

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Behavioral Sciences

Date: 2/18/2019

Title Of Course/Degree/Concentration/Certificate: The Psychology of Immigration

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input checked="" type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 2/21/19 Signature, Committee Chairperson: Michael V. Murch

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Michael V. Murch

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

1. **DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):** Behavioral Sciences & Human Services, PSY 4100, The Psychology of Immigration
2. **DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY? YES**
- Life and Physical Science
 - Math and Quantitative Reasoning
 - A. World Cultures and Global Issues
 - B. U.S. Experience in its Diversity
 - C. Creative Expression
 - D. Individual and Society
 - E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

3. **DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

THIS COURSE WILL TRANSFER AS AN ELECTIVE PSYCHOLOGY COURSE FULFILLING A PATHWAYS REQUIREMENT FOR FLEXIBLE COMMON CORE'S AREA OF INDIVIDUAL AND SOCIETY. SIMILAR COURSES OFFERED AT OTHER CUNY SCHOOLS INCLUDE:

THE CITY COLLEGE OF NEW YORK – PSY 33300 PSYCHOLOGY OF ENCULTURATION, IMMIGRATION AND ACCULTURATION

THE COLLEGE OF STATEN ISLAND – PSY 213 CROSS CULTURAL PSYCHOLOGY

4. **BULLETIN DESCRIPTION OF COURSE:**

THIS COURSE EXAMINES THE PSYCHOLOGICAL IMPACT OF IMMIGRATION AND HOW IMMIGRANTS NAVIGATE IN AMERICAN SOCIETY. THIS COURSE WILL PROVIDE STUDENTS A BRIEF OVERVIEW OF OUR POSTCOLONIAL HISTORY, CULTURAL GENOCIDE IN RESIDENTIAL SCHOOLS, THE PROBLEM WITH THE MODEL MINORITY MYTH, DEVELOPMENTAL PROBLEMS IN SATELLITE BABIES, STIGMA OF MENTAL ILLNESS AMONG IMMIGRANT COMMUNITIES, THE ROLE OF CULTURE AND FOOD, LIVING AS MIGRANT WORKERS, THE MEANING OF CITIZENSHIP, FEELING SAFE IN AN AGE OF XENOPHOBIA, AND THE IMPORTANCE OF IMMIGRANTS SUPPORTING THE BLACK LIVES MATTER MOVEMENT. STUDENTS WHO TAKE THIS CLASS WILL HAVE A BETTER UNDERSTANDING OF THE ROLE OF IMMIGRATION AND THE LIVED EXPERIENCES OF IMMIGRANTS, BECOME MORE CIVICALLY ENGAGED IN THEIR COMMUNITIES, AND CULTURALLY COMPETENT.

5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: _____ (explain mix lecture/lab below) _____ Lecture _____ Lab
Explanation: _____	

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5: _____ (FOR DEVELOPMENTAL COURSES ONLY)

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

A. PREREQUISITE(S): PSY 1100

B. COREQUISITE(S): NONE

C. PRE/COREQUISITE(S): NONE

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER) THIS COURSE IS CURRENTLY OFFERED AS PSY 2800 – CONTEMPORARY PSYCHOLOGICAL VIEWPOINTS WHICH SERVES AS A SPECIAL TOPICS COURSE WHERE THE PROFESSOR CAN CHOOSE THE TOPIC TO FOCUS ON DURING THAT SEMESTER. WITH A GROWING INTEREST AMONGST STUDENTS AND FACULTY ON THE TOPICS IN THIS COURSE, I AM SEEKING TO MAKE THIS COURSE A STAND ALONE CLASS AND HAS BEEN ISSUED THE COURSE NUMBER, PSY 4100 WITH A CHANGE IN COURSE NAME TO THE PSYCHOLOGY OF IMMIGRATION.

B. PROJECTED ENROLLMENT: 28

C. SUGGESTED CLASS LIMITS: 28 BECAUSE THE NATURE OF THIS CLASS INVOLVES IN-DEPTH CLASS DISCUSSIONS AND HAVING A SMALLER CLASS IS MORE CONDUCTIVE TO FOSTERING AN INTIMATE DISCUSSION OF THESE COURSE TOPICS.

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED: TWICE ANNUALLY (FALL & SPRING)

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION:

WITHIN THE DEPARTMENT THIS COURSE WILL BROADEN THE CULTURAL DIVERSITY OF THE CURRENT BEHAVIORAL SCIENCES AND HUMAN SERVICES DEPARTMENT COURSE OFFERINGS. ACROSS ACADEMIC DEPARTMENTS THIS COURSE WILL COMPLEMENT COURSES SUCH AS PSY 3000 WHICH FOCUSES ON TEACHING EDUCATION MAJORS WHO WILL BECOME FUTURE PUBLIC SCHOOL TEACHERS. STUDENTS WHO COMPLETE THIS COURSE WILL BE MORE AWARE AND SENSITIVE TO THE ISSUES IMMIGRANT CHILDREN FACE IN AND OUTSIDE OF THE CLASSROOM AND OUR FUTURE PUBLIC SCHOOL TEACHERS WILL BE MORE CULTURALLY COMPETENT AS THEY LEARN ABOUT SPECIFIC ISSUES IMMIGRANT FAMILIES FACE IMMIGRATING TO A NEW COUNTRY. IN ADDITION, THIS COURSE COULD ALSO ALLOW FOR IMPORTANT DISCUSSIONS OF IMMIGRATION WITHIN THE CONTEXT OF PSYCHOLOGY WHICH IS IN LINE WITH KINGSBOROUGH'S COMMITMENT TO DIVERSITY AND INCLUSION.

9. **LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):** NONE
10. **IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:** N/A
11. **PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):** 2 books, one movie, and multiple online readings/videos

TEXT BOOKS AND FILM:

1) Schlund-Vials, C.J., Trinh Vō, L. and Wong, K.S. (2015). **Keywords for Asian American Studies**. New York: New York University Press.

2) Iyer, D. (2015). **We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future**. New York: The New Press.

