

**Asian American Psychology: AsAmSt/Psych L238**  
**Fall, 2011**

TTh 11:00-12:15

Science 02-64

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Office Hours: W 4:30-5:30pm, Th 12:15-2pm. Office: M 2-335—my office is all the way in  
the stairwell, through the door at the end of the hall.

**Course Description and Objectives:**

This course is an introduction to the psychological experiences of Asian Americans, including the historical, sociopolitical, and cultural influences that shape personality and mental health. Although we will be discussing "Asian Americans," and speaking about general trends, it is important that we keep in mind the many differences in history, culture, and experience within the many groups and individuals that make up Asian Americans.

In this class we will explore the foundational concepts of culture, ethnicity, and race as they relate to the experiences of Asian Americans at multiple levels (social/structural, community, familial, individual). Using the foundational concepts, we will consider the values and meanings shaped by culture, ethnicity, and race that affect self-concept, mental health and illness, interpersonal interactions, and interventions. In our consideration of mental health, challenges, prevention and interventions, we will develop an awareness of the various social, political, and economic factors which affect these experiences and consider how culturally competent service provision is inevitably linked to social and community change. There will be a strong emphasis on linking our lived experiences with course topics through discussion and participation.

This course fulfills the Social and Behavioral Sciences Distribution requirement. It explores human activities/behaviors, which includes values, beliefs, and emotions, as well as actions, with a particular emphasis on how race and culture influence Asian American individuals, families, and communities.

Specific goals include:

- Developing analytical skills and critical thinking. Understand frameworks, examples, and psychological concepts that contribute to making sense of one's personal and social experience (in relation to being Asian American or interacting with Asian Americans).
- Understanding the person in context, including not only the individual experience but also the values and meanings that shape Asian American selves, families, and communities, and the ways in which these meanings have been shaped by and reciprocally affect the broader U.S. social context.
- Exploring examples and visions of roles within psychology (e.g. careers and professions), both those for Asian Americans and those needed by Asian Americans. Related to this is an exploration of cultural competence in service provision at multiple levels to create an inclusive experience for Asian Americans.
- Create and experience a collaborative learning space through active participation and engagement in reading, listening, speaking, and working together.

**How to get in touch with me:**

Sometimes students feel discouraged from talking to the professor. I may seem really busy, but I really do like talking with student and want to do whatever I can to help you succeed. I am available to meet with you during my office hours or by appointment. If you ever have a problem or a question, the best way to get in touch with me is via e-mail. You can also call and leave me a message at (617) 287-6370. Leave your full name and phone number so that I can get back to you. E-mails will be returned more quickly than the phone calls.

**How I get in touch with you:** WISER allows professors to contact you via your **University email account** and that address will be used for any needed communications. If you have not already done so, it is important that you forward your University email to an address that you check regularly.

### **Course Requirements and Grading:**

#### *Reading responses on Blackboard (10%):*

- In order to get the most out of this class, it is necessary to read the assigned material and consider its meaning. For reading assignments throughout the semester, you will be expected to share a paragraph of response—comments, detailed questions or observations, or reflections that emerged for you as you did the readings. These responses should be detailed and specific enough to demonstrate that you read the material but they don't have to be long (a paragraph will do). Tips on what a good response looks like are in the Blackboard information below. To receive full credit, you must post these to Blackboard at least 2 hours before class begins (the night before is best, if possible). There are 10 assigned responses throughout the semester.
- In addition, several times during the semester, there *may* be unannounced, graded quizzes in class based on the content of the reading. This will depend on the quality of the reading responses.
- EXTRA CREDIT: if you respond thoughtfully (e.g. not just "yeah, I agree!") to a classmate's response you will earn extra credit.

*Take home essay exam (20%):* One 6-7 page (double spaced) content essay. Evaluation will be based primarily on comprehension, integration, and application of concepts from the reading and class discussions (not the same as summarizing or restating information).

*Semester Long Project* (in small steps—45% total) focusing on topics and themes developed in class. Components have both individual and group parts for grading. See below.

Initial project proposal and planning (5%)

Reflection paper on project goals and community needs (10%)

Project Product (20%).

