

Current Issues Capstone

PSYC 190

Spring 2026 Section 02 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/15/2026

Contact Information

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About me

My name is Dra. Bianca Hinojosa, and I received my PhD in Health Psychology at the University of California Merced. I am the child of Mexican immigrants and was born and raised in Fresno, CA. I have a bachelors degree in cognitive science and a masters degree in experimental psychology. My research focuses on how intergroup processes influence peoples' health and well-being. In particular, I am interested in how healthcare workers' implicit attitudes towards Latinx people influence medical decision making for their Latinx patients.

What to call me?

Please refer to me as either Dra. Hinojosa, Dr. Hinojosa, Professora Hinojosa or Professor Hinojosa

How to email me:

Email Header: "PSYC 190"

Body of email:

"Hello Dr. Hinojosa,

I hope you are doing well. I have a question about ... Thank you for your time.

Best,

Student name (Student ID)"

Remember when emailing professors the communication is **formal.**

When to email me:

- clarification on an assignment (at least 48 hours before the due date)
- setting up an appointment for office hours
- to inform me of an emergency/medical/family situation that will prevent you from taking an assignment in on time

When NOT to email me:

- to ask about due dates for an assignment (this information is in the class schedule)

Office Hours

Monday, 12:00 PM to 1:30 PM, DMH 319

Or by appointment

Course Information

Monday-Wednesday 10:30 am - 11:45 am

Course Description and Requisites

Integrative survey of current issues in psychology, how they developed and likely future directions. Completion of the research methods requirement prior to enrollment in this course is recommended.

Prerequisite: PSYC 100W and senior standing.

Co/Prerequisite: PSYC 118 or PSYC 120

Letter Graded

* Classroom Protocols

LATE WORK

I do not accept any late work unless you have AEC accommodations and/or a tragic unforeseen event has occurred. I will ask for proof in order to grant the extension. Please remember that office hours are a space to discuss difficulty in completing course work.

GRADE REVIEW POLICY

If you believe that you have unfairly missed points on an exam or assignment, you must make an appointment with the professor to go over the exam or assignment within one week of receiving your grade. If you do not make an appointment within one week of receiving your grade, the grade will be considered final.

AI POLICY

"Use of an AI Generator such as Grammarly, ChatGPT, MidJourney, DALL-E, etc. is explicitly prohibited... by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct." Tara Perrin, Middle Tennessee State University

All written assignments will be submitted in Canvas through Turnitin. Turnitin is a plagiarism detection software that also detects the use of AI. **Any student found to be using AI in their assignments will receive a zero.** AI includes AI generated content, paraphrased content, using it to check grammar, using it to check spelling, submitting your paper into any AI tool to get feedback. Many grammar checkers use AI to edit grammar and spelling. This is still considered AI use and will result in a zero. If you have any questions please contact the professor at least 24 hours before your submission to talk about AI. As a rule of thumb, do not put your writing into any portal asking for it to give you edits, 99.9% of the time this is AI.

COPYRIGHT STATEMENT

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Goals

Course Description

This course is designed to give you a broad overview of classic and contemporary theory and research in Latinx Psychology.

Latinx Psychologists seek to understand the influence of culture, language, and majority-minority group status on people of Latin American origin in the United States.

Latinx Psychologists note that Latinx must be studied within the context of U.S. majority-minority group relations because Latinx are an ethnic group who historically "have been oppressed and who can point to individual and group experiences of prejudice and discrimination in education, employment, and their communities of residence" (Padilla & Olmedo, 2009).

Course Learning Outcomes (CLOs)

Upon successful completion of the PSC 190 Latinx Psychology, students will be able to:

- CLO1: Understand the major theoretical approaches findings, and historical trends in Latinx Psychology
- CLO2: Understand, critically evaluate, and apply the major research methods in Latinx Psychology
- CLO3: Express and apply Latinx psychological theory effectively in written and oral communication
- CLO4: Gain an awareness of the many social influences, structural policies, and cultural competencies, that underlie the complexities of the Latinx experience in the U.S.
- CLO5: Understand the applications of Latinx Psychology to personal, social, and organizational issues

Course Materials

There is no assigned textbook for this course.

You will need a notebook for class participation.

