

**ASIAN AMERICAN PSYCHOLOGY**  
**ASAMST/PSYCH 238L** (Spring 2022)  
University of Massachusetts, Boston (UMB)

**Day/Time:** Tuesday/Thursday 11-12:15

**Place:** W-01-0041

Dr. Karen Suyemoto: karen.suyemoto@umb.edu

**Office Hours:** Tues 12:30-2:30, Th 10-11

Office: Wheatley--4-144/13 (Follow signs for CLA Advising or Labor Studies—my office is in the same suite)

**Course Description and Objectives**

This course is an introduction to the psychological experience of Asian Americans, including the historical, sociopolitical, and cultural forces that shape identity, 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. These differences will, of course, also be embodied in who we are, and our own experiences as Asian Americans or with Asian Americans. **This course emphasizes connecting our lived experiences with the course topics through active discussion and participation.**

In this course, we will explore the foundational concepts of culture, ethnicity, and race as they concern Asian Americans at multiple levels of analysis— individual/personal, relational, family, community, social/structural. We will consider how values and meanings shaped by culture, ethnicity, and race, and oppression affect self-concept, interpersonal interactions, mental health and illness, and interventions to promote health and well-being. We will also consider how we can promote positive mental health and well-being for Asian Americans, in our own lives and through education and actions to affect the people and systems with which we interact.

This course fulfills the Social and Behavioral Sciences [Distribution](#) and a [U.S. Diversity](#) requirement. It explores human activities and behaviors—including values, beliefs, feelings, and actions—emphasizing how ethnicity, culture, and race influence Asian American people, families, and communities.

**Specific learning goals include:**

1. Describe and critique major psychological concepts, frameworks, and narrative examples relevant to the experience of being Asian American and interacting in validating and non-oppressive ways with Asian Americans.
2. Explore interactions among individual developmental factors, cultural values and meanings, racialization, and historical, sociopolitical, and economic forces—as they influence worldview, identity formation, relationships, and well-being among Asian Americans.
3. Examine personal, social, and ideological biases about Asian Americans and their material consequences.
4. Discuss and reimagine how Asian Americans can fulfill roles (e.g., academic, community, political, professional) in psychology to address the needs of Asian Americans, including culturally-responsive, anti-racist multilevel interventions.
5. Apply your understanding by developing initiatives to promote others’ understanding of Asian American students’ psychological experiences and mental health
6. Create and experience a communal learning environment through active participation—including reading, listening, and discussing reflexively—and working collaboratively with others.

## Course Materials

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The *textbooks* referenced below are *available online in the library*:

- [Tewari, N. & Alvarez, A. \(Eds.\) \(2009\). \*Asian American psychology: Current perspectives\*. Taylor & Francis.](#)
- [Suyemoto, K. L., Donovan, R. A. & Kim, G. S. \(2022\). \*Unraveling assumptions: A primer for understanding oppression and privilege\*. Routledge.](#)

All other required PDF readings and multimedia are on [Blackboard](#) (click Weekly Sessions > Week # > Readings). All materials on Blackboard are made available exclusively for you while enrolled in this course and may not be distributed elsewhere (as per U.S. Federal Copyright Law).

Recommended:

[Han, & Hsu, J. \(2010\). \*Asian American X: An Intersection of Twenty-First Century Asian American Voices\*. University of Michigan Press. <https://doi.org/10.3998/mpub.12689>](#)

## Course Requirements and Assignments: (to be finalized in class)

**Participation (15%):** 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, and working cooperatively with classmates in large and small groups. I don't "grade" attendance, but if you aren't present, you can't participate.

**Reading Responses (20%):** You will complete a designated response prompt for each week's readings and materials, which needs to be **posted before class begins** to receive credit. Each response should be no more than a couple of paragraphs and may include comments, critiques, and detailed questions, observations, and reflections that emerged for you while reading, watching, etc. These responses should be detailed and specific enough to **clearly demonstrate that you read the material**. There are 12 assigned prompts throughout the semester, and you can miss 2 without penalty. If you complete all 12 responses, you will receive up to 4 extra credit points. Poor response quality may incur a transition to graded pop quizzes for the class as a whole.

**Jigsaw Preparation Reading Assignments (15%--7.5% each):** Two jigsaw preparation assignments where you will prepare overviews of material to share with your peers (in lieu of everyone doing all of the reading).

