

Acculturation/ Adaptation of Adolescent Immigrants
Seminar Summer Term 2006

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Outline

Acculturation and coming into contact with a new culture is demanding for any immigrant. Children of immigrants face multiple challenges in their new environment (such as discrimination, learning a new language, integrating into a new school system). They may also benefit from their situation, for example, by becoming bilingual, having access to better education, or making new friends. In this seminar, it is attempted to provide an overview over several aspects related to the situation of adolescent immigrants. First, relevant theoretical concepts and models surrounding acculturation are discussed (sessions 1, 2 and 3). Second, specific methods and challenges concerning research in diverse groups are presented (sessions 4 and 5). Third, factors presumably influencing the immigration experience in the new country are subject (sessions 6, 7 and 8). Finally, we turn to the question of adaptation: How do immigrant adolescents generally fare in their new country? (Sessions 9 and 10). In sum, this seminar will provide students with the necessary theoretical and methodological background to better understand certain aspects of acculturation, give an overview over existing research findings, and aim at a general understanding of the situation adolescent immigrants face in their new environment.

Target Group

The course will include students from Penn State and the FSU. Language in this course will be English. Active participation is requested.

Grading

Each student will give a graded presentation to at least one of the topics during the semester. There will be a midterm essay, as well as a written test compiled of multiple choice questions and a few open questions at the end of the semester. The grades will be accumulated to one final grade. Students cannot receive credits if they miss more than two sessions.

Semester schedule

I. Introduction

- 1 Introduction, outline of the semester goals, assignment of active roles to students as presenters, discussants etc. Discussion of students expectations and seminar topics, with opportunities to adapt the seminar program

II. General Processes

2 The concept of acculturation

Literature:

Berry, J.W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 1, 5-34.

Rudmin, F.W. (2003). Critical history of the acculturation psychology of assimilation, separation, integration, and marginalization. *Review of General Psychology*, 7, 1, 3-37.

Ward, C. (2001). The ABCs of acculturation. In D. Matsumoto (Ed.), *Handbook of culture and psychology* (pp. 411-445). New York: Oxford University Press.

Learning goals: Knowledge and understanding of the Conceptual Model of Acculturation, Framework for understanding acculturation (Berry, 2003), acculturation orientations (Berry, 2003), criticism of these concepts

3 The concept of adaptation

Literature:

Ataca, B. & Berry, J. W. (2002). Psychological, sociocultural, and marital adaptation of Turkish immigrant couples in Canada. *International Journal of Psychology*, 37, 13 – 26.

Berry, J.W. (2003). Conceptual approaches to acculturation. In K.M. Chun, P.B. Organista, & G. Marin (Eds.), *Acculturation. Advances in theory, measurement, and applied research*. Washington, D.C.: American Psychological Association.

Ward, C. & Rana-Deuba, A. (1999). Acculturation and adaptation revisited. *Journal of Cross-Cultural Psychology*, 30, 4, 422-442.

Ward, C. Okura, Y., Kennedy, A. & Kojima, T. (1998). The U-curve on trial: A longitudinal study of psychological and sociocultural adjustment during cross-cultural transition. *International Journal of Intercultural Relations*, 22, 277-291.

Learning goals: Psychosocial and socio-cultural adaptation (definition, framework, findings) and its relationship to acculturation orientations. Catchwords: Culture shedding, culture learning, cultural distance.

III. Methods

4

Bias in cultural diverse groups

Literature:

Guerra, N.G. & Jagers, R. (1998). The importance of culture in the assessment of children and youth. In V.C. McLoyd & L. Steinberg (Eds.), *Studying Minority Adolescents*. London: Lawrence Erlbaum.

Van de Vijver, F.J.R. (2001). The evolution of cross-cultural research methods In D. Matsumoto (Ed.), *The handbook of culture and psychology* (pp.77-97). New York: Oxford University Press.

Van de Vijver, F.J.R. & Phalet, K. (2004). Assessment in multicultural groups: The role of acculturation. *Applied Psychology: An International Review*, 53, 215-237.

Learning goals: Raising awareness for bias in research on cultural diverse groups, different levels of acculturation among different groups

Comparing cultures: Dimensions and Measurement equivalence

5

Literature:

Triandis, H.C. (2001). Individualism and collectivism: Past, present, and future. In D. Matsumoto (Ed.), *The handbook of culture and psychology* (pp.35-50). New York: Oxford University Press.

Perlow, L. & Weeks, J. (2002). Who's helping whom? Layers of culture and workplace behaviour. *Journal of Organizational Behavior*, 23, 345-361.

Harkness, J., Van de Vijver, F. J. R. & Johnson, T. P. (2003). Questionnaire design in comparative research. In J. Harkness, F. J. R. Van de Vijver & P. P. Mohler (Eds.), *Cross-cultural Survey Methods*. (pp. 19-34). Hoboken, NJ: Wiley & Sons Inc.

