M. Murat Ardağ
Carl von Ossietzky Universität Oldenburg
Center for Comparative Politics
mahmut.murat.ardag@uni-oldenburg.de

Office: A6 3-302
Office Hours: Wednesday 15:00-16:00

Seminar: 1.07.095
Seminar: Religion, Nationalism, Populism

General Description & Scope:	In the words of Orgad (2009) "Immigrants have long ceased to be merely an immigration issue. Immigrants shape global politics, make up the economy, and redefine national identity. While immigration brings to the fore new opportunities, it also raises concerns. Immigrants do not come alone. They travel with their language, lifestyle, dress code, and attitudes on sex and sexuality. Some people are not satisfied with this situation. They feel strangers in their own country. They see diversity as a threat. From this stance, it is often easy to leap the conclusion that the Government should either assimilate the immigrants—that is, compel them to become 'like us'—or keep them out. Coping with this challenge is a challenge in itself: How can nations protect liberal values while, at the same time, refrain from violating the same values they wish to protect?" This seminar discusses the large group dynamics and the practices and policies of different states ranging from Europe, North America to Australia and New Zealand. This course is designed to acquaint students with some selected works from the enormous body of literature on prejudice and migration. Selected class material includes works from nationalism and political psychology.

Target Audience:	Junior & senior undergraduates in social sciences and related fields
Prerequisites:	None
Credits:	3 ECTS
Is this course connected with another course?	This course is offered under the Globalization and Society module, together with the main lecture.
Is the other course required?	No, not for all the students. Note that the regulations on taking the connected courses vary - students may or may not have to take the connected courses.
Is there a follow-up course?	No
Is the course open to exchange students?	Yes
Is the course open to auditors/guests?	Yes
Is the course open to graduate students?	Yes, I welcome and would love to have graduate students. But, please note that the course material may or may not be gratifying for a grad-student depending on the field and level of prior knowledge. You can contact me if you have specific questions.
Time slot & Location:	Tuesday 12:00 - 14:00 A04 4-411

Planned Learning Activities & Teaching Methods:	Lectures, group discussions, in-class exercises and presentations
General Goals:	The primary objective of the course is to provide students an overview of prejudice research with regards to migration and globalization. But perhaps more importantly, this seminar is designed as a fruitful, free and academic discussion platform on these sensitive topics. The course and assignments are designed to assist students in developing their critical reading and writing skills, therefore the course can also be helpful in developing transferable skills in the following areas: ➢ assessing empirical research quality ➢ writing scholarly papers ➢ communication through participation in group discussions.
Intended Learning Outcomes:	With adequate effort and willingness, by the end of this course, students will: ➢ be familiar with the main concepts, principles and practices used in the broad literature on globalization, migration and prejudice

	➢ identify and describe the important contextual and motivational aspects of these topics ➢ have a broad overview of different scholarly perspectives and explanations on these topics

Course Structure:	The class meets on Monday mornings. The course consists of lectures and discussions based on the required readings. The students' familiarity with the required reading is a necessary precondition for active participation. So, *for this course to work well, all students must come to class prepared, having completed all assigned readings prior to class.*
Note on Attendance:	Although, according to university regulations, mandatory attendance is limited to 50% of the classes it is strongly recommended to attend all classes. And also please keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions.

Course Material:	All the weekly required readings will be electronically available.
Different types of readings:	There are two kinds of readings in this course: • The readings that are marked with a regular bullet-point like this are the required readings. All students have to read these pieces before coming to class. These pieces will be presented and discussed by me. Ψ The readings marked with this sign are pieces for possible student presentations (see the evaluation criteria and assignments below). You will notice that this type of readings start in week 5. *Students can also suggest to present articles that are not listed in the weekly outline below, however the suggested articles should be scholarly articles in English, and they need to be approved by me.