**Initial Essay Paper (10%):** This paper should be 3-4 pages double-spaced. It is evaluated primarily on depth of insight, originality, and integration of course concepts with personal reflection.

**Impact Project (multiple components—25% total)** See assignment in BB. **To be finalized collaboratively in class.**

- a. Preparation including initial project proposal and planning and draft/outline of project content (5%)
- b. Project Product (20%)
  - Project content draft (10%)
  - Final product (10%)

**Final Reflection Outline (15%):** This is an *outline* reflecting your learning throughout the semester. It requires that you identify and conceptually discuss two or three themes that you have learned about (with good specificity and connections to readings and concepts), discuss how this learning has affected you, and consider the relation of this learning to resisting should be 6-7 pages double-spaced. It is evaluated primarily on depth of insight, originality, and integration of course concepts with personal reflection. It should be about 6 pages total but needn't be a developed paper with full paragraphs, connections between sections, etc.

## Course Grading To be finalized collaboratively in class.

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**Grading and evaluation:** Grades are de-emphasized in this class. Instead, we focus on feedback and growth and, as needed, revision. You will have opportunities throughout the semester to evaluate your own progress and to provide feedback to your classmates and to me. We will discuss in class how we would like to approach grading assignments and

the final course grade.

One thing to note is that you cannot get any credit for an assignment (small or large) if you don't hand it in. The percentages for assignments above are therefore important because a missed assignment means a zero regardless of what we ultimately decide upon for grading approach.

**Also-you must complete self-evaluations on your assignments to receive any credit for the assignment.**

**Incompletes:** University policy states that you may request an *Incomplete* in exceptional circumstances (unforeseen medical or personal emergency) provided that you have already and satisfactorily completed most of the coursework. If a situation of this type should arise, please let me know as soon as possible so that we can discuss your options and (if an incomplete is appropriate) negotiate the required contract outlining what work would need to be finished and in what time frame. I may ask for documentation of the emergency should the need arise. If you have an emergency earlier in the semester and miss extensive amounts of work, you should *withdraw* from the course rather than request an incomplete. Please see me as soon as possible if you have concerns related to either possibility.

### **Submission Guidelines and Policies**

**Submitting Assignments:** All written assignments should be submitted on [Blackboard](#), saved as a Microsoft Word Document.

**Late Pass:** Reading responses, jigsaw worksheets, and group related project assignments (if any) are due at the *beginning* of class on the date listed. This is because class activities and other people are dependent upon this preparation. 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 **initial reflection essay** 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.

### **General Course Guidelines**

This course is based in a transformative education model, which aims to promote critical consciousness and skills in analyzing structural inequities and advancing social justice as a foundation of psychological wellbeing. This kind of learning can be emotionally and relationally challenging: it makes connections between our personal experiences and structural issues of power, privilege, inequity, and oppression; it often involves unlearning, which can challenge our sense of ourselves and what we thought the world was like; and, at its best, it involves collective care *and* accountability. These learning and classroom dynamics can be uncomfortable, so I invite you to lean into the ways that positive change is related to moving beyond comfort into new ways of seeing, knowing, feeling, and relating.

I aim to create a space where we can challenge ourselves to reach beyond our current understandings, but I can't do this without all of you sharing this aim and participating in the community we are building together in the class. The learning for this course is most effective and enjoyable when it takes place in relationship and community, with all students participating in discussion, interaction, and participation. This means that regular attendance is important. In addition, some of the material in this course is challenging—reading and talking about racism, trauma, and mental health struggles can be hard, especially if you have personal connections or experiences. Consider what you need to do to be able to complete the readings and engage in the class when there is difficult material like this. How will you take care of yourself, how can we take care of each other?

I ask each of you to help build an affirming and constructive learning environment by:

1. Respecting other students, including not interrupting them or being verbally (or otherwise) aggressive
2. Respecting me, including giving me your full attention during class and refraining from disruptive behavior. This means putting away your cell phone and using your computer only for class notes or activities during class (if you use your computer at all—see below).
3. Discussing topics with empathy, humility, care, and an intellectual spirit of understanding diverse perspectives and experiences, including those with whom you disagree.

4. Being willing to experience some discomfort as you learn new ideas or perspectives.
5. Considering personal information shared by other students in class to be confidential, including by not audio/video recording. Note that it is illegal in Massachusetts to record without permission.

