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PSY 321 The Psychology of Immigration and Acculturation Syllabus

Marjorine Henriquez-Castillo
CUNY Lehman College, Marjorine.Castillo@lehman.cuny.edu

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PSYCHOLOGY 321

THE PSYCHOLOGY OF IMMIGRATION AND ACCULTURATION

SPRING 2025

LEHMAN COLLEGE | CUNY



INSTRUCTOR: Dr. Marjorine Henriquez-Castillo
EMAIL: Marjorine.Castillo@Lehman.cuny.edu
OFFICE HOURS: Wednesdays, 3-4PM
Appointment: Navigate (click here)
In Person: Gillet Hall- 004
Zoom: https://lehman-cuny-edu.zoom.us/j/7875655808

DAYS
Mondays and Wednesdays

TIME
1:30pm - 2:45pm ET

ROOM
Gillet Hall-123

DESCRIPTION

This course is all about understanding how immigration (moving to a new country) and acculturation (adapting to a different culture) shape who we are. Together, we'll explore the history, theories, policies, and research surrounding these processes, focusing on how they influence the physical and mental development of individuals and communities in the U.S. By the end of the course, you'll have a deeper understanding of how these experiences impact both you and the world around you. Please note that some topics may evoke strong emotions or memories, especially given the current political climate. If at any point you feel uncomfortable or need support, reach out to me. I have a lot of resources to share. I look forward to learning with you and hope you enjoy the experience!

TEXTBOOK

There is no required textbook for this course. Instead, we'll use a mix of journal articles, readings, and multimedia. All will be provided.

WEEKLY TOPICS

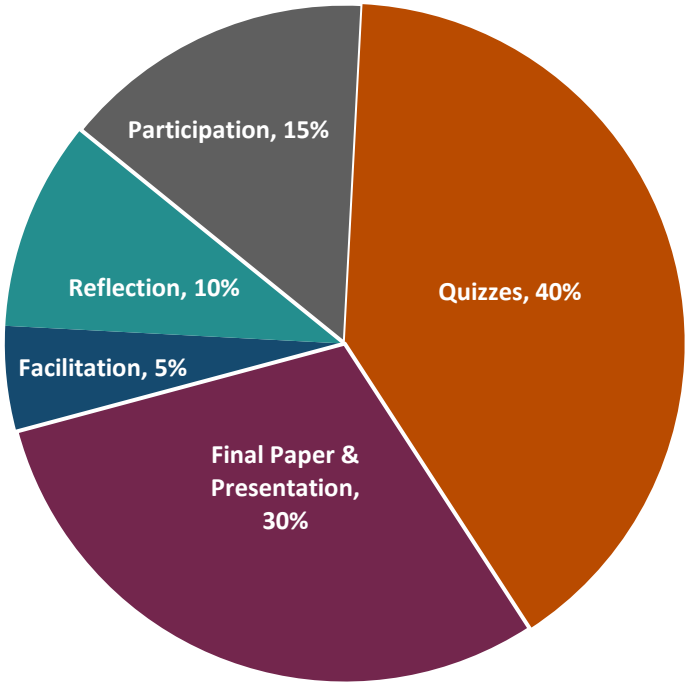
1	2	3	4	5	6-7	8-10	11-12	13	14	15
SYLLABUS	HISTORY & POLICY	RESEARCH METHODS	THE SYSTEM	MIGRANT GROUPS	AGE GROUPS	RACIAL & ETHNIC GROUPS	INTERSECTIONALITY	SES & GENDER	SEXUAL ORIENTATION & RELIGION	CIVIC ENGAGEMENT

LEARNING OBJECTIVES

By the end of the course, you will be assessed on your ability to:

1. Explain the key psychological theories and research that are relevant to immigration and acculturation experiences.
2. Demonstrate understanding of the historical, social, economic, and political factors that influence immigration policies and their impact on immigrants' and their families' mental and physical health.
3. Critically evaluate their own assumptions, biases, and prejudices about different groups and demonstrate the skills needed to work effectively with immigrants and other diverse populations.
4. Apply theories and research findings to real-world scenarios.
5. Identify psychological concepts related to immigration and acculturation portrayed in the media.