Assignments and Grading:	The evaluation type for this seminar is based on one assignment that consists of an oral presentation and an essay on the presented article. An outline of the presentation should submitted before the presentation itself.
	Apart from the presentation assignment I additionally ask students to bring 2 questions every week for class discussions; however this task will not be graded. See the details below.
	the Presentation Assignment: The presentation assignment consists of three tasks:
	(1) The main task is an oral presentation of one of the Ψ type of readings in class.
	    ➢ In the beginning of the semester I will provide you a guideline on how to make a scholarly academic presentation, and give you the grading criteria for the presentation so that you can prepare accordingly.
	    ➢ 50 % of your presentation grade will come from your fellow students. I will hand out a peer-evaluation form for the student presentations, every student in class will fill out that form to assess the presentation, and will give it to me at the end of the class.
	(2) Before the actual presentation, students are expected to send an outline of their presentation at least one week before their presentation date.
	Additionally students are expected to write an essay after their presentation. I will explain the details of this short report in the first weeks of the semester.

In-class discussion questions:	Each week students should write down and bring at least two questions and/or critical remarks for class discussions. These should be relevant to the readings of the week. ***This task is more challenging than it sounds because asking a question is not always easy.*** Asking a question in this context entails active reading and a thoughtful response —I expect these questions to have follow-up probes. Good questions take into account the specific audience (what are the audiences' needs, interests, and abilities?), the goals of the class

	(what are the key learning objectives? why should students care?), and the content and class plan (which case features are relevant, surprising, confusing, etc.? How is the material sequenced?). Whether it calls for analysis, encourages debate, or solicits recommendations for action, a question is most effective when it fits the needs of a specific class discussion context and helps guide students individually and collectively towards discovery and learning. So, this task is intended to shape the class discussions and are to be taken seriously. This task is also here to help me form a comprehensive impression of you. ***The class discussion questions should be <u>hard-copy</u>, and are to be submitted before the class starts, I will not accept them during or after the class.***
Note on Academic Honesty:	Please note that students are required to use proper citation methods (preferably APA style) in the weekly assignment when necessary. Therefore, make sure you are aware of the scholarly pitfalls of plagiarism. Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing him/her within the text as well as by including a list of all references at the end of the text. Not doing so constitutes an act of plagiarism, which will result in a score of 5 for the assignment.

Grading:

Grades will be assigned based on the following distribution.

%	96+	95 90	90 85	85 80	80 75	75 70	70 65	65 60	60 55	55 50	50-
Grade	1.0	1.3	1.7	2.0	2.30	2.70	3.0	3.30	3.70	4.0	Fail

These borderlines may be reduced slightly depending on class performance.

Policies:	*The syllabus*: This document is a contract between you and me. You are responsible for all the policies, requirements, and information in this syllabus. By taking this course, you agree to comply with all course requirements. By giving this syllabus to you, I agree to follow everything in it. (However, I can make slight changes to the assigned readings under extenuating circumstances. All changes will be announced in class). *Announcements in class*: Announcements in classes are official. Students are responsible for all announcements made in classes even if they are absent that day. If you happen to miss a class, ask other students or me for announcements you may have missed. *Correspondence and Email Etiquette*: Please feel free to email me (or stop by in my office) when you need help with course requirements. However, follow a few basic rules in order to ensure better communication. First of all, make sure you identify yourself in your email (and also please include which class you are in), and explain the problem clearly. Do not assume I will automatically remember a previous discussion between you and me. Give me at least one business day to respond to your email. Finally, before sending me an email, read it once more and ask yourself if your question has been answered anywhere else (especially in the syllabus).

Further details will be discussed in the first meeting of class.

WEEKLY OUTLINE & LIST of READINGS

Week 01 (03.04.2018)	Introduction
Introduction to Course: Distribution of syllabi and explanation of course objectives and assignments. No lecture or presentations!	

