

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

PSYCHOLOGY

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

PSYCHOLOGY 646

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

CATEGORY 6. DIVERSITY EXPERIENCES: SECTION A, SOCIAL DIVERSITY IN THE UNITED STATES

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date BEGINNING OF SPRING QUARTER 2006

6. If your unit has faculty members on any of the regional campuses, have they been consulted? NO, this course will be taught only on the main campus.

7. Select the appropriate descriptor for this GEC request:

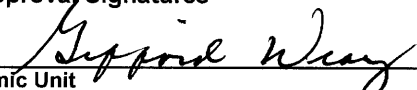
Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

Academic Unit  Date 11.14.05

College Office/College Curriculum Committee _____ Date _____

Colleges of the Arts and Sciences Committee on Curriculum and Instruction _____ Date _____

Office of Academic Affairs _____ Date _____

**The Ohio State University
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4. Attach a statement as to how the course meets the general principles of the GEC Model Curriculum and the specific goals of the category for which it is being proposed.

Psychology 646 meets the general principles of the GEC Model Curriculum and the specific goals of the GEC Social Diversity in the United States Component in the following ways.

1. The course focuses on children, youth, and families of Asian descent living in the United States and discusses their development and adaptation in the context of this country's diverse multiethnic/multicultural population.

2. The course addresses specific objectives of the GEC Social Diversity Component.

2.1. The course fosters an understanding of the pluralistic nature of American society in several ways. In the introductory lecture, the demographic profile of Asian American children, youth, and families is presented in the context of the demographic profiles of their counterparts in the other major ethnic groups, i.e., African Americans, European Americans, Hispanics, and Native Americans. Second, throughout the course, the development and adaptation of Asian Americans may be compared to that of one or more major American ethnic groups. Third, whenever data are available, regional differences in Asian American development and adaptation within the United States will also be discussed in order to illustrate diversity among Asian Americans and its relationship to regional cultures. An understanding of American institutions is promoted through presentations of specific American public policies and social institutions (e.g., health care system, social services, schools, judicial system, etc.) and discussions of their impact on development and adaptation of Asian Americans children, youth, and families. The course will also explore the links between cognitive development and youth's emerging understanding of American institutions.

2.2. The course is taught from both a developmental-contextual perspective and a comparative perspective. An appreciation of the significance of diversity in our society is instilled through the use of a comparative perspective that demonstrates diversity within the Asian American population and within the broader American society. Some of the assigned readings report on studies that compare of Asian American subgroups and many more include comparisons of Asian Americans with nonAsian American groups. Students will be encouraged to reflect on their own cultural roots and to consider similarities and differences with other cultural groups. Furthermore, by showing how diverse cultural practices evolve as a result of the need to adapt to specific habitats and circumstances, the course tries to instill in students an understanding of and appreciation for diversity. Last but not least, the course emphasis on empirically derived data should give students a more realistic knowledge about Asian Americans and other ethnic groups that, hopefully, will contribute to eliminating myths and stereotypes about them and promote tolerance and equality as values that shape attitudes and behaviors. Moreover, by emphasizing group similarities (universals) as well as differences (culture-specifics) and exploring complementarities where differences exist, the course facilitates

Psychology 646

2006 Spring Quarter
T TH 10:30am - 12:18 pm
Location: PS 0014 (tentative)

Call No.
Credit Hours: 05
Format: Lecture

Course Instructor: Felicisima C. Serafica, Ph.D.
Office: 118f East Stadium (Thru East Gate 19)
Phone: 292-0483; Email: serafica.1@osu.edu
Office hours: T & TH 1:00 – 2:00 pm
or by appointment

Course Assistant:
Office:
Phone: Email:
Office hours:

COURSE GOAL: To explore the role of culture in the psychosocial development and adaptation of individuals through an examination of theories and research on Asian American children, youth, and families.

