

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School APAS/SST
 Prefix: APA Number: 355 Title: ASIAN AMERICAN PSYCHOLOGY Units: 3

Course description:

This course is designed to review the current research and literature about the psychological experiences of Asian Americans, with the appreciation for the historical, sociopolitical, and cultural contexts that invariably shape the behavior and well-being of individuals in this diverse population group. Using psychological theory and empirical research as a guiding framework, we explore family relationships, identity development, sexuality, model minority stereotypes, racism and discrimination, media images, dating/marriage, race relations, mental health, and other issues affecting Asian American lives.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required) Chair/Director Initials

Requested designation: Cultural Diversity in the United States–C **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name _____ E-mail _____ Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed):

BRYAN BRAMBON

Date:

12.28.2018

Chair/Director (Signature):



Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
APA	355	Asian American Psychology	C

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Students will have learned how historical, sociopolitical, and cultural factors shape psychological experiences of Asian Americans, including relationships, identity development, sexuality, stereotypes, racism and discrimination, media images, dating/marriage, race relations, mental health, and other issues affecting Asian American lives.	Noted under "Course Objective." Entire course, every week in readings, lecture, group activities, and reflection papers.
The course is primarily a study of the psychological dimensions of relations between and among Asian Americans within the United States.	Similar to ethnic study courses in Psychology, students will grasp major concepts and empirically supported theories and research related to Asian American values, acculturation, transracial adoption, stereotypes, racism, gender and sexual identity, multiracial identity, family systems, and mental health.	Noted under "Course Objective." Entire course, every week in readings, lecture, group activities, and reflection papers.

--	--	--

APA 355: ASIAN AMERICAN PSYCHOLOGY

Fall 2016 – T, Th 3:00PM - 4:15PM

Location: Social Science 208

Course Syllabus

Instructor: Hyung Chol (Brandon) Yoo, Ph.D.
Office: Wilson Hall 370
Telephone: 480-727-7340
Email: yoo@asu.edu

Office Hours: Thursdays, 11:00am – 12:00pm and by appointment. You may also schedule individual appointments with me by email. Note: When emailing me, be sure to write “AA PSY” in the subject heading in order to ensure that the email will be read.

Course Description

This course is designed to review the current research and literature about the psychological experiences of Asian Americans, with the appreciation for the historical, sociopolitical, and cultural contexts that invariably shape the behavior and well-being of individuals in this diverse population group. Using psychological theory and empirical research as a guiding framework, we explore family relationships, identity development, sexuality, racial stereotypes, racism and discrimination, media images, dating/marriage, multiracial experiences, race relations, mental health, and other issues affecting Asian American lives.

Course Objectives

--Upon successful completion of this course:

- Students will have learned how historical, sociopolitical, and cultural factors shape psychological experiences of Asian Americans.
- Students will learn and be provided examples of diverse methodologies (specific qualitative and quantitative methods) used in studying Asian American psychology.
- Students will grasp major concepts and empirically supported theories and research related to Asian American values, acculturation, transracial adoption, stereotypes, racism, gender and sexual identity, multiracial identity, family systems, and mental health.
- Students will cultivate and improve upon critical-thinking and writing skills related to the course material.

Technical Tools

- This course uses e-mail and the course Blackboard site for communication and for course materials and assignments. You must have an active ASU e-mail account and access to the Internet. Communication about the course will only be sent to your ASU email account; please plan on checking your ASU email account regularly for course related messages.
- Occasionally, there are problems with the IT systems which will prevent you from accessing the Blackboard site or sending e-mail. For information on systems outages see the ASU systems status

calendar: <http://systemstatus.asu.edu/status/calendar.asp> If you run into technical problems, **please contact the University Technology Office Help Desk**. Email: helpdesk@asu.edu ; Phone: 480-965-6500

Required Materials

Tewari, N. & Alvarez, Al. (2008). Asian American Psychology: Current Perspectives. Psychology Press.

Course book for APA360 is on the ASU library website and it is available free for download. <http://site.ebrary.com.ezproxy1.lib.asu.edu/lib/asulib/docDetail.action?docID=10251095>.

Additional readings requirements (e.g., scientific articles and/or handouts) will be distributed in class or posted on Blackboard.

Expectations

Workload Policy. This class is a 3-credit course. The university defines this as 3 contact hours plus 6 additional hours of work outside of class per week for an average student to achieve an average grade in the course. Respectively, your instructor has allocated 6-8 hours of material (including weekly readings and assignments) to be covered by you outside of class per week. So please plan accordingly!

