CPSY 529: Psychology of Immigration  
Spring 2022  
Loyola University Chicago

Day & Time: Tuesday, 5:30 – 8 pm  
Online synchronous class via zoom: https://luc.zoom.us/j/86242255624

Instructor: Eunju Yoon, Ph.D.  
Office: LT 1036  
Phone: (312) 915-6461  
Email: eyoon@luc.edu  
Office Hours: By appointment

Responsiveness: You are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I usually respond to student emails within 24 hours during the weekdays. Also, if needed, we can talk via Zoom as our schedules allow.

Required Text
See the reading list on pp. 6-12.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.
The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.
COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and **test often.** N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University’s Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like **Tell Your Contacts** to report anonymously.

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 Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
School of Education Conceptual Framework

The SOE’s Conceptual Framework (CF)—*Social Action through Education*—is exemplified via students’ critical evaluation of current bodies of knowledge in psychology of immigration and learning to design an empirical study on immigrant/refugee experiences.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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.

Grading: For the course grade, the total accumulation of points will be used to determine your grade based on the following:

- 100-93%  A
- 92.99-90%  A-
- 89.99-87%  B+
- 86.99-83%  B
- 82.99-80%  B-
- 79.99-77%  C+
- 76.99-73%  C
- 72.99-70%  C-
- 69.99-67%  D+
- 66.99-60%  D
- 59.99- F

Summary of Assignments:

Class Participation: 10/20%
Weekly Discussion Questions: 20/40%
Class Discussion: 20/40%
Research Proposal: 50/0%

(For master’s students only: Research proposal is not required for master’s students. Your final grade will be based on participation, discussion questions, and facilitation of class discussion)

Assignment Descriptions:

** All assignments except for the discussion postings should be submitted via the Sakai Assignment.
**Late work will have 10% of points deducted from the total possible score for each delayed day (not class meeting).** No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work-related difficulties are not considered personal emergencies: Plan accordingly!!

**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 (10/20% of final grade).

**Weekly Discussion Questions.** You are expected to read the assigned readings every week and submit two discussion questions based on the readings via Sakai Assignment by Tuesday 8 am. Each question should be a synthesized question from multiple readings. Your questions should reflect your evaluative understanding of the readings (20/40% of final grade).

**Class Discussion.** A seminar is an educational vehicle that is largely student-directed. Thus, you are expected to lead 3-4 discussions during the course of the semester (20/40% of final grade).

Each student will select 3-4 topics (first presentation, #1--#7; second presentation, #8--#14; third presentation, #15--#21; and fourth presentation, #22--#24) and lead approximately one-hour class discussion for each topic. The presenter should summarize the major issues on the topic (prepare a written outline) and lead the class discussion on these issues. Submit the outline via Sakai Assignment by Tuesday 4 pm. All students should have read the relevant articles and be prepared for class discussion. If the presenter wants students to read additional literature, they should give the list of additional readings by Wednesday before the class.

**Research proposal.** Write a 10-15 page (text) research proposal on a topic related to immigrant/refugee experiences. The proposal should include introduction (research purpose, significance of the study, background literature review, research hypotheses) and methods (participants, procedure, instruments, data analysis) (40/0% of final grade for written report; 10/0% of final grade for oral report). **Due Apr 19**

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**CLASS SCHEDULE**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments</th>
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| 1    | 1/18 | - Introduction and overview  
- Overview of immigrant/refugee research in counseling psychology | *See the reading list |
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| 2 | 1/25 | - APA overview of immigration  
- Immigration policy  
DL #1: |
| 3 | 2/01 | - Attitudes toward immigrants  
DL #2:  
- Intra-immigrant group relations  
DL #3: |
| 4 | 2/08 | - Acculturation/enculturation  
DL #4:  
DL #5: |
| 5 | 2/15 | - Social anxiety  
DL #6:  
- Social connectedness  
DL #7: |
| 6 | 2/22 | - Ethnic identity  
DL #8:  
- Migratory loss  
DL #9:  
- Immigrant children and youth  
DL #10: |
| 7 | 3/01 | - Language and language brokering  
DL #11:  
- Parent-child relationship  
DL #12: |
| 8 | 3/08 | Spring break: No class |
| 9 | 3/15 | - Latinx immigrants  
DL #13:  
DL #14: |
| 10 | 3/22 | - Asian immigrants  
DL #15:  
DL #16: |
| 11 | 3/29 | - Black immigrants  
DL #17:  
- Arab immigrants  
DL #18: |
| 12 | 4/05 | - Refugees  
DL #19:  
DL #20: |
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| 13 | 4/12 | - Undocumented immigrants  
  DL #21:  
  DL #22: |
| 14 | 4/19 | - LGBTQ immigrants  
  DL #23:  
  - Mental health use  
  - Research methods  
  DL #24: |
| 15 | 4/26 | - Research proposal presentation |

**READINGS**

1. **1/18**


2. **1/25**

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  


3. **2/01**


4. 2/08


5. 2/15


6. 2/22


7. 3/01


8. 3/08

9. 3/15


10. 3/22


11. 3/29


12. 4/05


13. 4/12


14. 4/19


**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.**

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**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.

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.

**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 DIGICATION. 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.
allows faculty to work with students to develop throughout their program and address any issues as they arise.

**Digication**

All students, except those who are non-degree, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Additional ONLINE Course Policies**

**Privacy Statement**
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Synchronous Meetings**

Zoom link for synchronous meetings: See the Sakai overview page for a zoom link.

**Student Participation**

Students are expected to attend all synchronous meetings.

**Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center (SAC)](http://www.luc.edu/sac/).

**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/csa. 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.

Syllabus Addendum Link
https://www.luc.edu/education/academics/syllabi/