SPECIFIC COURSE OBJECTIVES

1. To introduce students to available psychological developmental theories and research on Asian American children, youth, and families, especially those that highlight the importance of considering the cultural context within which psychosocial development and adaptation occur.
2. To teach students how to evaluate such theories and research from a developmental-contextual framework, using formal criteria and their own experiences.
3. To demonstrate and assist students' derivation of research questions, hypotheses, and methods from a review of research.
4. To explore the implications of empirical findings for theory-building, training, practice and policy.
5. To enhance students understanding of American institutions and the pluralistic nature of American society.
 - * To teach students how to identify culture-specific concepts and practices relating to psychosocial development and to elucidate the Asian American experience from a developmental perspective.
 - * To engage students in the construction of culturally-valid ways of studying the psychosocial development of individuals from Asian American backgrounds.
 - * To encourage students to generalize skills in identifying culture-specific concepts and practices and in constructing culturally-valid methodologies to the study of other American ethnic groups.
6. To deepen students' understanding of and appreciation for diversity.
7. To demonstrate that commonalities exist amidst diversity.

PLAN FOR ACHIEVING OBJECTIVES

The above objectives will be achieved through: a) lectures on specific topics; reading assignments consisting of relevant research journal articles, chapters, and books; b) class

discussions focused around specific topics; and c) assigned individual projects.

EXPECTED LEARNING OUTCOMES

Students are expected to be able to

- summarize the demographic profile of Asian American children, youth, and families, based on the 2000 U.S. Census and discuss its implications.
- describe the traditional and contemporary structures of Asian Indian-, Chinese-, Filipino-, Japanese-, Korean-, and Southeast Asian-American families.
- define such terms as ethnicity, culture, enculturation, acculturation, development, and adaptation, as well as distinguish the criterial attributes of each concept.
- to describe the developmental-contextual perspective and identify its strengths and limitations.
- discuss research methods and ethics in the study of psychosocial development and adaptation in ethnic minority groups and in a cross-cultural context.
- define each of the constructs (e.g., ethnic identity) covered in the course and specify the developmental sequences for each.

Students will gain an understanding of:

- the major factors that influence the development of each construct (e.g., ethnic identity), particularly culturally-related ones, and how they influence development, singly or in interaction with other factors.
- the major psychosocial adaptation (e.g., academic achievement, peer relations, psychological adjustment) issues confronting Asian American children and youth, and their families.
- the implications of scientific data on the psychosocial development of Asian American children and youth for theory, research, practice, and public policy.

Students will acquire the following skills:

- how to extract the major elements (e.g., hypotheses, measures, results) when reading a research article.
- how to critically evaluate a research article, conceptually and methodologically.
- how to conduct a research literature search, using PsycInfo and other electronic resources.
- how to write a review of research paper.

EVALUATION PLAN:

Student performance will be evaluated through: a) 3 multiple choice exams, b) 1 Term paper, a review of research on a relevant topic, c) participation in class discussions, and d) an oral presentation of the major findings from the research review. **Please note that the exams for graduate students will cover the additional readings which are required for graduate**

students, whereas the exams for undergraduate students will not.

COURSE REQUIREMENTS

Attendance. Students are expected to attend class regularly. If a student cannot attend class when he or she is expected to present or lead a discussion, that student is responsible for finding a replacement and notifying the Course Instructor and other members of his/her oral presentation team of the substitution. See also section on Absences under POLICIES AND PROCEDURES.

Readings. Students are expected to read all assigned readings.

Participation. Students are expected to participate actively in class discussions regarding the assigned readings and, as part of a team, to assume responsibility for leading the discussion around a specific topic. For details, see Guidelines for Oral Presentations.

Papers. Each student is required to submit a review of the available research literature on the role of cultural contextual factors in the development of a specific process, domain and/or behavior system in infants, children, and/or adolescents from a particular Asian American subgroup (e.g., Asian Indian American). For details, see Guidelines for Term Paper. The research review is due no later than one week after the Oral Presentation. Only printed copies will be accepted. No attachments, please!

POLICIES AND PROCEDURES

Absences. Three absences are allowed for the entire quarter. Thereafter, for every absence for which an excuse has not been obtained, one point will be deducted from the student's overall average score.