If these things seem out of reach for you at this moment or you do not wish to engage seriously in course activities, discussion, or critical examination of your beliefs or aren't ready to engage emotionally challenging material related to racism and mental health, please reconsider taking this course.

### **Some notes related to class participation, engagement, and success:**

My aim in this course is for all of you to succeed, learn, and hopefully enjoy the semester. If this is not the case for you, please come and talk with me—let me know what's going on, what could change in the course to make a better experience for you and others, and/or how I can help support you.

- **A note about multitasking:** your bodily presence in class is appreciated but not enough: your attention and full interpersonal presence is necessary both for your own learning and to create the kind of learning environment that facilitates learning for all students. In addition, research suggests that “multi-tasking” (e.g. checking email or texting while participating in class discussion or taking notes on lectures) detrimentally affects learning. Thus, I expect that you will turn off email and phone, close internet windows (if using computer—see below), etc. during class. If we end up on zoom, I expect that you will be in a private place without external distractions (please let me know if there are challenges to meeting this expectation). I understand that there may be some circumstances that preclude things like turning off the phone or avoiding interruption if on zoom (e.g. child or family care responsibilities). These may occur for me as well. Please share these circumstances if they arise so we may accurately interpret any distractedness or seeming inattention.
- **A note about computers and taking notes:** Research suggests that taking notes by hand is better for retention and for actual engagement with the material. It has also been my experience that interpersonal interactions are detrimentally affected by being on the computer. While some people may have disabilities or learning approaches that mean that taking notes by computer is necessary or particularly helpful, please consider the research and its possible meaning for your learning and engagement. I would also strongly encourage you to carefully consider how taking notes on the computer affects your relational engagement. If we end up on zoom, we will all have our computers open and this may mean that it is easier to take notes on the computer in a second window, but even if this is the case, I would encourage you to consider the effects on your learning and relational engagement and respond accordingly.
- **A note for/about parents:** It is my belief that if we want women in academia, that we should also expect children to be present in some form, because the research suggests that women continue to do more of the parenting, (particularly if we end up on zoom or things shift so children and work are sharing home space due to Covid-19 restrictions). Regardless of gender, we should support the ability of parents to also pursue education. Currently, the university does not have a formal policy on children in the classroom. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.  
<sup>1</sup> Please talk with me about your needs if parenting needs or experiences are affecting your course engagement.
- **Names and Pronouns.** During class activities, I ask you to refer to each other by the names and pronouns self-determined by each student. **If you use a different name or gender pronoun than that with which you are enrolled officially, please inform me as soon as possible.**

### **General Advice:**

1. **If you are experience difficulties with fulfilling any course requirement, please contact me *as soon as possible*.** I want everyone to succeed in this course. We can resolve problems more easily by addressing them earlier rather than later when their effects have multiplied. As appropriate, we will work together to create a plan to help you succeed.
2. **For writing assignments, I will evaluate your work primarily on depth of insight, originality, and integration of course concepts.** Please do not simply summarize or restate information—that kind of regurgitation isn't really the point of deep learning and in these times of ChatGPT, this doesn't tell me much about your thinking or learning. I am less concerned about formatting or other technical aspects of writing. I consider your concerted and honest analysis,

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<sup>1</sup> adapted from Meghan Kallman, with thanks

critique, and reflection of your personal experience alongside the course content to be of greatest importance and most relevant to the course objectives.

3. **Please plan to read ahead and to begin and complete assignments before their due dates.** Technological problems and unexpected life events occur not infrequently. Allotting yourself sufficient time to circumvent sudden barriers will mitigate your stress considerably. I also advise you to complete assignments (including weekly response prompts) on a non-online word processor before submitting to Blackboard for grading. Save your work frequently!

## Contact and Correspondence

**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 my UMass e-mail—note that I do not monitor email that comes through Blackboard.

**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 UMB email to an address that you check regularly.

## University Resources and Student Supports

**Asian American Resource Office:** UMB is a Minority Serving Institution (MSI) and designated as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) funded by the U.S. Department of Education. Please [contact](#) the Asian American Student Success Program if your academic and career goals, interests, or needs align with their mission.

