

## **Psychology of Belonging**

Fall 2019 | PSYCH 401

Instructor: Özge Savaş

Class: Tu & Th 10-11:30 | B247 EH

Office hours: Tu 2-4pm | 3261 EH

### **COURSE DESCRIPTION**

What are the differences between refugees, asylum-seekers, and immigrants? What are the reasons they come to the United States? What creates the conditions for illegal immigration? What are the facts about undocumented immigrants? Why are they being deported? What does immigrant integration mean and who is integrated? In this course, we are going to explore the scientific, conceptual, and policy-oriented foundations of a migrant and refugee centered study of immigration in the United States. This course (1) situates historical and contemporary psychological research on immigration, race, and identity in today's contemporary immigration debates, (2) encourages students to think about the relationship between psychological research on immigration and immigration policy, and (3) helps students engage in interdisciplinary and critical thinking on psychology of immigration. The course would be in a seminar format with small group discussions, close-readings of the articles, in-class activities as the dominant forms of interaction in the class. In order to familiarize you with key questions, theoretical tools, and issues within the field, our readings will range across a body of interdisciplinary and critical scholarship and will include elements from popular culture.

### **LEARNING OBJECTIVES**

- ⇒ Explain what social constructionism is and give examples of race and ethnicity as social constructions.
- ⇒ Compare and contrast different psychological theories of acculturation and be able to critique each.
- ⇒ Explain and exemplify the relationship between immigration policy and attitudes towards immigrants.
- ⇒ Identify and debunk the myths and stereotypes about different immigrant groups, and racial minorities.
- ⇒ Propose immigration related research questions.
- ⇒ Apply different psychological theories and frameworks for discussing solutions about displacement, human rights violations and protracted intergroup conflicts.

## COURSE REQUIREMENTS

Your final grade will be composed of four major components each of which are described in detail below:

Attendance and Participation	15%
Mini quizzes	10%
Genogram and Reflection Paper	15%
Interview with an immigrant	20%
In-class presentations	15%
Final Paper	25%

### **Attendance & Participation (15%):**

Attendance will be taken each week and will factor into the participation grade. Please tell me in advance if you are coming from far away and may have difficulty making it to the class on time. Please do not start packing up before the class ends.

If you are unavoidably absent due to illness, you should still turn in any required assignments by their due date and get notes from a class mate. If you have an unforeseen illness or emergency and cannot attend a class, send me an e-mail in advance of the class you miss and then follow this up with documentation of the emergency from a doctor or other professional. Throughout the semester you can use one-time unexcused absence.

### **Mini Quizzes (10%):**

Mini quizzes will be given in class bi-weekly. Each mini quiz will cover the concepts and theories from the readings of the two weeks combined (the previous week + the current week). The question types will vary from multiple choice, true-false to short-answers. No need to memorize facts. The quizzes will mostly focus on the conceptual and theoretical understanding; and will be *open-book*. The first quiz will be administered in the beginning of the third class.

### **Genogram and Reflection Paper (15%):**

This assignment is due on the 6<sup>th</sup> week of classes (please bring a hard copy and upload a copy on CANVAS). We will work on the genograms in-class in the 5<sup>th</sup> week and you will have a chance to work on it more after the class and write a reflection paper. In this paper you are expected to survey your family's recent geographical history. A genogram is a graphic representation of a family tree that displays detailed data on relationships among individuals. It goes beyond a traditional family tree by allowing to analyze hereditary patterns and psycho-social factors that punctuate relationships among individuals.

After creating the genogram with a focus on geographically "where" each individual in your family is coming from, I would like you to reflect on this history: How might this history and these relationships among individuals in your family have shaped your life, your interactions with other people, your interactions with others who are similar to you and different from you?

**In class presentation (15%):**

Each of you will make a mini-presentation (about 10 minutes) in class about a contemporary debate/issue you choose to write your final paper on.

In this presentation you are expected to (1) explain *why* you chose the particular issue you chose, *why* is it important? (2) give us a summary of the different sides/aspects of the debate/issue with a brief lit review, (3) propose a research questions/study idea to understand the side(s) of the debate, (4) explain how your study idea would be a contribution to psychological scholarship on immigration.

**Interview with an immigrant (or a non-immigrant about immigration) (20%):**

**Option #1:** find one person who is either an immigrant or a refugee in the United States; and interview them about their experiences as an immigrant.

**Option #2:** find one person who is a citizen of the United States and not an immigrant; and interview them about their attitudes and views of immigrants and immigration.

On week 7, we will work on generating interview questions in-class. After the class you will have a chance to work on the questions more and interview the person with the questions you prepared. On week 9, you are expected to submit a transcription of the 5 minutes of your interview. This transcription ideally should focus on a “critical moment” in the interview which then you would like to analyze based on the concepts and theories you have learned in class so far. On week 10, a 2-page analysis of the critical moment of your interview is due in the beginning of the class. Even though you will base your report on the analysis of the “critical moment” that you transcribed, you are expected to contextualize it by referring to other parts of the interview.