For an absence to be excused, the student has to submit a completed Request for an Absence to be Excused form with supporting documentation (e.g., notification of a job interview, physician's note). The completed form may be submitted in advance of an anticipated absence (e.g, for a job interview) or, in an unforeseen circumstance, after an absence (e.g., a sudden illness). A copy of the form is attached to this syllabus. The form may be duplicated if more copies are needed. **Submit a completed Request form only after you have used up your three allowed absences.**

Grades. The grade will be based on the sum of scores received on the three exams (for each exam, maximum score = 100) and the term paper (maximum score=100) divided by four, plus any bonus points earned. Bonus points (1-5) are given for participation in class discussions and the Oral Presentation. Students who do not feel comfortable about speaking in class may submit their questions or comments in writing. The Oral Presentation is intended to allow students to share their findings and to solicit feedback to be used in improving the paper so it is not graded.

Late Submissions. Students who submit term papers past the last day of class run the risk of getting an incomplete (I) grade.

Incomplete Grades. University guidelines stipulate that Incompletes must be made up no later than six weeks from the end of the quarter when the course was taken. However, students are held responsible for completing the course requirements no later than the fourth week, by submitting the term paper to the Instructor. By doing so, the student allows sufficient time for the Instructor to read the paper, then submit a change of grade form that has to be processed through various offices before the grade is finally recorded in the Grade Records Office.

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

Students with disabilities

This syllabus is available in alternative formats upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodations will not be granted in the absence of ODS certification.

READINGS

Textbook. There is no available textbook on Psychology of Asian Americans so assigned readings will come from journal articles, books, and book chapters. However, it is strongly recommended that students purchase the following book because, although not a text, six chapters of this book are required readings. This 1995 publication provides a more detailed immigration history and description of families for each of the six largest Asian American ethnic groups than more recent books on Asian Americans.

Min, P. G. (Ed.). (1995). *Asian Americans: Contemporary trends and issues*. Thousand Oaks, CA: Sage Publications

All other books including edited volumes with assigned chapters will be placed on Closed Reserve at the Closed Reserve Desk of the Education/Human Ecology/Psychology/Social Work (EHS) Library in Sullivant Hall, 1813 North High Street.

Journal articles may be found through the Online Electronic Reserve or at the Closed Reserve Desk in the Main Library. These articles may also be found in the journals which form part of the Serials Collection (i.e., Periodicals) in the Reference Section of the EHS Library.

References:

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, DC: Author.

Greenfield, P. M., & Cocking, R. R. (1994). *Cross-cultural roots of minority child development*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Hall, G. N., & Okasaki, S. (Eds.). (2002). *Asian American Psychology: Science of Lives in Context*. Washington, D.C.: American Psychological Association.

Lee, L. C., & Zane, N. W. S. (Eds.). (1998). *Handbook of Asian American Psychology*. Thousand Oaks, CA: Sage Publications.

Supplementary Readings

Supplementary readings are listed after Scheduled Topics and Assigned Readings. None of these are required readings but may be useful to those who wish to explore a topic (e.g., self-concept) in greater depth and even devote the term paper to it.

Schedule of Topics and Assigned Readings

Assigned readings without an asterisk are required for both undergraduates and graduate students. **Those with an asterisk are written for graduate student or professional readers. Graduate students are required to read them**; interested undergraduates are encouraged but not required.

March 28 **Asian American Children, Youth, and Families: A Demographic Profile**

The Study of Asian-American Children, Youth, and Families: A Developmental-Contextual Perspective

Cole, M., Cole, S., & Lightfoot, C. (2004). *The development of children* (5th ed., Chapter 1). New York: BFW Publishing Group.

*Lerner, R. (2002). Bases and features of developmental-contextualism. In R. Lerner. *Concepts and theories of human development* (pp. 202-217). Mahwah, NJ: Erlbaum.

March 30 Conceptual and Methodological issues in Cross-Cultural and Ethnic Minority Research

Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. *American Psychologist*, *53*, 1101-1110.

