

**Asian and Asian American Psychologies
Psychology 262
September-October, 2010**

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Class hours: Selected from 9-11 AM and 1-3 PM Monday-Friday

895-4351 (office)

895-6605 (home)

This course will explore Asian philosophical traditions and their impact on psychology and everyday life in Asia and beyond. It will also focus on ways in which Asian cultural practices have been modified through the immigration process and influenced Asian American life experiences and perspectives in psychology. Content relevant to both South Asian and East Asian culture and experience will be featured. In addition, special emphasis will be placed on East Asian regions (e.g., Japan, China, Korea, Taiwan). Topics will include (but are not limited to) Asian concepts of the self and personality, well-being and maturity, coping and mental health, family practices and intimate relationships, gender issues, and immigration and refugee experiences.

Asian experiences within Asia and North America are extraordinarily diverse. As a result, we will sample theory, research, behavior, and experience relevant to different regions of Asia rather than attempting to gain comprehensive understanding of Asian and Asian American experiences. Class members will also have the opportunity to develop expertise relevant to a specific country or issue by conducting independent research for a final project.

Class Texts and Readings

Tewari, Nita & Alvarez, Alvin. (Eds.). (2009). *Asian American Psychology: Current Perspectives*. New York: Psychology Press.

Journal articles (see schedule) posted on Moodle.

List of Course Requirements

- Completion of course readings
- Regular attendance at class sessions
- Course field trip (Oct. 1-2)
- Two tests (October 8 and October 20)
- Short assignments or in-class reaction papers
- Short case study or genogram paper
- Final research project
- Group discussion leadership

Discussion Leadership

Each class member will sign up to help lead discussion based on readings for a specific day. Groups of 3-4 will be responsible to prepare questions and guide discussion.

Occasional Overnight Response Papers or Assignments

These short directed papers will require approximately one-page responses related to the topic of study for a specific day. During this course we will watch several films that are relevant to the Asian experience. I often ask individuals to write short reactions to the content, which become the foundation for the next day's discussion.

Short Case Study, Genogram, or Book Review Paper
Due: Tuesday, October 5

Short Paper Option 1: Social Identity and Multicultural Genogram Paper

For this assignment, you will write a 3-4 page paper in which you construct a multicultural genogram and describe some of the significant influences on your development as a cultural being. (If you prefer, you may also focus on another person and base this paper on interviews with and observations of that individual.) You should pay particular attention to ethnicity, culture, race, migration, religious factors, family values, sociocultural influences, economic factors, language, acculturation, gender, oppression, and racism or privilege. Major goals of this paper are to: (a) clarify the impact of culture on identity, life experiences, and world views; (b) identify the major groups and cultures that have contributed to your cultural identity; (c) encourage discussion of stereotypes that may be embedded in cultural experience; and (d) explore how your cultural identity may influence one's interactions with individuals from other cultural, ethnic, and religious traditions. I will distribute a guide for constructing a genogram and a list of questions to further stimulate your thinking.

Short Paper Option 2: Case Study Paper

Most of the chapters in your text include case studies and reflection questions. For this paper, choose a case study (from any chapter) and use the contents and associated discussion/reflection questions as a catalyst to discuss issues relevant to the Asian or Asian American experience. As you complete this paper, integrate your discussion with readings and content relevant to class discussion.

Short Paper Option 3: Book Review

Read an autobiography relevant to the Asian or Asian American experience and discuss its contents in light of concepts discussed in class. Examples include:

Bound Feet and Western Dress (Pang-Mei Natasha Chang, 1996) China.

First They Killed My Father (Loung Ung, 2000) Cambodia.

The Latehomecomer: A Hmong Family Memoir (Kao Kalia Yang, 2008) Laos.

Stealing Buddha's Dinner: A Memoir (Bich Minh Nguyen, 2007) Vietnam.

When Heaven and Earth Changed Places (Le Ly Hayslip, 1989) Vietnam.

Talking to High Monks in the Snow (Lydia Minatoya, 1993) Japan.

Polite Lies: On Being a Woman Caught Between Cultures (Kyoko Mori, 1997) Japan.

To Kill a Tiger: A Memoir of Korea (Jid Lee, 2010) Korea.

Desert Exile: The Uprooting of a Japanese-American Family (Yoshiko Uchida, 1982) Japan.