**Basic Needs Security.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support at [dean.students@umb.edu](mailto:dean.students@umb.edu). In addition, U-ACCESS can help students meet various non-academic challenges, such as homelessness, parental neglect, chronic or persistent poverty or hunger, domestic violence, legal issues, financial emergencies, or other unanticipated events. Visit [http://www.umb.edu/life\\_on\\_campus/uaccess](http://www.umb.edu/life_on_campus/uaccess) for more information on U-ACCESS.

**Ross Center for Disability Services** (617-287-7430) – I (and UMass Boston) am committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email ([ross.center@umb.edu](mailto:ross.center@umb.edu)), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive formal accommodations, students must be registered with the Ross Center and request accommodations each semester that they are at UMass Boston. For more information visit: [www.rosscenter.umb.edu](http://www.rosscenter.umb.edu). Please note that the Ross Center will provide a letter to your instructor with information about your accommodation only and not about your specific disability.

**Mental Health Care** – As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. The current Covid-19 pandemic and repeated racial traumas and protest for resistance are increasing stress and mental health challenges for all. These concerns, or other stressful events, may lead to diminished academic performance or may reduce your ability to participate in daily activities or may affect your well being generally. Students are encouraged to seek help when this is the case. The [University Health Services Counseling Center](#) (UHS CC: 617-287-5690) offers free and confidential mental health screenings, counseling and crisis support, and community referrals.

**Academic Support Services:** If you are interested in enhancing your study skills (e.g., notetaking, time management, etc.) or help with writing assignments (preparation, organization, grammar/language, etc.), please contact the [Center for Academic Excellence](#) and the [Writing Center](#). You will benefit most by developing an ongoing relationship with

the center to acquire skills over time, rather than seeking support for last-minute panics or “quick fixes.”

*Tech Help* with email, blackboard, or wiser, reach out to [IT](#).

## **Other Policy Issues**

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*Recording class.* It is illegal to record conversations or classes without permission of all participants. If I will be recording the class for any reason (e.g. because a student is ill due to COVID-19), I will inform all students and participants. An exception to the prohibition on recording without permission of all is if the course may be recorded by a student with an approved accommodation to do so. That student will be using the recording for their personal review of the course and will not be sharing the recording. In this exceptional case, you must register with the [Ross Center](#), let me know in writing, and we can discuss appropriate arrangements to make this happen with respect and consideration for all students in the class. It is illegal for a student to record the class independently without formal accommodation approval through the Ross Center.

*Student conduct and academic dishonesty:* Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. I expect you to understand and adhere to academic integrity and bear individual responsibility for your work. Anything submitted to fulfill a course requirement must represent your original work. Whenever you use another person’s written work—whether it be a single phrase or longer—you must paraphrase (e.g., borrowing the ideas or concepts and putting them into your “own” words) and credit the original author for the idea or use quotation marks appropriately and cite sources.

You are responsible for educating yourself on relevant policies and abiding by them. 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. Unauthorized use or attempted use of materials, information, study aids, or commercial “research” services constitutes cheating. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. ***Cheating, plagiarism, and other related acts will result in a failing grade for the pertinent assignment and likely the course.*** If you have any questions, please contact me.

## Class Schedule

Readings in the textbook are noted on this schedule as “**T&A**” or “**UA**”: Unraveling Assumptions.

Other readings are on **Blackboard (BB)** or **through links**.

Reading related assignments are in **yellow**, projects in **blue**, papers and other requirements in **green**.

Week	Day	Topic
Week 1		<b>Introduction and Course Planning</b>
Week 1	Jan 23	<b>Introduction</b>
	Jan 25	<b>Collaborative Course Planning</b>  READ: Read syllabus—especially highlighted sections. Review Final Project assignment in Assignments folder on BB  <div style="text-align: right;"><b>Post Blackboard response 1 (your introduction)</b></div>
Week 2		<b>What is Asian American Psychology?</b>
Week 2	Jan 30	<b>What is Psychology?</b> <b>What (and who) is Asian American? Definitions and context</b> <b>What is Asian American Psychology?</b>  READ: <u>T&amp;A</u> Chapter 1: Who are Asian Americans <u>BB</u> : Wikipedia on psychology, <a href="#">Psychology as a science</a> , Ancheta, pp. 129-138 (the rest is optional); Markus, pp. 651-655  Recommended (especially if you don't have much background in culture, race, or ethnic studies): <u>UA</u> : Chapter 2  <div style="text-align: right;"><b>Post Blackboard response 2</b></div>
	Feb 1	(continued—no new assignments)
Week 3		<b>Culture and Ethnicity</b>
Week 3	Feb 6	<b>Culture and ethnicity</b> <b>Cultural Negotiations at the Individual Level: Acculturation and Enculturation</b>  READ: <u>UA</u> : Chapter 5 “Understanding ethnicity and ethnoculture” <u>T&amp;A</u> Chapter 6 “Acculturation and Enculturation” <u>BB</u> : Suyemoto 2009—ethnicity handout; Liu 2019 (read only pp. 143-145, 146-150); Villa; Lee  <div style="text-align: right;"><b>Post Blackboard response 3</b></div>