*Hermans, H. J. M., & Kemper, H. J. G. (1998). Moving cultures: The perilous problems of cultural dichotomies in a globalizing society. *American Psychologist*, *53*, 1111-1120.

April 4 Asian American Families: Traditional and Contemporary Structures

Wong, M. G. (1995). Chinese Americans. In P. G. Min (Ed.). *Asian Americans: Contemporary trends and issues* (pp. 58-94). Thousand Oaks, CA: Sage Publications.

Nishi, S. M. (1995). Japanese Americans. In P. G. Min (Ed.). *Asian Americans: Contemporary trends and issues* (pp. 95-133). Thousand Oaks, CA: Sage Publications.

April 6 Asian American Families continued

Min, P. G. (1995). Korean Americans. In P. G. Min (Ed.). *Asian Americans: Contemporary trends and issues* (pp. 199-231). Thousand Oaks, CA: Sage Publications.

Rumbaut, R. G. (1995). Vietnamese, Laotian, and Cambodian Americans. In P. G. Min (Ed.). *Asian Americans: Contemporary trends and issues* (pp. 232-270). Thousand Oaks, CA: Sage Publications.

April 11 Asian American Families continued

Agbayani-Stewart, P., & Revilla, L. (1995). Filipino Americans. In P. G. Min (Ed.). *Asian Americans: Contemporary trends and issues* (pp. 134-168). Thousand Oaks, CA: Sage Publications.

Sheth, M. (1995). Asian Indian Americans. In P. G. Min (Ed.). *Asian Americans: Contemporary trends and issues* (pp. 169-198). Thousand Oaks, CA: Sage Publications.

*Fong, T. P. (2002). *The contemporary Asian American experience: Beyond the model minority* (2nd ed., pp. 221-268). Saddlebrooks, NJ: Prentice-Hall.

April 13 Asian American Parenting: An Overview

*Bornstein, M. H., & Cote, L. R. (2004). Mothers' parenting cognitions in cultures of origin, acculturating cultures, and cultures of destination. *Child Development*, *75*, 231-235.

Lee, B. W. K., Huang, L.N., & Lew, A. (1998). Families: Life-span socialization in a cultural context. In Lee C. Lee & N. W. S. Zane (Eds.), *Handbook of Asian American psychology* (pp. 83-136). Thousand Oaks: Sage Publications.

Patel, N., Power, T. G., & Bhavbagri, N. (1996). Socialization values and practices of Indian immigrant parents: Correlates of modernity and acculturation. *Child Development*, 67, 302-313.

April 18 **Exam I will be administered in the first hour.**
Review all lectures and assigned readings from March 27th-April 13th.

Prenatal Development, Birth, and Early Infant Characteristics

*Park, L. S. , Sarnoff, R., Bender, C., & Korenbrot, C. (2000). Impact of recent welfare and immigration reforms on use of Medicaid for prenatal care by immigrants in California. *Journal of Immigrant Health*, 2, 52-61.

April 20 **Cognitive and Language Development**

Kennedy, E., & Park, H. S. (1994). Home language as a predictor of academic achievement. A comparative study of Mexican-and Asian American youth. *Journal of Research and Development in Education*, 27, 188-194.

Parmar, P., Harkness, S., & Super, C. M. (2004). Asian and European-American parents' ethnotheories of play and learning: effects on preschooler children's home routines and school behavior. *Journal of International Behavioral Development*, 28, 97-104.

*Hong, Y., Morris, M. W., Chiu, C., & Benet-Martinez, V.(2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American psychologist*, 55, 709-720.

April 25 **Development of Literacy and Academic Achievement**

*Huntsinger, C. S., Jose, P. E., Larson, S. L., Krieg, D. B., & Shaligram, C. (2000). Mathematics, vocabulary, and reading development in Chinese American and European American children over the primary school years. *Journal of Educational Psychology*, 92, 745-760.

Salazar, L.,Schludermann, P., Shirin, M., Schluderman, E. H., & Huynh, C. L. (2000). Filipino adolescents' parental socialization for academic achievement in the United States. *Journal of Adolescent Research*, 15, 564-586.