Presentation of final project in class (10%)

#### *Attendance, preparation, and participation (10%):*

In addition to completing the assigned reading, preparation and participation may include short reflections or activities beforehand or in class. Class participation is expected in terms of discussing readings and ideas, listening actively, sharing experiences, working cooperatively with classmates in large and small groups, and communicating regularly via email through your own internet service provider at home/work or through a UMass student account in the computer lab (Healey Library upper level - room 015). Missing class regularly and other evidence of not trying will affect your grade severely.

#### *Reflection paper (10%)*

End of term reflection paper on your learning.

#### **Late assignments:**

Assignments are due at the ***beginning*** of class on the date listed. Assignments turned in later that same day will be considered one day late. Group related assignments **must** be turned in the day they are due in order to receive full credit, as class activities and other people are dependent upon them. For other assignments, while it is important for both of us that assignments are on time, I know that sometimes my schedule doesn't work best for you, and sometimes other things are more important in your life. Thus, I will accept either the **essay exam** or the **end of term reflection essay** up to 3 days late with no penalty. Three days means three days, not three class days (weekends count 2 days)!

With this exception, late assignments will generally be penalized 5% of the total assignment per day. Under extenuating circumstances, of course, late assignments may be accepted without penalty but this must be discussed ahead of time with me. Please come and talk with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course (completing any assignments, attending class, etc.). I want all of you to succeed and problems can more easily be resolved earlier, rather than later when the effects have multiplied.

### **Readings:**

- Text: Asian American Psychology: Current Perspectives (2009). N.Tewari & A.Alvarez (Eds).
- Reserve Readings: Readings on electronic reserve in the library. See below for access info
  - Note: You need a barcode from the library to access some of these readings.
- Readings on the internet: Make sure you type in the URL right! Also, if the reading is from Google books, don't check out a lot of other things before you do the assigned reading, as you may not be able to access what is assigned after that!
- Handouts on BlackBoard

### **Student conduct and academic dishonesty:**

It is assumed that in this class each student and I will act in a professional and honest manner. Therefore any student who engages in an act of Academic Dishonesty, plagiarizing a paper (copying from any source without quotes and referencing is plagiarizing), etc., will receive a failing grade for that assignment/test and in most cases a failing grade for the course.

Please review the sections on Academic Standards, Cheating, and Plagiarism (pg. 44, 45), sections II and IV, and V of the Code of Student Conduct (pg. 48-52) in the University Undergraduate Catalog. See: [http://www.umb.edu/life\\_on\\_campus/policies/code/](http://www.umb.edu/life_on_campus/policies/code/). **If you have questions about Academic Honesty or expectations in this course please see me prior to the due date of the assignment.**

### **Special Assistance:**

In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 the University of Massachusetts Boston attempts to accommodate all students with a documented disability. Through the **Ross Center** for Disability Services various aids such as sign language interpreting, readers, testing accommodations, etc. are available to students. If you believe that you require such services, please contact the Ross Center (617-287-7430; Campus Center 2nd Fl., Room 2010) as soon as possible. Please let me know, as well.

### **Resources and Support Services at UMass**

The **library** is a great resource, not just for papers but for understanding. Additional books and multiple journals have more information than you (or I) can possibly take in. The library staff can also help you with research techniques and library use. Part of the job of reference librarians is to help you find what you need, so don't be afraid to ask for help!

The **Reading, Writing, & Study Strategies Center** can help with study skills (notetaking, time management, etc.), research and writing assignments (preparation, organization, grammar/language, analysis, etc.). They can be most helpful if you develop an ongoing relationship to work on improvement over time. They will not respond well to last minute panics or "one-shot quick fixes." The Center is located in Campus Center-1-1300. You will need to schedule and confirm an appointment: 617-287-6567 or 617-287-6550, [http://www.umb.edu/academics/vpass/academic\\_support/tutoring/rwssc/](http://www.umb.edu/academics/vpass/academic_support/tutoring/rwssc/).