GRADING



NACE CAREER COMPETENCIES (SKILLS YOU WILL PRACTICE)

- Career & Self Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

ASSIGNMENTS

	Assignment	Points
	**Facilitation**: At the start of the course, you'll choose one day to co-facilitate a class with me based on the assigned reading for that day. I'll begin with an overview of the reading, and your role as a facilitator will be to bring in real-world examples, questions, or materials that connect to the psychological theories and research findings discussed in the reading. You will submit a brief paragraph describing your activity to be graded.	5
	**Reflection**: In a 500-word short essay, you will reflect on how cultural factors and experiences shape people's perspectives and may contribute to implicit biases toward one's own cultural group or others. Discuss how the concepts and ideas from this course can support the development of cultural competency. You are welcome to reflect in general terms, focusing on societal or group-level influences, rather than sharing personal experiences. Be sure to incorporate insights from at least two course readings to support your reflection.	10
	**Participation**: Active participation and engagement are essential for you to get the most out of this course. This means coming to class prepared by completing readings in advance, sharing your thoughts, asking questions, collaborating during group work, actively listening to others, and staying fully present and focused in each class session.	15
	**Quizzes**: Four quizzes will assess your understanding of the material, with each quiz focusing on a specific topic: research and types of immigrants, ethnic/racial/cultural groups, developmental stages, and intersectionality. The quizzes will consist of 10-15 multiple-choice questions and will be administered through Blackboard.	40
	**Final Paper (25) & Presentation (5)**: For your final paper, you'll have the chance to engage with the course material in a way that resonates with you while demonstrating your understanding of the psychological aspects of immigration and acculturation. In a 1000-word essay, choose one of the options below to analyze, reflect, or create something meaningful. Connect your work to at least four peer-reviewed articles from the course readings. The paper will be completed in steps, allowing me to provide feedback along the way, and I will share examples to guide you. After finishing your paper, you'll prepare a 5–10-minute presentation to share your insights using a format of your choice, such as a PowerPoint, poster, or other creative approach. • **Case Study:** Analyze an individual's (real or fictional) immigration or acculturation experience through the lens of course readings. Discuss how cultural, social, and psychological factors influence their experience. This is an opportunity to deepen your understanding, not to propose treatments or policy solutions. • **Cultural Artifact:** Imagine you are asked to present a cultural artifact—such as a recipe, story, poem, artwork, object, or tradition—that represents your (or someone else's) acculturation experience. Your analysis should link the artifact to course concepts and use scientific evidence to explain its relevance to the acculturation process. • **Media Analysis:** Choose a media piece—such as a song, movie, video, news article, social media hashtag, or image—and analyze how it portrays immigration or acculturation experiences. • **Campaign:** Develop an acculturation awareness campaign using digital content (e.g., 1 page poster series, social media posts, 2 minute video) that raises awareness about the psychological aspects of acculturation or challenges faced by immigrant communities. • **Training:** Design a brief "1hr" training program for Human Resources professionals that focuses on supporting employees navigating the acculturation process and promoting inclusion in the workplace. Your plan should equip HR professionals with practical tools and strategies to address the needs of a culturally diverse workforce. • **Resource:** Create a visually engaging infographic or resource guide to support families or individuals navigating the acculturation process. Focus on a key concept from the course and include practical tips for cultural adaptation or addressing acculturation-related challenges. • **Policy Evaluation:** Analyze an aspect of an immigration or acculturation policy (e.g., family separation, language integration programs, refugee resettlement procedure) and its psychological impact on individuals or communities. • **Other:** Get creative! Propose a unique project that applies course knowledge to a real-world context. Your proposal must include a brief explanation of how it connects to course concepts and integrates the required readings.	30
	[*ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH BLACKBOARD*] **Extra Credit Opportunities will be provided on Blackboard.**	100