**Final Paper (25%):**

A final paper is due the last day of the class. In the final paper you are expected to (1) pick up a contemporary debate/issue in relation to immigration, (2) explain different sides/aspects of the debate/issue, (3) find psychological research relevant to the issue and write a literature review, (4) make either policy recommendations or propose further research based on your literature review. Your final paper should be 12-15 double-space pages.

\* Feel free to use the interview as an inspiration for the final paper idea; however, they are two separate assignments, and do not have to be related to each other in terms of the ideas they each explore.

Final grades will be determined based on the following system:

Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade
93-100	A	87-89	B+	77-79	C+	67-69	D+
90-92	A-	83-86	B	73-76	C	63-66	D
		80-82	B-	70-72	C-	60-62	D-

## COURSE POLICIES

**Feedback on drafts:** You are always welcome to discuss with me your ideas about papers, and an initial draft you have. However, do not ask me to go over a draft of your paper and give you feedback on email. You need to be present, and actively discussing your ideas with me if you want feedback on a draft. Also, if you need help with your paper make sure to schedule an appointment with me at least two weeks prior to the deadline of submission. If you want detailed feedback on your finalized paper, submit a hard copy along with the electronic copy.

**Late Policy:** Any assignment will be docked one full letter grade for each day that they are late (grade reductions begin when the assignments are turned in late within the day they are due). Do not email me asking for an extension within the last week before an assignment is due.

**Academic Integrity:** Academic dishonesty of any form will not be tolerated in this course. This includes all forms of plagiarism on papers. Failure to abide by this rule may result in failure or expulsion depending on severity. For more information, please visit the LSA website at <http://www.lsa.umich.edu/academicintegrity/>.

You are expected to follow the APA format in your papers for this class. Here is a link that I found useful in my own work for checking the most up-to-date APA rules: <https://owl.english.purdue.edu/owl/resource/560/01/>

**Email Etiquette:** My e-mail policy is to respond to email correspondence within 48 hours on business days. Communicating by e-mail in academic environments is an important skill that is learned. Your instructors have certain expectations from you in e-mail communications, and it is important to follow those to have an effective communication. In this link are some emailing tips: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

**Office hours:** I hold weekly office hours (Tu 2-4pm). These office hours are for you to bring in course-related questions, get help for assignments, discuss topics related to your progress, etc. You are also welcome to contact me to schedule an appointment anytime during the semester. If you cannot make it to office hours, please e-mail me with a brief description of why you need to schedule an appointment. I strongly recommend that you come in and discuss your assignments and progress in the course at anytime.

**Accessibility:** It is important to me that this course is equally accessible to everyone who is enrolled. I have incorporated a variety of instruction techniques and evaluation methods to make the class equally accessible to all students with different learning styles. In spite of these efforts, situations occur in which the learning style of individual students is not met by the instructional climate. If you have a disability of any type or you think you have a different learning style than what is more widely accommodated, I encourage you to make use of the Services for Students with Disabilities (SSD) office and inform me *within the first two weeks of class*, so that accommodations can be made. This is the best way for me to provide accommodations. SSD is located at G-664 Haven Hall and you can also contact them through email at [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu), or through telephone at 734-763-3000.

## CAMPUS RESOURCES

- ❖ Counseling and Psychological Services (CAPS):
  - 3100 Michigan Union, 734-764-8312, <http://www.umich.edu/~caps/>;
  - [www.mitalk.umich.edu](http://www.mitalk.umich.edu) (available 24/7)
  
- ❖ Psychiatric Emergency Services/24 Hour Crisis Line:
  - 1500 East Medical Center Drive (UM Hospital) ○ (734) 936-5900 (available 24/7)
  
- ❖ Services for Students with Disabilities:
  - G664 Haven Hall, 734-763-3000, <http://ssd.umich.edu/>
  
- ❖ Psychology Student Academic Affairs (SAA) Office:
  - 1343 East Hall, 734-764-2580, <http://www.lsa.umich.edu/psych/undergraduate/psych.saa@umich.edu>
  
- ❖ LSA Academic Advising Center
  - 1255 Angell Hall, 734-764-0332, [www.lsa.umich.edu/advising](http://www.lsa.umich.edu/advising)
  
- ❖ Sweetland Writing Center/Online Writing Lab
  - 1310 North Quad, 734-764-0429, [www.lsa.umich.edu/sweetland](http://www.lsa.umich.edu/sweetland)
  
- ❖ The Spectrum Center (organization for the LGBT community):
  - 3200 Michigan Union, 734-763-4186, <http://spectrumcenter.umich.edu>
  