Weekly Preparation. Before each class meeting, you are expected to have: (1) read the course readings and (2) completed any class or homework assignments. Be prepared to discuss class readings in detail!

Attendance/Absences. This is a small class and attendance is critical to the success of the course. Students are allowed one excused absence without penalty. Students may also be excused from class for emergencies with written documentation (e.g., death in family, university-sponsored sports event, physical injury).

Student Conduct. You are expected to listen to and interact with each other in a respectful manner. Students in this class are quite diverse; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times. In addition, scholarly misconduct (e.g., cheating, plagiarism, etc.) will not be tolerated and will be punished in accordance with the Arizona State University policies. Please check out the following website <http://www.rbs2.com/plag.htm>, which discusses Definitions, Diagnoses, and Preventions of plagiarism.

Special Circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please notify the instructor at the beginning of the semester. If these factors are recognized disabilities, under the ADA, please provide the instructor with appropriate notification. Specifically, you will need to present the instructor with a letter from the Disability Resource Center. If you do not already have contacts there, you should call them at 480-965-1234 as soon as possible. If these factors fall outside official categories, you should talk the instructor in person as soon as possible.

Grading

Grades will be given based on the quality of your coursework, the extent to which the coursework adheres to the goals of the class, and the time it was submitted. You will be penalized for incomplete and late coursework. Specifically, a letter grade will be dropped each day it's late from the due date.

Grades will be based on the following **five** criteria:

Exam 1	20%
Exam 2	20%
Final Exam 3	25%
Ethnographic Interview Paper	20%
Class Participation/Reflection Assignments	15%

Grading Scale (Breakdown for Calculating Final Grades)

Percent	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	E

Although each individual assignment will be awarded a grade based on a 100-point scale, the following letter grade system serves as the standard for final course grades.

“A” grade – achievement that is outstanding relative to the level necessary to meet course requirements.

“B” grade – achievement that is significantly above the level necessary to meet course requirements

“C” grade – achievement that meets the course requirements in every respect

“D” grade – achievement that is worthy of credit even though it fails to meet fully the course requirements

“E” grade – represents failure or no credit and signifies work was either (a) completed but at a level of achievement that is not worthy of credit or (b) was not completed and there was no agreement between the instructor and student that the student would receive an incomplete grade

“I” grade – incomplete grade assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the coursework on time. Requires a written agreement between instructor and student.

1. EXAMS. There will be three exams, two exams and a final. Each exam will be 30-50 multiple-choice questions. Exams 1 and 2 will include materials covered up to the date of that exam, including readings, lectures, and videos reviewed in class. The Final will be cumulative. One of the best strategies to study for exams is to emphasize the overlap between the in-class presentations, required readings, and discussions in class. ***Each exam is worth 20% and final exam is worth 25% of your final grade.***

Procedures for Exams. Foreign language dictionaries will not be allowed during exams, but all students may ask for assistance with words that are not technical, psychological terms.

Policy for Missed Exams. There are few acceptable reasons for missing an exam. Make-up exams will be offered only to those who obtain permission from the instructor 24 hours IN ADVANCE of the test and who have one of the following: a significant illness documented by a letter from a physician (or

doctor's office); an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., jury duty, delivery of a baby, National Guard call-up, etc.). Students who miss an exam without satisfying one of these conditions will receive a ZERO for that exam. Arrangements to take a missed exam **MUST** be made within **ONE WEEK** prior to the exam date.

Exam Grading. Any questions you may have about the grading of your exam **MUST** be brought within two weeks of the date of its administration. Since you will not be allowed to take the test booklets out of the classroom, you will need to make an appointment if you would like to go over your test results.

For each exam, we will average the top 3 three scores in the class. This average will become the index score. **Your grade on each exam will be determined by the percentage of the index score you earn.** The grade breakdown will be no more stringent than this:

Grading Scale for Exams

Percent of Index Score (Mean of top 3)	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	E

For example, suppose that on the first exam three top students averaged 47 points out of 50, which becomes our index score. Ninety-three percent of 47 is 44; thus, all students earning over 44 points would receive an A. Notice that you are not being graded on a curve. In this example, if all students earned over 44 points, they would all receive A's. In determining the final grade for the course, we will record the percentage of the index score for each of the exams. For instance, if you received a score of 42 on your first exam, you would receive 89.4 points toward your final grade in the course (i.e. $42 * 100 / 47 = 89.4$).

We grade exams in this manner for two reasons. First, we can take into account exam difficulty because students are expected to earn exam scores that are only as high as the best scores among their classmates. Second, because it is possible for every student to earn an A on their exams, this system creates a non-competitive class atmosphere. You will be informed if for some reason the grading scale needs to be adjusted.