Bento Box in the Heartland: My Japanese Girlhood in Whitebread America. (Linda Furiya, 2006) Japan.

Among the White Moon Faces: Memoir of Homelands. (Shirley Geok-Lin Lim, 1996) Malaysia.

Paper Daughter: A Memoir. (M. Elaine Mar, 2000). China/Hong Kong.

Nisei Daughter. (Monica Sone, 1953). Japan.

Stubborn Twig. (Lauren Kessler, 1993). Japan.

Final Research Project Options

Due: Tuesday, October 19

Topic statement and initial list of sources due on October 11.

Minimum number of sources: 5 (The type of resource and its comprehensiveness will be an important factor in determining how many sources you need. Sources may include memoirs, interviews, or film documentaries. Avoid popular press items as primary sources. However, such sources can be used to provide background or perspective.)

Length: approximately 7 to 9 pages (Note: The quality of content, writing, and analysis is more important than meeting arbitrary length criteria.)

Research Option 1: Psychology or a related discipline in a specific region or country

For this option, you will describe the discipline of psychology (loosely defined) in an Asian country.

Psychology is often defined in culture-specific ways, so you should be prepared to consider the unique culture factors that are relevant to a country.

Research Option 1 continued

As part of your efforts to define the psychology of a specific country, you should describe the sociocultural and historical realities that shape human experience within the country. These factors include:

1. societal values and belief systems
2. family and work structures
3. economic and socioeconomic factors
4. religion and spirituality
5. educational practices
6. government and legal policies
7. multiculturalism, ethnic diversity and/or conflict
8. colonialism, war, or other human rights themes
9. gender-related roles

The paper may focus on one or more of the following:

- brief history of the discipline in this country
- the degree to which psychology has been imported from other countries
- the nature and scope of psychology in this country (including indigenous psychologies or indigenous traditions that have influenced the practice of psychology)
- major issues or concerns addressed by psychologists in this country
- unique contributions and practices of psychologists from this country
- the general status of psychology in this country as well as the methods for preparing to be a psychologist in this country
- major theoretical orientations of psychologists and research trends in this country
- professional organizations and/or codes of ethics
- discussion of how themes discussed in the APA Resolution on Cultural and Gender Awareness are relevant to psychology in this cultural context.

Research Option 2: Psychological implications of an issue relevant to Asia or Asian Americans

If you choose to focus on the psychological implications of a major issue facing a country or region (e.g., genocide, poverty/famine, war-related trauma, violence against women, or a mental health problem that is of particular concern within the country or region), you should begin by providing an in-depth analysis of the issue or problem. For this aspect of the paper, you may rely on materials both within and beyond psychology.

Your analysis should include reference to the culture specific themes (see the list of 9 items that are detailed in Option 1). In addition, you should summarize theory and research relevant to the psychological impact of the issue (e.g., issues related to depression, trauma, mental health, treatment) and discuss implications for intervention and social change. Whenever possible, discuss how psychological interventions should be matched to values and traditions of importance within the country or region.

Research Option 3: History, Immigration, Acculturation, and Experiences of an Asian American Group

For this option, you will explore the cultural origins of a specific Asian American group, including the history of immigration, cultural values, acculturation strategies used by members of this group, stereotypes applied toward this group, and issues encountered by members of this group (e.g., mental health, career). If relevant, where have members of this Asian immigrant population tended to reside and why? What types of experiences appear unique to this group and why? What forms of diversity exist within this Asian American group? What are the issues that members of this group are currently encountering? When relevant, your analysis should also address the 9 themes listed in Option 1.

Research Option 4: Cultural analysis of and/or cross-cultural comparison of a psychological concept

For this option, you will compare how a specific psychological phenomenon is addressed within at least two cultures. You will examine comparative research and theory on this concept, examine the relevance of this concept to a non-North American culture, critique the concept when appropriate, discuss how it may need to be modified in order to be of value in the non-Western culture, and/or identify an alternative concept that may be more relevant to this culture. The APA Resolution on Cultural and Gender Awareness is likely to be helpful as you consider issues of cultural relevance.

