

Course ID:	Course Title:	Winter 2022
PS402 ICS402	Psychology of Immigration	Prerequisite: 3 credits in Psychology at the 200-level
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	James Cresswell, Ph.D.	First Day of Classes:	January 10, 2022
Days:	Tues & Thur	Email:	Jim.cresswell@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	5:00-6:15pm	Phone:	6904	Last Day to Withdraw:	March 18, 2022
Room:	RE132	Office:	L2057	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	0	Office Hours:	As per your schedule: www.calendly.com/jim-cresswell	Last Day of Classes:	April 14, 2022
Final Exam:	No final				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

Calendar Description:

This class addresses basic background knowledge about transmigration and tensions it raises in pluralistic societies. It will provide students with insight into transmigration and adjustment by discussing how culture is a meaningful part of life that cannot be reduced to funny food and dances. This course will also introduce students to the practicalities of overcoming barriers to adjustment.

Extended Description

It was previously the case that one could generally count on shared understandings and world views. With the shrinking globe due to transmigration (i.e. moving and increased technological interconnections due to the ease of travel and communication technology), such presumption is often challenged. Issues pertaining to immigration and adjustment are becoming increasingly important as societies become more pluralistic. For example, consider the following questions that are related to adjustment:

- How do we allow someone to retain their ethnic practices and identity while simultaneously upholding laws that may run against them?
- How do we show compassion by accepting displaced people into a job market that is strained?
- How do we ensure that all people are treated equally while protecting minorities with practices that could be considered discriminatory (e.g. affirmative action)?

Such impasses are becoming more and more prevalent in societies and people in the helping professions are forced into dealing with them.

Part of this class addresses the basic background knowledge and theory pertaining to immigration and tensions it raises in pluralistic societies. This portion of the class will address theory surrounding such issues. It will provide students with insight into central issues and why culture is a meaningful part of life that cannot be reduced to funny food and dances. This course will also introduce students to current context of transmigration (i.e. the post-colonial era) and the practicalities of helping others adjust. It will involve developing practical skills related to overcoming impasses. Finally, the course addresses how the theory and skills can be understood in light of the experiences of key stakeholders surrounding transmigration. Students will conduct oral history interviews where people involved with immigration tell their stories (check out <https://oralhistorycentre.ca/> for more information). The Calgary Catholic Immigration Society will introduce you to two people who work in the settlement industry and two newcomers to Canada. You will record their stories, transcribe them, and then refer back to the 'real life' experience throughout the course.

This class is not a straight lecture class because it will be run as a seminar where students lead discussions about the material.

Expected Learning Outcomes

Course Learning Outcome	Behavioural Science Program Learning Outcomes	Psychology Program Learning Outcomes	
	Outcome #	Outcome #	Assessment Point
Display the ability to write and defend one's position in written format.	4	3, 5	position paper
Display an understanding of background information related to the topics of transmigration and adjustment	1, 5	2, 4	reading reflection
Display the ability to communicate about psychology and immigration in verbal and written formats	2	5	Position paper, seminar
Display the ability to apply theory to 'real world' problems	3	1, 6	Seminar, reading reflection

Behavioural Science Program Outcomes: (1) have a sound understanding of individual and group human behaviour, which will assist students in dealing with people in many helping professions and in their personal lives; (2) be able to integrate the knowledge of the psychological processes and social processes that bear upon human behaviour; (3) perceive human needs with empathy and develop socially responsible attitudes toward social problems and, in particular, special needs populations in society; (4) have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS); (5) develop a Christian view of sociological and psychological processes in conjunction with scientific study.

Psychology Program Outcomes: (1) Demonstrate critical self-reflexivity of one's vocation; (2) Demonstrate an appropriate knowledge base in the discipline of psychology. This outcome includes demonstration of sufficient knowledge in the following content areas: sociocultural and diversity issues, human development, learning and information processing, and biological bases of behavior; (3) Demonstrate the capacity to engage in scientific inquiry and critical thinking; (4) Demonstrate understanding of ethical and socially responsible behaviour in a pluralistic society; (5) Demonstrate effective communication skills. (6) Demonstrate professional development skills for the workplace.

Textbooks

This class will involve reading articles. They will be available on Moodle and are listed below in the tentative course schedule.

Course Schedule (Tentative, specific dates and topics will be confirmed in class)

Experience Near Inquiry

1. Accompaniment
 - a. Watkins, M. (2015). Psychosocial Accompaniment. *Journal of Social and Political Psychology*, 3(1), 324-341. <https://doi.org/10.5964/jspp.v3i1.103>
2. Oral History – collecting oral history interviews

3. Being a Stranger
 - a. Schuetz, A. (1944). The stranger: An essay in social psychology. *American Journal of Sociology*, 49(6), 499-507

Challenging Paradigms

4. Decolonizing psychology
 - a. Bhatia, S., & Priya, K. R. (2018). Decolonizing culture: Euro-American psychology and the shaping of neoliberal selves in India. *Theory & Psychology*, 28(5), 645-668. <https://doi.org/10.1177/0959354318791315>
5. Treating Others as Subhuman
 - a. Teo, T. (2020) The re-emergence of an affective-symbolic ontology in the migration debate and beyond. *Journal for theory of social Behaviour*, 50(2), 132-148. <https://doi.org/10.1111/jtsb.12237>

Migration Topics.

