

Current Issues Capstone

PSYC 190

Fall 2026 Section 06 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/18/2026

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

Thursday, 9:00 AM to 10:00 AM, DMH 319

Or by appointment

Course Information

Tuesday & Thursday 12:00 pm - 1:15 pm

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

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 any of their assignments will receive a zero and be reported to the University.**

AI use includes brainstorming using AI, 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, having AI write your paper for you, putting the assignment prompt into AI and asking it to write the paper for you. Additionally, you may not accept any Google Gemini writing suggestions (speak to the professor if you do not understand what this means). This is not an exhaustive list, please discuss with the professor if you have any questions on what constitutes AI use. All work you submit must be your own work without the use or assistance of AI tools.

Many grammar checkers use AI to edit grammar and spelling (for example, Grammarly and Google Gemini). This is still considered AI use and will result in a zero. If you have any questions please contact the professor at least 48 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.

Additionally,

- You may not use any AI tools
- You may not use Chat GPT, Grammarly, Google Gemini, Microsoft Copilot, Adobe Creative Cloud, Claude, NotebookLM, Perplexity, Consensus, AI tools in Canva, Anara AI, Jenni AI, Turbo AI. Importantly, this is not an exhaustive list and any use of AI is prohibited.
- You may not use Meta Glasses.
- You may not use any AI tools to create photos for assignments
- You may not use AI tools to create slides for presentations

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 purchase a non-fiction book from a pre-determined list provided by the professor.

Course Requirements and Assignments

EXAMS

In-Class Exams (90 points)

There will be 2 in-class exams in this course. Exam questions will cover any materials discussed in class lectures and anything from the readings.

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

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

ASSIGNMENTS

Participation (15 points)

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 2 in-class participation

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

Small Group Discussion #1-3 (60 points; 20 points each)

Throughout this course there will be 3 in-class small group discussions. Students will read assigned articles/listen to podcasts/watch youtube videos and answer questions provided by the professor. Students will form small groups to answer the questions.

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.

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

Applying Latinx Psychology Part A & B (75 points; 30 points Part A, 45 points Part B)

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

Identity Box and Video (60 points; 30 points Box, 30 points video)

For this assignment, you will represent aspects of your culture and identity in a physical box that you will write about and share to the whole class. This assignment is based on the "Cajita project," (https://www.sandiego.edu/events/detail.php?_focus=68558 (https://www.sandiego.edu/events/detail.php?_focus=68558)). From this site, see the description of cajitas:

"Cajitas ("sacred boxes") usually are small wooden boxes filled with significant personal and sacred belongings as well as family "artifacts" carried by Mexican migrants during travels, including movement across real and symbolic borders and borderlands during the mid to late 20th century. These boxes offer an orientation (a sense of place and belonging) as people in motion traverse new and unfamiliar spaces. Always in movement, the boxes contain anything from personal family items (e.g., family pictures, dishes, documents) to religious saints."

Your box should represent who you are as an individual and where you originate from culturally. To which communities and cultures do you belong? What is your heritage? What aspects of your history and environment have shaped who you are today? **Remember that culture can take on many forms.** Culture is of course ethnicity and geographic region, but it is also race, class, region (i.e. within the US), religion, gender, gender identity, sexuality, ability status, age, family size / structure, membership in groups / communities, special interests, etc.

There are two parts to this assignment: (1) presenting the box in-class in small groups, (2) creating a video explaining the items in the box and how it relates to course concepts submitted on Canvas.

