

PSYCHOLOGY OF IMMIGRATION

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Psyc 297
Lecture/1-2018
Summer/S2 (July)

Times MTWTH 1430-1705
Class Kaletsch room 5
Office By appointment
Office hours: By appointment
3 credits

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COURSE DESCRIPTION

Immigration has long been seen only as a sociological issue. However, psychology, with its focus on groups and individuals, has much to say on how different groups understand and interact with each other. In this course, we will review key psychological theories with regard to cultural contact and discuss how acculturation, discrimination, and stereotype threat, can affect the daily lives of individuals. A key focus of this course will be to discuss the various issues involved in the measurement of such psychological processes issues, as well as to try and understand its effects on mental

health. Special consideration will be made to consider these experiences within the European context.

COURSE GOALS

STUDENT OUTCOMES/OBJECTIVES

- Student will be able to describe the constructs that define different cultural groups.

LEARNING

- Students will examine society's attitudes towards people who belong to specific groups and how it affects the psychological state of the individual.
- Students will be able to critique the strategies of acculturation.
- Students will be able to compare and contrast the universal processes of enculturation and acculturation and the stages that occur with each of these concepts.
- Students will be able to describe the characteristics and effects of the cultural and environmental milieu of the individual and the family, including cultural, linguistic, and economic diversity issues.
- Students will be able to define in their own words the construct of "ethnocentrism" and how ethnocentrism can negatively affect studies in cross-cultural psychology.
- Students will be able to differentiate and define the differences between "ethnicity", "race", "national identity", and "culture".
- Students will be able to construct a world map and as a result be able to locate where various research studies have occurred.
- Students will learn about the methods and designs used in cross-cultural research.
- Students will be able to differentiate between the qualitative and quantitative research designs and analyses.



COURSE METHODOLOGY

These objectives will be met through an array of interdisciplinary readings, which includes assigned readings.

To facilitate learning, I will be using a variety of methods, such as lecturing, powerpoint, video excerpts, in class demonstrations and discussion. To assess these objectives, I will rely on exams, various written assignments, and class participation.

COURSE MATERIALS

We will not be using a textbook for this class. Instead, we will be relying on articles that are posted on moodle.

COURSE REQUIREMENTS

Exams. There will be a total of two exams in this course. Each exam will be worth 100 points. Exams may be a combination of multiple choice, fill in, and brief essays. They will cover material from the assigned readings and lectures.

Exams will be judged based on their thoroughness and attention to detail. I expect answers that are nuanced and well cited. You will be given a host of questions prior to the exam and I will pick some version of the questions based on this pool.

Homework. Throughout the course you will be required to fill out a number of assignments. (e.g., homework sheets or discussion notes). These assignments are a way to get you thinking and more engaged with a topic. Additionally, they should help you process the material deeper. When required, please be sure to do these assignments, post them on moodle AND bring them to class the next day for discussion.

For the discussion notes, for each assigned reading, please begin with an explanation of the thesis/main ideas contained in each reading followed by comments reflecting your engagement with the text. These comments will include both what you find compelling about the

reading and what you find problematic and why. Be sure to note and define any psychological theories or terms that are listed. If the article you are reading contains data, be sure to explain the independent and dependent variables as well a brief review of the results.

Please also write down what you did not fully understand in the reading(s) so that we can focus on clarifying those issues during the course.

With regards to grading, satisfactory discussion notes are those that are **at least 250 words long** (one page, double spaced). They will be given either a check plus (90-100), check (90-80), or check minus (80 or below). If I think your notes are insufficiently engaged, I will notify you before reducing your grade (you will get only one warning). If I notify you that your note was unsatisfactory, you must rewrite before the next class or you will get a reduced grade on this assignment. Unsatisfactory posts are those that are too short, shallow, have numerous typos, and do not follow the guidelines. While you will not be graded on your writing style, please be professional in your posts (no shorthand if possible). These assignments are typically due daily at 9am weekday or 7pm on Sunday.

Late posts will be penalized at 10 points a day. No post may be submitted after a week (in our case 5 days) that it is due.