2. ETHNOGRAPHIC INTERVIEW PAPER. For the ethnographic interview you will be asked to interview a person who is culturally different from you AND self-identify as Asian or Asian American (e.g., race/ethnic background). You will need to conduct your interview in a specific format. You will have to prepare a set of questions prior to meeting with your interviewee. During the interview, you will keep notes, which will help you write the 5-6 page paper about your interviewing experience. More information about the paper will be provided during class. See attached for interview description and grading criterion for the paper. ***Interview paper is worth 20% of your final grade.***

3. CLASS PARTICIPATION/REFLECTION ASSIGNMENTS. Students are required to attend all classes and are encouraged to engage in a lively discussion each class period. The weekly reaction papers and classroom activities will serve as springboard for group discussion. The reflection papers will be assigned randomly throughout the semester and will be *due at the beginning of the following class period*. No papers will be accepted thereafter. Students who missed the class when reflection

assignment was given *will not be able to participate*, thus again, making class attendance critical. ***Class participation and reflection assignments are worth 15% of your final grade.***

Reflection papers should be formatted single-spaced with 1-inch margins, Times Roman 12-point font, and printed on white paper.

Hint #1. Check out this website on six good reading habits that help you to interrogate text – <http://guides.hcl.harvard.edu/sixreadinghabits>.

Hint #2: Check out this website that provides tips on how to write a response paper – <http://writing.colostate.edu/guides/teaching/rst/pop5i.cfm/>.

Resources for Student Writers

-School of Social Transformation Writing Center

The Writing Mentorship Center in the School of Social Transformation offers personalized, one-on-one support for students currently enrolled in courses offered through the school. Available by appointment and walk-in, our peer mentors specialize in social science writing and can assist with any stage of the writing process.

<https://sst.clas.asu.edu/writing-center>

-Student Success Center:

The Student Success Center offers free academic support resources for all students including tutoring, writing support, structured study groups, or a place to study on your own. For more information, visit them online at: <https://studentsuccess.asu.edu/>

- ASU Writing Center:

ASU Writing Centers provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to: Explore, plan, and develop ideas; Organize and structure a paper; Integrate and cite sources; and Write, revise, edit, and proofread. In person and online writing tutoring is available. For more information, visit them online at <https://studentsuccess.asu.edu/writingcenters>

- Student Writing Guide:

A guidebook providing student writers with detailed, step-by-step guidance through the writing process and lists numerous writing resources. Available on the web at:

<https://studentsuccess.asu.edu/resources/students>

- Disability Resource Center:

Phone: (480) 965-1234 or TDD: (480) 965-9000

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodation or to contact Disability Resource Center to schedule an appointment with a Specialist. For more information, visit them online at

<http://www.asu.edu/studentaffairs/ed/drc/>

Tentative Schedule (Last Updated: 8/17/2016)

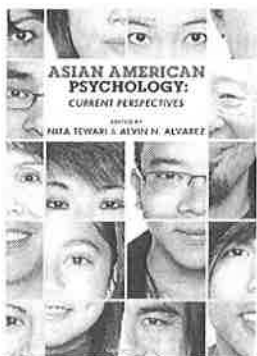
WK	Date	Topic	RP/Due
1	8/18	-Course Objective First Day of Class! <i>Question: Tell us about yourself and why you chose to enroll in this course</i>	
	8/23	-Definition <i>Question: What is culture, ethnicity, nationality, race, gender, and sexuality? What are the difference/similarities? What does it mean to be Asian American?</i>	RP1
2	8/25	-History <i>Question: When and why did Asians immigrate into the United States? How have Asians helped to shape the United States?</i>	CH 1; CH 2 (optional: RP 2)
	8/30	Video: “Ancestors in the Americas: Coolies, Sailors, & Settlers” (60min)	CH 2
3	9/1	-Values <i>Question: What are cultural values relevant to Asian Americans? What are the different dimensions of cultures?</i>	RP 4a; RP 4b
	9/6	-Cultural Self <i>Question: How does your culture shape your sense of self? How does it impact the way you think, feel, and behave?</i>	RP 3; (optional: CH 10)
4	9/8	-Acculturation <i>Question: What challenges/opportunities were faced by Asians immigrating to the U.S.? What resource/barriers make it easier/difficult for Asian Americans in the acculturation process?</i>	CH 6 (optional: RP 5)
	9/13	-Video: “A.K.A. Don Bonus” (55min)	CH 3
5	9/15	-Review Ethnographic Interview Paper	CH 23 (optional: RP 6)
	9/20	-Family Processes	Ch. 16 (optional RP 8, RP 9, CH 17)
6	9/22	EXAM I	
	9/27	-Transracial Adoption <i>Question: What does it mean to grow up in a family that does not share your physical attributes? How do you develop your cultural identity? How important is this culture to you?</i>	CH 18 (optional: RP 7)
7	9/29	-Video: “First Person Plural (Deann Borshay Liem)” (60min)	