**Counseling through Health Services** can help with stress, difficulties in relationships, confusion or uncertainty about goals, substance abuse, sexuality or other concerns. These difficulties can affect your academic performance as well as your health and happiness. Psychotherapy, counseling and psychiatric referral is provided to students including individual, group and couples therapy, as well as personal growth counseling, crisis intervention, walk-in crisis intervention, educational materials, information and referral services. Counseling services is part of health services located in Quinn, 2<sup>nd</sup> floor (phone 287-5690). They are open M-Th 8:30-5:00 and Fri 8:30-4:30.

## INFORMATION FOR TECH RESOURCES

### Using eReserves:

Required Readings and Suggested Readings for this course are located online through the library. Go to the library page. Choose "Services." Choose "Course Reserves" from the list on the right. Click on "Electronic Reserves." Click on "Electronic Reserves and Reserves Pages." Enter my name (Suyemoto). Choose our class.

The EReserves password for this course is: AsAmPsych (it is not case sensitive).

Some of the readings will require that you have a barcode to access them. You can get a barcode by bringing your valid UMB id to the Library circulation desk. If you have a bar code but can't read the bar code number you can send an e-mail request to: [library.circulation@umb.edu](mailto:library.circulation@umb.edu). Your request should include your first and last name, Student ID number

## BLACKBOARD

**Syllabus and Assignments:** The syllabus (and any syllabus updates), handouts, and assignments will be posted in the labeled folders on Blackboard.

**Reading Responses and Project Discussions:** Once you log in to BlackBoard, click on "Discussions" in the menu on the left. You will see the discussion topics. Open the topic you are interested in—make sure it is the right topic, reading, and date—topics in the semester can look similar, so double check to be sure you get credit for your posting

- If you want to post your original reading response, then choose "create message." You can include a mention of someone else's post, but please try and create a new message if you are posting your required reading response.
- Tips for posting responses:
  - Your response should demonstrate that you have done the reading. It should show your understanding of the concepts, theories, and/or research discussed in the readings.
  - The best response will not just summarize, but will share a reaction, raise a question, or make a connection to your own experiences.
  - Title your response well by thinking about what it would be like to read it as a stranger. For example, if you title your post "culture and ethnicity" for the first posting, it doesn't really tell us anything. On the other hand, if you title your post "AsAm family values—similarity to other immigrants" it tells us a bit more about what you may be responding to.
  - Compose your response first with your word processor, spell check it and **save it** on your computer. Then copy and paste your text for discussion topics. This way you'll have a copy of what you composed if necessary.
- If you are responding to someone else's post in addition to your required reading response, then click on the response you are interested in and then choose "reply." **You will get extra credit points towards your grade for each response to a classmate's Reading Response post!**

**Class Schedule**

Readings in the textbook are noted on this schedule as "T&A." If there is more than one reserve reading with the same author's name, then the title of the reading is also included here.

	<b><u>What is Asian American Psychology?</u></b>
Tu 9/6	<b>Introduction</b>
Th 9/8	<b>What is Asian American?: Definitions and context</b>  READ On reserve: Smedley; Ancheta ("Race and identity")  <i>Read ahead, as there is lots of reading next week!!</i>
Tu 9/13	<b>What is Asian American Psychology? Definitions and context</b>  READ: T&A chapter 5 "What does that behavior mean?" On reserve: Sue: "The Superordinate Nature..."
	<b><u>The Margin of the Center:</u></b> <b><u>Asian Americans in the Dominant Context</u></b>
Th 9/15	<b>Projects Session 1</b>  <i>Read ahead as there is lots of reading for next week!</i>
Tu 9/20	<b>Culture and ethnicity</b>  READ: On BlackBoard, Two Handouts: Defining ethnicity, Beyond the model minority On reserve: Uba, Xiong. <b>Post Blackboard response 1</b>
Th 9/22	<b>Cultural Negotiations (acculturation)</b> READ: T&A: 6 "Acculturation and Enculturation" read only the section on Research on Acculturation and Enculturation, pp. 105-108. On reserve: Organista, Villa  Recommended Narratives: On reserve: Lee, J. F. (1992), <i>Asian Americans: Oral histories...</i> READ ONLY "1.5 Generation" pp 50-54 and Being Indian in Jersey" pp.112-115.