- ❖ Undergraduate Research Opportunity Program: <http://www.lsa.umich.edu/urop>

**SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATION</b>	<b>ASSIGNMENTS &amp; RESPONSIBILITIES</b>
[Week1] Sept 3-5	Introductions	<i>Read</i> the Course Syllabus	
[Week2] Sept 10-12	Nation & Citizenship	1.Benhabib 2.Andreouli	38 pages
[Week3] Sept 17-19	Race, Ethnicity, & Belonging	1.Jacobson 2. <i>Listen to</i> Interview by Michael Omi	12 pages + 30 min
[Week4] Sept 24-26	Gender, Sexuality, & Belonging	1.Chauncey 2.Anzaldúa 3. <i>Listen to</i> Interview by Holly Hughes	25 pages + 30 min
[Week5] Oct 1-3	Public policy, research, & immigration	1. Deaux 2. PEW report	31 pages
[Week6] Oct 8-10	Multiculturalism	1. Berry 2. Bhatia 3. <i>Listen to</i> “This American Life: Episode “American in Paris.”	39 pages +60 min
[Week7] Oct 17	Interview Methodology	-	
[Week8] Oct 22-24	Assimilation	1.Brubaker	18 pages
[Week9] Oct 29-31	Recognition	1.Hopkins & Blackwood 2.Crucet	16 pages

**In class: Mini quiz 1**

**In class: Mini quiz 2**

In class: Work on genogram

**Due in class: Genogram and Reflection Paper**

In class: Work on interview questions

**In class: Mini quiz 3**  
**Class Trip** to University of Michigan Museum of Art (UMMA) Special Collection on Immigration  
 Outside of class: Refine your interview questions, find a participant and carry out the interview

**Due in class: Transcription of 5-min of your interview**

[Week10] Nov 5-7	Deservingness	1. Opatow 2. Yoo	39 pages	<b>Due in class: 2 pages analysis of critical moment of the interview</b> <b>In class: Mini quiz 4</b> Outside of class: Start working on your final paper
[Week11] Nov 12-14	Illegal Immigration	1. Anzaldúa 2. Ngai 3. PEW Report	27 pages	Outside of class: Work on your final paper
[Week12] Nov 19-21	Refugee Belonging	1. Fabos & Brun 2. Lindsay 3. UNHCR Handbook 4. <i>Listen to</i> "This American Life: Episode "The Borrowers."	32 pages +30 min	<b>In class: Mini quiz 5</b> Outside of class: Work on your final paper
[Week13] Nov 26	Final Presentations	-		<b>In class: 10-min presentation on final paper topic</b>
[Week14] Dec 3-5	Final Presentations	-		<b>In class: 10-min presentation on final paper topic</b>
[Week15] Dec 10	Review	-		<b>Due in class: Final Paper</b>

**\*the graded assignments are indicated in bold.** Other responsibilities are work in progress.

\*all the readings should be done by the first class of each week (Tuesday); and the mini quizzes are always on Tuesdays.

## Bibliography

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- Benhabib, S. (2001). Transformations of citizenship: Dilemmas of the nation state in the era of globalization: Two lectures (p. 1-36). Koninklijke Van Gorcum: Assen.
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- Jacobson, M. F. (1999). Whiteness of a different color: European immigrants and the alchemy of race (p. 1-12). Harvard University Press.
- Lindsay, A. (2017). Surge and selection: power in the refugee resettlement regime. *Forced Migration Review*, 54(February 2017), 11–13.
- Ngai, M. (2001). Impossible subjects: Illegal aliens and the making of modern America. (p. 1-14). Princeton University Press.

Opatow, S. (1990). Moral exclusion and injustice: An introduction. *Journal of Social Issues*, 46(1), 1–20. <https://doi.org/10.1111/j.1540-4560.1990.tb00268.x>

Pew Research Center. (2015). Chapter 4: U.S. Public has mixed views of immigrants and immigration. *Pew Research Center*.

Pew Research Center. (2017). Less than half of the public views border wall as an important goal for U.S. immigration policy. *Pew Research Center*.

UNHCR Resettlement Handbook. (2014). *Country Chapter USA*. By the Government of United States of America.

Yoo, G. J. (2008). Immigrants and welfare: Policy constructions of deservingness. *Journal of Immigrant and Refugee Studies*, 6(4), 490–507. <https://doi.org/10.1080/15362940802479920>

### **Podcasts & Interviews**

Global Feminisms Project Archive (2002). Interview with Holly Hughes. Video retrieved from <https://deepblue.lib.umich.edu/handle/2027.42/55721>

Haas Institute (2019). The stakes for the 2020 Census with Michael Omi and Stephen Menendian. *Who Belongs? Episode 8*. Podcast retrieved from <https://soundcloud.com/haasinstitute/census-podcast>

NPR (2000). Americans in Paris. *This American Life. Episode 165*. Podcast retrieved from <https://www.thisamericanlife.org/165/americans-in-paris>

NPR (2018). The Borrowers. *This American Life. Episode 643*. Podcast retrieved from <https://www.thisamericanlife.org/643/damned-if-you-do/act-one-6>