Course Requirements and Assignments

PARTICIPATION

In-Class Participation

Throughout this course, at random, I will have you complete in-class participation. This may come in the form of reading articles and writing a reflection, small group discussion, pairing with a partner, creating models, integrating concepts, developing interventions etc.

A student may not make-up any missed in-class participation.

Students who are missing a class for a university sponsored event must provide proper documentation to the professor.

The professor will drop the lowest 4 in-class participation

This assignment meets CLO #1, #3, and #4

EXAMS

In-Class Exams

There will be 2 in-class exams in this course. Exams will typically consist of 3-5 essay questions. Exam questions will cover any materials discussed in class lectures and anything from the readings. Exams will be open note.

Instructions for the exams will be posted in Canvas and discussed in class.

This assignment meets CLO #1, #2, #3, and #4

ASSIGNMENTS

Assignment 1: Student Article Presentations

Throughout this course students will present articles provided by the professor. During the first few weeks of class, students will form a group and sign-up to present the articles. Students will create slides on the articles and present the article to the class. Students who are not presenting must answer discussion questions in-class based on the articles.

Instructions for presenting the articles are posted in Canvas

This assignment meets CLO #1, #3, and #4

Small Group Discussion #1-5

Throughout this course students will present articles to the class. Each student who is not presenting the article must answer discussion questions, provided by the professor, in-class in a write-up and turn in the write-up at the end of each class.

A student may not make-up any missed small group discussion unless for a university sponsored event or emergency, and the student must provide proper documentation to the professor.

The professor will drop the lowest student-led discussion participation.

This assignment meets CLO #1, #2, #3, and #4

Assignment 2: Applying Latinx Psychology

Assignment 2 will apply Latinx psychology research to real-world behaviors. As part of this assignment, in-class you will write an essay on a book from a list provided by the professor (part A), and create a presentation of concepts covered in the book (Part B). Part A of the assignment is individual and Part B of the assignment is a group task.

During the first week of classes you will select your group and book. Each group will be 3-5 students. Your group must select the same book. You will each individually write a personal report on the book and as a group you will present to the class.

Instructions for this assignment are posted in Canvas.

This assignment meets PLO #1, #2, #3, and #4

Assignment 3: Latinx Psychology Collage and Paper

Assignment 3 will consist of 2 parts, (1) a collage and (2) a 2-page double-spaced paper explaining the collage. For this assignment students will create a collage based on larger themes discussed in the class and write a 1-2-page paper explaining the larger themes and include at least 2-3 sources from class in the paper. The purpose of this assignment is to think critically about what we have learned in class, create a visual representation, and a written document. Examples of themes include: colonization, immigration and migration, the health of Latinx, mental health of Latinx, colorism, racism, decolonizing psychology, Latinx identity, gender and sexual identities of Latinx, Latinx culture and how it relates to parenting, transnational families etc.

Instructions for this assignment are posted in Canvas

This assignment meets CLO #1, #2, #3, and #4

Extra Credit (Up to 5 points)

Community Building

The purpose of the community building extra credit is so that students can forge connections and build community with other students in this class.

To earn 1 point of extra credit you must attend and support a student at a community building event and document that you attended the event (ideally document it with the student involved in the event).

To document the event, you will submit a picture of yourself at the event (ideally including the person who invited you) and the flyer/schedule/brochure/handout of the event to Canvas. These events include but are not limited to club events (outside speaker), dance recital, music recital, sport game or match, library event, theater play or musical.

You can earn up to 5 points of extra credit aka attend 5 events.

The professor will create a discussion board for students to advertise their events so others can go and support.

Grading Information

Your letter grade will be assigned according to the following percentage scale:

A+ = 97.00% or greater

A = 94.00%-96.99%

A- = 90.00%-93.99%

B+ = 87.00%-89.99%

B = 84.00%-86.99%

B- = 80.00%-83.99%

C+ = 77.00%-79.99%

C = 74.00%-76.99%

C- = 70.00%-73.99%

D+ = 67.00%-69.99%

D = 64.00%-66.99%

D- = 60.00%-63.99%

F = 59.99% or less

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

	Lectures	Readings	Assignments
Week 1			
1/26	Syllabus		
1/28	What is Latinx Psychology		
Introduction to Chicanx and Latinx Psychology			
Week 2			