1 Movie: **Last Train Home**, directed by Lixin Fan, Zeitgeist Films

ONLINE READINGS/VIDEOS:

1. American Psychological Association (2012). **Crossroads. The psychology of immigration in the new century. Report of the APA Presidential Task Force on Immigration**. Retrieved from <http://www.apa.org/topics/immigration/executive-summary.pdf>.
2. Asian American Writer's Workshop. (2017, January 25). **Xenophobia since 9/11: A Primer** [Video file]. Retrieved from <https://www.youtube.com/watch?v=PVtv0viiTrQ>.
3. Aviv, R. (2016, April 11). **The cost of caring. The lives of the immigrant women who tend to the needs of others**. The New Yorker. Retrieved from <https://www.newyorker.com/magazine/2016/04/11/the-sacrifices-of-an-immigrant-caregiver>
4. Bernstein, N. (2009, July 23). **Chinese-American children sent to live with kin abroad face a tough return**. *The New York Times*. Retrieved from https://www.nytimes.com/2009/07/24/nyregion/24chinese.html?smid=fb-share&_r=0.

5. *CBC News: The National*. (2015, June 2). **Stolen children | Residential school survivors speak out** [Video file]. Retrieved from: <https://www.youtube.com/watch?v=vdR9HcmiXLA>.
6. Moy, J., Takahashi, L., Wantanabe, P., Yoo, D. K. (2012). *Letter to Pew Research Center*. Retrieved from <http://www.aapiprc.com/home-1/pressreleases/pewopenletter>.
7. Mekong NYC. *Empowering Generations, Making Waves*, <http://mekongnyc.org/social-services-advocacy/>
8. Pew Research Center. Social & Demographic Trends. (2012). *The Rise of Asian Americans*. Retrieved from <http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>.
9. The Atlantic Selects. (2016, July 20). *The confusing lives of Chinese-American 'satellite babies'* [Video file]. Retrieved from <https://www.theatlantic.com/video/index/491843/the-confusing-lives-of-chinese-american-satellite-babies/>

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? NO

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AND ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: NO

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

STUDENTS WHO COMPLETE THIS CLASS SHOULD UNDERSTAND THE FUNDAMENTAL ASPECTS OF THE PSYCHOLOGY OF IMMIGRATION, GAIN NEW INSIGHT INTO THE HISTORY OF IMMIGRATION, ITS INTERSECTIONS WITH PSYCHOLOGY, DEVELOP A STRONG FOUNDATION OF CULTURAL COMPETENCE. STUDENTS SHOULD BE ABLE TO:

- a. GATHER, INTERPRET, AND ASSESS INFORMATION FROM A VARIETY OF SOURCES AND POINTS OF VIEW
- b. CONSTRUCT CRITICAL ARGUMENTS, PROVIDE EVIDENCE, AND EXAMINE UNDERLYING PREMISES
- c. USE CULTURALLY RELEVANT FILMS & VIDEOS TO BETTER UNDERSTAND THE LIVED EXPERIENCES OF IMMIGRANTS.
- d. UNDERSTAND THE PROCESS OF IMMIGRATION, DISCRIMINATION IMMIGRANTS FACE ON A DAILY BASIS & TRACE BACK THEIR OWN IMMIGRANT ROOTS.
- e. APPLY THEIR KNOWLEDGE OF IMMIGRATION AND THE STRUGGLES OF IMMIGRANTS IN

FOSTERING AN OUTLOOK THAT CENTERS OF DIVERSITY AND INCLUSION.

- f. ASCERTAIN KNOWLEDGE AND APPLY CRITICAL THINKING TO COURSE CONTENT TO CREATE A MORE TOLERANT AND INCLUSIVE VIEW OF THE WORLD WE LIVE IN.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.: THIS COURSE WILL BE TAUGHT USING LECTURE BASED ON THE ASSIGNED READINGS. EXPERIENTIAL KNOWLEDGE WILL BE EXHANCED BY THE PROFESSOR THROUGH SMALL GROUP WORK, A COLLABORATIVE GROUP PRESENTATION TO EXTEND A TOPIC COVERED IN CLASS, GUEST SPEAKERS WILL BE INVITED TO PROVIDE REAL LIFE EXPERIENCES OF THE OBSTACLES IMMIGRANTS FACE.

16. ASSIGNMENTS TO STUDENTS: STUDENT WILL BE ASKED TO COMPLETE ASSIGNMENTS THAT INCLUDE:

- LOW STAKES WRITING ASSIGNMENTS,
- BLACKBOARD DISCUSSION FORUMS
- 4 EXAMS BASED ON THE READINGS,
- ONE GROUP PRESENTATION, AND
- A FORMAL HIGH STAKES WRITING FINAL PAPER.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

THE GRADE BREAKDOWN WILL CONSIST OF:

LOW STAKES WRITING ASSIGNMENTS:	30%
4 EXAMS (LOWEST GRADE DROPPED):	30%
GROUP PRESENTATION:	20%
<u>FORMAL HIGH STAKES WRITING FINAL PAPER:</u>	<u>20%</u>
TOTAL:	100%

- a. WRITING ASSIGNMENTS WILL COMPRISE OF 30% OF THE FINAL GRADE:
- i. THE HIGHEST GRADE FOR EACH LOWSTAKES WRITING ASSIGNMENT IS 2 OUT OF 2 AND COMPLETION OF ALL THE REQUIRED WRITING ASSIGNMENTS WILL BE WORTH A TOTAL OF 30% OF THE FINAL GRADE. ONE POINT WILL BE DEDUCTED FOR EACH DAY THE PAPER IS LATE TO ENCOURAGE STUDENTS TO ABIDE BY DEADLINES.
- b. FOUR EXAMS WILL COMPRISE OF 30% OF THEIR FINAL GRADE:
- i. THERE WILL BE 4 MULTIPLE CHOICE IN-CLASS EXAMS BASED ON THE READINGS AND CLASS DISCUSSIONS. EACH EXAM WILL BE WORTH 10% WITH THE LOWEST EXAM BEING DROPPED, MAKING ALL THREE EXAMS WORTH A TOTAL OF 30% OF THEIR FINAL GRADE.
- c. GROUP PRESENTATION WILL BE WORTH 20% OF THEIR FINAL GRADE:
- i. STUDENTS WILL BE ASKED TO CHOOSE A TOPIC ON THE SYLLABUS FOR THEIR ORAL PRESENTATION. THEY WILL BE WORKING IN SMALL GROUPS TO PRESENT AN ORAL

PRESENTATION BASED ON ONE TOPICS COVERED DURING THE SEMESTER AND FURTHER EXPLORE HOW IT RELATES TO IMMIGRANTS. STUDENTS WILL GIVE A 15 TO 20 MINUTE PRESENTATION ON THEIR TOPIC. THE GOAL OF THIS PRESENTATION IS TO EXPAND WHAT STUDENTS HAVE LEARNED THIS SEMESTER.