When summarizing research articles, you should describe: (a) the participants in the study, (b) the measurement instruments used, (c) how the data were collected, (d) the results, and (e) conclusions or criticisms of the study. It is also important to compare and contrast findings, describe strengths and limitations of research, and identify future directions for research and theory development

The following concepts may be helpful to you as you begin identifying potential directions for research:

- | | | |
|-----------------------------|-------------------------|--------------------------------|
| -social loafing | -gender roles | -child rearing styles |
| -cognitive styles | -locus of control | -personality theories |
| -intelligence | -self-efficacy | -motivation & perception |
| -culture-specific problems | -attachment | -Piaget's model of development |
| -indigenous psychotherapies | -achievement | -interpersonal attraction |
| -emotion across cultures | -developmental theories | -self-concept across cultures |

The following description clarifies general standards for grading research papers.

Superior (A): This paper not only fulfills the assignment, but also has something original and important to say and the points it makes are well supported. It is organized effectively, develops smoothly, and it is written clearly and correctly (according to scientific writing standards). It is based on data or a review of the literature that is clearly related to the points it makes. Findings from the literature are integrated into a readable and comprehensive paper. The conclusions suggest that the writer has synthesized the literature and has identified strengths and limitations of the literature as well as future directions for research and theory. The paper is written correctly with regard to mechanics and citation style.

Good (B): This paper fulfills the assignment. Its general ideas are clear and it is presented effectively. It handles sources clearly, and includes no serious errors of fact or interpretation. Although it may not represent substantial new insight into the issues, it provides an adequate and appropriate report about data or literature. Generally, the paper is correct with regard to usage, is appropriate in style, and uses correct standards of writing, including bibliographic citations.

Average (C): This paper fulfills the assignment adequately, but it might be better described as an annotated bibliography. Points may be hard to follow and the paper may be poorly organized (e.g., unbroken narrative with no headings or clear relationships; literature review that summarizes sources merely in sequence without synthesizing points). There may be errors of fact or interpretation. Sources or data may be poorly chosen – insufficient in number, of inappropriate types, too old, lacking in authority, etc. There may be errors in usage, the style may be inappropriate for the assignment, or there may be errors in mechanics of writing or citation.

Marginal (D/F): This paper does not fulfill the assignment. It may fail to focus on a single topic or subject. It omits important material or makes repeated errors of fact or interpretation.

Make-up Exams and Late Papers: Occasionally students become ill immediately before an exam or the due date of a paper. Students who wish to request extensions because of illness or personal crises must notify me in a timely fashion (e.g., before the day the assignment is due and before a test begins.) In other cases, papers that are submitted after the deadline will be considered late and will be penalized 1/2 grade for every 24 hour period after the stated deadline.

Accommodations for Disabilities

Cornell College is committed to providing equal opportunities to all students. If you have a documented learning disability and will need any accommodation in this course, you must request the accommodation(s) from the instructor of the course within the first three days of the term. Additional information about the policies and procedures for accommodation of learning disabilities is available on the Cornell website at http://cornellcollege.edu/student_affairs/compass/academic-policies.shtml.

Academic Honesty

The College considers Cornell students to be responsible persons who maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. Dishonesty in academic work includes both cheating and plagiarism. For more information, see http://cornellcollege.edu/student_affairs/compass/academic-policies.shtml.

Grading and Approximate Values Assigned to Class Assignments

Tests (2)	60-80 points per test	(45-50%)
Social identity/multicultural genogram paper	20-25 points	(8-9%)
Short research paper	60-75 points	(22-25%)
Participation/attendance/discussion leadership	35-40 points	(14-15%)
One-page writing assignments	20-25 points	(7-8%)
Total points	260-320 points	

General Grading Scale:

A range:	94%=A	90%=A-
B range:	88%=B+	83%=B
C range:	77%=C+	73%=C
D range:	66%=D+	63%=D
F=below 60%		60%=D-

If the overall range of scores for a class are inconsistent with these percentages, I occasionally make minor adjustments.

Class Schedule and List of Readings

During this topics class, I will be attentive to the timing, pacing, and order of readings and activities. I may re-order some topics or make minor changes in readings if appropriate.

Monday, September 27

Frameworks and Concepts for Thinking about Culture and Psychology

Research Methods

AAP Chapter 3, Research Methods

AAP Chapter 5, What Does That Behavior Mean?

Triandis, H. C. (1996). The psychological measurement of cultural syndromes. *American Psychologist*, 51, 407-415.

