

Psychology 171, Summer (Six Weeks)

Psychological Research on Children of Immigrant Families

1. Lectures: TBD

2. Instructor: TBD

3. Course Overview:

One out of four children in the U.S. grow up in immigrant families. Given California's rapidly growing immigrant population, UCB undergraduates seeking advanced training and career in diverse disciplines (e.g., medicine, education, clinical psychology, law, social work, and public health) are in strong needs for training on: (a) cultural knowledge on characteristics and psychological needs of immigrant families; and (b) communication skills and cultural competence in working with immigrant families. One way to gain knowledge and competence in these areas is through exposure to and/or participating in psychological research on children of immigrant families.

The goal of this seminar course is to provide undergraduate students a systematic learning experience in the scientific field of research on children of immigrant families. Students will learn about the scientific theories, research methods, and key research findings on development of children in immigrant families. Specifically, students will be exposed to primary and secondary source readings on ecological and socio-cultural theories of human development, the guiding framework for research on immigrant families. Students will also read theoretical and empirical research articles on language, cognitive, and socio-emotional development of children in immigrant families, family dynamics and parenting, academic development and school experiences, neighborhood and community influences, and prevention, intervention, and policy research on children of immigrant families. During this course, students will develop the skills to think critically about research questions and research methods, present research ideas/findings in groups, and to write research papers.

4. Key Learning Outcomes:

1. Gain knowledge on demographic, socio-cultural, and interpersonal characteristics of major immigrant groups in the U.S.;
2. Gain knowledge on theoretical models of human development (e.g., the bioecological theory, socio-cultural theory) and their applications to research on children of immigrant families;
3. Gain knowledge on the definitions of and research methods for studying psychological constructs unique for immigrant families: acculturation, acculturation stress, bilingualism, racial discrimination;
4. Gain knowledge on research designs and methods commonly used in research on children of immigrant families;
5. Gain knowledge on ethnical issues in conducting human subjects research with immigrant families;
6. Develop skills to conduct literature review, critically evaluate the presentation of scientific ideas and research in original science papers as well as the popular media, and synthesize and summarize the key findings from a literature;

7. Gain experience in writing a literature review paper, a research proposal, or an empirical paper.

5. Required Readings:

1) **Textbook:** Suárez-Orozco, C., Abo-Zena, M. M., & Marks, A. K. (Eds.). (2015). Transitions: The development of children of immigrants. New York University Press. (<https://muse-jhu.edu.libproxy.berkeley.edu/book/43318>)

2) **Additional required readings:** Additional required readings (journal articles and book chapters) are accessible on class website on bcourses.berkeley.edu. For each week, students are required to read the designated articles/chapters and **submit one discussion question for each reading online** (under “Discussion”) no later than 11:59pm on the day before the lecture.

6. Course Requirements (% of contribution to the final grade):

1. **Submitting discussion questions (25%):** prior to each lecture (except for the weeks of mid term exams), students are required to read the designated articles/chapters and submit one discussion question for each reading online (via [bcourses](http://bcourses.berkeley.edu)) before 11:59pm on the day before the lecture. Students are also expected to actively participate in class discussions about readings.
2. **Class attendance, and participation in discussions (20%):** Students are expected to attend all lectures (attendance grade will be deducted for lectures that a student missed without any prior notice or justifiable reasons). During lectures, there will be small group discussion activities, and students will be assigned to small groups. Each student is expected to lead 1-2 small group discussions on lecture materials and readings during the semester.
3. **Exams (45%):** There will be two midterm exams (Midterm I, 15%, Midterm II, 15%) and one final exam (15%). The exams consist of short answers and essay questions. Please make a note of the scheduled exam times.
4. **Leading class discussion (10%):** Each student will be asked to pair up with one fellow student to lead class discussion on one reading. Students should present a short synopsis of the reading (no longer than 5 minutes) and prepare questions or activities to lead the class through a discussion of the central concepts/questions (25 minutes). Students can select discussion questions from other students’ online submission for that reading. The total student-led discussion on each reading should last approximately 30 minutes.

