



Asian American Psychology Seminar (PSYC 339) Course Syllabus

Mon/Wed 11:30-12:55, Sharpless 416

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Pronouns: she/her/hers
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Student Hours: By appointment in S410 or by Zoom; just send me an email!

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 family relationships that impact health and well-being for Asian Americans (the North American diaspora of people from 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 migration and acculturation; ethnic-racial socialization and identity development; stereotyping, discrimination, and racism; and activism and allyship with other groups.

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 excursion 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 current events, practice, and policy
- 4) Cultivate effective oral and written communication skills across a range of modalities
- 5) Appreciate the great diversity among folks identifying as Asian American

Course Readings

- 1) There is no required textbook. Readings consist of journal articles, book chapters, and news articles. These are all posted to Moodle for your reference.
- 2) For the group book project, you will select and read a memoir from the approved list below. Copies are widely available for purchase online, and are also available as e-books (see Tripod; also posted to Moodle); I also have hard copies to lend. We will discuss the assignment in class and you will have the opportunity to peruse my copies of the books.
 - *Minor Feelings: An Asian American Reckoning* by Cathy P Hong
 - *Fresh Off the Boat* by Eddie Huang
 - *Missed Translations: Meeting the Immigrant Parents Who Raised Me* by Sopan Deb
 - *I Love You are for White People* by Lac Su
 - *Crying in H-Mart*: by Michelle Zauner

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

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 success of the course 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 class members may share about 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 and generative space*** where we can adopt a position of intellectual curiosity, engage in open and flexible dialogue, be generous with well-intended mistakes, and encourage one another in our mutual journeys of learning and personal growth.

Some members of the class may share identity with Asian American and Pacific Islander communities, and some members of the class may not. When we speak, let's ***be aware of our identities and positionalities***. I ask for all of us that when we speak, we aim to speak for ourselves and not as representatives for a group.

Class Policies

- 1) **Academic Integrity:** You are expected to generate your own unique, and unless otherwise noted, independent work. Avoid plagiarism, that is, using another person's work, words, or ideas without properly crediting them. Obviously, do not cheat on assignments by providing or benefiting from disallowed assistance. Follow the Haverford College Honor Code and consult the APA Publication Manual for proper citation practice.
 - a. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Use of paraphrasing software or AI writing software (like ChatGPT) is explicitly prohibited.
 - b. You are permitted to use supports that help you in preparing your own written work. For example, the Writing Center and Grammarly are permitted (and encouraged).
- 2) **Technology Etiquette:** Please turn off or silence your phones. No texting or messaging during class. Use of laptops must be restricted to classroom activities and I may ask that laptops be put away to help us focus/re-focus. I assume we are all here to learn; you cannot learn if you're not fully engaged. Violations of this policy are rude to me and your peers.
- 3) **Emails:** I will try to respond to emails within 24 hours. The more specific and clear your question, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to meet with me instead.
- 4) **Scheduling Appointments:** I highly encourage you to email to schedule appointments. I am typically available right before and after class, or we can schedule for other times to meet. These are ideal times to ask me questions and to discuss your thoughts and ideas.
- 5) **Attendance and missed/late assignments:**
 - Your attendance is expected at every class (barring serious illness or personal emergency).
 - If you miss class for any reason, you must email me within 24 hours of the missed class.
 - If you have a legitimate reason for missing class, you will not be penalized for your course participation. However, your remaining course participation will count more towards your final grade.
 - If you have a legitimate reason for missing class and cannot complete a written assignment, we can discuss an extension.
 - If you have a legitimate reason for missing class and cannot give a presentation, I will move your presentation to another class meeting.
 - Missing class or an assignment (paper, presentation) without a legitimate excuse will result in a mark of 0.

6) 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 Requirements

1. Class Contributions	15%
2. Weekly Reading and Discussion Posts	10%
3. Article Presentation	15%
4. Community Engagement Paper (4 pages)	10%
5. Group Book Presentation	25%
6. Final Paper (12 pages)	25%
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	Total = 100%

Class Contributions (15%) Your attendance is expected at every class (barring serious illness or personal 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? If you miss class for any reason, you must email me within 24 hours.

Weekly Reading and Discussion Posts (10%) You will submit a Moodle post in response to the weekly readings on 10 marked days by Sun 10pm. The purpose of these assignments is to consolidate your learning, help prepare for the upcoming class discussion, and to give me a sense of what resonated most from readings. Please aim for thoughtfulness rather than length.