CALENDAR

SPRING 2025

* Assignments will be due on Wednesday of the week listed *

Week	Mondays	Wednesdays	Assignment	Facilitator
1	01/27 Syllabus	01/29 No Class		
2	02/03 History (American Psychological Association, 2024)	02/05 Policy (Ballard et al., 2019a)		
3	02/10 The System (Gelatt, 2019)	02/12 College Closed		
4	02/18 (Tuesday) Research (Sam, 2024)	02/19 Sojourners (Sussman, 2002)	Paper Topic	
5	02/24 Refugee Families (Ballard et al., 2019b)	02/26 Undocumented Migrants (Mallet-García & García-Bedolla, 2021)	Quiz #1	
	03/03 Children (Andrade et al., 2023)	03/05 Adolescents (Li & Goldman, 2024)		
7	03/10 Young Adults (Lerias et al., 2025)	03/12 Older Adults (Hawkins et al., 2022)	Quiz #2	
8	03/17 Hispanic Americans (Valdivieso-Mora et al., 2016)	03/19 Asian Americans (Kim & Gorman, 2021)	Paper Outline	
9	03/24 African Migrants (Deslandes et al., 2024) African Americans (Mills et al., 2017)	03/26 Native Americans (Ehlers et al., 2022)		
10	03/31 No Classes	04/02 White Americans (Moffitt & Rogers, 2022)	Quiz#3	
11	04/07 Intersectionality (Savaş et al., 2021)	04/09 Intergenerational (Harris & Chen, 2023)	Paper Draft	
12	Spring Break: 4/12 - 4/20			
13	04/21 Socioeconomic Status (Lutsey et al., 2008)	04/23 Gender (Stache, 2024)		
14	04/28 Sexual Orientation (Franco, 2021)	04/30 Religion (Cartwright, 2017)	Quiz#4	
15	05/05 Civic Engagement (Tucker & Santiago, 2013)	05/07 Presentation Workshop	Reflection	
16	05/12 Student Presentations	05/14 Student Presentations	Final Paper & Presentation	