LeBaron, M. (2003). Communication tools for understanding cultural differences.

www.geert-hofstede.com, overview of Hofstede's cultural dimensions

Kim, H. S. (2010, June). Culture and self-expression. *Psychological Science Agenda*.

Tuesday, September 28

Colonial Histories in Asia

Patterns of Asian Immigration

AAP Chapter 1, Who are Asian Americans?

AAP Chapter 6, Acculturation and Enculturation of Asian Americans

AAP Chapter 9, Colonialism

Shibusawa, T. (2008). Living up to the American dream. *Psychotherapy Networker*, 32(3), 41-45, 57.

Sam, D.L., & Berry, J. W. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science*, 5(4), 472-481.

Supplementary reading:

Schwartz, S.J., Unger, J. B., Zamboanga, B.L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65, 237-251.

Wednesday, September 29

Stereotypes and Racism

AAP Chapter 4, The Model Minority and the Perpetual Foreigner

AAP Chapter 21, Racism

AAP Chapter 22, Stereotypes and Media Images

Sue, D.W., Bucceri, J., Lin, A.I., Nadal, K.L., & Torino, G. C. (2007). Racial microaggressions and the Asian American experience. *Cultural Diversity and Ethnic Minority Psychology*, 13, 72-81.

Zhao, Y., & Qiu, W. (2009, January). How good are the Asians? Refuting four myths about Asian-American academic achievement. *Phi Delta Kappan*, 338-344.

Supplementary reading:

Lee, S.J., & Vaught, S. (2003). "You can never be too rich or too thin": Popular and consumer culture and the Americanization of Asian American girls and young women. *Journal of Negro Education*, 72, 457-466.

Thursday, September 30

Identity Development Among Asian Americans

AAP Chapter 7, Asian American Racial and Ethnic Identity

AAP Chapter 10, Managing Multiple Social Identities

AAP Chapter 19, Parachute Kids and Astronaut Families

AAP Chapter 20, Multiracial Asian Americans

Recommended:

AAP Chapter 18, History and Psychology of Adoptees in Asian America

Friday, October 1 & Saturday, October 2

Field trip to Chicago

Goals:

- develop more knowledge about the immigration history and issues encountered by Asian immigrant communities
- gain knowledge of support services available to the Asian American community
- develop knowledge of ways in which Asian American minorities preserve their heritage and communities

Selections from the *Encyclopedia of Chicago*: Information about Asian Indian, Korean, Filipino, Japanese, Hmong, Thai, Cambodian, Vietnamese, and Chinese immigrants

Relevant readings from *Ethnic Chicago: A Multicultural Portrait* (edited by M. G. Holli & P. d'A. Jones)

Susan Moy: The Chinese in Chicago: The First One Hundred Years.

Joseph Ahne: Koreans of Chicago: The New Entrepreneurial Immigrants.

Masako Osako: Japanese Americans: Melting into the All-American Melting Pot.

Padma Rangaswamy: Asian Indians in Chicago: Growth and Change in a Model Minority

Monday, October 4

Buddhism, Spirituality, and Asian Worldviews

Guest speaker (1 PM): Zuiko Redding of the Cedar Rapids Zen Center. Zuiko Redding will speak about how Buddhism can help us understand the basic beliefs and worldviews of individuals who live in Asia. More specifically, how does Buddhism help us understand how individuals live and relate to each other. Zuiko Redding's training occurred primarily in Japan.

AAP Chapter 8, Religion and Spirituality

Gaskins, R. W. (1999). "Adding legs to a snake": A reanalysis of motivation and the pursuit of happiness from a Zen Buddhist perspective. *Journal of Educational Psychology, 91*, 204-215.

Daya, R. (2000). Buddhist psychology, a theory of change processes: Implications for counselors. *International Journal for the Advancement of Counselling, 22*, 257-271.

Chang, S.C., & Rhee, D. (2005). Buddhist teaching: Relation to healing. In W. Tseng, S.C. Chang, & M. Nishizono (Eds.) *Asian culture and psychotherapy: Implications for East and West* (pp. 156-165). Honolulu, HI: University of Hawaii Press.

Supplementary reading:

McIntosh, W. D. (1997). East meets west: Parallels between Zen Buddhism and social psychology. *The International Journal for the Psychology of Religion, 7*, 37-52.