- ii. THE ORAL PRESENTATION WILL BE GRADED ACCORDING TO THE FOLLOWING CRITERIA THAT ARE WORTH 5 POINTS EACH MAKING THIS PROJECT WORTH 20% OF THEIR FINAL GRADE:
 1. OUTLINE (E.G., WAS YOUR OUTLINE HANDED IN ON TIME? DOES IT HAVE ALL YOUR GROUP MEMBERS NAME LISTED WITH A DESCRIPTION OF THEIR RESPONSIBILITIES FOR THE PRESENTATION? IS IT TYPE-WRITTEN?)
 2. CLARITY (E.G., DOES YOUR PRESENTATION FOLLOW A LOGICAL ORDER? DOES IT MAKE SENSE?)
 3. CREATIVITY (E.G., ARE YOU JUST READING OFF A SHEET OF PAPER OR ARE YOU INVOLVING THE CLASS AND MAKING IT FUN TO LEARN?)
 4. PRESENTATION STYLE (E.G., ARE YOU ENGAGING THE LISTENERS? ARE YOU STANDING TALL, MAKING EYE CONTACT, SHOWING ENTHUSIASM?)

- d. FINAL PAPER WILL BE WORTH 20% OF THEIR FINAL GRADE:
 - i. THE FINAL PAPER WILL CONSIST OF A 6-10 PAGE TYPEWRITTEN PAPER, 1-INCH MARGINS, TIMES NEW ROMAN FONT OF 12 TO BE HANDED IN ON THE DAY OF THE SCHEDULED FINAL.
 - ii. THE ESSAY QUESTION WILL BE "CHOOSE 3 OF THE TOPICS WE COVERED THIS SEMESTER AND DISCUSS HOW THEY HAVE MADE AN IMPACT ON YOU." ONE REQUIREMENT OF THIS PAPER WILL BE THAT STUDENTS MUST PROVIDE PROOF THAT THEY TOOK IT TO KINGSBOROUGH'S CENTER FOR ACADEMIC WRITING SUCCESS (CAWS). THE FINAL PAPER WILL BE GRADED ON 5 ASPECTS THAT ARE WORTH 4 POINTS EACH: (1) CONTENT, (2) INCORPORATION OF THE 3 TOPICS, (3) GRAMMAR/PUNCTUATION, (4) ABILITY TO FOLLOW DIRECTIONS, AND (5) PROVIDING PROOF THAT IT WAS TAKEN TO CAWS.

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

Week	Topic	Assigned Readings & in-class activities
1	What have we learned about the psychology of immigration?	<p>Reading: The Psychology of Immigration in a New Country</p> <p>Low Stakes Writing Assignment #1: Write down three things you learned about immigration that you did not know before reading this document and summarize each item in a paragraph.</p>
2	What does it mean to be American?	<p>Read: Excerpts from Cathy J. Schlund-Vials, Linda Trinh Võ, and K. Scott Wong, eds., Keywords for Asian American Studies (NYU Press, 2015) — "Introduction" (pp. 1-5), "Postcolonialism" (pp. 195-97) "Immigration" (pp. 128-33)</p> <p>Low Stakes Writing Assignment #2: Write a one-page essay that answers the question, what does it mean to be American? Be sure to integrate the readings of the keywords above.</p> <p>Group assignment: Exchange your written response with the person to your left. Read their response and on that same sheet of paper answer:</p>

Week	Topic	Assigned Readings & in-class activities
		1. How is this person's definition similar to mine? 2. How is this person's definition different from mine?
3	What is a residential school?	<p>Watch: Stolen Children Residential School survivors speak out</p> <p>Low Stakes Writing Assignment #3: Write down 3 facts that you learned that you did not know beforehand and answer how are the experiences of these students related to the lives of immigrants?</p>
4	The Model Minority	<p>Read: Excerpt from Pew Research Center, "The Rise of Asian Americans" (2012/2013) — Overview</p> <p>Read: Responses to the Pew report from the Asian American and Pacific Islander Policy Research Consortium and the Association for Asian American Studies</p> <p>Low Stakes Writing Assignment #4: What do these readings teach us about the Model Minority Myth? Identify what are the drawbacks to believing in the Model Minority Myth and suggest 2 ways to combat those drawbacks.</p>
5	Immigration on the Asian family structure	<p>Read: Chinese-American Children Sent to Live With Kin Abroad Face a Tough Return</p> <p>Watch: The Confusing Lives of Chinese-American 'Satellite Babies'</p> <p>Low Stakes Writing Assignment #5: Why do satellite children exhibit behavioral problems in the classroom? What reasons (list at least 2) would parents have to send their children back to China? What resources can help these families?</p>
6	Mental health awareness & intergenerational trauma among immigrants	<p>Visit Mekong NYC's website and find 2 ways this organization is helping immigrants with mental illness?</p> <p>Low Stakes Writing Assignment #6: Please find at least 2 resources in your community that can help individuals in your community who suffer from mental illness and describe what they are doing to help your community.</p>
7	How is food related to immigration?	<p>Read: Cathy J. Schlund-Vials, Linda Trinh Võ, and K. Scott Wong, eds., Keywords for Asian American Studies (NYU Press, 2015) — "Culture" (pp. 41-44) and "Food" (pp. 95-97)</p> <p>Low Stakes Writing Assignment #7: Take 3 pictures of foods that represent your culture and write a short paragraph describing each food, why you like/dislike it, what is its cultural significance. We will be sampling some Asian snacks.</p>

