CPSY 529: Psychology of Immigration  
Spring 2020  
Loyola University Chicago

Day & Time: Tuesday, 1 – 3:30 pm  
Room: CLC 901

Instructor: Eunju Yoon, Ph.D.  
Office: LT 1036  
Phone: (312) 915-6461  
Fax: (312) 915-6660  
Email: eyoon@luc.edu  
Office Hours: Monday, 2 pm – 4 pm; By appointment

Required Text  
See the reading list on pp. 5-13.

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

Course Description and Objectives  
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 relations, language issues, immigrant family dynamics, migratory loss, general and special topics for Latinx immigrants, general and special topics for Asian immigrants, and special populations (e.g., Black immigrants, Arab immigrants, refugees, undocumented immigrants, and international students). This course focuses on analytic reading, writing a research proposal, and oral presentation.

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.

School of Education Conceptual Framework  
The SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified via students’ learning to design an empirical study and write a proposal that promote a social justice 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, inquiry, and social justice. The specific dispositions that students should develop in this class are inquiry and social justice. 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.

Smart Evaluation:
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.
- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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

Grades: All assignments will be graded on an A+ -- F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A = 3.85 or greater
A- = 3.5 – 3.85
B+ = 3.15 – 3.5
B = 2.85 – 3.15
B- = 2.5 – 2.85
Etc.
**Criteria............................................................Percentage of Final Grade**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Weekly Discussion Questions</td>
<td>20%</td>
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<tr>
<td>Class Presentations</td>
<td>20%</td>
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<tr>
<td>Research Proposal: Written Report</td>
<td>40%</td>
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<tr>
<td>Oral Report</td>
<td>10%</td>
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**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 Tuesday 8 am (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 are expected to lead three or more discussions during the course of the semester (20% of final grade).

Each student will select three topics (first presentation, #1--#8; second presentation, #9--#16; and third presentation, #17--#24) and lead approximately one-hour class discussion for each topic. The presenter should summarize the major issues on the topic (prepare handouts to distribute) and lead the class discussion on 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 a 12-15 page research proposal on a topic related to immigrant and/or refugee issues. The proposal should include introduction (research purpose, significance of the study, background literature review, research hypotheses) and methods (participants, procedure, instruments, data analysis) (40% of final grade for written report; 10% of final grade for oral report). **Due Apr 14**
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>• Introduction and overview</td>
<td><em>See the reading list</em></td>
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<tr>
<td>Jan 21</td>
<td>1 • 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></td>
<td>• #1_________________</td>
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<tr>
<td>Jan 28</td>
<td>2 • J. Berry’s immigration and acculturation literature</td>
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<td>• #3_________________</td>
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<tr>
<td>Feb 04</td>
<td>3 • Current acculturation theory/conceptualization and relationship of acculturation and mental health</td>
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<td>• #4_________________</td>
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<td></td>
<td>• Intra-immigrant group issues</td>
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<td>• #5_________________</td>
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<tr>
<td>Feb 11</td>
<td>4 • Ethnic identity</td>
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<td>• #6_________________</td>
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<tr>
<td></td>
<td>• Migratory loss</td>
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<td>• #7_________________</td>
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<tr>
<td>Feb 18</td>
<td>5 • Social anxiety</td>
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<td></td>
<td>• #8_________________</td>
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<td></td>
<td>• Social connectedness</td>
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<td>• #9_________________</td>
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<tr>
<td>Feb 25</td>
<td>6 • Language issues</td>
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<td></td>
<td>• #10_________________</td>
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<tr>
<td></td>
<td>• Language brokering</td>
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<td>• #11_________________</td>
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<td></td>
<td>• Parent-child relationship</td>
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<td>• #12_________________</td>
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<tr>
<td>Mar 3</td>
<td>Spring break: No class</td>
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<tr>
<td>Mar 10</td>
<td>7 • Latino/a general topics</td>
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<td>• #13_________________</td>
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<td></td>
<td>• Latino/a special topics</td>
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<td>• #14_________________</td>
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<td>Mar 17</td>
<td>8</td>
<td>• Latino/a youth</td>
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<td>• #15_________________________</td>
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<td>• #16_________________________</td>
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<tr>
<td>Mar 24</td>
<td>9</td>
<td>• Asian American general topics</td>
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<td>• #17_________________________</td>
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<td>• Asian American special topics</td>
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<td>• #18_________________________</td>
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<tr>
<td>Mar 31</td>
<td>10</td>
<td>• Black immigrants</td>
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<td>• #19_________________________</td>
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<td>• Arab immigrants</td>
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<td>• #20_________________________</td>
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<tr>
<td>Apr 7</td>
<td>11</td>
<td>• Refugees</td>
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<td>• #21_________________________</td>
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<td></td>
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<td>• Undocumented immigrants</td>
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<td>• #22_________________________</td>
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<td>• International students</td>
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<td>• #23_________________________</td>
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<tr>
<td>Apr 14</td>
<td>12</td>
<td>• Remaining topics</td>
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<td>• #24_________________________</td>
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<tr>
<td>Apr 21</td>
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<td>• Research proposal presentation</td>
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<tr>
<td></td>
<td></td>
<td>Research proposal due</td>
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</table>

**READINGS**

1. 1/21

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. 1/28


### 3. 2/04


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4. 2/11


5. 2/18


6. 2/25


perceived maternal sacrifice, respect for the mother, and mother–child open communication. *Asian American Journal of Psychology, 5*, 86-95. (#30)


7. 3/10


8. 3/17


Rivera, G. J. (2014). What high-achieving Latino students need to apply to college: Environmental factors, individual resiliency, or both? *Hispanic Journal of Behavioral Sciences, 36*, 284-300. (#25)


9. 3/24


10. 3/31


12. 4/14


**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.**
**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

**Dispositions**
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

This link directs students to statements on essential policies regarding **academic honesty, accessibility, ethics line reporting** and **electronic communication policies and guidelines**. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education.**