Week 02 (10.04.2018)	Understanding Nationalism and Prejudice
	• Green, E. G. T., Sarrasin, O., & Fasel, N. (2015). Immigration: Social Psychological Aspects. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences (2nd edition)* (pp. 675–681). Oxford: Elsevier. • Cohrs, J. C., & Duckitt, J. (2012). "Prejudice, Types and Origins of" In *The Encyclopedia of Peace Psychology.* D Christie (ed.) Sussex: Blackwell Publishing Ltd. • Özkırımlı, U. (2010). Chapter 7 "Understanding Nationalism - A critique of the theoretical debate on nationalism", *Theories of nationalism: a critical introduction*. (2P^nd^P Ed.) New York: Palgrave Macmillan. • Billig, M. (1993). Studying nationalism as an everyday ideology. *Papers on Social Representations* 2: 40-43. http://www.psych.lse.ac.uk/psr/PSR1993/2_1993Billi.pdf

Week 03 (17.04.2018)	Religion, Nationalism, Prejudice – In-group boundaries
	• Greenfeld, L. (1996). Nationalism, the Modem Religion?, *Critical Review* 10(2): 169-191. • Storm, I. (2013). "Christianity is not just about religion": Religious and National Identities in a Northern English town. *Secularism and Nonreligion*, 2, 21-38. http://www.secularismandnonreligion.org/article/download/snr.aj/10 • Jacobs, C. M., & Theiss-Morse, E. (2013). Belonging In a "Christian Nation": The Explicit and Implicit Associations between Religion and National Group Membership. *Politics and Religion, 6*(02), 373-401. http://journals.cambridge.org/download.php?file=%2FRAP%2FRAP6_02%2FS17550 48312000697a.pdf&code=a783145938739348589a28152cc6112a • Holbrook, C., Izuma, K., Deblieck, C., Fessler, D. M. T., & Iacoboni, M. (2015). Neuromodulation of Group Prejudice and Religious Belief. *Social Cognitive and Affective Neuroscience*. doi:10.1093/scan/nsv107 https://academic.oup.com/scan/article-pdf/11/3/387/7344973/nsv107.pdf

Week 04 (24.04.2018)	Understanding Populism
	• Hawkins, K. A., Read, M., & Pauwels, T. (2017). Populism and its Causes. In C. R. Kaltwasser, P. A. Taggart, P. O. Espejo, & P. Ostiguy (Eds.), *The Oxford Handbook of Populism*. Oxford: Oxfor University Press. • Mudde, C., & Rovira Kaltwasser, C. (2013). Populism. In M. Freeden & M. Stears (Eds.), *Oxford Handbook of Political Ideologies* (pp. 493-512). Oxford: Oxford University Press. • Rooduijn, M., Lange, S. L. d., & Brug, W. v. d. (2014). A populist Zeitgeist? Programmatic contagion by populist parties in Western Europe. *Party Politics, 20*(4), 563-575. doi:doi:10.1177/1354068811436065 http://journals.sagepub.com/doi/pdf/10.1177/1354068811436065 • Akkerman, A., Mudde, C., & Zaslove, A. (2014). How Populist Are the People? Measuring Populist Attitudes in Voters. Comparative Political Studies, 47(9), 1324-1353. doi:10.1177/0010414013512600 http://journals.sagepub.com/doi/pdf/10.1177/0010414013512600 • Guia, A. (2016). *The Concept of Nativism and Anti-Immigrant Sentiments in Europe*. Retrieved from San Domenico di Fiesole:

Week 05 (01/05/2018)	Public Holiday – No Class

Week 06 (08.05.2018)	**How They All Come Together: Social Categories, National & Religious Identities, Populism and Prejudice**
	• Bruneau, E., Kteily, N., & Falk, E. (2018). Interventions Highlighting Hypocrisy Reduce Collective Blame of Muslims for Individual Acts of Violence and Assuage Anti-Muslim Hostility. *Personality and Social Psychology Bulletin, 44*(3), 430-448. doi:10.1177/0146167217744197 • Minkenberg, M. (2018). Religion and the Radical Right. In J. Rydgren (Ed.), *The Oxford handbook of the radical right*. New York City: Oxford University Press. • Kallis, A. (2018). The Radical Right and Islamophobia. In J. Rydgren (Ed.), *The Oxford Handbook of the Radical Right*. New York City: Oxford University Press. • Matthes, J., & Schmuck, D. The Effects of Anti-Immigrant Right-Wing Populist Ads on Implicit and Explicit Attitudes. *Communication Research, 0*(0), 0093650215577859. doi:doi:10.1177/0093650215577859 http://journals.sagepub.com/doi/pdf/10.1177/0010414013512600 • Greenfeld, L. (2016). Introduction – Collected Volume as an Experiment. In L. Greenfeld (Ed.), *Globalisation of Nationalism The Motive-Force Behind 21st Century Politics* (pp. xiii - xxviii). Colchester: ECPR Press. • Brauer, M., & Er-rafiy, A. (2011). Increasing perceived variability reduces prejudice and discrimination. *Journal of Experimental Social Psychology, 47*(5), 871-881. http://psych.wisc.edu/brauer/yBrauer%20&%20Er-rafiy%20(2011,%20JESP).pdf • Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and Emergency Intervention: How Social Group Membership and Inclusiveness of Group Boundaries Shape Helping Behavior. *Personality and Social Psychology Bulletin, 31*(4), 443-453. http://psp.sagepub.com/content/31/4/443.full.pdf+html