Week	Topic	Assigned Readings & in-class activities
8	Migrant workers & parenting challenges	<p>Read: Rachel Aviv, <u>"The Cost of Caring,"</u> New Yorker, April 11, 2016.</p> <p>Watch: Last Train Home</p> <p>Low Stakes Writing assignment #8: Why does the daughter exhibit anger towards her parents? Who is correct in this movie? The parents or the children?</p> <p>Low Stakes Writing Assignment #9: Write down 3 things you learned that you did not know before you read this article. How has this article changed the way you view caregiving?</p>
9	Citizenship – End of the journey?	<p>Excerpts from Cathy J. Schlund-Vials, Linda Trinh Võ, and K. Scott Wong, eds., Keywords for Asian American Studies (NYU Press, 2015) — "Citizenship" (pp. 20-24)</p> <p>Low Stakes Writing assignment #10: Writing assignment: Describe what it means to gain U.S. citizenship or what does it mean to be a U.S. citizen.</p>
10	Negotiating a sense of belonging	<p>Assignment: Visit your neighborhood and take 1 photograph of a place that make you feel welcomed and another picture of a place that makes you feel unwelcomed.</p> <p>Low Stakes Writing assignment #11: Work in your group and discuss your rationale for those feelings. Working in your group, create a list of commonalities that make one feel safe and a list of commonalities that would make one feel unsafe. Be prepared to explain why they elicit certain feelings in you.</p>
11	Xenophobia & the immigration experience	<p>Watch: Xenophobia Since 9/11: A Primer by Deepa Iyer</p> <p>Low Stakes Writing assignment #12: What is xenophobia and how does it affect our view of immigrants? Please include 2 examples of xenophobia you or someone close to you have experienced.</p> <p>Reading: Excerpts from Deepa Iyer, We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future (New Press, 2015) "Chapter 7: Ferguson is Everywhere" (pp. 141-155)</p> <p>Low Stakes Writing assignment #13: What was the overall message in this chapter? Include 2 things you did not know before reading this chapter.</p>
12	Black Lives Matter and the immigration experience	<p>Reading: Excerpts from Deepa Iyer, We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future (New Press, 2015) "Chapter 7: Ferguson is Everywhere" (pp. 141-155)</p> <p>Low Stakes Writing assignment #14: Why is it important for minorities to support the Black Lives matter movement? Please include 2 reasons in your writing.</p> <p>Low Stakes Writing assignment 15: What was the overall message in this chapter? Include 2 things you did not know before reading this</p>

Week	Topic	Assigned Readings & in-class activities
		chapter.
Finals		Final Paper due

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

- American Psychological Association (2012). *Crossroads. The psychology of immigration in the new century. Report of the APA Presidential Task Force on Immigration*. Retrieved from <http://www.apa.org/topics/immigration/executive-summary.pdf>.
- Asian American Writer's Workshop. (2017, January 25). Xenophobia since 9/11: A Primer [Video file]. Retrieved from <https://www.youtube.com/watch?v=PvTv0viiTrQ>.
- Aviv, R. (2016, April 11). The cost of caring. The lives of the immigrant women who tend to the needs of others. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2016/04/11/the-sacrifices-of-an-immigrant-caregiver>
- Bernstein, N. (2009, July 23). Chinese-American children sent to live with kin abroad face a tough return. *The New York Times*. Retrieved from https://www.nytimes.com/2009/07/24/nyregion/24chinese.html?smid=fb-share&_r=0.
- CBC News: The National. (2015, June 2). *Stolen children | Residential school survivors speak out* [Video file]. Retrieved from <https://www.youtube.com/watch?v=vdR9HcmiXLA>.
- Iyer, D. (2015). *We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future*. New York: New Press.
- Moy, J., Takahashi, L., Wantanabe, P., Yoo, D. K. (2012). *Letter to Pew Research Center*. Retrieved from <http://www.aapiprc.com/home-1/pressreleases/pewopenletter>.
- Mekong NYC. *Empowering Generations, Making Waves*, <http://mekongnyc.org/social-services-advocacy/>
- Pew Research Center. Social & Demographic Trends. (2012). *The Rise of Asian Americans*. Retrieved from <http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>.
- Schlund-Vials, C. J., Võ, L. T., & Wong, K. S. (2015). *Keywords for Asian American Studies*. New York: New York University Press.
- The Atlantic Selects. (2016, July 20). *The confusing lives of Chinese-American 'satellite babies'* [Video file]. Retrieved from <https://www.theatlantic.com/video/index/491843/the-confusing-lives-of-chinese-american-satellite-babies/>.

Revised/April.2018/AK

**CUNY Common Core
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	PSY 4100
Course Title	The Psychology of Immigration
Department(s)	Behavioral Sciences and Human Services
Discipline	Psychology
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	PSY 1100
Co-requisites (if none, enter N/A)	None
Catalogue Description	This course examines the psychological impact of immigration and how immigrants navigate in American society. This course will provide students a brief overview of our postcolonial history, cultural genocide in residential schools, the problem with the Model Minority Myth, developmental problems in satellite babies, stigma of mental illness among immigrant communities, the role of culture and food, living as migrant workers, the meaning of citizenship, feeling safe in an age of xenophobia, and the importance of immigrants supporting the Black Lives Matter movement. Students who take this class will have a better understanding of the role of immigration and the lived experiences of immigrants, become more civically engaged in their communities, and be more culturally competent.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course
 revision of current course
 a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required Core</p> <p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences </p>	<p>Flexible Core</p> <p> <input type="checkbox"/> World Cultures and Global Issues (A) <input type="checkbox"/> US Experience in its Diversity (B) <input type="checkbox"/> Creative Expression (C) <input checked="" type="checkbox"/> Individual and Society (D) <input type="checkbox"/> Scientific World (E) </p>
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Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications

	and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

<p>Students will be reading weekly assignments that will challenge their preconceived notions of immigrants and immigration. Each of these reading assignments covers a large breath of culturally competent sources and presents a different point of view that fosters critical thinking. Students will be asked to write reaction papers on each of the topics covered (Low stakes writing assignments (LSWA) #1-15) and participate in class discussions that focus what they learned in each reading. Sample topics for these weekly assignments include: the psychological impact of immigrating to a new country (LSWA #1), defining what it means to be an American (LSWA #2), cultural genocide of indigenous children sent to residential schools (LSWA #3), myth of the Model Minority (LSWA #4), developmental disorders of Chinese-American satellite babies (LSWA #5), intergenerational trauma (LSWA #6), how food relates to immigration (LSWA #7), destruction of family structures among migrant workers (LSWA #8 & 9), the bumpy road of gaining citizenship (LSWA #10), negotiating a sense of belonging (LSWA #11), xenophobia (LSWA #12 & 13), and the role of Black Lives Matter in the immigration experience (LSWA #14 & 15).</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will write a 6-10 page paper (High stakes writing assignment #1) in which they reflect on three topics that were covered during the semester and describe how they each made an impact on their understanding of immigrants and immigration. They will be asked to apply what they learned from those three topics to their own lives as a way to create a greater understanding and application of experiential knowledge which contributes to increased cultural competence. This formal writing assignment will provide evidence of their understanding of the material and the transfer of knowledge to their real lives will provide evidence of critical thinking in how these abstract concepts have been concretized in their own lives. The final paper will allow students to make connections between their 3 chosen topics</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