	Feb 8	(continued—no new assignments)
<b>Week 4 Racialization and Racism</b>		
Week 4		Snow day
	Feb 13	<p><b>Race, racialization, and racism: Understanding Race and Racism</b></p> <p>READ:  <a href="#">UA</a>: Chapter 3 Understanding power, privilege, and oppression  <a href="#">UA</a>: Chapter 4 Understanding race and racism (except skip section on racial identity)  <b>BB</b>: Ozdagu summary of Young, <a href="#">Bhngal</a></p> <p>ALSO: check out <a href="#">Project Implicit</a>. Log in or continue as guest under “Project Implicit Social Attitudes” Click “choose to proceed,” select the “Asian IAT.”</p> <p><b>Introducing projects</b></p> <p style="text-align: right;">Post Blackboard response 4</p>
<b>Week 5 More on Racism</b>		
	Feb 20	<p><b>Racialization, and racism for Asian Americans: The Nature and Experience of Anti-Asian Racism</b>  <i>Note that readings here can be challenging as they include experiences of violence and anti-Asian racism/hate.</i></p> <p>READ:  <a href="#">T&amp;A</a> Chapter 4 “Model Minority and Perpetual Foreigner”;  <b>BB</b>: Sue on microaggressions (read Intro pp. 72-74, Results pp. 75-77), Wong.  <a href="#">StopAAPIHate summary</a>, <a href="#">NBC news</a>, <a href="#">Annchien</a></p> <p>Recommended: <a href="#">Stop AAPI Hate Full Report on AsAm Racism (who, types, place, etc)</a>:  <a href="#">Stop AAPI Hate Mental Health Report</a> (COVID-19 specific effects)</p> <p style="text-align: right;">Post Blackboard response 5</p>
	Feb 22	<p><b>Panel: Experiences of Asian Americans</b>  Karen Chi, Pratna Kem, Lisa Maeng</p> <p style="text-align: right;">Initial reflection paper due</p>
<b>Week 6 Experiences and Relationships: Identities</b>		
Week 6	Feb 27	Catch Up
	Feb 29	<b>Making sense of being Asian American: Identity</b>

		<p>READ:  <u>UA</u>: Chapter 4 on Racial Identity, pp. 83-87  <u>T&amp;A</u>: Chapter 7 “AsAm Racial and Ethnic Identity  <u>BB</u>: Desai, Seeto</p> <p style="text-align: right;">Post Blackboard response 6</p>
<b>Week 7 Experiences and Relationships: Families</b>		
Week 7	Mar 5	<p><b>Racial and Cultural Negotiations at the Family Level</b></p> <p>READ and VIEW  <u>T&amp;A</u>: Chapter 17 “Parenting and Raising Families”  <u>BB</u>: Liu et al. (read results section through discussion section on pers pp. 51-54), watch <a href="#">Nguyen: A Family’s Secret Grief and Trauma</a></p> <p style="text-align: right;">Post Blackboard response 7</p>
	Mar 7	<p><b>Family Racial and Cultural Negotiations (cont).</b></p> <p><u>BB</u>: Chang</p> <p style="text-align: right;">Project Proposal due</p>
<b>MARCH BREAK</b>		
<b>Week 8 Experiences and Relationships: Within Group Heterogeneity and Ingroup boundaries</b>		
Week 8	Mar 19	<p><b>Social Construct of Identity: Group boundaries and tensions</b></p> <p>READ:  <u>BB</u>: Suyemoto “Redefining "Asian American “</p>
	Mar 21	<p><b>Ingroup boundaries: FOBs/ABCs, Multiracial Asian Americans, and Asian American Adoptees Jigsaw</b></p> <p>READ one set (as assigned in class)—for research articles, focus on the introduction, results, and discussion.</p> <p>Group 1. <u>T&amp;A</u>: Chapter 20 “Multiracial AsAms” (overview) Kinsley</p> <p>Group 2.  <u>BB</u>: Castillo (multiracial Black-Asian Americans) Thompson</p> <p>Group 3.  <u>BB</u>: Kim et al. (adoptee identity)  Optional: <a href="https://sidebysideproject.com/">https://sidebysideproject.com/</a></p> <p>Group 4.  <u>BB</u>: Baden (Adoptee reculturation) OR Chang et al. (adoptees racial socialization)  Optional: <a href="https://sidebysideproject.com/">https://sidebysideproject.com/</a></p>

