CPSY 529: Psychology of Immigration

Spring 2016
Loyola University Chicago

Day & Time: Tuesday, 10 am – 12:30 pm
Room: CLC 423

Instructor: Eunju Yoon, Ph.D.
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Email: eyoon@luc.edu
Office Hours: Monday, 2 pm – 4 pm; By appointment

Required Text
See the reading list on pp. 5-12.

All students must have access to LiveText (http://www.luc.edu/education/admission/tuition/course-management-fee/).

Course Description
This is a doctoral-level seminar on psychology of immigration. This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations (Black immigrants, Arab immigrants, refugees, undocumented immigrants, and international students). This course focuses on analytic reading, writing a research proposal, and oral presentation.

IDEA Course Objectives
1. Students gain factual knowledge (terminology, classifications, methods, trends).
2. Students develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students develop skill in expressing themselves orally or in writing.
4. Students learn to analyze and critically evaluate ideas, arguments, and points of view.
5. Students acquire an interest in learning more by asking their own questions and seeking answers.

IDEA Course Evaluation Link for Students:
IDEA Campus Labs website: http://luc.edu/idea/ Click the Student IDEA Log In to complete your course evaluation at the end of the course.
School of Education Conceptual Framework

Social action through education: Students will learn general and special topics about immigrants and refugee population from diverse demographics backgrounds of age, race/ethnicity, country of origin, and social class. Students will learn, discuss, and reflect on how the understanding of immigrants’ and refugees’ issues are related to their professional development as social change agents. The conceptual framework of the School of Education is described here: www.luc.edu/education/mission/.

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions that students should develop in this class are professionalism, fairness/equity and belief that all students can learn. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

Diversity: The Counseling Psychology Program is committed to issues of diversity including but not limited to race, gender, sexual orientation, social class, ethnicity, and ability status. In this course students will focus on diversity issues of immigrant and refugee population. Students’ understanding of diversity will be assessed through class presentations, discussion, and writings.

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

Grading Scale:

Criteria..........................................................Percentage of Final Grade

Class Participation........................................10%
Weekly Discussion Questions..........................20%
Class Presentations........................................30%
Research Proposal: Written Report..................30%
Oral Presentation.........................................10%

Course Requirements

Class Participation. Class attendance and participation are critical in doctoral seminars. Thus, you are expected to read the assigned readings and participate actively in class discussions (10% of final grade).

Weekly Discussion Questions. You are expected to read the assigned readings every week, and turn in two discussion questions based on the readings by 12 pm on the day before class
meets (email). Each question should be a synthesized question from multiple readings. Your questions should reflect your evaluative understanding of the readings (20% of final grade).

Class Presentations. A seminar is an educational vehicle that is largely student-directed. Thus, you will be asked to make four presentations during the course of the seminar (30% of final grade).

Each student will select three topics (first presentation, from #1--#7; second presentation, from #8--#14; and third presentation, from #15--#21) and lead one-hour class discussion for each topic. The presenter should summarize the major issues on the topic and lead the class in a discussion of these issues. All students should have read the relevant articles. The presenter is expected to read beyond the assigned readings to develop sufficient expertise to lead the class discussion. If the presenter wants students to read additional literature, he/she should give the list of additional readings by Wednesday before the class.

Research proposal. Write an 18-20 page research proposal on a topic related to immigrant and/or refugee issues. The proposal should include introduction (research purpose, literature review, research hypotheses) and methods (participants, procedure, instruments, data analysis). Due Apr 19

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan 19</td>
<td>• Introduction and overview</td>
<td>*See the reading list</td>
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<tr>
<td>Jan 26</td>
<td>• APA overview of U.S. immigrants and psychology of immigration</td>
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<td></td>
<td>• Attitudes towards immigrants</td>
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<td>Feb 02</td>
<td>• J. Berry’s immigration and acculturation literature</td>
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<td>• #1________________________</td>
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<td>• #2________________________</td>
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<td>Feb 09</td>
<td>• Current acculturation theory/conceptualization and relationship of acculturation and mental health</td>
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<td>• #3________________________</td>
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<td></td>
<td>• Intra-immigrant group issues</td>
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<td>• #4________________________</td>
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<tr>
<td>Feb 16</td>
<td>• Ethnic identity</td>
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<td>• #5________________________</td>
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<td></td>
<td>• Migratory loss</td>
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<td>• #6________________________</td>
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<tr>
<td>Date</td>
<td>Topics</td>
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| Feb 23     | Social anxiety  
  - #7
  - Social connectedness  
  - #8 |
| Mar 1      | Language issues  
  - #9
  - Language brokering  
  - #10
  - Parent-child relationship  
  - #11 |
| Mar 8      | Spring break: No class |
| Mar 15     | Latino/a general topics  
  - #12
  - Latino/a special topics  
  - #13 |
| Mar 22     | Latino/a youth  
  - #14 |
| Mar 29     | Asian American general topics  
  - #15
  - Asian American special topics  
  - #16 |
| Apr 05     | Black immigrants  
  - #17
  - Arab immigrants  
  - #18 |
| Apr 12     | Refugees  
  - #19
  - Undocumented immigrants  
  - #20
  - International students  
  - #21 |
| Apr 19     | Remaining topics  
  - Research proposal due |
| Apr 26     | Research proposal presentation |
**READINGS**

1/26

http://www.apa.org/topics/immigration/
http://www.apa.org/topics/immigration/immigration-psychology.aspx
http://www.apa.org/about/gr/issues/minority/immigration-related-initiatives.aspx
https://www.psychologytoday.com/blog/sound-science-sound-policy/201510/the-psychology-immigration


2/02


2/09


2/16


3/15


Koch, J. M., Gin, L., & Knutson, D. *Creating safe and welcoming environments for immigrant*


GENERAL POLICIES

General policies on academic honesty, accessibility, conceptual framework, ethicsline reporting hotline, electronic communication policies and guidelines can be found at:
http://luc.edu/education/syllabus-addendum/

**This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**