Tu 9/27	<b>Cultural Negotiations (family)</b>  READ: T&A: 17 "Parenting and Raising Families" On line: Chang, C. F. (1997): <a href="http://books.google.com/books?id=9WD2c9ICc5wC&amp;lpg=PP1&amp;ots=HyMFnvdW-G&amp;dq=making%20more%20waves&amp;pg=PA43#v=onepage&amp;q=&amp;f=false">http://books.google.com/books?id=9WD2c9ICc5wC&amp;lpg=PP1&amp;ots=HyMFnvdW-G&amp;dq=making%20more%20waves&amp;pg=PA43#v=onepage&amp;q=&amp;f=false</a> <b>Post Blackboard response 2, on both sets of readings on cultural negotiations</b>
Th 9/29	<b>Panel: Experiences of Asian Americans</b>  <i>Read ahead—there is lots of reading for next week!</i> <b>Project brainstorm discussion due on Blackboard</b>
Tu 10/4	<b>Race, racialization, and racism</b>  READ: T&A: 4 "Model Minority" AND 21 "Racism" On reserve: Ancheta "Race relations in Black and White" Online: McIntosh: <a href="http://www.google.com/url?sa=t&amp;source=web&amp;cd=1&amp;sqi=2&amp;ved=0CB4QFjAA&amp;url=http%3A%2F%2Fwww.nymbp.org%2Freference%2FWhitePrivilege.pdf&amp;rct=j&amp;q=peggy%20mcintosh%20white%20privilege&amp;ei=x0xdTp9-5efRAYXg5YYD&amp;usg=AFQjCNHc4ofQVRK9tZKwkqYpK_hXr1KI3w&amp;cad=rja">http://www.google.com/url?sa=t&amp;source=web&amp;cd=1&amp;sqi=2&amp;ved=0CB4QFjAA&amp;url=http%3A%2F%2Fwww.nymbp.org%2Freference%2FWhitePrivilege.pdf&amp;rct=j&amp;q=peggy%20mcintosh%20white%20privilege&amp;ei=x0xdTp9-5efRAYXg5YYD&amp;usg=AFQjCNHc4ofQVRK9tZKwkqYpK_hXr1KI3w&amp;cad=rja</a>
Th 10/6	<b>Race, racialization, and racism</b>  READ: On reserve: Gaertner and Dovidio, Sue "Racial microaggressions...", Wong ALSO: check out . <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a> Choose demonstration, click choose to proceed, select Asian. <b>Post Blackboard response 3: On both sets of readings about race, racialization, and racism</b>  Recommended Narratives on reserve: Lee, J. F. (1992), <i>Asian Americans: Oral histories...</i> Racial hatred.
Tu 10/11	<b>Project Session 2</b> <b>Project reflection paper due</b>
Th 10/13	<b>Making sense of being Asian American: Identity</b>  READ: T&A: 7 "AsAm Racial and Ethnic Identity" On reserve: Suyemoto "Redefining "Asian American..." <b>Initial Project Plan and Tasks due</b>

Tu 10/18	<b>Identity (continued)</b>  READ: On reserve: Pyke, Desai. <b>Post Blackboard response 4 (on both sets of identity readings)</b>
Th 10/20	<b>Asian American Mental Health</b>  READ: T&A: 27 "Psychopathology..." Online: Park, L. (1997): <a href="http://books.google.com/books?id=9WD2c9lCc5wC&amp;lpg=PP1&amp;ots=HyMFnvdW-G&amp;dq=making%20more%20waves&amp;pg=PA65#v=onepage&amp;q=&amp;f=false">http://books.google.com/books?id=9WD2c9lCc5wC&amp;lpg=PP1&amp;ots=HyMFnvdW-G&amp;dq=making%20more%20waves&amp;pg=PA65#v=onepage&amp;q=&amp;f=false</a> <b>Post Blackboard response 5</b>
Tu 10/25	<b>Interventions with Asian Americans</b>  READ: T&A: 25 "AsAm Activism" AND 29 "AsAm Indigenous Healing" AND 30 "Seeking, Receiving, and Providing Culturally Competent Mental Health Services"
Th 10/27	<b>Catch up session</b> <b>Revised Project Plan and Tasks due</b>
Tu 11/1	<b>Project Session 3</b>
Th 11/3	Exploring intersections and marginalization within the group  READ: T&A: 10 "Managing Multiple Social Identities" On reserve: Weber  <b>Midterm Essay Due</b>