		<p>Group 5. Pyke and Dang (pp. 155-170)</p> <p style="text-align: right;"><b>Submit jigsaw reading worksheet</b></p>
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Week 9	<b>Experiences and Relationships: Intersectionality and Relationships</b>
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		<p><b>Margins of the margins—Intersectionality- Gender and Sexuality</b></p> <p>READ:  <b>ALL:</b> <a href="#">T&amp;A</a>: Chapter 10 “Managing Multiple Social Identities”—read pp. 176-178 (The role of context) and 179-190.  <b>BB:</b> View Crenshaw (video)</p> <p>AND read one set (as assigned in class):</p> <p><b>Group 1: AsAm Women</b>  <b>T&amp;A:</b> Chapter 11 “Asian American women”  <b>BB:</b> <a href="#">Nicole Chung</a></p> <p><b>Group 2: AsAm Women and Men</b>  <b>AsAm Women:</b> <b>BB:</b> Mukkamala &amp; Suyemoto “Racialized Sexism AsAm Women”—read about participants and procedures starting on page 35 (paragraph beginning “A total of 101 participants...” through end of section on page 36 (stop at “Reflexivity for the overall project”), read results and discussion including Table 2 (pp. 38-44—stop on p. 44 at “Methodological strengths and limitations”  <b>AsAm Men:</b> <a href="#">Kung</a></p> <p><b>Group 3: LGBT AsAms</b>  Chung and Szymanski “Asian American Gay Men”—read about participants in study 2 (one paragraph pp. 77-78 and then read results and discussion of study 2 (pp. 80-90)  <a href="#">Voices</a></p> <p><b>Group 4: LGBT AsAms</b>  <b>T&amp;A:</b> Chapter 13 “Lesbian, Gay, Bisexual, and Transgender Asian Americans”—read section on LGBT issues in Asia (pp. 234-236) and LGBT Asian Americans (pp. 238-243)  <b>AsAm Trans people:</b> <a href="#">NQAPIA</a></p> <p style="text-align: right;"><b>Submit jigsaw reading worksheet</b></p>
Week 9	Mar 26	
	Mar 28	<b>Project Session</b>

Week 10	<b>Experiences and Relationships: Racialization and Interminority relations</b>
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		<p><b>Race, racialization, and racism: Interminority relations</b></p> <p>READ:  <b>BB:</b> <a href="#">Bell</a>, <a href="#">Kim</a>, Tawa et al triangulated threat., Wang and Santos 2023 (read results pp. 356-361)</p>
Week 10	Apr 2	

		<p>Recommended; Lipsitz, Tawa et al. 2017 Fostering interminority, Check out at least 2 items from <a href="#">AsAms Resisting anti-Blackness</a></p> <p style="text-align: right;">Post Blackboard response 8</p>
	Apr 4	<p>Catch-up and <b>Project Session</b></p> <p style="text-align: right;"><b>Project content draft due by midnight on Sun Apr 7</b></p>
<b>Week 11 Mental Health Overview (with focus on depression and suicide)</b>		
	Apr 9	<p><b>Asian American Mental Health</b></p> <p>READ:  <b>BB:</b> NAMI, Chu &amp; Sue, <a href="#">Casablanca</a></p> <p style="text-align: right;">Post Blackboard response 9</p>
Week 11	Apr 11	<p>Asian American Mental Health (cont): Depression and Suicide.</p> <p>READ:  <b>BB:</b> Park  View: <a href="#">kaiying, 2008</a> - Mental health, depression, and suicide (UMB ASAMST 370 project)</p> <p><i>Note that this is a difficult topic and these readings and video include <b>highly emotional descriptions and images.</b></i></p>
<b>Week 12 Mental Health Challenges: Refugee and War Trauma</b>		
	Apr 16	<p><b>Asian American Mental Health: Trauma and intergenerational trauma</b></p> <p>READ:  <b>T&amp;A:</b> Chapter 23: Stress, refugees, and trauma  <b>BB:</b> Lin &amp; Suyemoto: Read pp. 400-405 (introduction, participants, and sources of data) and pp. 407-417 (results and discussion up to limitations and future research),  Lee: My Mother's Purple Dress.</p> <p><i>Note that this is a difficult topic and these readings(especially "My Mother's Purple Dress") include descriptions of traumatic experiences and mental health difficulties.</i></p> <p style="text-align: right;">Post Blackboard response 10</p>
Week 12	Apr 18	<b>Project session</b> and Catch Up
<b>Course Pass/Fail/Withdrawal deadline</b>		
<b>Week 13 Mental Health Services</b>		
Week 13	Apr 23	<p><b>Mental Health Services: Accessing Services and Addressing Stigma</b></p> <p>READ:</p>