Cultural Interview. For this class, you will be asked to do an in-depth interview with someone who has immigrated. You will then present the details of this experience in class. More details on this assignment will follow shortly.

Participation. Class participation is vital. Psychology is an ever-evolving science and one of the best ways to learn is by becoming fully integrated in class discussions and assignments. By class participation, I mean thoughtful participation that engages the class with knowledge about the readings. It also means not monopolizing the class discussion.

COURSE GRADING

Exam 1	20%
Exam 2	20%
Homework	25%
Interview	25%
Participation	10%

GRADE	LOWEST
A+	98
A	92
A-	90
B+	87
B	82
B-	80
C+	78
C	72
C-	70
D+	68
D	60
F	59 or LESS

WRITING/RESEARCH EXPECTATION

You will be asked to write fairly consistently throughout the course a set of discussion notes. These discussion notes will be submitted daily and given a grade for completion. Detailed discussion notes will serve as study guides for you for the exams.

ATTENDANCE POLICY

Since this class meets in the summer it is on an accelerated schedule. This means that consistent attendance is mandatory and will be taken every day.

In case of illness, students should present documentation of this and email me ahead of time **prior** to the absence. If a student is absent without a documented excuse, a student's final grade will be deducted 5 points for each absence incurred.

Non-compliance with the attendance policy specified in the syllabus of a course may result in the student being dropped from the roll for the course by the professor in consultation with the Dean and, in any case, **will incur a reduction of the student's final grade by at least 10%**.

CHEATING AND PLAGIARISM

In the liberal arts we are, at the core, an intellectual community of scholars – students and faculty – engaged in the free and open exchange of ideas. Critical to this lively exchange and deep engagement with ideas is the academic integrity of our work, both inside and outside the classroom.

Thus, I expect all students, at all times, to submit work that represents these standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words they have drawn upon. Ignorance and carelessness are not excuses for academic dishonesty.

Examples of dishonesty include, but are not limited to:

Cheating. “Cheating is the use of unauthorized, prohibited, or the use of unauthorized, prohibited, or unacknowledged material in an academic exercise. It includes obtaining copies of a test, quiz, etc in advance, copying someone else's paper, having someone else do your assignment, using notes, calculators, books, etc to complete an assignment without permission of the instructor, changing an assignment after it is marked and then misrepresenting that fact to an instructor.” Cheating on exam also includes looking at someone else's test during the exam, copying answers, bringing a “crib sheet,” etc.

Plagiarism, “is the representation of words, ideas, figures, or material from other sources as one's own”. This can include copying part or all of someone's work or ideas or copying parts of another source (textbook, article, etc.) in a paper without properly citing that source. It also includes **self-plagiarism** – as in submitting a paper that was previously submitted to another course.

“Plagiarism may be as small as five words. It includes cutting and pasting of language from

the internet, or any other source, without proper acknowledgement. Material inadvertently used without citation is still plagiarized, even if accidentally plagiarized.”

So Cite Properly. In order to prevent plagiarism, give credit where credit is due. Learn to cite properly (e.g., using APA style).

Use Credible Academic Sources. Students are expected to base all their work on credible academic sources. Credible sources are those that are peer reviewed. Wikipedia is not a credible or reliable source. Articles found on google are also not necessarily credible nor peer reviewed.

Class Conduct. Please be mindful and respectful of others in this class. Sometimes we may not be fully aware of the impression we are creating. Thus, I ask you to reflect on your behavior and continuously try to create the best impression possible.

Disruptive and/or disrespectful behavior (including lateness) can be manifested in such actions as talking to your neighbor during lecture, classroom discussion, or video.

When you're communicating with me or your classmates—whether in person or online, in a group or one-on-one—be careful and thoughtful with each other and with the ideas under consideration. If someone says something with which you disagree, try to figure out ways to engage with this person rather than belittle, bully, or dismiss.

Also pay attention to your body behavior – please refrain from smirking, yawning, eye rolling, pointing, or any other form of disrespectful behavior.