	<p style="text-align: center;"><b><u>The Margins of the Margin</u></b></p>
Tu 11/8	<p><b>Multiracial Asian Americans and Asian American adoptees</b></p> <p>READ one set (as assigned in class)</p> <p>1. Multiracial Experiences T&amp;A: 20 "Multiracial AsAms" On reserve: Kinsley, C. H. (1994).</p> <p>2. Adoptee Experiences T&amp;A Chapter 18. Go to: <a href="http://www.youtube.com/user/adoptedthemovie?view=videos">http://www.youtube.com/user/adoptedthemovie?view=videos</a> Under "Adopted: The Movie" (player view), View the following short excerpt:  <ul style="list-style-type: none"> <li>Adoption - An Adoptee on her Mom's Perspective</li> </ul> Under "Uploads" watch the following short excerpts:  (1) "It's not fair!"                      (2) Where do I belong?  (3) Identity for the transracial adoptee                      (4) Adult Adoptees</p> <p><b>Post Blackboard response 6</b></p> <p>Recommended: Suyemoto &amp; Dimas, "To be included in the multicultural..."</p>
Th 11/10	<p><b>Refugees</b></p> <p>ALL READ: T&amp;A: 23 READ ONE of the following as assigned in class: On Reserve:  (1) Lin  (2) Tang  (3) Kiang</p> <p><b>Post Blackboard response 7</b></p> <p>Recommended: Lee "My mother's purple dress."</p>
Tu 11/15	<p><b>Asian American Women</b></p> <p>ALL READ: T&amp;A: 11 "AsAm Women" On reserve: Bem—read starting on p. 4, the section "Androcentrism" to the end. READ ONE of the following as assigned in class: On reserve  (1) Patel  (2) Smart (Read pp. 58-60, 63-70)  (3) Shiu-Thornton (Read pp. 960-962, 965 (start at findings section) to 974)</p> <p><b>Post Blackboard response 8</b></p>



Th 11/17	<b>Project Session 4</b>
Tu 11/22	<p>Gay, lesbian, bisexual Asian Americans</p> <p>READ:  T&amp;A:13 "LGBT AsAms"  READ ONE of the following as assigned in class: On reserve:  (1) Li and Orleans (read 62-77)  (2) Kumashiro (read 491-492 and 497-506)  (3) Masequesmay (read abstract, 198-202, 205-213)  <b>Post Blackboard response 9</b></p>
Th 11/24	Day of Mourning/Thanksgiving
Tu 11/29	<p>Empowerment and Allies</p> <p>READ:  On reserve: Harro  Online: Ayvazian:  <a href="http://www.mtholyoke.edu/diversity/docs/diversity/interpreting_oppression.pdf">http://www.mtholyoke.edu/diversity/docs/diversity/interpreting_oppression.pdf</a>  <b>Post Blackboard response 10</b></p>
Th 12/1	<p>Therapist Journeys and Culturally Competent Therapy:  Panel: AsAm therapists and therapy</p>
Tu 12/6	Projects Session 5
Th 12/8	Projects Presentations
Tu 12/13	Projects Presentations
Finals Week	Meet for Project Presentations and Wrap up

## **Asian American Psychology: AANAPISI Research, Training, Services Semester Project**

The final project for this class will be a group project connected to the AANAPISI initiatives at UMB. The most important goal of this project is that it aims to contribute to the goals to improve the experiences of Asian American students at UMB. This may be through research that provides information to college personnel and administrators about the experiences of AsAm students in particular colleges, preparing training materials for trainings of student service personnel, or through creating and conducting a workshop/event for students.