READING LIST

1. American Psychological Association. (2024, August). *Psychological science and immigration today*. Https://Www.Apa.Org. https://www.apa.org/pubs/reports/psychological-science-immigration-today-2024
2. Andrade, A. S., Roca, J. S., & Pérez, S. R. (2023). Children's emotional and behavioral response following a migration: A scoping review. *Journal of Migration and Health*, *7*, 100176. https://doi.org/10.1016/j.jmh.2023.100176
3. Ballard, C. with equal contribution by J., Wieling, E., Solheim, C., & Dwanyen, and L. (2019a). *1.1 Immigration Policy*. https://open.lib.umn.edu/immigrantfamilies/chapter/1-1-immigration-policy/
4. Ballard, C. with equal contribution by J., Wieling, E., Solheim, C., & Dwanyen, and L. (2019b). *Chapter 2: From There to Here: The Journey of Refugee Families to the United States*. https://open.lib.umn.edu/immigrantfamilies/part/chapter-2-from-there-to-here-the-journey-of-refugee-families-to-the-united-states/
5. Cartwright, K. (2017). RELIGION AND HEALTH OF U.S. IMMIGRANT ELDERS: ACCULTURATION, SOCIAL SUPPORT AND HEALTH BEHAVIOR BUFFERS. *Innovation in Aging*, *1*(suppl_1), 676. https://doi.org/10.1093/geroni/igx004.2406
6. Deslandes, C., Kaufmann, L. M., & Anderson, J. R. (2024). The relationship between acculturation and relevant correlates for Sub-Saharan and North African-born migrants: A meta-analytic review. *International Journal of Intercultural Relations*, *98*, 101928. https://doi.org/10.1016/j.ijintrel.2023.101928
7. Ehlers, C. L., Yehuda, R., Gilder, D. A., Bernert, R., & Karriker-Jaffe, K. J. (2022). Trauma, Historical Trauma, PTSD and Suicide in an American Indian Community Sample. *Journal of Psychiatric Research*, *156*, 214–220. https://doi.org/10.1016/j.jpsychires.2022.10.012
8. Franco, D. (2021). Creating Safe Schools for LGBTQIA+ Displaced Migrant Youth: A Journey Towards Anti-Oppressive Pedagogy. *International Journal of Progressive Education*, *17*(2), 228–239. https://doi.org/10.29329/ijpe.2021.332.14
9. Gelatt, J. (2019, April 26). *Explainer: How the U.S. Legal Immigration System Works*. Migrationpolicy.Org. https://www.migrationpolicy.org/content/explainer-how-us-legal-immigration-system-works
10. Harris, K. M., & Chen, P. (2023). The acculturation gap of parent–child relationships in immigrant families: A national study. *Family Relations*, *72*(4), 1748–1772. https://doi.org/10.1111/fare.12760
11. Hawkins, M. M., Holliday, D. D., Weinhardt, L. S., Florsheim, P., Ngui, E., & AbuZahra, T. (2022). Barriers and facilitators of health among older adult immigrants in the United States: An integrative review of 20 years of literature. *BMC Public Health*, *22*, 755. https://doi.org/10.1186/s12889-022-13042-x
12. Lerias, D., Ziaian, T., Miller, E., Arthur, N., Augoustinos, M., & Pir, T. (2025). The Role of Acculturative Stress on the Mental Health of Immigrant Youth: A Scoping Literature Review. *Community Mental Health Journal*, *61*(3), 462–491. https://doi.org/10.1007/s10597-024-01351-x
13. Li, Y., & Goldman, A. W. (2024). Acculturation, Depressive Symptoms, and Friendship Instability among Immigrant Adolescents. *Society and Mental Health*, 21568693231221513. https://doi.org/10.1177/21568693231221513
14. Lutsey, P. L., Diez Roux, A. V., Jacobs, D. R., Burke, G. L., Harman, J., Shea, S., & Folsom, A. R. (2008). Associations of Acculturation and Socioeconomic Status With Subclinical Cardiovascular Disease in the Multi-Ethnic Study of Atherosclerosis. *American Journal of Public Health*, *98*(11), 1963–1970. https://doi.org/10.2105/AJPH.2007.123844
15. Mallet-García, M. L., & García-Bedolla, L. (2021). Immigration Policy and Belonging: Ramifications for DACA Recipients' Sense of Belonging. *American Behavioral Scientist*, *65*(9), 1165–1179. https://doi.org/10.1177/0002764221996777
16. Mills, S. D., Fox, R. S., Gholizadeh, S., Klonoff, E. A., & Malcarne, V. L. (2017). Acculturation and Health Behaviors Among African Americans: A Systematic Review. *Journal of Cross-Cultural Psychology*, *48*(7), 1073–1097. https://doi.org/10.1177/0022022117717029
17. Moffitt, U., & Rogers, L. O. (2022). Studying Ethnic-Racial Identity among White Youth: White Supremacy as a Developmental Context. *Journal of Research on Adolescence*, *32*(3), 815–828. https://doi.org/10.1111/jora.12762
18. Sam, D. L. (2024). 50+ years of psychological acculturation research: Progress and challenges. *International Journal of Intercultural Relations*, *103*, 102076. https://doi.org/10.1016/j.ijintrel.2024.102076
19. Savaş, Ö., Greenwood, R. M., Blankenship, B. T., Stewart, A. J., & Deaux, K. (2021). All Immigrants Are Not Alike: Intersectionality Matters in Views of Immigrant Groups. *Journal of Social and Political Psychology*, *9*(1), Article 1. https://doi.org/10.5964/jspp.5575
20. Stache, R. (2024). Are Women the "Keepers of the Culture"? A Study on the Gender-Specific Transmission and Development of Mainstream and Ethnic Identities using Latent Growth Curve Models. *Journal of International Migration and Integration*, *25*(1), 223–255. https://doi.org/10.1007/s12134-023-01070-4
21. Sussman, N. M. (2002). Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions. *Online Readings in Psychology and Culture*, *8*(1). https://doi.org/10.9707/2307-0919.1067
22. Tucker, C. M., & Santiago, A. M. (2013). The Role of Acculturation in the Civic Engagement of Latino Immigrants. *Advances in Social Work*, *14*(1), 178–205. https://doi.org/10.18060/3750
23. Valdivieso-Mora, E., Peet, C. L., Garnier-Villarreal, M., Salazar-Villanea, M., & Johnson, D. K. (2016). A Systematic Review of the Relationship between Familism and Mental Health Outcomes in Latino Population. *Frontiers in Psychology*, *7*. https://doi.org/10.3389/fpsyg.2016.01632

STUDENT EXPECTATIONS

COUSE WORK

You are expected to stay on top of the readings in the syllabus to actively participate in our class discussions and activities. If you miss a class, please reach out to classmates for notes or review the PowerPoint slides for guidance.

Assignments should be submitted by the deadlines, but if you need extra time, let me know in advance, and we can discuss an extension. Late assignments may be accepted at my discretion, with a 1-point penalty per day.

Feedback on written assignments will be provided within 1-2 weeks to help you stay on track. Any changes to due dates will be communicated to the class and updated in the syllabus—no surprises!