		<p><a href="#">T&amp;A</a>: Chapter 30 “Seeking, Receiving, and Providing Culturally Competent Mental Health Services”</p> <p>Recommended: <a href="#">T&amp;A</a>: Chapter 29 “AsAm Indigenous Healing”,</p> <p style="text-align: right;">Post Blackboard response 11</p>
	Apr 25	<p><b>Mental Health Services Guest Speaker: Providing services and Training</b>  <b>Julie AhnAllen, Thomas Chan, Saniya Soni</b></p> <p>What do you want to know about graduate training in psychology or about learning to do or doing therapy (with Asian Americans).</p> <p>Come prepared with any questions about counseling Asian Americans or on graduate training to be a counselor or psychologist as or with Asian Americans!</p> <p><b>Join Zoom Meeting</b>  <a href="https://umassboston.zoom.us/j/91006755906">https://umassboston.zoom.us/j/91006755906</a></p> <p><b>Meeting ID: 910 0675 5906</b></p> <p style="text-align: right;">Project Due by midnight on FRIDAY April 26.</p>
<p>Week 14 <span style="float: right;"><b>Well-being, Activism, and Liberation</b></span></p>		
	Apr 30	<p><b>Activism, Advocacy, and Intervention for Asian American Mental Health and Well-Being</b></p> <p>READ:</p> <p><a href="#">UA</a>: Chapter 10-Understanding and Enacting Resistance to Oppression  <a href="#">T&amp;A</a>: Chapter 25 “AsAm Activism”</p> <p><a href="#">Camp, E. Y</a> - Anti-Racism for Asian Americans  <a href="#">Keeping Love Close: What does love look like in a time of hate? Asian and Asian-American photographers respond</a>;  <a href="#">Kambhampaty &amp; Sakaguchi, 2020</a> - "I will not stand silent." 10 Asian Americans reflect on racism during the pandemic and the need for equality</p> <p>Recommended:</p> <p><b>BB</b>: <a href="#">Yang &amp; The Try Guys, 2021</a> - We need to talk about anti-Asian hate.  Check out: <a href="#">Actor-Ally-Accomplice</a> --click through on some of the action areas. And consider whether/how/when you would take these actions on behalf of your own group, as well as for others (i.e. not only as an ally. If you are Asian American would you, for example, boycott a product that you really like if their business practices exploited Asian American laborers? Would you put in the effort to find out what businesses do?)</p> <p style="text-align: right;">Post Blackboard response 12</p>
	May 2	<p><b>Catch up and share projects</b></p> <p>Come prepared to class to address these questions: How will your project promote positive mental health in Asian Americans? How is your project an intervention to resist oppression?</p>

Week 15		<b>Wrap-Up</b>
Week 15	May 7	<b>LAST CLASS: Wrap-up</b>
Finals		<p>Final reflection outline and self-evaluation due on Blackboard on Tuesday May 14 by 9am  <u>OVERALL COURSE self- evaluation</u> due Tuesday May 14 by midnight (note that this is a separate “assignment” from the self-evaluation associated with your reflection outline)</p> <p>Optional individual end-of-semester meetings with Karen the week of May 13  To schedule a meeting go here:  <a href="https://calendar.app.google/2piSQ78SJkrYQAq19">https://calendar.app.google/2piSQ78SJkrYQAq19</a></p>