<p>(sample topics include looking at the impact of family & immigration using the 3 topics of: the psychological impact of immigrating to a new country, developmental disorders of Chinese-American satellite babies, & negotiating a sense of belonging), which provides evidence of their understanding of the topics discussed throughout the semester, and provide an opportunity to show critical thinking and cultural competence.</p> <p>Additionally, on the second day of class, students will be taught the importance of learning how to become critical thinkers and a variety of in-class exercises will be conducted to show students how to differentiate facts from opinions, and apply the fundamental concepts of critical thinking. Students will be asked to identify what is critical thinking, why is critical thinking important, what is the difference between equality and equity, and asked to give two examples of a fact and two examples of an opinion.</p>	
<p>Writing assignments such as, write down three things you learned about immigration that you did not know before (LSWA #1), critiquing the problems of aggregating data on Asian Americans of the Model Minority Myth (LSWA #4), and why satellite children exhibit behavioral problems in the classroom (LSWA #5) provide opportunities for students to provide written and oral arguments using evidence from the readings, class discussions, and lecture to engage in critical thinking, share what they learned from the assigned texts, and apply their new knowledge to their own lives. Students will use evidence from the readings to support their expanded understanding of the lived experiences of immigrants whereby they see the nuances of each immigrant's situation that may affect their success as Americans (LSWA #1-15). In addition to the informal writing assignments, the final paper will also give students the opportunity to apply what they have learned throughout the semester by using evidence from the readings to challenge their preconceived notions of immigrants and immigration while integrating 3 topics in how learning about them made an impact on their lives.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>The use of these writing assignments, group presentations, and final paper all provide a complex scaffold in which students build upon each assignment to broaden their understanding of colonialism, residential schools, intergenerational trauma, food as acculturation, migrant workers, satellite babies, systemic racism, the social hierarchy in race, dispel misconceptions about the Black Lives Matter movement, and the origins of</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

xenophobia. Learning these topics will give students a solid foundation that is interdisciplinary (e.g., historical, political, cultural, sociological, psychological) to critique how race, ethnicity, class, and language diversity affects the lives of immigrants and people of color. By scaffolding these topics to build upon each other, students from any discipline can learn from these assignments and contribute to the goals of valuing diversity, equity and inclusion which mirror the diversity statement of Kingsborough Community College and CUNY in general. By helping students understand the intersectionality of these elements, they will be better able to recognize the value of diversity in becoming culturally sensitive and competent, equipped to identify and dismantle the underlying forces that contribute to this form of discrimination, reflective of their own behaviors that contribute to these systems of oppression, and more cognizant of the ways they can work towards an equitable society.

Students will complete a low stakes writing assignment on satellite babies that will help them understand the plight of immigrant parents who are living in the U.S. but send their infant children back to China to be raised by extended family members due to the high cost of child care in the U.S. When the children reach school age, they are sent back to the U.S. to attend public school but the disruption in attachment often leads to behavioral problems. The writing prompt will be: Why do satellite children exhibit behavioral problems in the classroom? What reasons (list at least 2) would parents have to send their children back to China? What resources can help these families? This reaction paper will help students understand how the role of attachment in these young children (psychological theory) can affect their place in society as they often act out and exhibit behavioral problems due to their disruptions in attachment to their caregivers. Students who are education majors find this topic especially useful as they will experience these types of students when they enter the board of education in New York City. Student teachers have noted that their faculty-mentors are unaware of the impact of satellite babies and they have often educated them on this issue. Additionally, the course explores concepts of inclusion and exclusion through writings on what it means to be an American (LSWA #2), the Model Minority Myth (LSWA #4), and xenophobia (LSWA #12 & 13). Each assignment will expand on how each person's background affects their place in society and reflecting on one's personal experiences will be explored through the readings and class discussions. Course topics on Black Lives Matter and the immigration experience, mental health awareness and intergenerational trauma among immigrants, and immigration on the Asian family structure are

- Examine how an individual's place in society affects experiences, values, or choices.

<p>related to how such impact affects the choices available to immigrants while factoring in racism, cultural stigma, and cultural values competing with the majority culture.</p>	
<p>Students will watch a video on residential schools (Stolen Children – Residential School Survivors Speak Out) and write an informal reaction paper (LSWA #3) indicating three facts that they learned that they did not know beforehand and answer how are the experiences of these residential school students depicted in the video related to the lives of immigrants. Discussion will focus on the ethical views of cultural genocide where the Canadian government effectively destroyed cultural ties among indigenous families, how the tribal families have reconciled with these atrocities, and how these issues are related to the current political climate of immigrants in the U.S. The ethics of inclusion versus exclusion and the association on how such impacts available choices and collective experiences are explored through additional topics that include the impact of cultural stereotypes, xenophobia, the Model Minority Myth, and living as migrant workers. In addition, methodological flaws as shown in much of the research on Asian Americans (e.g., aggregated data that combines many Asian ethnic groups without regard for the generational status of these groups that results in inaccurate and damaging views of the status of Asian Americans) will also be highlighted (LSWA #4) to teach students about the importance of designing research methods that properly disaggregate data to result in more accurate views of the struggles of Asian American subgroups.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
<p>Students will be asked to write a reaction paper that criticizes the flawed methodologies of the Pew's Research Center, The Rise of Asian Americans (LSWA #4) and identifies the drawbacks of believing in the Model Minority Myth. Students will learn about the importance of being critical of statistics that do not disaggregate data on Asians as a group which lead to inaccurate & damaging stereotypes about Asian Americans being highly successful and encountering few challenges. Students will learn about the multitude of Asian identities that include Chinese, Japanese, Korean, Filipino, South East Asian, Cambodians, Indonesian, Bangladeshi, Vietnamese, Burmese, Indian, etc. This assignment and lecture gives students an invaluable lesson on being critical thinkers about common methodological flaws that few individuals see as problematic (e.g., the importance of disaggregating data between the different groups of Asians to gain a more accurate portrayal of the needs of new immigrants as compared to those who have been living in the</p>	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.