Sleep. If this class meets early in the morning: make sure you get enough sleep the night before. If you are caught falling asleep or reading something else in the class (e.g., newspapers) you will be pulled aside and may be asked to leave class – and this will affect your participation grade.

Food. If this class meets during or after lunch: remember it's not lunch time. Please NO FOOD in class (coffee is fine).

Cell Phones & Texting. While I understand that sometimes you may need to be easily reached (in case of an emergency), I ask that you please silence your cell phone before class. You may also not text or receive texts during class time. If you are caught doing this, I may ask for your phone for the remainder of the class.

If your cell phone goes off, I give myself the option of reducing your next exam score by one full letter grade.

Email. I communicate a fair bit through email. However, please note that email is not a confidential medium. Please remember this when corresponding to me. If you have a personal issue that you need to let me know of please do not go into the specifics of your problem via email. Simply set up an appointment to set up a meeting with me.

Also, since I do not check email throughout the day it is inappropriate for you to email me the night before an assignment or exam is due and request an extension. This is an insufficient amount of time to have this request considered and is not fair to the other students who have already begun working on an assignment.

Finally, please understand that I won't read or respond to email before 10am and after 7pm.

GRADING OF PARTICIPATION

Participation is based on the following point system. All students begin with a base of 50 points, from which points are added to get the final grade. For example, if you have excellent participation, you would earn 50 points, this is then added to your score of 50: 50 earned + 50 base = 100 points = 100%. Grades take into account the quality and quantity of your responses. Remember that good participation means that you must not monopolizing the class discussion.

50 **Consistently participated**, contributed in a very significant way to ongoing discussion, and responded thoughtfully to other students' or the professor's comments. Demonstrates superior active involvement. Brings up own examples to elaborate on points. Tries to relate material in a meaningful way to personal experience but also extends beyond this and integrates what is discussed in other classes into the current class.



40 **Demonstrates good preparation.** Contributes to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

30 **Demonstrates fair participation.** Contributes to class discussion when called on, and will volunteers own information. When does contribute, tries to do so in a meaningful way.

A score of 20 and below indicates that there are significant problems with participation. Typically, student has been warned of this, either during or after class, in a meeting or in a progress report.

20 **Present, not disruptive.** Tries to respond when called on but does not offer much. Demonstrates limited involvement in discussion. Rarely volunteers.

10 **Present.** Does not raise hand to participate. When called on student is unaware of what is currently discussed in class or does not try to elaborate on current discussion. Does not respond when called on (e.g. shrugs shoulders).

0 **Excessively disruptive to class.** Engaged in secondary conversations or otherwise disruptive (sleeping, reading the paper, etc), and/or excessively absent.

Psychology of Immigration DRAFT Reading List
Prof. Lopez, Franklin University, Summer Session 2 (2017)

Week 1: Understanding the History of Immigration in United States

- American Psychological Association (APA). (2012). *Crossroads: The psychology of immigration in the new century*. Report of the APA presidential task force on immigration. (read section on Considerations for the Field). (recommended)
- D'amato, G. (2010) A Multicultural Country Without Multicultural Policies. In S. Vertovec & S. Wessendorf (Eds.). *The Multiculturalism Backlash: European Discourses, Policies, and Practices*. Routledge Press.
- Head-König, A. (2003). Citizens but not belonging In S. King & A. Winter (Eds.). *Migration, Settlement, and Belonging in Europe, 1500s-1930s*. Beghhan Books.
- Jones, D. (2010). Psychology. A WEIRD view of human nature skews psychologists' studies. doi: 10.1126/science.328.5986.1627 (recommended)
- Kym, A. (2010). Switzerland as a cultural nation (Willensnation). In K. Baumgartner & M. Verena, M. Zinggeler (Eds.) *Multiculturalism to Hybridity: New Approaches to Teaching Modern Switzerland*. (Excerpt: pp. 19-29) Cambridge Scholars Publishing.
- Mazzoleni, O. & Pilotti, A. (2015). The outcry of the periphery? An analysis of Ticino's No to Immigration. *Swiss Political Science Review*, 21 (1), 63-75. doi: 10.1111/spsr.12147
- Perkowska, M. (2015). The migration policy of Switzerland. doi: 10.14746/pp.2015.20.3.3
- Sandoz, L. (2016). The symbolic value of quotas in the Swiss immigration system. NCCR: On the move, highlights #1. 40-51.
- Skenderovic, D. (2007). Immigration and the radical right in Switzerland: Ideology, discourse and opportunities. *Patterns of Prejudice*, 41, 2, 155-176. doi: 10.1080/00313220701265528
- Lorenzi-Ciodi, F., Chatard, A., & Marques, J.M., Selimbegovic, L. & Konan, P. Faniko, K. (2011). What do drawings reveal about people's attitudes toward countries and their citizens? *Social Psychology*, 42, 231-240. (recommended)