- 1) Reflecting upon the most recent class, what was the most important “takeaway” (i.e., thing that you learned)? (2-3 sentences)
- 2) Integrate (do not summarize) and apply the upcoming assigned readings. Examples include: putting forth your own hypotheses with rationale, voicing a contradictory argument, commenting on a general theme drawn from multiple readings, or finding a way to apply what you are reading to a real-world situation. (4-5 sentences)

Article Presentation (15%) Students will give a 15 minute presentation (with slides) on an empirical research article that they select, that corresponds to their assigned day’s topic, and which other students will not have read. You will have the chance to rank your preferences for topic. See Moodle for further instructions.

Community Engagement Paper (10%) is a 4 page reaction-and-analysis paper that is written in response to community-engaged learning beyond the walls of our classroom. This semester, we will visit Asian Arts Initiative in Philadelphia Chinatown. See Moodle for further instructions.

Group Book Project (25%) Students will select, read, and analyze a memoir by an Asian American author from a provided list. In groups, students will prepare and deliver a presentation for which they: identify the most significant psychological themes or issues, analyze that set of issues in the context of theory and research from lecture and readings, and pose discussion questions and facilitate class engagement. See Moodle for further instructions.

Final Paper (25%) is a 12 page research proposal on a topic of your choice related to the seminar. You will conduct a literature review, identify gaps and future directions in the literature, develop your hypothesis(es) or research question(s), and propose a brief study design. You will also provide and receive feedback from your peers during this iterative writing process meant to support your developmental process as a thinker and writer. See Moodle for further instructions.

Course Schedule

Date	Topic	Article Presenters	Moodle Post Sun 10pm
Wk 1 – 9/4	Course Intro; What is Asian American Psychology?		
Wk 2 – 9/9 9/11	Who are Asian Americans?		Yes
Wk 3 – 9/16 9/18	Migration, acculturation, and stress		Yes
Wk 4 – 9/23 9/25	Ethnicity and racial identity		Yes
Wk 5 – 9/30 10/2	Stereotypes, discrimination, racism		Yes
Wk 6 – 10/7 10/9	Communities and activism ***Asian Arts Initiative trip***		Yes
Fall Break – No Class – Enjoy!			
Wk 8 – 10/21 10/23	Distinguished Visitor: Michelle Lee, PhD Class visit and 4:14-5:15 Research talk		Yes
Wk 9 – 10/28 10/30	Personality, emotion, and cognition <i>Fri Nov 1 5pm – Community engagement paper due</i>		Yes
Wk 10 – 11/4 11/6	Family relationships and youth adjustment		Yes
Wk 11 – 11/11 11/13	Mental health and healing		Yes
Wk 12 – 11/18 11/20	<u>Final Paper part 1 peer review</u> Group work-time, Research design workshop		
Wk 13 – 11/25	Group work-time, Final Paper consultations No Class 11/27 Thanksgiving		
Wk 14 – 12/2 12/4	Group work-time, Final Paper consultations Group Book Project Presentations		
Wk 15 – 12/9 12/11	Group Book Project Presentations continued <u>Final Class Wrap-Up</u> Complete class evaluation Complete Final Paper part 2 peer review Final Paper consultations		
	Final Paper Due Fri Dec 20 Noon		

IMPORTANT INFORMATION ON SUPPORTS AND RESOURCES

Support, Access, and Disability

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Race and Ethnicity Education, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and 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 Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course, please do not hesitate to reach out to me. I want to be sure you are aware of the full range of resources and options available to you.

It is a state law in Pennsylvania that individuals must be given advance notice that they may 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 Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Psychology Peer Mentoring Program

Student leaders in the psychology major run a peer mentoring program for students who are interested in exploring psychology at Haverford College as pre-majors and/or navigating the psychology major or minor. Peer Mentors offer friendly support and advice, and hold fun social events and programs. Keep an eye out for announcements and check out the Psychology Department website for info on how to connect with the Peer Mentors.

The Office of Academic Resource (OAR)

The Office of Academic Resources (OAR) is positioned to help you navigate Haverford from customs to commencement. Our services are free and unlimited. Our office is located on the first floor of Stokes and you're welcome anytime to study, relax, caffeinate, and connect with peers and/or a kind staff committed to your success and wellbeing. We offer an array of services, workshops, academic accountability groups, themed seasonal study breaks, and other events throughout the academic year, but our two main academic support structures are:

- **Academic Coaching:** Work with a professional, or peer, coach to set goals and develop a plan for success (however you define it). We facilitate conversations to explore 'how' to do college, from balancing time management goals, managing large, or competing, projects, developing discipline-specific study strategies, such as methods to engage and balance readings, and preparing for an exam, along with much more! Trust the process.
- **Peer Tutoring:** Work individually with a peer on gaining content and/or conceptual level mastery and practice for intro STEM & Language courses.

Please visit [haverford.edu/oar](https://www.haverford.edu/oar) to learn more about us and/or schedule an appointment. We look forward to supporting you, at any point in your academic journey.

Title IX

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>