<p>U.S. for multiple generations, the differences between refugee status and chain migration, the impact of financial resources between documented and undocumented immigrants, etc.) and will learn a more accurate portrayal of Asian Americans.</p>	
<p>Students will watch: <u>Xenophobia Since 9/11: A Primer</u> by <u>Deepa Iyer</u> and complete writing assignment (LSWA #12). Writing prompts include: (1) What is xenophobia and how does it affect our view of immigrants? Please include 2 examples of xenophobia you or someone close to you have experienced. and (2) What was the overall message in this chapter? Include 2 things you did not know before reading this chapter.</p> <p>This assignment will give students a greater understanding of how the effects of 9/11 have greatly impacted how many individuals in the U.S. view Muslim people and the degree of discrimination against Muslim-Americans mirrors the discrimination against immigrants. In addition, this reading and assignment takes a national and global perspective that can offer insight into how Muslim-Americans, Muslim-immigrants, and individuals who are mistakenly viewed as Muslim navigate the current political climate that can affect misleading views in the media, the degree of bullying in schools and the educational system. This lesson will extend to the next reading by Deepa Iyer's chapter, <u>Ferguson is Everywhere</u>, which will have students write about the overall message of the chapter and how systemic racism affects African Americans and immigrants (LSWA #14 & 15).</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

PSY 4100: The Psychology of Immigration - Sample Syllabus

Course Description:

This course examines the psychological impact of immigration and how immigrants navigate in American society as a means to counter negative stereotypes that reinforce a nativist rhetoric that often disregards our immigrant roots. This course will provide students a brief overview of our postcolonial history, cultural genocide in residential schools, the problem with the Model Minority Myth, developmental problems in satellite babies, stigma of mental illness among immigrant communities, the role of culture and food, living as migrant workers, the meaning of citizenship, feeling safe in an age of xenophobia, and the importance of immigrants supporting the Black Lives Matter movement. Students who take this class will have a better understanding of the role of immigration, the lived experiences of immigrants, and become civically engaged in their communities.

Prerequisite: Satisfactory completion of PSY 1100

Course Objectives:

This course provides students the opportunity to:

1. Define the fundamental aspects of the psychology of immigration, gain new insight into the history of immigration and its intersections with psychology.
2. Use culturally relevant films & videos to better understand the lived experiences of immigrants.
3. Understand the process of immigration, discrimination immigrants face on a daily basis & trace back our own immigrant roots.
4. Apply their knowledge of immigration and the struggles of immigrants in fostering an outlook that centers of diversity and inclusion.
5. Ascertain knowledge and apply critical thinking to course content to create a more tolerant and inclusive view of the world we live in.

Evaluation Criteria:

I. Writing Assignments (30%): LOW STAKES WRITING ASSIGNMENTS #1-15

All writing assignments must be uploaded onto Blackboard the day BEFORE the lecture in class. This class is a seminar class, which means it is heavily based on reading the assigned chapters and engaging in class discussions. There will be numerous writing assignments that will be based on the readings so it is imperative that you read the assigned readings before coming to class. The success of this class depends on sharing your thoughts and reflections on the readings, participating in class discussions, writing your thoughts down on paper, and creating a respectful dialogue with your classmates. Please note that BOTH a hard copy is to be handed in during class AND an electronic copy is to be uploaded to Blackboard by the end of the due date if you wish to get credit for the assignment. Please upload pictures onto Blackboard with the name of the assignment and your name in the subject heading. All written work must be typed with a 12 point, Times New Roman font and 1" margins, and proofread carefully. The highest grade for each reaction paper is 2 out of 2 and completion of all the required writing assignments will be worth a total of 30% of your final grade. One point will be deducted for each day your paper is late so please be mindful of due dates.

II. Exams (30%):

There will be 4 multiple choice exams based on the readings and class discussions. Please come prepared with two #2 pencils. There will be NO make up exams so please make sure you show up for each exam. I will drop your lowest grade. Each exam will be worth 10%, making all three exams worth a total of 30% of your final grade.

III. Group Presentation (20%):

Students will be working in small groups to present an oral presentation based on any one of the topics covered this semester and how it relates to immigrants. You are free to use whatever medium your group agrees on. You may use short video clips, photo slideshows, PowerPoint or Prezi presentations. A short outline describing what you are working on will be due a month prior to the due date of this assignment and you will give a 15 to 20-minute presentation on your topic. The goal of this presentation is to extend what you have learned this semester to your chosen topic.

IV. Final Paper (20%): HIGH STAKES WRITING ASSIGNMENT #1

Your final paper will consist of a 6-10 page typewritten paper, 1-inch margins, Times New Roman font of 12 to be handed in on the day of our scheduled final.

The essay question will be "Choose 3 of the topics we covered this semester and discuss how they have made an impact on you." This is a formally written paper so I will be more stringent on your use of grammar and proper punctuation. One requirement of this paper will be that you must provide proof that you took it to Kingsborough's Center for Academic Writing Success (CAWS) which is located in the library in L-219. The final paper will be graded on 5 aspects that are worth 4 points each: (1) content, (2) incorporation of the 3 topics, (3) grammar/punctuation, (4) ability to follow directions, and (5) providing proof that it was taken to CAWS.

Sample Syllabus for PSY 4100: The Psychology of Immigration

Week	Topic	Assigned Readings & in-class activities
1	What have we learned about the psychology of immigration?	Reading: The Psychology of Immigration in a New Country Low Stakes Writing Assignment #1: Write down three things you learned about immigration that you did not know before reading this document and summarize each item in a paragraph.
2	What does it mean to be American?	Read: Excerpts from Cathy J. Schlund-Vials, Linda Trinh V6, and K. Scott Wong, eds., Keywords for Asian American Studies (NYU Press, 2015) — "Introduction" (pp. 1-5), "Postcolonialism" (pp. 195-97) "Immigration" (pp. 128-33) Low Stakes Writing Assignment #2: Write a one-page essay that answers the question, what does it mean to be American? Be sure to integrate the readings of the keywords above. Group assignment: Exchange your written response with the person to your left. Read their response and on that same sheet of paper answer: 1. How is this person's definition similar to mine? 2. How is this person's definition different from mine?
3	What is a residential school?	Watch: Stolen Children Residential School survivors speak out Low Stakes Writing Assignment #3: Write down 3 facts that you learned that you did not know beforehand and answer how are the experiences of these students related to the lives of immigrants?
4	The Model Minority	Read: Excerpt from Pew Research Center, "The Rise of Asian Americans" (2012/2013) — Overview Read: Responses to the Pew report from the Asian American and Pacific Islander Policy Research Consortium and the Association for Asian American Studies Low Stakes Writing Assignment #4: What do these readings teach us about the Model