Week 2: Understanding Acculturation and Attitudes in United and Europe

- Ackermann, M. & Freitag, M. (2015). What actually matters? Understanding attitudes toward immigration in Switzerland. *Swiss Political Science Review*, 21 (1): 36-47. doi: 10.1111/spsr.12146
- Berry, J.W. et al. (2017). Intercultural relations in Switzerland. *Mutual Intercultural Relations*, 167-186.
- Green, E. G. T, Fasel, N., Sarrasin, O. (2010). The more the merrier? The effects of type of cultural diversity on exclusionary immigration attitudes in Switzerland. *International Journal of Conflict and Violence*, 4 (2), 177-190. doi: 10.4119/UNIBI/ijcv.79
- Green, E. G. T., Sarrasin, O., Fasel, N. & Staerkle, C. (2011). Nationalism and patriotism as predictors of immigration attitudes in Switzerland: A municipality-level analysis. *Swiss Political Science Review*, 17 (4): 369-393. doi: 10.1111/j.1662-6370.2011.02030.x (recommended)
- Rapp, C. (2015). More diversity, less tolerance? The effect of type of cultural diversity on the erosion of tolerance in Swiss municipalities. *Ethnic and Racial Studies*, doi: 10.1080/01419870.2015.1015582

Week 3: Understanding Discrimination of Immigrants in Switzerland

- Binggeli, S. Krings, F., & Sczesny, S. (2014). Stereotype content associated with immigrant groups in Switzerland. *Swiss Journal of Psychology, 73*(3), 123-133. doi: 10.1024/1421-0185/a000133
- Rapp, C. & Freitag, M. (2014). The personal foundations of political tolerance towards immigrants. *Journal of Ethnic and Migration Studies, 41*(3), 351-373. doi: 10.1080/1369183X.2014.924847.
- Rudert, S. C. Janke, S. & Greifeneder, R. (2017). *Under threat by popular vote: German-speaking immigrants' affect and cognitions following the Swiss vote against mass immigration*. PLoS One, 12 (4). e0175896.
- Trebbe, J. & Schoenhagen, P. (2011). Ethnic minorities in the mass media: How migrants perceive their representation in Swiss public television. *Journal of International Migration and Integration, 12*, (4), 411-428.

Week 4: Understanding the Mental Health of Immigrants in Switzerland

- Lay, B., Nordt, C., & Rossler, W. (2007). Mental hospital admission rates of immigrants in Switzerland. *Social Psychiatry and Psychiatric Epidemiology, 42* (3) 229-236. doi: 10.1007/s00127-007-0157-4
- López, I & Ho., A. (2013). *Culture-bound (or culturally salient?)*: The role of culture in disorder. In K. D. Keith (Ed.). *The Encyclopedia of Cross-Cultural Psychology*: Wiley.
- Neto, F., & Barrios, J. (2001) *Predictors of loneliness among adolescents from Portuguese immigrant families in Switzerland*. *Social Behavior and Personality, 28*, 193-206. doi: /10.2224/sbp.2000.28.2.193
- Rapp, C. & Freitag, M. (2013). Intolerance toward immigrants in Switzerland: Diminished threat through social contacts? *Swiss Political Science Review, 19* (4), 425-446. doi: 10.1111/spsr.12049
- Simona Moussa, J. Pecoraro, M., & Ruedin, M. (2015) The gender gap in mental health: Immigrants in Switzerland. In N.Khanlou, F. B. Pikington (Eds.). *Women's Mental Health*, (pp 217- 231). Part of the Advances in Mental Health and Addiction book series (AMHA).
- Trottaa, C., Langb, U.E., & Schneebergera, A.R. (2013). Mental health care across two nations – Switzerland and the United States of America. *Swiss Archives of Neurology and Psychiatry, 165-169* (recommended)
- Yilmaz, A.T. & Weiss, M.G. (2001). Cultural formulation: depression and back pain in a young male Turkish immigrant in Basel, Switzerland. *Culture, Medicine, and Psychiatry, 24*, 259-272.