Week 07 (15.05.2018)	**the Identity Challenges of Muslims in the West**
	• Volkan V. (2013) "the Immigrant Experience, Integration and Racism" in *Enemies on the Couch: A Psychopolitical Journey Through War and Peace*. Durham: Pitchstone Publishing • Chapter 8 "Conclusion" Kinnvall, C., & Nesbitt-Larking, P. W. (2011). *The political psychology of globalization: Muslims in the West*. Oxford ; New York: Oxford University Press. • Baysu, G., Phalet, K., & Brown, R. (2011). Dual Identity as a Two-Edged Sword: Identity Threat and Minority School Performance. *Social Psychology Quarterly, 74*(2), 121-143. http://spq.sagepub.com/content/74/2/121.full.pdf+html

Week 08 (22.05.2018)	**Experiences of Different Migrant Groups in Different Countries**
	• Diehl, C., & Koenig, M. (2013). God Can Wait – New Migrants in Germany Between Early Adaptation and Religious Reorganization. *International Migration, 51*(3), 8-22. http://onlinelibrary.wiley.com/doi/10.1111/imig.12093/pdf • Alanya, A., Baysu, G., & Swyngedouw, M. (2014). Identifying City Differences in Perceived Group Discrimination among Second-generation Turks and Moroccans in Belgium. *Journal of Ethnic and Migration Studies*, 1-23.

Week 09 (29.05.2018)	**(1) Cultural Values & Acculturation (2) the Role of Emotions & Ambiguity**
	• Schiefer, D. (2013). Cultural Values and Group-Related Attitudes: A Comparison of Individuals With and Without Migration Background Across 24 Countries. *Journal of Cross-Cultural Psychology, 44*(2), 245-262. http://jcc.sagepub.com/content/44/2/245.full.pdf+html • Möllering, A., Schiefer, D., Boehnke, K., & Knafo, A. (2014). Well-Being among migrant and minority adolescents: A cross-national and cross-ethnic comparison. In R.K. Silbereisen, P.F. Titzmann, & Y. Shavit (Eds.),0T 0T*The*

	*challenges of diaspora migration: Interdisciplinary perspectives on Israel and Germany*0T 0T(pp. 83-102). Farnham, UK: Ashgate Publishing.

Week 10 (05.06.2018)	**Immigrants' Attachment to the Host Country**
	- Polek, E., van Oudenhoven, J. P., & ten Berge, J. M. F. (2008). Attachment styles and demographic factors as predictors of sociocultural and psychological adjustment of Eastern European immigrants in the Netherlands. *International Journal of Psychology, 43*(5), 919-928. doi: 10.1080/00207590701484835 http://onlinelibrary.wiley.com/doi/10.1080/00207590701484835/epdf - Verkuyten, M., & Martinovic, B. (2012). Social Identity Complexity and Immigrants' Attitude Toward the Host Nation: The Intersection of Ethnic and Religious Group Identification. *Personality and Social Psychology Bulletin, 38*(9), 1165-1177. - Karlsen, S., & Nazroo, J. Y. (2013). Influences on forms of national identity and feeling 'at home' among Muslim groups in Britain, Germany and Spain. *Ethnicities, 13*(6), 689-708. http://etn.sagepub.com/content/13/6/689.full.pdf+html