Week	Topic	Assigned Readings & in-class activities
		Minority Myth? Identify what are the drawbacks to believing in the Model Minority Myth and suggest 2 ways to combat those drawbacks.
5	Immigration on the Asian family structure	Read: Chinese-American Children Sent to Live with Kin Abroad Face a Tough Return Watch: The Confusing Lives of Chinese-American 'Satellite Babies' Low Stakes Writing Assignment #5: Why do satellite children exhibit behavioral problems in the classroom? What reasons (list at least 2) would parents have to have satellite babies? What resources can help these families?
6	Mental health awareness & intergenerational trauma among immigrants	Visit Mekong NYC's website and find 2 ways this organization is helping immigrants with mental illness? Low Stakes Writing Assignment #6: Please find at least 2 resources in your community that can help individuals in your community who suffer from mental illness and describe what they are doing to help your community.
7	How is food related to immigration?	Read: Cathy J. Schlund-Vials, Linda Trinh Võ, and K. Scott Wong, eds., Keywords for Asian American Studies (NYU Press, 2015) — "Culture" (pp. 41-44) and "Food" (pp. 95-97) Low Stakes Writing Assignment #7: Take 3 pictures of foods that represent your culture and write a short paragraph describing each food, why you like/dislike it, what is its cultural significance. We will be sampling some Asian snacks.
8	Migrant workers & parenting challenges	Read: Rachel Aviv, "The Cost of Caring," New Yorker, April 11, 2016. Watch: Last Train Home Low Stakes Writing assignment #8: Why does the daughter exhibit anger towards her parents? Who is correct in this movie? The parents or the children? Low Stakes Writing Assignment #9: Write down 3 things you learned that you did not know before you read this article. How has this article changed the way you view caregiving?
9	Citizenship – End of the journey?	Excerpts from Cathy J. Schlund-Vials, Linda Trinh Võ, and K. Scott Wong, eds., Keywords for Asian American Studies (NYU Press, 2015) — "Citizenship" (pp. 20-24) Low Stakes Writing assignment #10: Writing assignment: Describe what it means to gain U.S. citizenship or what does it mean to be a U.S. citizen.
10	Negotiating a sense of belonging	Assignment: Visit your neighborhood and take 1 photograph of a place that make you feel welcomed and another picture of a place that makes you feel unwelcomed. Low Stakes Writing assignment #11: Work in your group and discuss your rationale for those feelings. Working in your group, create a list of commonalities that make one feel safe and a list of commonalities that would make one feel unsafe. Be prepared to explain

Week	Topic	Assigned Readings & in-class activities
		why they elicit certain feelings in you.
11	Xenophobia & the immigration experience	<p>Watch: Xenophobia Since 9/11: A Primer by Deepa Iyer</p> <p>Low Stakes Writing assignment #12: Writing assignment: What is xenophobia and how does it affect how we view immigrants? Please include 2 examples of xenophobia you or someone close to you have experienced.</p> <p>Reading: Excerpts from Deepa Iyer, <i>We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future</i> (New Press, 2015) "Chapter 7: Ferguson is Everywhere" (pp. 141-155)</p> <p>Low Stakes Writing assignment #13: What was the overall message in this chapter? Include 2 things you did not know before reading this chapter.</p>
12	Black Lives Matter and the immigration experience	<p>Reading: Excerpts from Deepa Iyer, <i>We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future</i> (New Press, 2015) "Chapter 7: Ferguson is Everywhere" (pp. 141-155)</p> <p>Low Stakes Writing assignment #14: Why is it important for minorities to support the Black Lives Matter movement? Please include 2 reasons in your writing.</p> <p>Low Stakes Writing assignment #15: What was the overall message in this chapter? Include 2 things you did not know before reading this chapter.</p>
Finals		Final Paper (HIGH STAKES WRITING ASSIGNMENT #1) due

Request for Civic Engagement (CE) Credit

Name Catherine Ma Date: 2/18/19

Department / Office: Behavioral Sciences & Human Services

Course Number and Name: PSY 4100 - The Psychology of Immigration

1. Civic Engagement Domain and how it is fulfilled

Referring to the Civic Engagement Rubric, choose at least one (1) CE domain and learning outcome(s), and describe the specific assignment(s) that will be used to address the outcomes.

Civic Engagement Domain (select at least one domain)	Working Definition	Course Embedded Learning Outcomes (syllabus designation)	Assignment/Assessment Activities
<input type="checkbox"/> Political Knowledge	Fundamental understanding of the structures and processes by which laws and policies are created	<input type="checkbox"/> Demonstrates understanding of how the process, principles, and structure of governments and political institutions affect individuals in society. <input type="checkbox"/> Examines the importance of key historical struggles and social movements that sought/seek to encourage change.	May be met by multiple measures. How does this assignment/activity address the Political Knowledge domain? How does it contribute to the overall mission of Civic Engagement and the required reflective essay?

<input type="checkbox"/> Civic Knowledge	<p>Understanding of the diverse forces that shape political systems and civic life</p>	<input type="checkbox"/> Connects knowledge from one's own academic study/field/discipline to civic engagement <input type="checkbox"/> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief or other forms of social differentiation play in world culture or societies	<p>May be met by multiple measures. How does this assignment/activity address the Civic Knowledge domain? How does it contribute to the overall mission of Civic Engagement and the required reflective essay?</p>
<input checked="" type="checkbox"/> Social Responsibility	<p>Framework of obligations and actions by individuals or organizations in the interest of working towards an equitable society</p>	<input type="checkbox"/> Recognizes that different attitudes and beliefs are as valuable as one's own.	<p>May be met by multiple measures. How does this assignment/activity address the Social Responsibility domain? How does it contribute to the overall mission of Civic Engagement and the required reflective essay?</p> <p>This assignment addresses the Social Responsibility domain by teaching students how to critically analyze readings and videos that expand their understanding of how race, ethnicity, class, and language diversity affect the lives of immigrants and communities of color.</p>

		<input checked="" type="checkbox"/> Examines the importance of behaving ethically and with due sensitivity towards social, cultural, economic, environmental, and academic issues. <input type="checkbox"/> Understands the individual's role in working towards equity	Students who have completed this course have become more aware of: (1) the challenges of new immigrants, (2) their own privilege as American citizens, (3) ways to become more tolerant of differences, (4) how to embrace and value diversity in working towards a more equitable society. In this course, students learn the importance of working towards a more equitable society that is sensitive to the needs of all. The contribution to the overall mission of Civic Engagement for this course will be to dispel myths, remind and educate students of their ties with immigration and immigrants in a manner that fosters critical thinking and a sense of social responsibility to create a more equitable society.
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2. Reflective Essay

All Civic Engagement Experiences must incorporate a reflective essay, assessing students' perspectives after completing this work, to be written near the end of the class, following the event, or upon completion of the project. The following components must be included in the reflective essay; others may be added.