April 27 Team I: Socialization for Academic Achievement in Asian American Families

May 2 Development of the Self-System: Self-Concept

Jambunathan, S., & Burts, D. C. (2003). Comparison of perception of self-competence among five ethnic groups of preschoolers in the U.S. *Early Child Development & Care, 17*, 651-660.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

*Worrell, F. C. (2002). Global and domain specific self-concepts in academically talented Asian American and White adolescents. *Gifted Child Quarterly, 46*, 90-97.

May 4 Development of the Self-System: Ethnic Identity

Lu, X. (2001). Bicultural identity development and Chinese community formation. An ethnographic study of Chinese schools in Chicago. *Howard Journal of Communications, 12*, 203-220.

*Smith, E. P., Walker, K., Fields, L., Brookins, C. C., & Seay, R. C. (1999). Ethnic identity and its relationship to self-esteem, perceived self-efficacy, and prosocial attitudes. *Journal of Adolescence, 22*, 857-880.

**May 9 Exam II will be administered in the first hour.
Review all lectures and assigned readings from April 20th to May 4th**

Development of the Self-System: Self-Regulation

Chin, K., Kelly, R. J., & Fagan, J. (1992). Patterns of Chinese gang extortion. *Justice Quarterly, 9*, 401-422.

**May 11 Team II: Asian American Families as Contexts of Self-Concept
Development:**

May 16 Development of Social Relations: Parent-Child Relations

*Bornstein, M. H., & Cote, L. R. (2001). Mother-infant interaction and acculturation: I. Behavioral comparisons in Japanese American and South American families. *International Journal of Behavioral Development, 25*, 549-563.

Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist, 55*, 1093-1104.

**May 18 Team III: Asian American Families as Contexts of Ethnic Identity
Development**

May 23 Development of Social Relations: Parent-Adolescent Relations

*Fuligni, A. J. (1998). Authority, autonomy, and parent-adolescent conflict and cohesion: A study of adolescents from Mexican, Chinese, Filipino, and European backgrounds. *Developmental Psychology, 34*, 782-792.

Phinney, J. S., & Ong, A. D. (2002). Adolescent-parent disagreement and life satisfaction in Families from Vietnamese and European-American backgrounds. *Journal of International Behavioral Development, 26*, 556-561.

May 25 Development of Peers and Sibling Relations

Farver, J. A. M., Kim, Y. K., & Lee, Y. (1995). Cultural differences in Korean and Anglo- American preschoolers' social interaction and play behaviors. *Child Development, 66*, 1088-1099.

Lalonde, R., Hynie, M., Panner, M., & Tatla, S. (2004). The role of culture in interpersonal relationships: Do second generation South Asian Canadians want a traditional partner? *Journal of Cross-Cultural Psychology, 35*, 503-547.

*Phinney, J. S., Ferguson, D. L., & Tate, J. D. (1997). Intergroup attitudes among ethnic minority adolescents: A causal model. *Child Development, 68*, 955-969.

May 30 Team IV: Socialization for Social Relations in Asian American Families

June 1 Psychological Adaptation of Asian American Children & Youth

Fuligni, A. J., Yip, T., & Tseng, V. (2002). The impact of family obligations on the daily activities and psychological well-being of Chinese American adolescents. *Child Development, 73*, 302-314.

*Greenberger, E., & Chen, C. (1996). Perceived family relationships and depressed mood in early and late adolescence: A comparison of European and Asian Americans. *Developmental Psychology, 32*, 707-716.

Yeh, C. J. (2003). Age, acculturation, cultural adjustment, and mental health symptoms of Chinese, Korean, and Japanese immigrant youths. *Cultural Diversity and Ethnic Minority Psychology, 9*, 34-48.

Final Examination – During Final Examination Period

Supplementary Readings

Supplementary readings listed after Scheduled Topics and Assigned Readings. None of these are required readings (**except for graduate students**) but those who wish to explore a topic (e.g., self-concept) in greater depth and even devote the term paper to it might find them useful.