Week 11(12.06.2018)	**Islam and the Dinner table test: Are anti-Muslim attitudes stronger than anti-immigration attitudes?**
	- Marranci, G. (2004). Multiculturalism, Islam and the clash of civilisations theory: rethinking Islamophobia. *Culture and Religion, 5*(1), 105-117. doi: 10.1080/0143830042000200373 - Spruyt, B., & Elchardus, M. (2012). Are anti-Muslim feelings more widespread than anti-foreigner feelings? Evidence from two split-sample experiments. *Ethnicities, 12*(6), 800-820. http://etn.sagepub.com/content/12/6/800.full.pdf+html - Strabac, Z., Aalberg, T., & Valenta, M. (2013). Attitudes towards Muslim Immigrants: Evidence from Survey Experiments across Four Countries. *Journal of Ethnic and Migration Studies, 40*(1), 100-118. - Spruyt, B., & van der Noll, J. (2016). The "Islamized Stranger": On "Chronic" Versus "Contextual" Salience in the Measurement of Anti-Muslim Prejudice. *Political Psychology*, n/a-n/a. doi:10.1111/pops.12383

Week 12 (19.06.2018)	**Individual Differences: the Role of Personality & Cognitive style**
	- Cohrs, J. C., & Asbrock, F. (2009). Right-wing authoritarianism, social dominance orientation and prejudice against threatening and competitive ethnic groups. *European Journal of Social Psychology, 39*(2), 270-289. http://onlinelibrary.wiley.com/doi/10.1002/ejsp.545/pdf - Gallego, A., & Pardos-Prado, S. (2013). The Big Five Personality Traits and Attitudes towards Immigrants. *Journal of Ethnic and Migration Studies, 40*(1), 79-99.

Week 13 (26.06.2018)	**Emotion, Culture & Threat Perception**
	- Newman, B. J., Hartman, T. K., & Taber, C. S. (2012). Foreign Language Exposure, Cultural Threat, and Opposition to Immigration. *Political Psychology, 33*(5), 635-657. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9221.2012.00904.x/pdf - Gadarian, S. K., & Albertson, B. (2014). Anxiety, Immigration, and the Search for Information. *Political Psychology, 35*(2), 133-164. http://onlinelibrary.wiley.com/doi/10.1111/pops.12034/pdf - Beierlein, C., Kuntz, A., & Davidov, E. Universalism, conservation and attitudes toward minority groups. *Soc Sci Res*. doi: http://dx.doi.org/10.1016/j.ssresearch.2016.02.002 - Rico, G., Guinjoan, M., & Anduiza, E. (2016). *The Emotional Underpinnings of Citizens' Populist Attitudes*. Paper presented at the Annual Meeting of the ISPP: the Good Society: Prospects for Reason, Communication, and Well-being Warsaw.

Week 14 (03.07.2018)	**Other Factors Influencing Attitudes towards Immigration**
	• Markaki, Y., & Longhi, S. (2013). What determines attitudes to immigration in European countries? An analysis at the regional level. *Migration Studies*. http://migration.oxfordjournals.org/content/early/2013/09/04/migration.mnt015.full.pdf+html • Christ, O., Asbrock, F., Dhont, K., Pettigrew, T. F., & Wagner, U. (2013). The Effects of Intergroup Climate on Immigrants' Acculturation Preferences. *Zeitschrift Fur Psychologie, 221*(4), 252-257. http://www.psycontent.com/content/865615u348w71242/fulltext.pdf • Sinclair, L., Fehr, B., Wang, W., & Regehr, E. (2016). The Relation Between Compassionate Love and Prejudice: The Mediating Role of Inclusion of Out-Group Members in the Self. *Social Psychological and Personality Science, 7*(2), 176-183. doi: 10.1177/1948550615609736