Movies

No One Was Waiting for You to Come. (2017), retrieved from:

<https://www.youtube.com/watch?v=CYOU5RQse3c>. Two-part documentary (each 50 min long) on a program meant to help integrate asylum seekers into Switzerland.

Fueter, P-C. & Sinniger, A. (Producers), & Koller, X. (Director). (1990). *Reise der Hoffnung [Journey of Hope]. [Motion Picture] Switzerland & Turkey: Miramax.*

This film won the 1990 Academy Award for Best Foreign Language Film, earning the second Oscar win ever for Switzerland. Story of a Turkish family who try to immigrate to Switzerland.

Reinhart, G. (Producer), & Imhoof, M. (Director). (1981). *Das Boot ist Voll [The Boat is Full]. [Motion Picture]. Switzerland: Limbo Film AG.*

Nominee for the Academy Award for Best Foreign Film. Excellent film which shows Switzerland's role during World War II.

**PSYCHOLOGY OF IMMIGRATION:
FRANKLIN UNIVERSITY SWITZERLAND
CLASS SCHEDULE
SUMMER 2018: PROF LÓPEZ**

Date	DAY	Goal	What's Due & Important Dates
WEEK 1: History			
JULY 2	MON	Today We Will <ol style="list-style-type: none"> 1. Do introductions (ID Sheet) 2. Go over syllabus 3. Sign up for class presentations 4. Do map of the world 	Homework Due For Next Class <ol style="list-style-type: none"> 1. redo the map of the world, write up analysis on moodle forum by Tues 9am, and hand in class 2. Read "Switzerland as a Cultural Nation" 3. Read "Citizens But Not Belonging" 4. Read "A Multicultural Country Without Multicultural Policies" 5. Answer moodle prompt on readings questions by Tuesday at 9am.
JULY 3	TUES	Today We Will <ol style="list-style-type: none"> 1. Review map of the world homework 2. Review powerpoint on demographics in Switzerland 3. Discuss research designs (handout to be given) 	FUS Deadline for Schedule Changes Homework Due For Next Class <ol style="list-style-type: none"> 1. Study for syllabus quiz – dates and policies 2. Read "Symbolic Value of Quotas in the Swiss Immigration System" 3. Read "Immigration and the Radical Right in Switzerland" 4. Read "The Migration Policy of Switzerland" 5. Read the "Outcry of the Periphery" 6. Read APA Report on Immigration (on moodle) with special attention to section on "Considerations for the Field" 7. Write a discussion note on the "Outcry of the Periphery" on moodle by Wed at 9am.
JULY 4	WED	Today We Will <ol style="list-style-type: none"> 1. Syllabus quiz 2. Review APA report 	Homework Due For Next Class Reading TBA