1. *Briefly describe how your class/activity addressed political knowledge, civic knowledge, and/or social responsibility. You may reference an assignment, class discussion, and/or project in your answer.*
2. *Explain how the course/activity expanded your understanding of political knowledge, civic knowledge, and/or social responsibility.*
3. *Thinking about your course/activity and the information presented about political knowledge, civic knowledge and/or social responsibility, how could you use this information to improve your community, address social problems, or promote equity?*

3. Course syllabus

Attach the course syllabus with the inclusion of the CE learning outcome(s) and the relevant assignment(s).

4. Approval of Department Chair

Chair Signature Michael V. Munda Date 2/21/19

Catherine Ma

Request for Civic Engagement Credit for PSY 4100 – The Psychology of Immigration

The course I am requesting to be Civic Engagement Certified is PSY 4100 – The Psychology of Immigration and the Civic Engagement domain I am focusing on is Social Responsibility. This course is structured to teach students how to critically analyze readings and videos that expand their understanding of how race, ethnicity, class, and language diversity affects the lives of immigrants and communities of color. Students who have completed this course have become more aware of: (1) the challenges of new immigrants, (2) their own privilege as American citizens, (3) ways to become more tolerant of differences, (4) how to embrace and value diversity in working towards a more equitable society. In this course, students learn the importance of working towards a more equitable society that is sensitive to the needs of all. The contribution to the overall mission of Civic Engagement for this course will be to dispel myths, remind and educate students of their ties with immigration and immigrants in a manner that fosters critical thinking and a sense of social responsibility to create a more equitable society.

Reflective Essay:

1. The Civic Engagement assignment to address the Social Responsibility domain will comprise of three parts that focus on teaching students about systemic racism, the role of the Black Lives Matter movement in understanding: 1) the racial hierarchy that posits that Black people are at the lowest rung of the hierarchy, 2) how xenophobia and the resultant negative effects of 9/11 have impacted the Muslim populating residing in America, and 3) how to support mental health awareness among immigrants that include the use of culture to mitigate the detrimental effects of intergenerational trauma. Each of these three facets will entail writing prompts to assess learning outcomes of the aforementioned topics.

2. This section describes how the reading and video requirements will expand students' understanding of the civic knowledge and social responsibility aspects. The first part will require students to read Deepa Iyer's chapter, "Ferguson is Everywhere" from her book, *We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future* (New Press, 2015). This chapter highlights the role of systemic racism and the value of supporting the Black Lives Matter movement by identifying the racial hierarchy where brown and Black people fall upon the lowest rung and thus, being the most vulnerable group. According to Iyer, "when Black lives actually matter, when Black people are not seen as disposable commodities, then all lives truly matter. In other words, when Black people who are at the bottom of America's divisive racial ladder are free, it will be impossible for systems and policies to engage in discrimination and racism against other communities of color." The writing prompt for this chapter will ask students to describe the overall message of the reading and include 2 things they did not know before reading this chapter. This prompt will help students focus on the intersectionality between systemic racism, the social hierarchy of race and misconceptions of the Black Lives Matter movement. Many individuals still hold negative connotations of this movement as they reply with statements such as, "All Lives Matter", "Blue Lives Matter" or "White Lives Matter" whenever they come across the Black Lives Matter movement. Iyer's chapter provides a concise explanation of the value of Black Lives Matter where brown and black lives are currently at the lowest rung of the racial hierarchy and only when the lives of those who are the most vulnerable truly matter, that is only when all lives will matter.

The second part will require students to watch Iyer's talk, "Xenophobia Since 9/11:

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A Primer” that was posted by the Asian American Writers' Workshop on January 25, 2017 (<https://www.youtube.com/watch?v=PvTv0viiTrQ>) to teach students about the fear and distrust of racial and ethnic groups that are perceived to be foreign or strange. This video will teach students how one tragic incident negatively impacted the lives of all Muslim individuals living in the United States and how the stereotypes of terrorists have been so robust and resistant to change. The writing prompt for this video will ask students to define what is xenophobia and how does it affect how we view immigrants. Student will be asked to include one example of xenophobia they have or someone close to them has experienced. This writing prompt will help students tie what they have read and watched with regards to systemic racism and the xenophobic views of Muslim individuals post 9/11 to their personal experiences. Making the link between abstract concepts and real life experiences is an excellent example of experiential learning.

3. In this last part, students will use the information gained through Mekong NYC’s website (<http://mekongnyc.org/home/>) to improve their community, address social problems and promote equity. Students will be asked to visit Mekong NYC’s website (<http://mekongnyc.org/home/>) which aims to help South East Asian immigrants by providing mental health services, empower immigrants to organize community members and coordinating campaigns, and preserve Southeast Asian culture and language by building local leadership, strengthening intergenerational connections, arts education, and cultural programming. This organization offers an excellent example of how regular individuals can come together as a community to use culture as a way to (1) destigmatize mental illness, (2) cope with trauma, and (3) establish connections between the older and younger generations. The writing prompt will ask students to find at least 2 resources in **their** community that can

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help individuals who suffer from mental illness and describe what each organization is doing to help their community members. A continual compilation of these resources throughout the semesters can be used to create a list of resources that can be given to students in our Student Union and Intercultural Center as a means to foster social responsibility where students benefit from helping other students and the community around them.

The use of these three assignments provides a complex scaffold in which students build upon each assignment to broaden their understanding of systemic racism, the social hierarchy in race, misconceptions about the Black Lives Matter movement, the origins of xenophobia to give them a solid foundation upon to critique how race, ethnicity, class, and language diversity affects the lives of immigrants and people of color. By learning about systemic racism and xenophobia, these assignments will contribute to the overall mission of Civic Engagement by helping students understand the intersectionality of these elements, recognize the value of diversity in becoming more culturally sensitive and competent, identify and dismantle the underlying forces that contribute to this form of discrimination, reflect on their own behaviors that contribute to these systems of oppression, and be more cognizant of ways they can work towards a equitable society.