None of these articles or book chapters have been placed on Closed Reserve at any library or online. However, you may find them in the in the EHS Library or other OSU libraries. Some of the more recent articles may be found in online versions of the journals.

Parenting: An Overview

Chao, R. K. (2000). The parenting of immigrant Chinese and European American mothers: Relations between parenting styles, socialization goals, and parental practices. *Journal of Applied Developmental Psychology*, 233-248.

Prenatal Development, Birth, and Early Infant Characteristics

*Korenbrodt, C. C., Affonso, D. D., Mayberry, L. J., & Paul, S. M. (1994). Associations of the use of prenatal care with low birthweight in Asian Pacific women in Hawaii. *Asian American and Pacific Islander Journal of Health*, 2, 181-194.

Patel, D., Patel, U., Piotrowski, Z. H., & Nelson, M. (1995). Maternal and paternal risk factors and birth outcomes among Asian and Pacific Islanders. *Asian American and Pacific Islander Journal of Health*, 3, 52-61.

Rushton, J. P. (1997). Cranial size and IQ in Asian Americans from birth to age seven. *Intelligence*, 25, 7-20.

Weissbluth, M. (1982). Chinese-American infant temperament and sleep duration: An ethnic comparison. *Journal of Developmental and Behavioral Pediatrics*, 3, 99-102.

Cognitive and Language Development

Farver, J. A. M., & Shin, Y. L. (1997). Social pretend play in Korean- and Anglo-American preschoolers. *Child Development*, 68, 544-556.

Hieshima, J. A., & Schneider, B. (1994). Intergenerational effects on the cultural and cognitive socialization of third- and fourth-generation Japanese Americans. *Journal of Applied Developmental Psychology*, 15, 319-327.

*Sacuzzo, D. P., Johnson, N. E., & Russell, G. (1992). Verbal versus Performance IQs for gifted African-American, Caucasian, Filipino, & Hispanic children. *Psychological Assessment*, 4, 239-244

Sridhar, K. K. (1988). Language maintenance and language-shift among Asian-Indian Kannadigas in the New York Area. *International Journal of the Sociology of Language*, 69, 73-79.

Development of Literacy and Academic Achievement

Azakawa, K. (2001). Family socialization practices and their effects on the internalization of educational values for Asian and White American adolescents. *Applied Developmental Science*, 5, 184-194.

Choi, Y. E., Bempechat, J., & Ginsburg, H. P. (1994). Educational socialization in Korean-American children longitudinal study. *Journal of Applied Developmental Psychology*, 15, 313-318.

Ima, K., & Rumbaut, R. G. (1989). Southeast Asian refugees in American schools: A comparison of Fluent-English-Proficient and Limited-English-Proficient students. *Topics in Language Disorders*, 9, 54-75.

Pang, V. O. (1991). The relationship of text anxiety and math achievement to parental values in Asian-American and European-American middle school students. *Journal of Research in Development in Education*, 24, 1-10.

*Slaughter-Defoe, D. T., Nakagawa, K., Takanishi, R., & Johnson, D. J. (1990). Toward cultural-ecological perspectives on schooling and achievement in African and Asian-American children. *Child Development*, 61, 363-383.

Steinberg, L., Dornbusch, S.M., & Brown, B. (1993). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist*, 47, 723-729.

Tweed, R. G., & Lehman, D. R. (2002). Learning considered within a cultural context: Confucian and Socratic approaches. *American Psychologist*, 57, 89-99.

Whang, P., & Hancock, G. R. (1994). Motivation and mathematics achievement: Comparisons between Asian American and non-Asian students. *Contemporary Educational Psychology*, 19, 302-322.

Self-Concept Development

Chen, C. I., & Yang, D. C. (1986). The self-image of Chinese-American adolescents: A cross-cultural comparison. *International Journal of Social Psychiatry*, 32, 19-26.

Pang, V. D., Mizokawa, D. T., Morishima, J. K., & Olstad, R. G. (1985). Self-concepts of Japanese-American children. *Journal of Cross-Cultural Psychology*, 16, 99-109.