Academic Integrity

The Psychology Department adheres to the campus policies on academic honesty and code of student conduct, as specified in the Berkeley Campus Code of Student Conduct: <https://sa.berkeley.edu/code-of-conduct>.

Plagiarism

Plagiarism is defined as the use of intellectual materials produced by another person without acknowledging its source. Students who plagiarize on assignments will receive a 0.0 on the assignment

or will fail the course. For tips on how to avoid plagiarism, see:
<https://guides.lib.berkeley.edu/Rhetoric159A/academic>

Sensitive Topics

This course touches on topics that many students might feel very strongly about, such as ethnicity, language, and cultural backgrounds, immigration and educational policies. Should any discussions in the classroom or in the readings make you feel uncomfortable, please feel free to let the instructor know, in person or anonymously.

Grading and Regrade Policy

Based on each student's grades on the individual course requirements (three exams, discussion section participation, assignments and final paper), a composite score will be calculated (ranging from 0 to 100) at the end of the semester. Students' final letter grades for the course will be assigned based on the composite score. **It is expected that a full range of grades (from F to A) will be assigned for this course.**

If students would like part of their exams be regraded, they must submit a written explanation to the instructor detailing why they think they deserve more credit on a particular question. Request for regrade must be submitted within **one week** after the exams are returned to students. Please note that if you submit your exam for a regrade, the entire exam will be regraded, and your grade may go up or down as a result.

Course Website

This class has a bcourse website (all enrolled waitlisted students should be able to access the class website via their CalNet account on bcourses). It is crucial that students log in at least once per week to check for announcements and the latest information about assignments etc. The course includes 16 modules, each covering a subtopic within the developmental psychopathology discipline. Students are encouraged to use the "Pages" as a self-study guide to keep up with the course materials, key concepts, and learning objectives of each module.

Disability Accommodation Policy

If you need accommodations for any physical, psychological, or learning disability, please first contact the Disability Students' Program (<https://dsp.berkeley.edu/>) to apply for DSP accommodations and services. **Students with or anticipating approved DSP accommodations should inform their instructor by second week of the semester**, to allow sufficient time to request DSP exam proctoring assistance for midterm and final exams.

University Statement on Prevention of Harassment and Discrimination

The University of California strives to prevent and respond to harassment and discrimination. Engaging in such behavior may result in removal from class or the University. If you are the subject of harassment or discrimination there are resources available to support you. Please contact the

Confidential Care Advocate (sa.berkeley.edu/dean/confidential-care-advocate) for non-judgmental, caring assistance with options, rights and guidance through any process you may choose. Survivors of sexual violence may also want to view the following website: survivorsupport.berkeley.edu.

For more information about how the University responds to harassment and discrimination, please visit the Office for the Prevention of Harassment and Discrimination website: ophd.berkeley.edu.

Lecture Schedule (please note that the schedule is tentative and might change during the semester)

Week	Dates	Module	Required Readings
1	TBD	L1. Introduction and overview	Textbook, Introduction
	TBD	L2. Characteristics of children in immigrant families in the United States: Who are they?	Hernandez & Napierala (2013); Buriel, R. (2012); Marks, Ejesi, & García Coll (2014)
	TBD	L3. Theoretical frameworks for studying child development in immigrant families	Textbook, Part I. García Coll et al. (1996); Vélez-Agosto et al. (2017)
2	TBD	L4. Ethical and methodological issues in research on children of immigrant families	Knight, Roosa, & Umaña Taylor (2009a, 2009b, 2009c)
	TBD	L5. Assessing and conceptualizing culture in immigrant families: Acculturation/cultural orientations and acculturation stress	Schwartz et al. (2010); Hwang & Ting (2008); Birman, D. (2006)
3	TBD	Review and Mid-Term Exam I	No readings
	TBD	L6. Parent-child relationships and family dynamics in immigrant families	Suárez-Orozco (2016); Chen et al. (2014); Qin (2008); Calzada et al. (2017)