A bit more description of each type of project:

1. **Research Projects:** The purpose of this type of project is to provide information about Asian American students and experiences to college administrators, AANAPISI project staff, and other college personnel about the experiences of AsAm students in a particular college. This will involve gathering information from past research, gathering information about AsAm students in a particular college (Who are they? What do we know about them?), assessing the experiences and needs of students in that particular college, focused on college-specific experiences (e.g. through interviews, short surveys, or focus groups). This information will then be integrated with your knowledge from this course into a report (written and possibly a slide show).
2. **Training Projects:** The purpose of this type of project is to prepare information about Asian American peoples and students for use in training Student Service personnel in particular student service areas (e.g. Advising, Health Services, Counseling Center). This will involve gathering information from past research, gathering information about AsAm students in relation to this service (who are they? Who is using or not using this service?), gathering information from AsAm students about their experiences with this kind of student services (e.g. through interviews, short surveys, or focus groups). This information will then be integrated with your knowledge from this course into a slideshow and handout for use in training personnel in this service area.
3. **Service Projects:** The purpose of this type of project is to develop an outreach/prevention/intervention workshop/presentation for Asian American students or about Asian Americans to provide a direct service to improve the experiences of Asian American students on campus. This kind of project might focus on a general topic related to Asian American experiences (e.g. identity, acculturation, family relations, AsAm within-group relations, mental health issues) or on a specific subgroup within Asian Americans (e.g. women, GLBT AsAms, refugees, multiracial AsAms, adopted AsAms). This will involve gathering information from past research related to your topic and gathering information about AsAm students in relation to your focus. This information will then be integrated with your knowledge from this course to develop and implement a workshop/presentation/event (this is the direct student contact/information part). Your project can have aim to have an "audience" (participants) who are AsAm or can aim to educate/involve non-AsAms about Asian American experiences. There are MANY ways to shape this kind of project product and it is most important that your goals are clearly understood and related to knowledge you have gathered.

The particular foci and products of this project will be shaped by your interests. There is a lot of scope for creativity and independent focus here, but this also means that there is a lot of need for independent work, self-motivation, and good communication between group members. Also, it will be very difficult to complete this project well without some group time outside of class.

Graded components of this project include:

1. Reflection paper on project goals and community needs (individual grade). This paper will include some knowledge gained from past research related to your topic, integrated with your own experience and analysis of the needs of Asian American students and how your project will address these needs.
2. Project proposal and planning: 5% of semester grade (group grade with individual components)
3. Project Product: 20% of semester grade (group grade with individual components): A product to be distributed or presented to be used for impacting the experiences of Asian American students at UMB. Each product will include integration of (a) knowledge from past research; (b) knowledge gained from actual people, that is, Asian American students at UMB; (d) your thoughts/analysis/presentation of issues and solutions.
4. Project presentation: 10% of semester grade (group grade with individual components).
5. Project participation: Every graded part of the project will include your individual project participation as a part of it. Project participation includes posting of initial ideas or response to those ideas both at the project proposal stage and throughout; contribution to in-class group composition and project idea development; completion of the initial and revised project proposal of project focus; contribution to researching the topic, and contribution to the product and presentation. This will be evaluated by observation and descriptions from you and your group-mates.

### **Part 1: Deciding on a focus and beginning to develop your proposal**

The first part will be deciding on the type of project you want to be involved in, creating groups to work together, and developing a general focus with your group mates.

The first step in this is brainstorming and developing ideas. You can **start this on Blackboard today** and post ideas/discussions between now and next class. We will use our first project session on Thursday to create project groups and develop project foci. You should come prepared on Thursday with an idea about what kind of project (research, training, service) you might be interested in and some ideas for what, specifically, the project will focus on (For research: what college and why? For Training: what service and why? For Service: what issue and why and what kind of product are you considering?). If you have posted an idea, you should come prepared to really briefly talk about the idea to give other folks a sense of your thinking—BUT you should also realize that once a group is formed, the idea will likely be expanded upon and changed. If you have to be absent for this class, you should contact me *before class* and let me know what type of projects or focus you have interest in. Absence for this particular class may limit the choices available for what group you may join.

These discussions should be continued on Blackboard. Each group should **post a 1 paragraph description of project focus and list of group members on Blackboard by midnight on TUESDAY SEPT. 20.**

*Guidelines for group composition:* In general, groups should have no fewer than 4 members and no more than 6. More than 6 members is really hard to coordinate unless the project is really specific and detailed in planning. Less than 4 members can be a problem if someone runs into difficulties and can't complete the class or the project. Three or seven members might be possible BUT this should only be acceptable to you if you strongly feel that all members are highly invested in the class and in the project and the responsibilities of each member are detailed and clearly understood.

