CPSY 529: Psychology of Immigration  
Spring 2018  
Loyola University Chicago

Day & Time: Tuesday, 10 am – 12:30 pm  
Room: CLC 303

Instructor: Eunju Yoon, Ph.D.  
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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. 5-12.

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

**Course Description and IDEA 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 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.

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.

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

<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>
</tr>
<tr>
<td>Class Presentations</td>
<td>30%</td>
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<tr>
<td>Research Proposal: Written Report</td>
<td>30%</td>
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<tr>
<td>Research Proposal: Oral Presentation</td>
<td>10%</td>
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</tbody>
</table>

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 three presentations during the course of the seminar (30% of final grade).
Each student will select three topics (first presentation, #1--#8; second presentation, #9--#16; and third presentation, #17--#24) 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 a 12-15 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 17

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>• Introduction and overview</td>
<td>*See the reading list</td>
</tr>
<tr>
<td>Jan 23</td>
<td>1  • APA overview of U.S. immigrants and psychology of immigration</td>
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<tr>
<td></td>
<td>• Attitudes towards immigrants</td>
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<tr>
<td></td>
<td>• #1_________________________</td>
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<tr>
<td>Jan 30</td>
<td>2  • J. Berry’s immigration and acculturation literature</td>
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<td>• #2_________________________</td>
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<td></td>
<td>• #3_________________________</td>
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<tr>
<td>Feb 06</td>
<td>3  • Current acculturation theory/conceptualization and relationship of</td>
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<tr>
<td></td>
<td>acculturation and mental health</td>
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<td></td>
<td>• #4_________________________</td>
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<tr>
<td></td>
<td>• Intra-immigrant group issues</td>
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<td></td>
<td>• #5_________________________</td>
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<tr>
<td>Feb 13</td>
<td>4  • Ethnic identity</td>
<td></td>
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<tr>
<td></td>
<td>• #6_________________________</td>
<td></td>
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<tr>
<td></td>
<td>• Migratory loss</td>
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<td></td>
<td>• #7_________________________</td>
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<tr>
<td>Feb 20</td>
<td>5  • Social anxiety</td>
<td></td>
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<td></td>
<td>• #8_________________________</td>
<td></td>
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<tr>
<td></td>
<td>• Social connectedness</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topics</td>
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<tr>
<td>--------</td>
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</tbody>
</table>
| Feb 27 | 6   | • Language issues  
|        |     |   • #10_________________  
|        |     |   • Language brokering  
|        |     |   • #11_________________  
|        |     |   • Parent-child relationship  
|        |     |   • #12_________________  |
| Mar 6  |     | Spring break: No class  |
| Mar 13 | 7   | • Latino/a general topics  
|        |     |   • #13_________________  
|        |     |   • Latino/a special topics  
|        |     |   • #14_________________  |
| Mar 20 | 8   | • Latino/a youth  
|        |     |   • #15_________________  
|        |     |   • #16_________________  |
| Mar 27 | 9   | • Asian American general topics  
|        |     |   • #17_________________  
|        |     |   • Asian American special topics  
|        |     |   • #18_________________  |
| Apr 03 | 10  | • Black immigrants  
|        |     |   • #19_________________  
|        |     |   • Arab immigrants  
|        |     |   • #20_________________  |
| Apr 10 | 11  | • Refugees  
|        |     |   • #21_________________  
|        |     |   • Undocumented immigrants  
|        |     |   • #22_________________  
|        |     |   • International students  
|        |     |   • #23_________________  |
| Apr 17 | 12  | • Remaining topics  
|        |     |   • #24_________________  |
| Apr 24 |     | • Research proposal presentation  |
|        |     | Research proposal due  |
1. 1/23

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. 1/30


3. **2/06**


4. **2/13**


5. 2/20


6. 2/27


7. 3/13


8. 3/20


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.


9. 3/27


Psychology, 3, 66-78.


11. 4/10


12. 4/17


**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.**
Loyola University Chicago  
School of Education  
Syllabus Addendum

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**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](http://luc.edu/education/livetext).

**Syllabus Addendum Link**

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

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.*