	TBD	L7. Language and cognitive development in children of immigrant families, Part 1	Wong Fillmore (2000); Hoff (2018); Chen, Zhou, & Uchikoshi (2018)
4	TBD	L8. Language and cognitive development in children of immigrant families, Part 2	Bialystok, E. (2015); Paap et al. (2015); Williams et al. (2019)
	TBD	L9. Socioemotional development and mental health issues in children of immigrant families, Part 1	Chen et al. (2015) ; Curtis et al. (2021)
	TBD	L10. Socioemotional development and mental health issues in children of immigrant families, Part 2	Li-Grining (2012); Oades-Sese et al. (2011)

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5	TBD	Review and Midterm Exam II	No readings
	TBD	L11. Academic development and school experiences in children of immigrant families	Marks, A. K. & Pieloch, K. (2016); Han, W-J. (2008); Chen et al. (2015); Hunstinger & Jose (2009)
	TBD	L12. Ethnic/racial identity development, perceived discrimination, and mental health adjustment in youth of immigrant families	Phinney et al. (2001); Umaña-Taylor et al. (2013); Yip et al. (2013); Kim et al. (2011)
6	TBD	L13. Neighborhood and community influences on youth of immigrant families	Roosa et al. (2003); M. Zhou (2014); White et al. (2012); Lee et al. (2014):
	TBD	L14. Prevention, Intervention, and Policy	Zhou et al. (2014); Mendez & Westerberg (2012); Brotman et al. (2016); Romo et al. (2018)
	TBD	Final Exam	

Readings

indicate empirical articles that can be selected for group presentations.

L1. Introduction & overview

Suárez-Orozco, C., Marks, A. K., Abo-Zena, M. M. (2016). Introduction: Unique and shared experiences of immigrant-origin children and youth. In Suárez-Orozco, C., Abo-Zena, M. M., Marks, A. K. (Eds.), *Transitions: The development of children of immigrants* (pp. 1-26). NY, US: New York University Press.

L2. Characteristics of children in immigrant families in the United States: Who are they?

Hernandez, D. J., & Napierala, J. S. (2013). *Diverse children: race, ethnicity, and immigration in America's new non-majority generation*. New York, NY: Foundation for Child Development. <https://www.fcd-us.org/assets/2016/04/Diverse-Children-Full-Report.pdf>

Buriel, R. (2012). Historical origins of the immigrant paradox for Mexican American students: the cultural integration hypothesis. In C. Garcia Coll & A. K. Marks (Eds.), *The Immigrant Paradox in Children and Adolescents: Is becoming American a developmental risk?* Washington, DC: American Psychological Association.

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Marks, A. K., Ejesi, K. & García Coll, C. (2014), Understanding the U.S. immigrant paradox in childhood and adolescence. *Child Development Perspectives*, 8, 59-64.

L3: Theoretical frameworks for studying child development in immigrant families

Suárez-Orozco, C., Marks, A. K., Abo-Zena, M. M. (2016). Contexts of development: An ecological framework. In Suárez-Orozco, C., Abo-Zena, M. M., Marks, A. K. (Eds.), *Transitions: The development of children of immigrants* (pp. 27-31). NY, US: New York University Press.

García Coll, C., Lamberty, G., Jenkins, R., McAdoo, H., Crnic, K., Wasik, B., & García, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891-1914.

Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Opppenheimer, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. *Perspectives on Psychological Science*, 12(5), 900–910.

L4: Ethical and methodological issues in research on children of immigrant families

Knight, G. P., Roosa, M. W., & Umaña-Taylor, A. J. (2009a). Ethical issues. In G. P. Knight, M.

W. Roosa, & A. J. Umaña-Taylor, *Studying ethnic minority and economically disadvantaged populations: Methodological challenges and best practices* (p. 79–96). American Psychological Association. <https://doi.org/10.1037/11887-003>

Knight, G. P., Roosa, M. W., & Umaña-Taylor, A. J. (2009b). Sampling, recruiting, and retaining diverse samples. In G. P. Knight, M. W. Roosa, & A. J. Umaña-Taylor, *Studying ethnic minority and economically disadvantaged populations: Methodological challenges and best practices* (p. 29–78). American Psychological Association.