Claessens, M. (2009). Mindfulness and existential therapy. *Existential Analysis, 20*(1), 109-119. (see sections on the 4 noble truths)

Wada, K., & Park, J. (2009). Integrating Buddhist psychology into grief counseling. *Death Studies, 33*, 657-683. (Pages 657-662)

Tuesday, October 5

Asian Philosophies: Confucianism and East Asian Worldviews

Dahlsgaard, K., Peterson, C., & Seligman, M. E. P. (2005). Shared virtue: The convergence of valued human strengths across culture and history. *Review of General Psychology, 9*, 203-213.

Heqin, Y. (2005). Confucian thought: Implications for psychotherapy. In W. Tseng, S.C. Chang, & M. Nishizono (Eds.), *Asian culture and psychotherapy: Implications for East and West* (pp. 129-141). Honolulu, HI: University of Hawai'i Press.

Chen, P. (2009). A counseling model for self-relation coordination for Chinese clients with interpersonal conflicts. *The Counseling Psychologist, 37*, 987-1009. (read pp. 987-997).

Huang, D.D., & Charter, R. A. (1996). The origin and formulation of Chinese character: An introduction to Confucianism and its influence on Chinese behavior patterns. *Cultural Diversity and Mental Health, 2*, 35-42.

Supplementary reading:

Hwang, K. (2001). The deep structure of Confucianism: A social psychological approach. *Asian Philosophy, 11*, 179-204.

Wednesday, October 6**Asian Refugees and Trauma (e.g., Cambodian genocide)****Violence and Genocide and Their Aftermath: The Example of Cambodia**

AAP Chapter 23, Stress, Refugees, & Trauma

Staub, E. (1999). The origins and prevention of genocide, mass killing, and other collective violence. *Peace and Conflict: Journal of Peace Psychology*, 5, 303-336. Read pp. 303-310 (up to the example). The later section (beginning on the bottom of p. 313) also provides commentary on preventing group violence.

Uehara, E. S. (2007). "Disturbing phenomenology" in the pain and engagement narratives of Cambodian American survivors of the killing fields. *Cultural Medicine and Psychiatry*, 31, 329-358.

Supplementary reading:

Dutton, D. B., Byanowsky, E. O., & Bond, M.H. (2005). Extreme mass homicide: From military massacre to genocide. *Aggression and Violent Behavior*, 10, 437-473.

Staub, E. (2006). Reconciliation after genocide, mass killing, or intractable conflict: Understanding the roots of violence, psychological recovery, and steps toward a general theory. *Political Psychology*, 27, 867-894.

Hinton, D. E., Hinton, A. L., Pich, V., Loeum, J. R., & Pollack, M.H. (2009). Nightmares among Cambodian refugees: The breaching of concentric ontological security. *Cultural Medicine and Psychiatry*, 33, 219-265.

Thursday, October 7**Movie & Writing Day****Friday, October 8****Mid-term test****Monday, October 11****The "Self," Personality, and Well-Being**

Wang, Q. (2006). Culture and the development of self-knowledge. *Current Directions in Psychological Science*, 15, 182-187.

Ross, M., & Wang, Q. (2010). Why we remember and what we remember: Culture and autobiographical memory. *Perspectives on Psychological Science*, 5, 401-409.

Markus, H.R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5, 420-430.

Lu, L., & Gilmour, R. (2004). Culture and conceptions of happiness: Individual oriented and social oriented SWB. *Journal of Happiness Studies*, 5, 269-291.

Uchida, Y., Norasakkunkit, V., & Kitayama, S. (2004). Cultural constructions of happiness: Theory and empirical evidence. *Journal of Happiness Studies*, 5, 223-239.

Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently...and why*. New York: Free Press. See Chapter 3: Living together vs. Going it alone.

Tuesday, October 12**Sexuality, Sexual Orientation, and Intimate Relationships**

AAP Chapter 13, Lesbian, Gay, Bisexual, and Transgender Asian Americans

AAP Chapter 14, Sexuality

AAP Chapter 15, Dating, Partnerships, and Arranged Marriages

Cho, J. (2009). The wedding banquet revisited: "Contract marriages" between Korean gays and lesbians. *Anthropological Quarterly*, 82, 401-422.