		<ol style="list-style-type: none"> Come to class prepared to present the homework articles. Discuss upcoming cultural interview. 	
JULY 5	THUR	NO CLASS	<p>Home for Over the Weekend: Work on Shopping Trip Assignment – submit on moodle by Sunday at 7pm</p> <p>Do 2nd map of the world and hand in on Monday (will be graded)</p> <p>Identify someone to do the cultural interview.</p>
WEEK 2: Acculturation & Attitudes			
JULY 9	MON	<p>Today We Will</p> <ol style="list-style-type: none"> Hand in 2nd map of the world Discuss the concept of acculturation – and look at acculturation handouts Review theories of culture contact Discuss how attitudes can change 	<p>Homework Due For Next Class</p> <ol style="list-style-type: none"> Read “What Actually Matters? Understanding Attitudes Toward Immigration in Switzerland” (do discussion note) Read “Mutual Intercultural Relations” (do discussion note) Do Discussion Notes on Required Readings Recommended reading: “Nationalism and Patriotism as Predictors of Immigrant Attitudes”
JULY 10	TUES	<p>Today We Will</p> <ol style="list-style-type: none"> Discuss the articles read View Film “No One Was Waiting For You To Come” (100 min) 	<p>Homework Due For Next Class</p> <ol style="list-style-type: none"> Read “More diversity? Less tolerance?” (do discussion note) Read “The more the merrier? Effects of Type of Cultural Diversity on Exclusionary Attitudes in Switzerland” (Do discussion note) Pick topic for cultural presentations and submit for next day’s class.
JULY 11	WED	<p>Today We Will</p> <ol style="list-style-type: none"> Submit topic for cultural presentations Discuss remaining articles on attitudes 	<p>Homework Due For Next Class</p> <p>Study for exam</p>

		3. Will dispense exam 2 for submission the next day	
JULY 12	THUR	EXAM 1	Homework Due For Next Class <ol style="list-style-type: none"> 1. Read “The Personal Foundations of Political Tolerance Toward Immigrants” 2. Read “Stereotype Content Associated With Immigrant Groups in Switzerland” 3. Do Discussion Notes on Above Articles 4. Do 3rd map of the world and hand in class on Monday (will be graded)
WEEK 3: Discrimination			
JULY 16	MON	Today We Will <ol style="list-style-type: none"> 1. Hand in 3rd map of the world 2. Discuss research on discrimination and articles read 	Homework Due For Next Class <ol style="list-style-type: none"> 1. Read “Ethnic Minorities in the Mass Media” 2. Read “Under Threat by Popular Vote” 3. Do Discussion notes on all readings 4. Do the HW sheet on Enemy Images. How are immigrants depicted in popular media
JULY 17	TUES	Today We Will <ol style="list-style-type: none"> 1. Continue discussion on discrimination 2. Do in class hw sheet on Discrimination Incidents 	Homework Due For Next Class <ol style="list-style-type: none"> 1. Bring a copy of your personal interviews to class and be prepared to discuss
JULY 18	WED	Today We Will Do Cultural Interview Presentations	Homework Due For Next Class <ol style="list-style-type: none"> 1. Read “A Clinical Case Study” 2. Read “Mental Hospital Admission Rates of Immigrants in Switzerland” (discussion notes)
JULY 19	THUR	Today We Will <ol style="list-style-type: none"> 1. Hand in HW 	FUS Deadline to Withdraw Homework Due for Next Class <ol style="list-style-type: none"> 1. Do 4th map of the world (will be graded)

		<ol style="list-style-type: none"> 2. Discuss “A Clinical Case Study” 3. Discuss “Mental Hospital Admission Rates of Immigrants in Switzerland” 4. Do Discussion Notes on all articles 	
WEEK 4: Mental Health			
JULY 23	MON	Today We Will <ol style="list-style-type: none"> 1. Hand in 4th map 2. Review research on mental health and distress 	Homework Due For Next Class <ol style="list-style-type: none"> 1. Read “The Gender Gap in Mental Health: immigrants in Switzerland” 2. Read “Diminished Threat” (discussion note)
JULY 24	TUES	Today We Will <ol style="list-style-type: none"> 1. Review research on mental health and treatment 2. Will post exam questions on moodle 	Homework Due For Next Class <ol style="list-style-type: none"> 1. Read “Culture Bound or Culturally Salient?” 2. Read “Predictors of Loneliness” (discussion note)
JULY 25	WED	Today We Will Discuss Case Exam Review	Homework Due For Next Class Study for Exam
JULY 26	THUR	In Class Exam	