Knight, G. P., Roosa, M. W., & Umaña-Taylor, A. J. (2009c). Translation processes associated with measurement in linguistically diverse populations. In G. P. Knight, M. W. Roosa, & A. J. Umaña-Taylor, *Studying ethnic minority and economically disadvantaged populations: Methodological challenges and best practices* (p. 135–166). American Psychological Association.

L5. Assessing and conceptualizing culture in immigrant families: Acculturation, cultural orientations, and acculturation gaps

Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, *65*, 237–251.

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Hwang, W., & Ting, J. Y. (2008). Disaggregating the effects of acculturation and acculturative stress on the mental health of Asian Americans. *Cultural Diversity and Ethnic Minority Psychology*, *14*, 147–154.

Birman, D. (2006). Acculturation gap and family adjustment: Findings with Soviet Jewish refugees in the United States and implications for measurement. *Journal of Cross-Cultural Psychology*, *37*(5), 568–589.

L6. Parent-child relationships and family dynamics in immigrant families

Suárez-Orozco, C. (2016). Family separations and reunifications. In Suárez-Orozco, C., Abo Zena, M. M., Marks, A. K. (Eds.), *Transitions: The development of children of immigrants* (pp. 32–46). NY, US: New York University Press.

Chen, S. H., Hua, M., Zhou, Q., Tao, A., Lee, E. H., Ly, J., & Main, A. (2014). Cultural orientations and child adjustment in Chinese American immigrant families. *Developmental Psychology*, *50*, 189–201.

Qin, D. B. (2008). Doing well vs. feeling well: Understanding family dynamics and the psychological adjustment of Chinese immigrant adolescents. *Journal of Youth and Adolescence*, *37*(1), 22–35.

Calzada, E., Barajas-Gonzalez, R., Huang, K., & Brotman, L. (2017). Early childhood internalizing problems in Mexican- and Dominican-origin children: The role of cultural

socialization and parenting practices. *Journal of Clinical Child & Adolescent Psychology*, 46, 551-562.

L7. Language and cognitive development in children of immigrant families, Part 1

Wong Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory Into Practice*, 39:4, 203-210, DOI: 10.1207/s15430421tip3904_3

Hoff, E. (2018). Bilingual development in children of immigrant families. *Child Development Perspectives*, 12: 80-86. doi:[10.1111/cdep.12262](https://doi.org/10.1111/cdep.12262)

Chen, S. H., Zhou, Q., & Uchikoshi, Y. (2018, Dec 28). Heritage language socialization in Chinese American immigrant families: Prospective links to children's heritage language proficiency. *International Journal of Bilingual Education and Bilingualism*. Advanced online publication, DOI: 10.1080/13670050.2018.1547680

L8. Language and cognitive development in children of immigrant families, Part 2

Bialystok, E. (2015). Bilingualism and the development of executive function: the role of attention. *Child Development Perspectives*, 9, 117-121.

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Paap, K. R., Johnson, H. A., & Sawi, O., (2015). Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances. *Cortex*, 69, 265-278.

Williams, A. I., Uchikoshi, Y., Bunge, S. A., & Zhou, Q. (2019). Relations of English and heritage language proficiency to response inhibition and attention shifting in dual language learners in Head Start. *Early Childhood Education and Development*, 30, 357-374.

L9-L10. Socioemotional development in children of immigrant families

Chen, S. H., Zhou, Q., Main, A., & Lee, E. (2015). Chinese American immigrant parents' emotional expression in the family: Relations to parents' cultural orientations and children's regulation. *Cultural Diversity and Ethnic Minority Psychology*, 21, 619-629.

Curtis, K., Zhou, Q., Tao, A. (in press). Emotion talk in Chinese American immigrant families and longitudinal links to children's socioemotional competence. *Developmental Psychology*.

Li-Grining, C. P. (2012). The role of cultural factors in the development of Latino preschoolers' self-regulation. *Child Development Perspectives*, 6(3), 210-217.

Oades-Sese, G. V., Esquivel, G. B., Kaliski, P. K., & Maniatis, L. (2011). A longitudinal study of the social and academic competence of economically disadvantaged bilingual preschool children. *Developmental Psychology*, 47(3), 747-764.