Ou, Y., & McAdoo, H. P. (1993). Socialization of Chinese-American children. In H. P. McAdoo (Ed.), *Family ethnicity*. Thousand Oaks, CA: Sage Publications.

*Twenge, J. M., & Crocker, J. (2002). Race and self-esteem: Meta-analyses comparing Whites, Blacks, Hispanics, Asians, and Asian Indians and comment on Gray-Little and Hafdahl (2000). *Psychological Bulletin*, *128*, 371-408.

Development of Ethnic Identity

Chung, R. H. G., Kim, B. S. K., & Abreu, J. M. (2004). Asian American Multidimensional Acculturation Scale: Development, factor analysis, reliability, and validity. *Cultural Diversity and Ethnic Minority Psychology*, *10*, 66-80.

*Nguyen, H. H., & von Eye, A. (2002). The Acculturation Scale for Vietnamese Adolescents (ASVA): A bidimensional perspective. *International Journal of Behavioral Development*, *26*, 202-213.

Okano, Y., & Spilka, B. (1971). Ethnic identity, alienation, and achievement orientation in Japanese-American families. *Journal of Cross-Cultural Psychology*, *2*, 273-282.

Phinney, J. (1989). Stages of ethnic identity development in minority group adolescents. *Journal of Early Adolescence*, *9*, 34-39.

*Suinn, R. M., Ahuna, C., & Khoo, G. (1992). The Suinn-Lew Asian Self-identity Acculturation Scale: Concurrent and factorial validation. *Educational and Psychological Measurement*, *52*, 1041-1046.

Development of the Self-System: Self-Regulation

Chen, C., Greenberger, E., Lester, J., Dong, Q., & Guo, M. (1998). A cross-cultural study of family and peer correlates of academic misconduct. *Developmental Psychology*, *34*, 770-781.

Development of Social Relations: Parent-Child Relations

Cote, L. R., & Bornstein, M. H. (2001). Mother-infant interaction and acculturation: II. Behavioral coherence and correspondence in Japanese American and South American families. *International Journal of Behavioral Development*, *25*, 564-576.

Development of Social Relations: Parent-Adolescent Relations

Fuligni, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents from Asia, Latin American, and European backgrounds. *Child Development, 70*, 1030-1044.

*Hahm, H. C., Lahiff, M., & Guterman, N. B. (2003). Acculturation and parental attachment in Asian-American adolescents' alcohol use. *Journal of Adolescent Health, 33*, 119-129.

Hsu, J., Tseng, W., Ashton, G., McDermott, J. F., & Car, W. (1985). Family interaction patterns among Japanese-American and Caucasian families in Hawaii. *American Journal of Psychiatry, 142*, 577-581.

Ying, Y. Coombs, M., & Lee, P. A. (1999). Family intergenerational relationship of Asian American adolescents. *Cultural diversity and ethnic minority psychology, 5*, 350-363.

Psychological Adaptation

Fuligni, A. J. (1998). The adjustment of children from immigrant families. *Current Directions in Psychological Science, 7*, 99-103.

Tseng, V. (2004). Family interdependence and academic adjustment in college youth from immigrant and U.S.-born families. *Child Development, 75*, 966-983.

Term Paper Guidelines

1. The aim of the term paper is to review the research on the role of a cultural-contextual factor in the development of a specific psychological process (e.g., problem-solving), domain (e.g., cognitive development) or behavior system (e.g. moral behavior) in infants, children, and/or adolescents from a particular Asian American subgroup (e.g., Asian Indian American). Keep in mind that one cultural-contextual factor may be operationalized in a number of ways (e.g., parental values, childrearing practices).

2. To the extent allowed by the available literature, the review should be based on empirical quantitative and/or qualitative studies published in research journals. If there are few or no empirical studies, other scholarly sources may be used including autobiographies or biographical materials that illustrate cultural influences on development, with prior consultation with the Course Instructor.