SUGGESTED ARTICLES for STUDENT PRESENTATIONS

Week 02 Articles for Student Presentations **Understanding Nationalism and Prejudice**	Ψ Durrheim, K., Quayle, M., & Dixon, J. (2016). The Struggle for the Nature of "Prejudice": "Prejudice" Expression as Identity Performance. *Political Psychology, 37*(1), 17-35. doi: 10.1111/pops.12310 http://onlinelibrary.wiley.com/doi/10.1111/pops.12310/pdf Ψ Halikiopoulou, D., Mock, S., & Vasilopoulou, S. (2013). The civic zeitgeist: nationalism and liberal values in the European radical right. *Nations and Nationalism, 19*(1), 107-127. http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2012.00550.x/pdf
Week 03 Articles for Student Presentations **Religion, Nationalism, Prejudice – In-group boundaries**	Ψ Ben-Nun Bloom, P., Arikan, G., & Courtemanche, M. (2015). Religious Social Identity, Religious Belief, and Anti-Immigration Sentiment. *American Political Science Review, 109*(02), 203-221. doi: doi:10.1017/S0003055415000143 http://dx.doi.org/10.1017/S0003055415000143
Week 04 Articles for Student Presentations **Understanding Populism**	Ψ Aichholzer, J., & Zandonella, M. (2016). Psychological bases of support for radical right parties. *Personality and Individual Differences, 96*, 185-190. doi:http://dx.doi.org/10.1016/j.paid.2016.02.072 Ψ Lubbers, M., & Coenders, M. (2017). Nationalistic attitudes and voting for the radical right in Europe. *European Union Politics, 18*(1), 98-118. doi:doi:10.1177/1465116516678932
Week 06 Articles for Student Presentations **How They All Come Together: Social Categories, National & Religious Identities, Populism and Prejudice**	Ψ Miera, F., & Sala Pala, V. (2009). The construction of Islam as a public issue in western European countries through the prism of the Muhammad cartoons controversy: A comparison between France and Germany. *Ethnicities, 9*(3), 383-408. http://etn.sagepub.com/content/9/3/383.full.pdf+html Ψ Kunst, J. R., Thomsen, L., & Sam, D. L. (2014). Late Abrahamic reunion? Religious fundamentalism negatively predicts dual Abrahamic group categorization among Muslims and Christians. *European Journal of Social Psychology, 44*(4), 337-348. doi: 10.1002/ejsp.2014 http://onlinelibrary.wiley.com/doi/10.1002/ejsp.2014/pdf Ψ Bagci, S. C., Kumashiro, M., Smith, P. K., Blumberg, H., & Rutland, A. (2014). Cross-ethnic friendships: Are they really rare? Evidence from secondary schools around London. *International Journal of Intercultural Relations, 41*(0), 125-137. doi: http://dx.doi.org/10.1016/j.ijintrel.2014.04.001 Ψ Crawley, H., & Skleparis, D. (2017). Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's 'migration crisis'. *Journal of Ethnic and Migration Studies*, 1-17. doi:10.1080/1369183X.2017.1348224 Ψ van der Noll, J., Rohmann, A., & Saroglou, V. (in press or published). Societal level of religiosity and religious identity expression in Europe. *Journal of Cross-Cultural Psychology*.
Week 07 Articles for Student Presentations **the Identity Challenges of Muslims in the West**	Ψ Adamson, F. B. (2011). Engaging or Contesting the Liberal State? 'Muslim' as a Politicised Identity Category in Europe. *Journal of Ethnic and Migration Studies, 37*(6), 899-915. Ψ Hopkins, N., & Greenwood, R. M. (2013). Hijab, visibility and the performance of identity. *European Journal of Social Psychology, 43*(5), 438-447. doi: 10.1002/ejsp.1955 http://onlinelibrary.wiley.com/doi/10.1002/ejsp.1955/pdf Ψ Ozyurt, S. (2013). Negotiating Multiple Identities, Constructing Western-Muslim Selves in the Netherlands and the United States. *Political Psychology, 34*(2), 239-263. doi: 10.1111/j.1467-9221.2012.00924.x http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9221.2012.00924.x/epdf Ψ Koopmans, R. (2015). Religious Fundamentalism and Hostility against Out-groups: A Comparison of Muslims and Christians in Western Europe. *Journal of Ethnic and Migration Studies, 41*(1), 33-57. doi:10.1080/1369183X.2014.935307 Ψ Ozcurumez, S., & Yetkin Aker, D. (2016). What moves the highly skilled and why? Comparing Turkish Nationals in Canada and Germany. *International Migration*, n/a-n/a. doi: 10.1111/imig.12234 http://onlinelibrary.wiley.com/doi/10.1111/imig.12234/epdf Ψ Yanasmayan, Z. (2015). Citizenship on paper or at heart? a closer look into the dual