Your group should continue active discussion on Blackboard (I will create project specific groups) about the focus of the project for the project proposal, this will include the rationale for your project, the project components (what needs to be done), responsibilities (who will do it), and developing a time line.

Related due dates, project pieces.

Post initial ideas: On Blackboard **today or tomorrow.**

In-class group composition and project idea development: In class on **September 15.**

One paragraph description of project focus and list of group members posted on Blackboard **by midnight on TUESDAY SEPTEMBER 20.**

**Asian American Psychology: AANAPISI Research, Training, Services Semester Project****Part 2: Developing your thoughts about need, activities, and relation to Asian American psychology: project reflection paper (10% of total semester grade, individual grade)**

After deciding on a type of project and a focus, your group members should communicate through Blackboard and out-of-class meetings to further develop your project, focus, and intention. You should think through the goals of your project, why it is needed, and—as you develop your idea—all of the tasks that will be needed to fully complete the project. I'll be reading these discussions and chiming in when I think I can be helpful. You will also have 2 in class sessions to work on developing your proposal, assigning tasks, and checking in on progress with each other.

The project reflection paper is one part of this development, and will be most helpful in ensuring that your project reflects goals that are related to knowledge about the experiences and needs of Asian Americans and Asian American students.

To prepare for writing your project reflection paper, each member of the group needs to find and review some relevant research about your topic or the students involved. Possibilities:

- a scholarly published journal article or book chapter about your topic. Internet postings/articles or popular media (e.g. news magazines) don't count for this. The best way to find this is through database searching at the library. Relevant databases are: PsycInfo, PsycARTICLES, ERIC, SocIndex. You can work with a librarian to help you and if you run into difficulty, let me know (ahead of time!) and I can help you find relevant articles or chapters
- A related report from the Institute for Asian American Studies (IAAS: <http://www.iaas.umb.edu/publications/> ).
- An analysis and compilation of information from Institutional Research at UMB (<http://www.umb.edu/oirp/> ). See the Statistical Portraits, Briefings, Reports on Student Characteristics, Retention and Graduation..

Your brief review (1 page) is due to be posted in your group section on Blackboard BEFORE CLASS on **Tuesday, October 4**. We will have a project session that day in class. Your review should include:

- The abstract of the article (you can copy this from the database listing) if there is one.
- A brief summary from you (your words!!!) about what the article found or the issues discussed and what the authors think it means (about 1 paragraph). If you are analyzing statistical information, then this would be the filtered, integrated information that is directly relevant to your project.
- A full paragraph from you about what you learned from the article/statistics that relates to your project. How did this article help you understand the needs of Asian American students or the issues that Asian American students in colleges/university face? How does this article help you understand what information should be in your project or why your project will be helpful?

All members of a group should read these reviews in order to prepare your reflection paper.

Your project reflection paper is due on **Tuesday, October 11**. This paper should be 3-4 pages total. Your paper should:

- Briefly describe your project (one paragraph)
- Describe the goals (not the tasks) of this project. What issues are you trying to address? What impact are you trying to achieve? Why is this needed? This part of your reflection should integrate the knowledge gained from the research reviews done by your group members. BUT it can also include your own thoughts/feelings/experiences.
- Reflect on why these issues or this project is important: why you chose this project, what experiences/observations in your own life or the lives of those you know made you think of this project and decide it was important. How do you think you will be affected by doing this project?

**Part 3: Development of Project Proposal (5% of total semester grade)**

We will have an in-class project session to develop project proposals on October 11. Obviously, this should not be the first time you discuss the tasks and process of your project! You should be doing this all along on Blackboard and in out-of-class meetings. But this in-class session is a time to really focus and nail down all the details.