6. Planned migration
 - a. Jurva, K. & Jasinskaja-Lahti, K. (2015). Accounting for a planned migration through ethnic identity talk. *Culture & Psychology*, 21(2), 276-289.
7. Narratives
 - a. Gómez-Estern, B. M. & de la Mata Benítez, B. M. (2013) Narratives of migration: Emotions and the interweaving of personal and cultural identity through narrative. *Culture & Psychology*, 19(3), 348-368.
8. Constructing futures
 - a. Womersley, G. (2020). (Un)imagination and (im)mobility: Exploring the past and constructing possible futures among refugee victims of torture in Greece. *Culture & Psychology*, 26(4), 713-731.
9. Transnational practices and identity
 - a. Bergset K. (2020). Parenting in exile: Narratives of evolving parenting practices in transnational contact zones. *Theory & Psychology*, 30(4), 528-547. doi:10.1177/0959354320920940
10. Cultural Essentialism
 - a. Buhagiar, L., Sammut, G., Rochira, A., & Salvatore, S. (2018). There's no such thing as a good Arab: Cultural essentialism and its functions concerning the integration of Arabs in Europe. *Culture & Psychology*, 24(4), 560-576.
11. Tolerance and intolerance
 - a. Verkuyten, M., & Kollar, M. (2021). Tolerance and intolerance: Cultural meanings and discursive usage. *Culture & Psychology*, 27(1) 172-186.

Conclusion: Transmigration, Pluralism, and the Christian Faith

12. Reflection: How does transmigration and pluralism interface with Christian faith in a later modern context?

Requirements:

Reading Response & Questions	30%	Due as per class schedule
Position Paper	30%	April 8, 2022
Seminar	30%	Due as per class schedule
Participation Grade	10%	Assigned at semester conclusion by the professor

Reading Responses:

Prior to class discussion on a topic, students are responsible to complete readings. Students are responsible to formulate a short response to the reading. A response could include criticizing the work or reflecting on how the work applies to one's own life and, after collection of the oral histories, the experiences they hear about from front line workers and newcomers to Canada. The responses should be about three paragraphs long and written in formal APA style. Students will be graded on evidence that they have read and understood (e.g. interpretation/discussion of a quote) the article, the ability to apply the material to a real life content, appropriate engagement (i.e. critiquing the content and not the form), and logistics like style and grammar. Students are encouraged to reflect on the role of their faith when responding to the material.

Seminar

This class will consist of seminars on readings that speak to current research starting with the topic "Decolonizing Psychology". There are not enough articles for each person to cover their own article. You will have to work with others to direct about a 20 to 30-minute discussion and present the following in class (the materials should be ready to distribute to the class at the beginning of the class period):

- Summary presentation of the article
- Summary of how the application applies to the oral histories.
- 5 Discussion Questions for the seminar (what one likes, didn't like, didn't understand, and so forth). The purpose is to create generative discussion.

Each student must individually hand in the following after the class:

- Summary presentation of the article (about 2-3 paragraphs)
- Summary of how the application applies to the oral histories (about 2-3 paragraphs)
- Summary of the seminar discussion (point form is fine – think of these as meeting minutes)
- One paragraph describing key points that one can see applying to one's own life
- A short paragraph describing one's role in preparing the seminar relative to the role played by the other members of the team.

It is expected that, while there may be overlap with others who submit material on the same seminar, each student's work will be unique and students will be graded individually. Students will be graded on their ability to accurately summarize the article and their ability to apply the concepts in the article to the oral histories and to one's own life. They will also be graded on the accuracy and thoroughness of their notes on the seminar discussion. The submission should be formatted according to proper APA format and organized like a descriptive paper. As such, students will be graded according to logical flow in addition to content. The relative contribution as described in the articulation of one's role can be used to adjust the grade.

Seminar Topic Position Paper

The class discussion on the background of the psychology of transmigration and adjustment will involve a general review of important topics and debates in the field. Students will write a position paper where they present and defend an argument inspired by the course material on the topic they discuss in the seminar. As such, the specifics of the topic is up to the students so long as it falls within the domain of the seminar they facilitated.

It is expected that this paper be about 6 pages long (excluding title and reference pages). The paper must draw on peer-reviewed literature in addition to course content and oral histories. This will be treated as a formal paper and students will be graded on grammar, logic, and clarity in addition to the accuracy of the content. I recommend that each student make an appointment with the instructor to meet and discuss the paper (it is the student's responsibility to set up an appointment because dropping by the office may be convenient for you, but not always for the instructor). The paper must adhere to APA guidelines, contain a thesis statement, and develop an argument (i.e. bring pieces together to make a point).

Participation

Students are expected to actively engage in the class. There are two factors that contribute to this assessment. First, your attendance matters and students will be penalized if they miss class or are late for class. Second, their participation in class matters

and they will be penalized if they are 'present in body but not in mind'. The sorts of behaviors that will cause students to be penalized would be sleeping in class, never contributing to the conversation, and so on. In particular, students will be graded on:

- Listening: Actively & respectfully listens to peers and instructor
- Preparation: Arriving fully prepared with all assignments complete, notes on reading, observations, and prepared questions.
- Quality of contributions: Comments are relevant and show creative/critical engagement that reflects understanding of: assigned readings, previous remarks of other students, & insights about assigned materials
- Impact on class: Comments frequently help move seminar conversation forward
- Frequency of participation: Actively participates at appropriate times

Attendance:

Attendance is not required, but lack of attendance will impact the participation grade.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D		50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has

three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the

Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and

- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.