ATTENDANCE AND LATENESS

Regular attendance and punctuality are essential for your success in this course. We'll often collaborate in pairs or groups, so your presence and contributions matter.

If you need to miss a class for any reason, including emergencies, illness, or a mental health day, it is your choice to take that time. However, to ensure fairness to all students, there are no excused absences.

Arriving late (over 30 minutes) or leaving early (over 30 minutes) will negatively impact your grade. Missing more than 75% of classes, regardless of the reason, will result in failing the course.

CONTACTING ME

Before emailing, please check the syllabus for answers to course content questions. If you have urgent concerns not covered in class or the syllabus, feel free to email me. Include the course number in the subject line for a faster response.

USE OF BLACKBOARD

Blackboard is your go-to for course materials, assignments, announcements, and emails. Make sure you're enrolled, and your Lehman email is active to stay connected.

CAMERA USE

This class is in person, but if we need to move online, we will use Zoom. Your video must remain on for the entire class, otherwise you will be marked absent. Students are expected to be respectful and not comment on anyone's camera background.

COURSE WITHDRAWAL

If you need to withdraw from this course, the deadline to do so with a grade of "W" is **04/01/2025**. Before making this decision, consider reaching out to discuss any challenges you may be facing. You can also consult the Academic Calendar for other important dates or review the Academic Standards FAQs for more details on withdrawal policies.

CLASSROOM CONDUCT

This class is a space for learning and understanding each other on a deeper level. You are expected to approach discussions with curiosity, analyze ideas thoughtfully, and respect different perspectives. Ask questions, challenge assumptions, and engage deeply with the material and each other.

What's shared in class should stay within the group. If anything feels uncomfortable, please let me know—I'm here to support you. Together, we can create a space where everyone feels safe and comfortable expressing themselves.



DEVICE USE

Laptops, phones, and tablets are allowed for note-taking and approved learning activities. Please avoid using them for unrelated tasks to keep the class focused. If you need to make a phone call, step into the hallway. If device use or calls disrupt the class, I may ask you to stop using them during sessions.

FOOD

Food is allowed in class, especially if it helps you stay focused, but please considerate- keep it neat and distraction-free.

ACADEMIC INTEGRITY

It's your responsibility to complete work honestly, properly cite sources, and respect others' intellectual property. Lehman College strictly prohibits academic dishonesty, including plagiarism, cheating, and falsification.

Please review Lehman College's academic integrity policy for detailed guidance on citation and research ethics: Academic Integrity Policy.

Violations will result in a zero on the assignment.

AI STATEMENT

AI programs can be helpful for writing tasks like editing, brainstorming, or organizing ideas, but they are not a substitute for your creativity, originality, or critical thinking. Writing is a skill that develops as you build your unique voice, and the goal is to enhance your learning—not replace it.

In this class, you're welcome to use AI tools for support, but they must not complete your assignments for you. If you use AI, be transparent and cite it as you would any other resource.

Submitting work generated by AI will result in an automatic zero.

CAMPUS RESOURCES

LEHMAN COLLEGE | CUNY

Download the FREE Lehman College app for an interactive map!

DIRECTORY

- **Academic Advisement** — Shuster Hall
- **Admissions** — Shuster Hall
- **Adult Degree Program** — Carman Hall
- **Alumni Office** — Shuster Hall
- **Art Gallery** — Fine Arts Building
- **Athletic Center** — APEX
- **Basic Needs Center** — Old Gym Building
- **BronxNet** — Carman Hall
- **Bursar** — Shuster Hall
- **Campus Life** — Student Life Building
- **Career Exploration & Development Center** — Shuster Hall
- **Counseling Center** — Old Gym Building
- **East and Faculty Dining Rooms** — Music Building
- **Financial Aid** — Shuster Hall
- **Food Bank** — Old Gym Building
- **Human Resources** — Shuster Hall
- **Institutional Advancement** — Shuster Hall
- **IT Help Desk** — Carman Hall
- **Lovinger Theater (Lehman Stages)** — Speech and Theatre Building
- **Photo ID Center** — Shuster Hall
- **Public Safety** — APEX/Gate 5
- **Recital Hall (MU 330)** — Music Building
- **Registrar** — Shuster Hall
- **Student Disability Services** — Shuster Hall
- **Student Health Center** — Old Gym Building
- **Studio Theatre (Lehman Stages)** — Speech and Theatre Building
- **Student Government Association** — Student Life Building
- **Tutoring Center** — Old Gym Building