An initial outline of your proposal is due to me by midnight on **Tuesday October 11**. This should include:

1. An initial description of your project including (a) what type of project it is; (2) what the focus is and how it relates to AANAPISI goals; (3) how it will benefit Asian American students; (4) a detailed description of what the final product will consist of.
2. A list of tasks (as detailed as possible) that will need to be completed for the project. What are the different pieces and parts of the project itself? How are you planning on collecting/integrating information from Asian American students? What other information will you need?
3. Assignment of tasks to group members (who is responsible for what?)
4. A timeline for when different parts will be completed.
5. A bibliography, listing the articles read by each member of the group (and any other resources you have read or found that you will be using).

I will review your initial project outlines and return them to you by October 13 with some feedback. You should review the feedback and work on refining the proposal. You will need to carefully read all the feedback from me and use Blackboard or out of class meeting time to address my questions or concerns so that the final project proposal is well detailed.

Your final project proposal is due on **Tuesday October 18**. This should include:

1. A detailed initial description of your project including (a) what the product will be; (2) how it relates to multiracial experiences; (3) how it will benefit multiracial individuals or communities
2. A list of detailed tasks that will need to be completed for the project *accompanied by assignments to individual group members and a timeline*. What are the different pieces and parts of the project itself? Of the plan to disseminate it so it benefits the community?

This will be graded on how well you address the requested components above and how well you address questions or feedback raised from the initial outline.

Related due dates, project pieces, and grading information:

**October 4:** Research article/summary due before class. Project session in class.

**October 11, in class:** Project reflection paper due. Project session in class

**October 11 (midnight):** Initial project proposal due.

**October 14:** Receive initial feedback on outline from Karen.

**October 18:** Final project proposal due. The final project proposal counts for 5% of total semester grade (group grade).

**Part 4: Project Work**

After your project proposal is finalized, you have about 6 weeks to work together to complete your project.

You will have 4 in-class sessions after completing your final project proposal for group discussion, planning, and preparation of the project and the presentation (see below): **Tuesday, Nov. 1, Thursday, Nov 10; Tuesday, Nov 22, Tuesday, December 6.**

Project updates about progress and task completions need be posted on Blackboard by each group (with revised timelines as needed) for all November in-class sessions. I may periodically ask for additional updates.

Related due dates, project pieces, and grading information:

**Tuesday November 1 (midnight):** Project update due to be posted on Blackboard.

**Thursday, Nov 10 (midnight):** Project update due to be posted on Blackboard.

**Tuesday, Nov 22 (midnight):** Project update due to be posted on Blackboard.

**Part 5: COMPLETED PROJECT PRODUCTS**

On **December 6** you will have time in class to finalize your project and/or prepare your presentation (this is one of the 4 sessions noted above).

**Community Based Product (group grade with individual component: 20% of semester grade)**

If the product is a thing (e.g. slideshow, report, binder, etc.), then it is due to me by **Tuesday, December 13**. If the product is an event/workshop/etc., then it must be completed by **Thursday, December 8**.

Projects will be evaluated for quality, effort in relation to people (larger groups are expected to have more complex or larger projects), relation to making a contribution to AANAPISI goals.

- Does the project/product address a clearly defined and presented need for Asian American students?
- Does the project/product integrate information from the class about Asian American issues and experience?
- Does the project/product have sufficient depth/information to have an impact on the goals of this type of project (research, training, service)? Is it presented and prepared in a manner that will be useful and impactful?

**Class Presentation (group grade with individual component: 10% of semester grade)**

Each group will **present their projects to the class on December 8, December 14, or during our meeting in Finals Week**. Presentations will be approximately 20 minutes.

This needs to be a group presentation, not a series of individual ones, so you will need to coordinate, work together, and communicate ahead of time. Presentations should focus on:

- The purpose of the project:
  - How does this project relate to AANAPISI goals?
  - How will it improve the educational and psychological experiences of Asian American students (e.g. how will it inform better educational practices, improve services, educate others about Asian American student experiences in ways that will improve their educational experiences, etc.).
- A brief overview of what you did.
- A brief presentation of what the product is—e.g. showing the slideshow, presenting and describing the research report, describing the workshop and how it went etc.
- If not discussed in the purpose section, you should also briefly discuss the connections to the themes and material you have been learning about in class.
- A short reflection about what you learned about Asian Americans and their psychological experiences through doing the project.