
• Assignment feedback from instructor
• Grade roster

Login Information
• The URL for the course is https://sjsu.instructure.com. Please note that it should NOT have the “www” at the start of the URL like many other websites.
  o Username: SJSU 9-digit ID number
  o 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.

Help Using Canvas
• It is recommended that you visit the eCampus Canvas website at http://www.sjsu.edu/at/ec/canvas/. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at http://guides.instructure.com/.
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- Phone: (408) 924-2337
- Submit a help ticket using the following website: https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

UNIVERSITY POLICIES
Per University Policy S16-9 (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 Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

STUDENT RESOURCES

Computer labs and other technology resources
- Associated Students Print & Technology Center at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- The Spartan Floor at the King Library at http://library.sjsu.edu/about/spartan-floor
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- Computers at the Martin Luther King Library for public at large at https://www.sjpl.org/wireless
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Collaboration & Academic Technology Services located in IRC Building. 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’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists 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 one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing
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.

PSYC 190: PSYCHOLOGY OF IMMIGRATION, SUMMER 2021

COURSE SCHEDULE
Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on Canvas.

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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 6/1  | **Reasons for Immigration; History of Immigration to the U.S.; Patterns of Immigration**  
Why People Migrate?  
Chapters 1 & 2 from:  
  • Deaux, K. (2006). A Nation of Immigrants: Living out our legacy  
Chapter 4 from:  
  • Information regarding Immigrants  
    http://www.census.gov/population/pop-profile/dynamic/ForeignBorn.pdf  

**U.S. Latest Immigration Statistics assignment due 6/6/2021 in the assigned Dropbox folder on Canvas***  
**Getting to Know You Discussion Due 6/6/2021 under the assigned Discussion**

<p>| 6/3  |      | <strong>Theories of International Migration; Major Immigration Laws &amp; Policies; Introducing Grounded Theory</strong> |</p>
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| 2    | 6/8  | **Acculturation & its Psychological Impact**  
- **Film study Assignment Due Today** |
| 6/10 |      | **Acculturative Stress & Mental Health**  
- Park, Hyun-Sun., & Rubin, A. (2012). The mediating role of acculturative stress in the relationship between acculturation level and depression among Korean |
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<td><strong>Social Anxiety</strong></td>
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<td><em><strong>Discussion on Myths Regarding Immigration Due on 6/10</strong></em></td>
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|      |      | • 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
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<td><strong>Immigrant Populations in Educational Contexts</strong></td>
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<td><strong>Populations Facing Unique Challenges</strong></td>
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| 6/24 |      | **Broken Promises—Children of Undocumented Parents**  
| 5    | 6/29 | **Psychological Concerns of Undocumented Immigrant Youth**  
| 7/1  | 6/29 | **Impact of Xenophobia**  
|      |      | • [https://www.apa.org/topics/immigration/immigration-report.pdf](https://www.apa.org/topics/immigration/immigration-report.pdf)  

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>7/2</td>
<td><em><strong>Final Exam Due Today</strong></em></td>
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</tbody>
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