2/2	Imperialism & Migration: "We are here because you were there"	<p>Youtube video: https://www.youtube.com/live/EAFtq1JLYs8?si=bsnmsckEeuzZXmhO</p> <p>"Bananas & Brutality: The Twisted History of United Fruit" by Kassandre Dwyer</p>	
2/4	Imperialism & Migration: "We are here because you were there"	"A former bracero farmworker breaks his silence, recalling abuse and exploitation" by Selene Rivera	<p>Select Discussion Group and Date due 2/4</p> <p>Select Book Group & Book due 2/4 in-class</p>
Week 3			
2/9	Decolonizing Psychology Liberation Psychology	<p>Lacerda-Vandenborn, E., Wendt, D. C., Strand, D. T., Albatnuni, M., Bennett, P., McDougall, T. D., & Gone, J. P. (2025). Reimagining "multiple relationships" in psychotherapy: Decolonial/liberation psychologies and communal selfhood. <i>American Psychologist</i>, 80(4), 522.</p> <p>Cabrera, M., & Castañeda-Sound, C. (2022). Mujerista Psychology: A Case Study Centering Latinx Empowerment in Psychotherapy. <i>Women & Therapy</i>, 45(2-3), 175-190.</p> <p>Cervantes, A., Carmona, J. F., & Fernández, I. T. (2021). Testimonios and liberation psychology as praxis: Informing educators in the borderlands. <i>Journal of Latinos and Education</i>.</p>	
Ethnic, Racial, and Cultural Identities			

2/11	Racial Identity Models	<p>Cross, W. E. (1994). Nigrescence theory: historical and explanatory notes.</p> <p>Grillo (2010). Black Cuban, Black American.</p>	
Week 4			
2/16	Latinx Identity	<p>Howard, S., & Pagan, J. (2025). "Pero like, you don't speak Spanish?" exploring the role of language fluency on Latine intragroup identity denial, likability, and befriending. <i>Cultural Diversity & Ethnic Minority Psychology</i>. Advance online publication. https://dx.doi.org/10.1037/cdp0000752</p> <p>Chhabra, N. (2019). Speak Spanish or perish. <i>Contexts</i>, 18(3), 6-6.</p>	
2/18	Immigrants Cultural and Ethnic Identity	<p>valerie a. guerrero & Cristobal Salinas Jr. (2023) "I am Latina and Latinx": A Narrative Study of How Three Latina/Latinx College Students Create Identity Boundaries. <i>Journal of Women and Gender in Higher Education</i>, 16(3), 220-238.</p>	
Week 5			

2/23	Student Article Presentation #1	<p>García, E. B. (2025). Afro-Latinx, Hispanic, and Latinx Identity: Understanding the Americas. <i>Critical Philosophy of Race</i>, 13(1), 95-120.</p> <p>Adames, H. Y., Chavez-Dueñas, N. Y., & Organista, K. C. (2016). Skin color matters in Latino/a communities: Identifying, understanding, and addressing Mestizaje racial ideologies in clinical practice. <i>Professional Psychology: Research and Practice</i>, 47(1), 46.</p> <p>Padilla, L. V. (2025). From Invisibility to Visibility: Reshaping Spanish Students Understanding of Afro-Latinx Identity Through Classroom Learning. <i>Journal of Latinos and Education</i>, 1-16.</p>	In-Class: Small Group Discussion write-up #1
Gender and Sexual Identities			
2/25	Latinx & Chicax Theoretical Framework on Gender, Sexual Identity, and Sexuality		Exam 1 Study Guide Posted
Week 6			
3/2	Understanding Intersectional Identities & Ecological Realities for LGBTQIA+ Latinx and Chicax		
3/4	No mas bebes documentary		