LIST OF RESOURCES

	Resource	Description	Location	Phone #	Email	Website
	Access and Accommodations for Students with Disabilities	If you need course adaptations or accommodation for a disability, contact the instructor promptly. Students are encouraged to register with the Office of Student Disability Services, which ensures equal access under the ADA and Section 504 of the Rehabilitation Act. For assistance, reach out to the Office of Student Disability Services.	Shuster Hall, room 238	718-960-8441	disability.services@lehman.cuny.edu	https://www.lehman.edu/student-disability-services/
	Community Engagement	Lehman College provides students with general services, immigration services, and disaster relief efforts. Please visit the website for more information.				https://www.lehman.edu/student-affairs/community-engagement/community-resources.php
	Counseling Center	Lehman College's Counseling Center assists students with emotional, developmental, and psychological concerns that may be affecting their personal and academic growth. The Counseling Center is a safe place for students to talk about any concerns they may have. In addition to being available for crisis intervention, they offer individual and group counseling sessions. They also run workshops in study skills and stress reduction as well as doing individual coaching sessions. They administer a self-assessment tool to help students see where they might be falling short on specific strategies needed for academic success.	Lehman College (Old Gym Bldg. Rm 114)	718-960-8761	counseling.center@lehman.cuny.edu	http://www.lehman.edu/counseling-center/
	The Lehman College Academic Center for Excellence (ACE) and The Science Learning Center (SLC)	Students must demonstrate consistently satisfactory writing proficiency in coursework. You are encouraged to have papers proofread and seek tutoring services when needed. The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their websites.		ACE at 718-960-8175, and the SLC at 718-960-7707.		http://www.lehman.edu/issp
	Student Health Center	The Student Health Center deals with more than just on-campus accidents or emergencies. They offer everything from annual physicals to blood tests to low-cost prescription drugs (including antibiotics, birth control, inhalers) and over-the-counter drugs (including allergy pills, pain killers, and Plan B emergency contraction). They also have clinics to help you sign up for healthcare.	Old Gym Building Room B008.	718-960-8900	med.requirements@lehman.cuny.edu	https://www.lehman.edu/student-health-center/
	Lehman's Food Bank	The food bank provides ingredients to make healthy meals to any Lehman students who need help. Students must make an appointment online and bring their Lehman IDs and own bags. If students cannot come at the times the pantry is normally open, they should email.	Old Gym Building Room	718-960-8535	food.bank@lehman.cuny.edu	https://lehman.edu/student-leadership/lehman-food-bank.php
	Micro-Grants for Student Emergencies	Lehman manages a small Micro Grant Program, which may be able to help Lehman students get through financial hardships and emergencies. Funds are administered through the Office of Student Affairs Warning: Funds are limited and they sometimes run out in any given year.	Shuster 204	718-960-8241		https://www.lehman.edu/emergency-grants/
	The Career Exploration and Development Center (CEDC)	Formerly Career Services. Students can take assessments to identify strengths and interests which suggest different occupations. They can explore what one can do with this major. Particularly if you are not planning on going to graduate school or if you want to work for a while before pursuing a graduate degree. The office sponsors workshops in how to write a resume, how to develop an elevator pitch, and doing practice job interviews. They post links to internships, sponsor a yearly job fair, and have an on-line job bank where employers can post openings.	Shuster 254	718-960-8366		https://www.lehman.edu/career-services/index.php
	Office of Veterans and Military Affairs	This office provides a wide array of support services for active military members and veterans.	Shuster Hall, Room 201A/B	718-960-7188/7369	veterans.affairs@lehman.cuny.edu	https://lehman.edu/veterans-affairs/index.php
	Continuing and Professional Studies	Did you know you can pursue a psychology-related career WITHOUT necessarily having to complete even the BA, let alone a graduate degree. Students can complete certificate programs either as an addon to their graduate degree or as a stand-alone certification. Check out the website for descriptions of all the available Certificate Programs.	Carman Hall (CA) Room 128.	718-960-8512	ce@lehman.cuny.edu	http://www.lehman.edu/academics/continuing-education/index.php

Acknowledgements

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All ideas and interpretations presented are my own