**REMix COURSE SYLLABUS**

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| **Name of the course:** | | | | Psychology and Migration | | | | | | |
| **E-learning hours:** | | | |  | | | | | | |
| **Author:** | | | | Evrinomy Avdi, Kyriaki Μ. Chranta & Sofia Kasola | | | | | | |
| **University:** | | | | Aristotle University of Thessaloniki | | | | | | |
| **1. Objectives of the course:** | | | | | | | | | | |
| This module aims to provide an understanding of some key aspects of migration from a psychological perspective.  The module entails theories from social psychology that provide a framework for conceptualizing relations between migrant (minority) and host society (majority) groups and key issues concerning the mental health of migrants and refugees. As such, the module focuses on individual experiences, intergroup rerlations and social processes implicated in migration from a psychological perspective. | | | | | | | | | | |
| **2. Learning outcomes of the course:** | | | | | | | | | | |
|  | | **Learning outcomes of the course** | | | | | | | |
| Participants should be able to: | | | | | | | | | | |
| 01 | | Discuss key social psychological theories concerning social identity and inter-group relations | | | | | | | |
| 02 | | Understand the social psychological theories underlying prejudice, stereotyping and discrimination. | | | | | | | |
| 03 | | Consider factors that can diminish intergroup conflict in the context of migration | | | | | | | |
| 04 | | Distinguish between different strategies of acculturation and understand their implications for intergroup relations | | | | | | | |
| 05 | | Recognize the implications of migration on mental health and consider the factors that can mitigate against the development of mental health difficulties in migrants and refugees. | | | | | | | |
| **3. Syllabus:** | | | | | | | | | | |
| No | Content | | | | | | | Outcome | Number of hours | |
| 1 | Topic1: Social psychology and migration | | | | | | | 01, 02, 03 | 30 | |
| 2 | Topic 2: Acculturation processes, migration and mental health | | | | | | | 03, 04, 05 | 30 | |
| **Total:** | | | | | | | | | 60 | |
| 4. Teaching methods: | | | | | | | | | | |
| Online lectures, videos on key theories, case studies, forum discussions, individual reading, team-work, quizzes. | | | | | | | | | | |
| 5. Individual activity of a student: | | | | | | | | | | |
| Studying lectures and suggested readings, discussion at the Moodle platform, team-working on creative collaborative project, solving quizzes. | | | | | | | | | | |
| 6. Readings: | | | | | | | | | | |
| 1. Chapter 3 of the course textbook, *Inclusive societies. A textbook for interdisciplinary migration studies,* pp. 59-86. | | | | | | | | | | |
| 7. Supplementary readings and websites: | | | | | | | | | | |
| **Week 1**  **Readings**  Berry, J. W. (2001). A psychology of immigration. *Journal of Social Issues*, *57*(3), 615-631. https://doi.org/10.1111/0022-4537.00231  Johnston, J. (2018). *The European migrant crisis: Psychology, conflict, and intergroup relations.* United Nations University Institute on Globalization, Culture and Mobility.  <https://gcm.unu.edu/publications/policy-reports/the-european-migrant-crisis-psychology-conflict-and-intergroup-relations.html>  **Videos**  [Professor Ross](https://www.youtube.com/channel/UCM_2SK06o4LrNTconbSUUkw). (2017, March 28). *60 minutes- ingroup bias in babies*. [Video]. YouTube.  <https://www.youtube.com/watch?v=851_21Euh6c> (3:36 minutes)  CCHP UA. (2015, September 25). *5 minute history lesson, episode 3: Robbers Cave*. [Video]. YouTube. <https://www.youtube.com/watch?v=8PRuxMprSDQ&feature=youtu.be>  (5 minutes)  **Week 2**  **Readings**  Somasundaram, D. (2010). Complex mental health problems of refugees. In D. Bhugra, T. Craig & K. Bhui, K. (Eds.), *Mental health of refugees and asylum seekers* (online chapter 6). Oxford University Press. doi: 10.1093/med/9780199557226.001.0001  United Nations High Commissioner for Refugees (UNHCR). (2002). Chapter 3.1. Planning for optimal mental health: Responding to refugee-related trauma. In United Nations High Commissioner for Refugees (UNHCR), *Refugee resettlement: An International handbook to guide reception and integration* (pp. 231-244). <https://www.unhcr.org/3d98623a4.html>  **Videos**  National Geographic. (2018, June 24). Reshaping the trauma of refugee children in Lesbos | National Geographic [Video]. YouTube. <https://www.youtube.com/watch?v=V6lVZ569wsk> (8 minutes)  TEDx Talks. (2014, September 26). A personal story of the Syrian conflict | Riad | TEDxCollegeOfEurope [Video]. YouTube. <https://www.youtube.com/watch?v=OIYvfi9bd-I> (10 minutes) | | | | | | | | | | |
| 8. Assessment requirements and grading system: | | | | | | | | | | |
| The following elements constitute **total score (100 points)**:  quizzes total: 30 points  discussion: 30 points  group project: 40 points  Grading system  Points Grade   |  |  |  |  | | --- | --- | --- | --- | | 0 | - | 49 | Fail (2) | | 50 | - | 59 | Satisfactory (3) | | 60 | - | 69 | More than satisfactory but less than good (3+) | | 70 | - | 79 | Good (4) | | 80 | - | 89 | Very good (4+) | | 90 | - | 100 | Excellent (5) | | | | | | | | | | | |
| **10. Verification of learning outcomes:** | | | | | | | | | | |
| **Outcome number** | | | **Evaluation method** | | | | | | | |
| Open-ended questions  (*test and mini-tests*) | | Computational questions  (*tests and mini-tests*) | Individual task *(document for teacher’s feedback and evaluation prepared by individual)* | Group project  *(document for teacher’s feedback and evaluation prepared by group of students)* | | | |
| 01 | | | x | |  | x | x | | | |
| 02 | | | x | |  | x | x | | | |
| 03 | | | x | |  | x | x | | | |
| 04 | | | x | |  | x | x | | | |
| 05 | | | x | |  | x | x | | | |