3. Also to the extent allowed by the available literature, the review must be based on scholarly work concerning Asian Americans. However, if there is no scholarly work available on the topic (e.g., peer relations) based on an Asian American sample (e.g., Filipino American), then you may turn to the Asian literature (e.g., Filipino) and extrapolate how the Filipino American family might facilitate or inhibit the development of peer relations.

4. The introduction should address the significance of the topic and clearly state the aims of the paper. The paper should end with a statement of conclusions and suggestions for future research.

5. In addition to the section synthesizing the research findings, include a section discussing the conceptual and methodological issues you identified in these studies.

6. For more detailed guidelines regarding format such as the order of headings, references, style, typing, etc., please consult the fifth edition of the American Psychological Association (APA) Publication Manual. A copy is available in the Reference section of the Education/Human Ecology/Social Work (EHS) Library in Sullivant Hall.

7. The paper should be typed, double-spaced. Please proofread carefully and correct any typing or spelling errors. Please submit the original but keep a copy for your records. The original will be returned without the Reference section. There is no need for a folder. Simply put a cover page with the title, the course name and number, the quarter and year, and your name, then staple all the pages together.

8. Papers will be evaluated with respect to:

- a. Coverage of the research or other scholarly literature.
- b. Synthesis of the findings.
- c. Analysis of the relevant issues.
- d. Suggested directions for future research.
- e. Grammar, punctuation, and adherence to APA publication style.

In other words,

- a. Have you surveyed the literature adequately?
- b. How well-organized is your presentation of the material.
- c. How well have you analyzed the studies or other scholarly work and reflected on the issues and findings?
- d. Are your suggested directions for future research specific enough and is their logical derivation from the studies or other sources readily apparent to the reader?
- e. How well did you proofread the paper for possible grammatical and punctuation errors, and the consistency of its format with APA style?

Above all, have you maintained a developmental-contextual focus? Have you kept in mind that in this paper you are attempting to explain development (of a process, domain, or behavior system) in terms of a cultural-contextual factor (e.g., family values and practices)?

9. Suggested starting points:

Psychology 695.03 textbook

Electronic databases: Eric, PsycInfo, PsycLit, SocioFile

Applied Developmental Science

Child Development

Developmental Psychology

Journal of Applied Developmental Psychology

Journal of Cross-Cultural Psychology

Journal of Adolescent Research

Journal of Early Adolescence

Journal of Research on Adolescence

10. A final word. The paper is intended to be a learning experience for you. It entails additional work, but it is hoped that the intellectual excitement resulting from new horizons and insights will make the task worthwhile. To avoid the paper's inducing stress and anxiety, do get started early and feel free to consult with the course instructor. Have fun!

Guidelines for Oral Presentations

1. The oral presentations will be a team effort. Each team will select a team leader who will coordinate the rest of the team's activities including the selection of the contextual factor (e.g., family) whose role in development of a particular process, domain, or behavior system will be discussed. Each member of the five-person team will discuss that contextual factor from the perspective of one of five identified groups: Chinese Americans, Japanese Americans, Korean Americans, Filipino Americans or Asian Indian Americans, and Southeast Asian Americans. Because the literature on Filipino Americans and Asian Indians is sparse, the team may elect to discuss either of these two groups.
2. The oral presentations will follow a symposium format. Following a brief introduction by the team leader, each team member will give a 10-minute summary of the highlights of what he or she will discuss in greater detail in his/her term paper.
3. Following each presentation, a few minutes will be devoted to questions seeking additional information or clarification. There will be more time for general discussion after all of the papers have been presented.
4. After all five presentations have been delivered, there will be a general discussion period that, I hope, will be devoted to issues that cut across all five groups, as well as to the group differences. For example, what are the similarities in the role of this contextual factor across all five groups?

Does the role of the contextual factor vary as a function of gender or social class?

What common conceptual and methodological issues confront researchers studying these five groups?

How does the role of the contextual factor vary as a function of Asian subgroup?

What unique issues are confronted by researchers studying a particular Asian subgroup?

What are the implications of the findings for future research, theory, practice, and public policy?