L11. Academic development and school experiences of children in immigrant families

Marks, A. K. & Pieloch, K. (2016). School contexts. In Suárez-Orozco, C., Abo-Zena, M. M., Marks, A. K. (Eds.), *Transitions: The development of children of immigrants* (pp. 47- 60). NY, US: New York University Press.

Han, W-J. (2008). The academic trajectories of children of immigrants and their school environments. *Developmental Psychology, 44*, 1572-1590.

Chen, S. H., Main, A., Zhou, Q., Bunge, S., Lau, N., & Chu, K. (2015). Effortful control and early academic achievement of Chinese American children in immigrant families. *Early Childhood Research Quarterly, 30*, 45-56.

Hunstinger, C. & Jose, P. E. (2009). Parent involvement in children's schooling: Different meanings in different cultures. *Early Childhood Research Quarterly, 24*, 398-410.

L12. Ethnic/racial identity, perceived discrimination, and mental health adjustment in youth of immigrant families

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Phinney, J. S., Horenczyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic identity, immigration, and well-being: An interactional perspective. *Journal of Social Issues, 57*, 493–510.
doi:10.1111/0022-4537.00225

Umaña-Taylor, A. J., Zeiders, K. H., & Updegraff, K. A. (2013). Family ethnic socialization and ethnic identity: A family-driven, youth-driven, or reciprocal process? *Journal of Family Psychology, 27*(1), 137–146.

Yip, T., Douglass, S. & Shelton, J. N. (2013). Daily intragroup contact in diverse settings: Implications for Asian Adolescents' ethnic identity. *Child Development, 84*(4), 1425- 1441.

Kim, S. Y., Wang, Y., Deng, S., Alvarez, R., & Li, J. (2011). Accent, perpetual foreigner stereotype, and perceived discrimination as indirect links between English proficiency and depressive symptoms in Chinese American adolescents. *Developmental Psychology, 47*, 289-301.

L13. Neighborhood and community influences on youth of immigrant families

Roosa, M. W., Jones, S., Tein, J-Y., & Cree, W. (2003). Prevention science and neighborhood influences on low-income children's development: Theoretical and methodological issues. *American Journal of Community Psychology*,

Zhou, M. (2014) Segmented assimilation and socio-economic integration of Chinese immigrant children in the USA, *Ethnic and Racial Studies, 37*:7, 1172-1183.

White, R. M. B., Deardorff, J., Gonzales, N. A. (2012). Contextual amplification or

attenuation of pubertal timing effects on depressive symptoms among Mexican American girls. *Journal of Adolescent Health, 50*, 565-571.

Lee, E. H., Zhou, Q., Ly, J., Main, A., Tao, A., & Chen, S. H. (2014). Neighborhood characteristics, parenting styles, and children's behavioral problems in Chinese American immigrant families. *Cultural Diversity and Ethnic Minority Psychology, 20*, 202-212.

L14. Prevention, Intervention, and Policy

Zhou, Q., Chen, S. H., Cookston, J., & Wolchik, S. A. (2014). Evaluating the cultural fit of the New Beginnings Parent Training Program for divorced Asian American mothers: A pilot study. Special issue on Culture and Prevention, *Asian American Journal of Psychology, 5*, 126-133.

Mendez, J. L., & Westerberg, D. (2012). Implementation of a culturally adapted treatment to reduce barriers for Latino parents. *Cultural Diversity and Ethnic Minority Psychology, 18*(4), 363–372. <https://doi.org/10.1037/a0029436>

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Brotman LM, Dawson-McClure S, Kamboukos D, et al. (2016). Effects of ParentCorps in Prekindergarten on Child Mental Health and Academic Performance: Follow-up of a Randomized Clinical Trial Through 8 Years of Age. *JAMA Pediatr, 170*(12):1149–1155.

Romo, H. D., Thomas, K. J. A., Garcia, E. E. (May/June 2018). Changing demographics of dual language learners and English learners: Implications for school success. *Society for Research in Child Development Social Policy Report Brief, 31*(2).

Quas, J. A. & Lyon, T. D. (October, 2019). Questioning unaccompanied immigrant children: Lessons from developmental science on forensic interviewing. *Society for Research in Child Development Child Evidence Brief, No. 6*.