Knight, G. P. & Hill, N. E. (1998). Measurement equivalence in research involving minority adolescents. In V.C. McLoyd & L. Steinberg (Eds.), *Studying Minority Adolescents* (pp. 183 – 210). London: Lawrence Erlbaum.

Learning goals: Methods of establishing equivalent measures in culturally diverse groups

Knowledge and understanding of the concept of individualism/ collectivism, criticism to this concept.

IV. Influential Factors during Acculturation

6

Perceived discrimination

Literature:

Rosenbloom, S.R. & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35, 4, 420-251.

Verkuyten, M. & Thijs, J. (2002). Racist victimization among children in The Netherlands: The effect of ethnic group and school. *Ethnic and Racial Studies*, 25, 2, 310-331.

Wong, C.A., Eccles, J.S., & Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of*

Personality, 71, 6, 1197-1232.

Learning goals: Discussion of theories such as SIT or contact hypothesis to explain the phenomenon of discrimination

7 Ethnic identity

Literature:

Liebkind, K., Jasinskaja-Lahti, I., / Solheim, E. (2004). Cultural identity, perceived discrimination, and perceived parental support as determinants of immigrants' school adjustments: Vietnamese youths to Finland. *Journal of Adolescent Research*, 19, 4, 635-656.

Phinney, J. (2003). Ethnic identity and acculturation. In D. Matsumoto (Ed.), *The handbook of culture and psychology* (pp.35-50). New York: Oxford University Press.

Phinney, J. (1992). The Multigroup Ethnic Identity Measure: A new scale for use with adolescents and young adults from diverse groups. *Journal of Adolescent Research*, 7, 156-176 (just the scale).

Learning goals: Models by Erikson, Marcia, Phinney. Measures (e.g., MEIM). Implications of ethnic identity in terms of adaptation. Criticism to the model(s).

8 Language maintenance and language loss

Literature:

Fillmore, L.W. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice*, 39, 4, 203-211.

Hurtado, A. & Vega, L.A. (2004). Shift happens: Spanish and English transmission between parents and their children. *Journal of Social Issues*, 60, 1, 137-155.

Tseng, V. & Fuligni, A.J. (2000). Parent-adolescent language use and relationships among immigrant families with east Asian, Filipino and Latin American backgrounds. *Journal of Marriage and the Family*, 62, 465-476.

Learning goals: Role of language in acculturation process (e.g., friendships, well-being), bilingualism (beneficial or not?), concept of accelerated language loss, implications of language loss/ maintenance (e.g., for family relations, education), what should a sensible policy should look like

IV. Adaptation: Are Immigrant Adolescents as poor of as generally believed?

9 Well-being and educational success among immigrant adolescents

Literature:

Feliciano, C. (2001). The benefits of biculturalism: Exposure to immigrant culture and dropping out of school among Asian and Latino youths. *Social Science Quarterly*, 82, 865-879.

Fuligni, A.J. (1998). Adolescents from Immigrant Families. In V.C. McLoyd & L. Steinberg (Eds.). *Studying Minority Adolescents*. London: Lawrence Erlbaum.

- Fuligni, A.J. (1998). The adjustment of children from immigrant families. *Current Directions in Psychological Science*, 7, 4, 99-103. (overview)
- Hernandez, D.J. & Charney, E. (1998). *From generation to generation. The health and well-being of children in immigrant families*. Washington, D.C.: National Academic Press.
- Sam, D.L. (2000). Psychological adaptation of adolescents with immigrant backgrounds. *The Journal of Social Psychology*, 140, 1, 5-25.

Learning goals: Expanding the perspective on immigrants on advantages through the acculturation process of certain immigrant groups and on problems of second generation immigrants.

10 **Delinquency and substance (ab)use among immigrant adolescents**

Literature:

- Alaniz, M. L., Cartmill, R.S. & Parker, R. N. (1998). Immigrants and violence: The importance of the Neighborhood Context. *Hispanic Journal of Behavioural Sciences*, 20, 155 – 174.
- Albrecht, H. J. (1997). Minorities, crime, and criminal justice in the Federal Republic of Germany. In I. H. Marshall (Ed.). *Minorities, migrants, and crime. Diversity and similarity across Europe and the United States* (pp. 86 – 109). Thousand Oaks: Sage.
- Vazsonyi, A.T. & Killias, M. (2001). Immigration and crime among youth in Switzerland. *Criminal Justice & Behavior*, 28, 329-366.
- Wong, S.K. (1999). Acculturation, peer relations, and delinquent behavior of Chinese-Canadian youth. *Adolescence*, 34, 107-120.

Learning goals: Discussion of reasons for delinquency among immigrant youth: Which factors are similar in an immigrant and non-immigrant sample? What are acculturation related factors that need to be added to common theories of delinquency? Cultural characteristics of minority groups and receiving societies are taken into consideration.

11 **Final exam**

Mid-term essay: Diverging generations: The Acculturation Gap