Week 7			
3/9	Student Article Presentation #2	<p>McCandless-Chapman, O., Ottaway, A., Stone, A. L., & Robinson, B. A. (2024). Latinx LGBTQ+ youth and grandparents: Intergenerational solidarity, precarious familismo, and cisnormativity. <i>Journal of marriage and Family, 86</i>(3), 614-632.</p> <p>Flores, Y. G. (2013). Latina sexuality: De (re) constructing gender and cultural expectations in midlife. <i>Women, Gender, and Families of Color, 1</i>(1), 85-101.</p> <p>Abreu, R. L., Gonzalez, K. A., Rosario, C. C., Pulice-Farrow, L., & Rodríguez, M. M. D. (2020). "Latinos have a stronger attachment to the family": Latinx fathers' acceptance of their sexual minority children. <i>Journal of GLBT Family Studies, 16</i>(2), 192-210.</p>	In-Class: Small Group Discussion write-up #2
3/11	In-class: Exam 1		
Family Psychology Through Cultural Lenses			
Week 8			
3/16	Latinx Cultural Factors and Family Organizations		
3/18	Latinx Parenting		
Week 9			

3/23	Transnational Families Book Group Strategy Meeting		In-Class Book Group Strategy Meeting turned in on Canvas
3/25	Student Article Presentation #3	<p>Torres, S. A., Sosa, S. S., Flores Toussaint, R. J., Jolie, S., & Bustos, Y. (2022). Systems of oppression: The impact of discrimination on Latinx immigrant adolescents' well-being and development. <i>Journal of Research on Adolescence, 32</i>(2), 501-517.</p> <p>Ayón, C., Salazar, B., & Han, K. M. (2025). "Families getting separated feels bad": Latinx children's perceptions of the immigration climate and socialization process. <i>Family Relations</i>.</p> <p>Ramos-Sánchez, L., & Llamas, J. D. (2024). Immigration Policy and Latinx/é Children from Mixed-Status Families: Mental Health Consequences and Recommendations for Mental Health Providers. <i>Children, 11</i>(11), 1357.</p>	In-Class: Small Group Discussion write-up #3
Health Psychology			
Week 10			
3/30	Spring Break		
4/1	Spring Break		
Week 11			
4/6	Social Determinants of Health		

4/8	Latinx Physical Health		
Week 12			
4/13	Student Article Presentation #4	<p>Gallegos, M. L., & Segrin, C. (2019). Exploring the mediating role of loneliness in the relationship between spirituality and health: Implications for the Latino health paradox. <i>Psychology of Religion and Spirituality, 11</i>(3), 308.</p> <p>Bean, M. G., Stone, J., Moskowitz, G. B., Badger, T. A., & Focella, E. S. (2013). Evidence of nonconscious stereotyping of Hispanic patients by nursing and medical students. <i>Nursing research, 62</i>(5), 362-367.</p> <p>Choi, S., Clark, P. G., Gutierrez, V., Runion, C., & R, M. (2022). Racial microaggressions and latinxs' well-being: a systematic review. <i>Journal of Ethnic & Cultural Diversity in Social Work, 31</i>(1), 16-27.</p>	In-Class: Small Group Discussion write-up #4
4/15	In-Class: Assignment 2 Part A Individual Paper		Exam 2 Study Guide Posted
Latinx Mental Health			
Week 13			
4/20	Latinx Explanatory Model of Mental Health		

4/22	Latinx Mental Health from a Strength-Based Perspective		
Week 14			
4/27	Student Article Presentation #5	<p>Torres Rivera, E., & Torres Fernández, I. (2025). Decolonization is liberation: Operationalization of decolonial model of counseling using liberation psychology principles with the Latine population (s). <i>Journal of Multicultural Counseling and Development, 53</i>(1), 9-21.</p> <p>Morales, A., & Wang, K. T. (2018). The relationship among language brokering, parent-child bonding, and mental health correlates among Latinx college students. <i>Journal of Mental Health Counseling, 40</i>(4), 316-327.</p> <p>Geegan, S. A., Parker, K. A., Pfeiffer, S. N., Rodriguez, D., & Tristan, A. (2023). The complexities of mental health help seeking among Latinx college students: qualitative inquiry using the theory of planned behavior. <i>Hispanic Journal of Behavioral Sciences, 45</i>(2), 91-120.</p>	In-Class: Small Group Discussion write-up #5
4/29	In-Class: Exam 2		
Class Presentations			
Week 15			

5/4	Book Group Presentations		Assignment 2b due
5/6	Book Group Presentations		Assignment 2b due
Week 16			
5/11	Collage Presentations		Extra credit due Assignment 3: Collage and Paper due in Canvas