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

Breakdown

There is a total of 300 points for this course. Please see the percentage breakdown below

Exams: 30%

Participation: 5%

Small Group Discussion: 20%

Applying Latinx Psychology: 25%

Identity Box: 20%

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			
8/20	Syllabus	A Lesson in "Rasquachismo" Art_Smithsonian Institution	
Introduction to Chicana and Latina Psychology			
Week 2			
8/25	What is Latina Psychology	Padilla, A. M., & Olmedo, E. (2009). Synopsis of key persons, events, and associations in the history of Latino psychology. <i>Cultural Diversity & Ethnic Minority Psychology</i> , 15(4), 363.	
8/27	Decolonizing Psychology & Liberation Psychology	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> .	
Week 3			
9/1	Imperialism & Migration: "We are here because you were there"	Dwyer, K. (2024, November, 30). <i>Bananas & Brutality: The Twisted History of United Fruit</i> . The Collector. https://www.thecollector.com/twisted-history-united-fruit-bananas/ (https://www.thecollector.com/twisted-history-united-fruit-bananas/).	Select Book Group & Book
9/3	Imperialism & Migration: "We are here because you were there"	A former bracero farmworker breaks his silence, recalling abuse and exploitation. Los Angeles Times.	
Week 4			
9/8	Racial Identity Models	Grillo, E. (2000). <i>Black Cuban, Black American: A Memoir</i> . Arte público press.	
9/10	Immigrants Cultural and Ethnic Identity	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 (https://dx.doi.org/10.1037/cdp0000752).	
Week 5			
9/15	Harvest of Empire Documentary		

9/17	Harvest of Empire Documentary Small Group Discussion #1	TBD	In-Class: Small Group Discussion write-up #1
Week 6			
9/22	Latinx & Chicanx Theoretical Framework on Gender, Sexual Identity, and Sexuality	Guerrero, V. & Cristobal, S. 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.	
9/24	Understanding Intersectional Identities & Ecological Realities for LGBTQIA+ Latinx and Chicanx	Carrillo, V. G., & Dean, S. R. (2020). Understanding the impact of Chicana feminism on college success: A literature review. <i>Journal of Hispanic Higher Education</i> , 19(1), 99-110.	
Week 7			
9/29	No mas bebés documentary		Exam 1 Study Guide Posted
10/1	Small Group Discussion #2	A Statement from Dolores Huerta: https://medium.com/@dolores_huerta/march-18-2026-e74c20430555 (https://medium.com/@dolores_huerta/march-18-2026-e74c20430555) Listen to the podcast of Dolores Huerta here: https://www.latinousa.org/2026/03/19/doloreshuertafirstinterview/ (https://www.latinousa.org/2026/03/19/doloreshuertafirstinterview/) How the Chicano Movement Silenced Women https://www.zocalopublicsquare.org/how-the-chicano-movement-silenced-women/ (https://www.zocalopublicsquare.org/how-the-chicano-movement-silenced-women/) "Marianismo Beliefs, Intimate Partner Violence, and Psychological Distress Among Latinas" (2021) in <i>Journal of Interpersonal Violence</i>.	In-Class: Small Group Discussion write-up #2
Week 8			
10/6	In-Class Exam 1		

10/8	Latinx Cultural Factors and Family Organizations	Latinx Cultural Factors and Family Organizations by Flores and Torreiro-Casal	
Week 9			
10/13	Latinx Parenting	Transnational Families by Flores and Torreiro-Casal	
10/15	Identity Box show-and-tell		Identity Box Video Submission due in Canvas
Week 10			
10/20	Social Determinants of Health	World Health Organization Biomedical model of health-Research Starters_EBSCO Research	
10/22	Latinx Physical Health		
Week 11			
10/27	Small Group Discussion #3	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</i> , 11(3), 308. 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</i> , 62(5), 362-367. 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</i> , 31(1), 16-27.	In-Class: Small Group Discussion write-up #3
10/29	In-Class: Assignment 2 Part A Individual Paper		
Week 12			
11/3	Latinx Explanatory Model of Mental Health	Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. <i>American Psychologist</i> , 74(1), 49.	

11/5	Latinx Mental Health from a Strength-Based Perspective		
Week 13			
11/10	In-class time to work on group presentation		Exam 2 Study Guide Posted
11/12	In-class time to work on group presentation		
Week 14			
11/17	Study day		
11/19	In-Class: Exam 2		
Class Presentations			
Week 15			
11/24	No-class		
11/26	No-class		
Week 16			
12/1	Book Group Presentations		Assignment 2b due
12/3	Book Group Presentations		Assignment 2b due Extra credit due