Wednesday, October 13**Family Issues**

Guest speaker (1 PM): RJ Holmes-Leopold, Director of the Career Engagement Center. RJ will use an autobiographical framework to discuss a variety of issues that face Asian American individuals, and will emphasize how sexual orientation intersects with other aspects of identity. He will also address contemporary research issues.

AAP Chapter 16, Asian American and Pacific Islander Families

AAP Chapter 17, Parenting and Raising Families

Lim, S., & Nakamoto, T. (2008). Genograms: Use in therapy with Asian families with diverse cultural heritages. *Contemporary Family Therapy, 30*, 199-219.

Supplementary reading:

Yoon, E., Lee, D.Y., Young, R.K., & Yoo, S. (2010). A qualitative investigation of Korean immigrant women's lives. *The Counseling Psychologist, 38*, 523-553.

Thursday, October 14**Gender Issues and Body Image**

AAP Chapter 11, Asian American Women

AAP Chapter 12, Asian American Men and Asianized Attribution

AAP Chapter 28, Body Image Among Asian Americans

Pike, K.M., & Borovoy, A. (2004). The rise of eating disorders in Japan: Issues of culture and limitations of the model of "westernization." *Culture, Medicine and Psychiatry, 28*, 493-531.

Kim, T. (2003). Neo-Confucian body techniques: Women's bodies in Korea's consumer society. *Body and Society, 9*(2), 97-113.

Chu, K. (2010, March 30). Extreme dieting spreads in Asia. *USA Today*.

Friday, October 15**Culturally Sensitive Mental Health Services**

AAP Chapter 29, Asian American Indigenous Healing and Coping

AAP Chapter 30, Seeking, Receiving, and Providing Culturally Competent Mental Health Services: A Focus on Asian Americans.

Hwang, K., & Chang, J. (2009). Self-cultivation: Culturally sensitive psychotherapies in Confucian societies. *The Counseling Psychologist, 37*, 1010-1032.

Hwang, K. (2009). The development of indigenous counseling in contemporary Confucian communities. *The Counseling Psychologist, 37*, 930-943.

Monday, October 18**Physical and Mental Health Issues/ Suicide and Suicide Prevention**

AAP Chapter 26, Physical Health and Wellness

AAP Chapter 27, Psychopathology and Clinical Issues With Asian American Populations

Wei, K.C., & Chua, H.C. (2008). Suicide in Asia. *International Review of Psychiatry, 20*, 434-440.

Ozawa-de Silva, C. (2008). Too lonely to die alone: Internet suicide pacts and existential suffering in Japan. *Culture, Medicine and Psychiatry, 32*, 516-551.

Yip, P. S. F., & Lee, D. T.S. (2007). Charcoal-burning suicides and strategies for prevention. *Crisis, 28*(Suppl. 1), 21-27.

Lee, A.C. W., Lam, S., So, K. T., & Kam, C.W. (2002). Non-accidental carbon monoxide poisoning from burning charcoal in attempted combined homicide-suicide. *Journal of Paediatric Child Health, 38*, 465-468.

Supplementary reading: Diverse cultural formulations of psychological distress (not included in Moodle):

Hwang, W., Miranda, J., & Chung, C. (2007). Psychosis and shamanism in a Filipino-American immigrant. *Culture, Medicine, and Psychiatry, 31*, 251-269.

Hwang, W. (2007). *Qi-gong* psychotic reaction in a Chinese American woman. *Culture, Medicine, and Psychiatry, 31*, 547-560.

Lim, R. F., & Lin, K. (1996). Cultural formulation of psychiatric diagnosis (*Qi-Gong*). *Culture, Medicine and Psychiatry, 20*, 369-380.

Park, L., & Hinton, D. (2002). Dizziness and panic in China: Associated sensations of *Zang Fu* organ disequilibrium. *Culture, Medicine and Psychiatry*, 26, 225-257.

Yeung, A. S., & Chang, D. F. (2000). Adjustment disorder: Intergenerational conflict in a Chinese immigrant family. *Culture, Medicine and Psychiatry*, 26, 509-525.

Tuesday, October 19

Ethics and International Emergencies

Wessells, M.G. (2009). Do no harm: Toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, 64, 842-854.

Watters, E. (2010). *Crazy like us*. New York: Free Press. Chapter 2: The wave that brought PTSD to Sri Lanka. Emphasize pp. 87-93, 100-114.

Wednesday, October 20

Final assessments

Project reports