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 need 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 ethical 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:


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 midterm exams), students are required to read the designated articles/chapters and submit one discussion question for each reading online (via bcourses) 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](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)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Required Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>TBD</td>
<td>L1. Introduction and overview</td>
<td>Textbook, Introduction</td>
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<td>2</td>
<td>TBD</td>
<td>L4. Ethical and methodological issues in research on children of immigrant families</td>
<td>Knight, Roosa, &amp; Umaña Taylor (2009a, 2009b, 2009c)</td>
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<td>3</td>
<td>TBD</td>
<td>Review and Mid-Term Exam I</td>
<td>No readings</td>
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<td>TBD</td>
<td>L6. Parent-child relationships and family dynamics in immigrant families</td>
<td>Suárez-Orozco (2016); Chen et al. (2014); Qin (2008); Calzada et al. (2017)</td>
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<td>TBD</td>
<td>TBD</td>
<td>L9. Socioemotional development and mental health issues in children of immigrant families, Part 1</td>
<td>Chen et al. (2015); Curtis et al. (2021)</td>
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<td>TBD</td>
<td>TBD</td>
<td>L10. Socioemotional development and mental health issues in children of immigrant families, Part 2</td>
<td>Li–Grining (2012); Oades-Sese et al. (2011)</td>
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<tr>
<td>5</td>
<td>TBD</td>
<td><strong>Review and Midterm Exam II</strong></td>
<td>No readings</td>
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<td>TBD</td>
<td>L11.</td>
<td>Academic development and school experiences in children of immigrant families</td>
<td>Marks, A. K. &amp; Pieloch, K. (2016); Han, W-J. (2008); Chen et al. (2015); Hunstinger &amp; Jose (2009)</td>
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<td>TBD</td>
<td>L12.</td>
<td>Ethnic/racial identity development, perceived discrimination, and mental health adjustment in youth of immigrant families</td>
<td>Phinney et al. (2001); Umaña-Taylor et al. (2013); Yip et al. (2013); Kim et al. (2011)</td>
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<td>6</td>
<td>TBD</td>
<td>L13. Neighborhood and community influences on youth of immigrant families</td>
<td>Roosa et al. (2003); M. Zhou (2014); White et al. (2012); Lee et al. (2014):</td>
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<td>TBD</td>
<td>L14.</td>
<td>Prevention, Intervention, and Policy</td>
<td>Zhou et al. (2014); Mendez &amp; Westerberg (2012); Brotman et al. (2016); Romo et al. (2018)</td>
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<tr>
<td>TBD</td>
<td>Final Exam</td>
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Readings

### indicate empirical articles that can be selected for group presentations.

I.1. Introduction & overview


I.2. Characteristics of children in immigrant families in the United States: Who are they?


I.3: Theoretical frameworks for studying child development in immigrant families


I.4: Ethical and methodological issues in research on children of immigrant families


**L.5. Assessing and conceptualizing culture in immigrant families: Acculturation, cultural orientations, and acculturation gaps**


**L.6. Parent-child relationships and family dynamics in immigrant families**


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


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


L9-L10. **Socioemotional development in children of immigrant families**


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


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


L13. Neighborhood and community influences on youth of immigrant families


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


**L14. Prevention, Intervention, and Policy**