	10/4	<p>- Stereotypes Introduction</p> <p><i>- Question: What are stereotypes Asian Americans encounter? How do these effect their psychological process?</i></p> <p><i>- Go ahead and take both race and gender tests BEFORE class.</i></p> <p>http://www.understandingprejudice.org/iat/index2.htm</p>	CH 22 (optional: RP 10)
8	10/6	- Stereotypes Internalized	RP 11
	10/11	NO CLASS-FALL BREAK	
9	10/13	-Video: "Slaying the Dragon" (60min)	RP 12
	10/18	<p>-Racism Introduction</p> <p><i>- Question: What is racism, systemic racism, individual, institutional, and cultural racism? What is racial formation theory?</i></p>	CH 9; CH 21 (optional: RP 14)
10	10/20	-Racism Internalized	RP 15
	10/25	<p>-Cultural Hegemony</p> <p><i>- Question: What is cultural hegemony, intersectionality, color-blindness, and privilege?</i></p>	RP 23
11	10/27	EXAM 2	
	11/1	<p>-Model Minority Myth</p> <p><i>- Question: Why are Asian Americans the model minority? Is this a fact or a fact? How do Asian Americans internalize this paradigm?</i></p>	CH 4; RP 13a; RP 13b
12	11/3	<p>-Intergroup Process I</p> <p>-Video: "The Color of Fear" (75min)</p>	RP 16
	11/8	<p>-Intergroup Process II</p> <p>-Video: "The Color of Fear" (75min)</p>	
13	11/10	<p>-Racial/Ethnic Identity</p> <p><i>- Question: How does race and racism shape your identity? How does it influence your relationship with intra- and inter-ethnic group members?</i></p>	CH 7 (optional: RP 17; RP 18)
	11/15	-Multiracial Experiences	CH 20
14	11/17	-Gender and Sexuality	CH 13; RP 20 (optional: CH 14; RP 19)
	11/22	-Mental/Physical Health	CH 26; CH 30 (optional: CH 27; RP 21; 22)

15	11/24	<i>NO CLASS-THANKSGIVING BREAK</i>	
	11/29	CULTURAL JEOPARDY	
16	12/1	FINAL EXAM Last Day of Class. **INTERVIEW PAPER & ALL EXTRA CREDIT DUE BEFORE CLASS!	

TEXTBOOK TABLE OF CONTENTS

- Chapter 1: Who Are Asian Americans?: An Overview of History, Immigration, and Communities
- Chapter 2: History and Evolution of Asian American Psychology
- Chapter 3: Research Methods
- Chapter 4: The Model Minority and the Perpetual Foreigner: Stereotypes of Asian Americans
- Chapter 5: What Does That Behavior Mean?: Postmodern Perspectives
- Chapter 6: Acculturation and Enculturation of Asian Americans: A Primer
- Chapter 7: Asian American Racial and Ethnic Identity
- Chapter 8: Religion and Spirituality
- Chapter 9: Colonialism: Societal and Psychological Impacts on Asian Americans and Pacific Islanders
- Chapter 10: Managing Multiple Social Identities
- Chapter 11: Asian American Women: The Nail That Sticks Out Is Hammered Down
- Chapter 12: Asian American Men and Asianized Attribution: Intersections of Masculinity, Race, and Sexuality
- Chapter 13: Lesbian, Gay, Bisexual, and Transgender Asian Americans
- Chapter 14: Sexuality
- Chapter 15: Dating, Partnerships, and Arranged Marriages
- Chapter 16: Asian American and Pacific Islander Families
- Chapter 17: Parenting and Raising Families
- Chapter 18: History and Psychology of Adoptees in Asian America
- Chapter 19: Parachute Kids and Astronaut Families
- Chapter 20: Multiracial Asian Americans
- Chapter 21: Racism: “It Isn’t Fair”
- Chapter 22: Stereotypes and Media Images
- Chapter 23: Stress, Refugees, and Trauma
- Chapter 24: A Frank Discussion on Asian Americans and Their Academic
- Chapter 25: Asian American Activism, Advocacy, and Public Policy
- Chapter 26: Physical Health and Wellness
- Chapter 27: Psychopathology and Clinical Issues With Asian American Populations
- Chapter 28: Body Image Among Asian Americans
- Chapter 29: Asian American Indigenous Healing and Coping
- Chapter 30: Seeking, Receiving, and Providing Culturally Competent Mental Health Services: A Focus on Asian Americans



READING PACKET LIST

Definition

RP 1: Betancourt, H., & López, S. R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist*, 48(6), 629-637.