	citizenship debate in Europe. *Citizenship Studies, 19*(6-7), 785-801. doi: 10.1080/13621025.2015.1053793 http://www.tandfonline.com/doi/pdf/10.1080/13621025.2015.1053793 Ψ Wagner, W., Raudsepp, M., Holtz, P., & Sen, R. (2017). Essence Politics: Identity work and stereotyping in inter-group relations. In C. H. a. E. Andreouli (Ed.), *The Social Psychology of Everyday Politics* (pp. 49-65). New York: Routledge. Ψ Owuamalam, C. K., Paolini, S., & Rubin, M. (2017). Socially creative appraisals of rejection bolster ethnic migrants' subjective well-being. *Journal of Applied Social Psychology*. Ψ Gernhardt, A., Rübeling, H., & Keller, H. (2014). Self- and family-conceptions of Turkish migrant, native German, and native Turkish children: A comparison of children's drawings. *International Journal of Intercultural Relations, 40*(Supplement C), 154-166. doi:https://doi.org/10.1016/j.ijintrel.2013.12.005
Week 08 Articles for Student Presentations **Experiences of Different Migrant Groups in Different Countries**	Ψ Bolzman, C., Fibbi, R., & Vial, M. (2006). What To Do After Retirement? Elderly Migrants and the Question of Return. *Journal of Ethnic and Migration Studies, 32*(8), 1359-1375. Ψ Ryan, L., Sales, R., Tilki, M., & Siara, B. (2008). Family Strategies and Transnational Migration: Recent Polish Migrants in London. *Journal of Ethnic and Migration Studies, 35*(1), 61-77. Ψ Özüekren, S., & Ergoz-Karahan, E. (2009). Housing Experiences of Turkish (Im)migrants in Berlin and Istanbul: Internal Differentiation and Segregation. *Journal of Ethnic and Migration Studies, 36*(2), 355-372. Ψ Noussia, A., & Lyons, M. (2009). Inhabiting Spaces of Liminality: Migrants in Omonia, Athens. *Journal of Ethnic and Migration Studies, 35*(4), 601-624. doi: 10.1080/13691830902765186 Ψ Baysu, G., & de Valk, H. (2012). Navigating the school system in Sweden, Belgium, Austria and Germany: School segregation and second generation school trajectories. *Ethnicities, 12*(6), 776-799. doi: 10.1177/1468796812450857 http://etn.sagepub.com/content/early/2012/07/18/1468796812450857.full.pdf Ψ Aydin, Y. (2012). Emigration of highly qualified Turks: A critical review of the societal discourses and social scientific research. In S. P. Elitok & T. Straubhaar (Eds.), *Turkey, Migration and the EU: Potentials, Challenges and Opportunities* (pp. 199-227). Hamburg: Hamburg University Press Verlag der Staats- und Universitätsbibliothek Hamburg Carl von Ossietzky. Ψ Abdul Malek, M., & Budhwar, P. (2013). Cultural intelligence as a predictor of expatriate adjustment and performance in Malaysia. *Journal of World Business, 48*(2), 222-231. doi: http://dx.doi.org/10.1016/j.jwb.2012.07.006 Ψ Baysu, G., & Phalet, K. (2012). Staying On or Dropping Out? The Role of Intergroup Friendship and Perceived Teacher Support in Minority and Nonminority School Careers. *Teachers College Record, 114*, 1-25. Ψ Baysu, G., Phalet, K., & Brown, R. (2014). Relative group size and minority school success: the role of intergroup friendship and discrimination experiences. *Br J Soc Psychol, 53*(2), 328-349. doi: 10.1111/bjso.12035 http://onlinelibrary.wiley.com/doi/10.1111/bjso.12035/pdf Ψ Carol, S., Ersanilli, E., & Wagner, M. (2014). Spousal Choice among the Children of Turkish and Moroccan Immigrants in Six European Countries: Transnational Spouse or Co-ethnic Migrant? *International Migration Review, 48*(2), 387-414. doi: 10.1111/imre.12068 Ψ Lee, L.-Y., & Kartika, N. (2014). The influence of individual, family, and social capital factors on expatriate adjustment and performance: The moderating effect of psychology contract and organizational support. *Expert Systems with Applications, 41*(11), 5483-5494. Ψ Holtz, P., Wagner, W., & Sartawi, M. (2015). Discrimination and Immigrant Identity: Fundamentalist and Secular Muslims Facing the Swiss Minaret Ban. *Journal of Social Sciences, 43*(1). Ψ Yanasmayan, Z. (2016). Does education 'trump' nationality? Boundary-drawing practices among highly educated migrants from Turkey. *Ethnic and Racial Studies*, 1-19. doi: 10.1080/01419870.2015.1131315 Ψ Chapman, M. (2016). Veil as Stigma: Exploring the Role of Representations in