History of Asian American

RP 2: Takaki, R. (1998). From a different shore: Their history bursts with telling. In *Strangers from a different shore: A history of Asian Americans, 2nd edition* (pp. 3-18). Boston: Back Bay Books.

Culture and Self

RP 3: Matsumoto, D. & Juang, L. (2004). Culture, Self, and Personality. In *Culture and Psychology*, (pp. 299-320). Belmont, CA: Wadsworth/Thomson Learning.

Asian American Values

RP 4a: G. Hofstede. Cultural Dimensions

RP 4b: Kim, B. S., Atkinson, D. R., & Umemoto, D. (2001). Asian cultural values and the counseling process: Current knowledge and directions for future research. *The Counseling Psychologist*, 29(4), 570-603.

Acculturation and Stress

RP 5: Chung, R. & Bemak, F. (2006). Asian Immigrants and refugees (pp.227-243). In F. Leong, A. Inman, A. Ebreo, L. Yang, L. Kinoshita, & M. Fu (Eds.), *Handbook of Asian American Psychology (2nd ed)*. Thousand Oaks, CA: Sage.

RP 6: Mediratta, K. (1999). How do you say your name? In P. G. Min & R. Kim (Eds.), *Struggle for ethnic identity: Narratives by Asian American professionals* (pp.77-86). Walnut Creek, CA: AltaMira Press.

Transracial Adoptee Identity

RP 7: Lee, R. (2003). The Transracial adoption paradox: History, research, and counseling implications of cultural socialization. *The Counseling Psychologist*, 31, 711-744.

Asian American Families and Tension

RP 9: Fuligni, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin American, and European backgrounds. *Child development*, 70(4), 1030-1044.

Stereotypes

RP 10: Louie, V. (August 9, 1993). For Asian Americans, a way to fight a maddening stereotype. *The New York Times*.

RP 11: Cheryan, S., & Monin, B. (2005). Where are you really from?: Asian Americans and identity denial. *Journal of personality and social psychology*, 89(5), 717.

RP 12: Devos, T., & Banaji, M. R. (2005). American= white?. *Journal of personality and social psychology*, 88(3), 447.

Model Minority

RP 13: Wu, F. H. (2002). The model minority: Asian American “success” as a race relations failure. In

Yellow: Race in America beyond black and white (pp. 39-77). New York: Basic Books.

Prejudice & Racism

RP 14: Young, K. & Takeuchi, D. (1998). Racism (pp. 401-432). In *Handbook of Asian American Psychology* (L.C. Lee & N. Zane, Eds.). Thousand Oaks, CA: Sage.

RP 15: McIntosh White Privilege article. On Blackboard, under reading tab.

RP 16: Erasing Ethnicity Article. On Blackboard, under reading tab.

Racial Identity

RP 17: Yoo, H.C. (Spring 2002). Disoriented. *Korean Quarterly*.

RP 18: Pyke, K. D., & Dang, T. (2003). "FOB" and "whitewashed": Identity and internalized racism among second generation Asian Americans. *Qualitative Sociology*, 26, 147-172.

Gender and Sexual Identity

RP 19: Okazaki, S. (2002). Influences of culture on Asian Americans' sexuality. *Journal of Sex Research*, 39, 34-41.

RP 20: Review all 4 GLBT Terminology List on Blackboard, under reading tab.

Asian American Mental Health & Psychotherapy

RP 21: Yang, L. & WonPat-Borja, A. (2006). Psychopathology among Asian Americans (pp.379-405). In F. Leong, A. Inman, A. Ebreo, L. Yang, L. Kinoshita, & M. Fu (Eds.), *Handbook of Asian American Psychology* (2nd ed). Thousand Oaks, CA: Sage.

Asian American Psychotherapy

RP 22: Root, M. (1998). Facilitating Psychotherapy with Asian American Clients. (pp. 214-234). In d. Atkinson, G. Morten, & Sue (Eds.). Boston, Massachusetts: McGraw-Hill.

ADDITIONAL READING

RP 23: Espiritu (2008). Asian American Women and Men Chapter 5. In Le Espiritu, Y. (2008). *Asian American women and men: Labor, laws, and love*. Rowman & Littlefield.