	Muslim Women's Management of Threatened Social Identity. *Journal of Community & Applied Social Psychology, 26*(4), 354-366. doi:10.1002/casp.2269 Ψ Hoehne, J., & Michalowski, I. (2016). Long-Term Effects of Language Course Timing on Language Acquisition and Social Contacts: Turkish and Moroccan Immigrants in Western Europe. *International Migration Review, 50*(1), 133-162. doi:10.1111/imre.12130
Week 09 Articles for Student Presentations **(1) Cultural Values & Acculturation (2) the Role of Emotions & Ambiguity**	Ψ Maehara, N. (2010). Emotional Ambiguity: Japanese Migrant Women in Mixed Families and their Life Transition. *Journal of Ethnic and Migration Studies, 36*(6), 953-966. Ψ Wise, A. (2010). Sensuous Multiculturalism: Emotional Landscapes of Inter-Ethnic Living in Australian Suburbia. *Journal of Ethnic and Migration Studies, 36*(6), 917-937. Ψ Carol, S. (2014). The Intergenerational Transmission of Intermarriage Attitudes and Intergroup Friendships: The Role of Turkish Migrant Parents. *Journal of Ethnic and Migration Studies*, 1-22. Ψ Kunst, J. R., & Sam, D. L. (2013). Relationship between perceived acculturation expectations and Muslim minority youth's acculturation and adaptation. *International Journal of Intercultural Relations, 37*(4), 477-490. Ψ Lancee, B., & Seibel, V. (2014). Does Rural Origin Affect Immigrants' Contact with Natives? A Study of Turks in Six European Countries. *Journal of Ethnic and Migration Studies, 40*(9), 1331-1353. doi:10.1080/1369183X.2013.858591 Ψ Slonim-Nevo, V., & Regev, S. (2016). Risk Factors Associated with Culture Shock among Asylum Seekers from Darfur. *Journal of Refugee Studies, 29*(1), 117-138. doi:10.1093/jrs/fev009 Ψ Stronge, S., Sengupta, N. K., Barlow, F. K., Osborne, D., Houkamau, C. A., & Sibley, C. G. (2016). Perceived discrimination predicts increased support for political rights and life satisfaction mediated by ethnic identity: A longitudinal analysis. *Cultur Divers Ethnic Minor Psychol, 22*(3), 359-368. doi:10.1037/cdp0000074 Ψ Zeromskyte, R., & Wagner, W. (2016). When a majority becomes a minority: Essentialist intergroup stereotyping in an inverted power differential. *Culture & Psychology*. doi:10.1177/1354067x16650810 Ψ Hadjar, A., & Scharf, J. (2018). The value of education among immigrants and non-immigrants and how this translates into educational aspirations: a comparison of four European countries. *Journal of Ethnic and Migration Studies*, 1-24. doi:10.1080/1369183X.2018.1433025 Ψ Leersnyder, J. D., Mesquita, B., & Kim, H. S. (2011). Where Do My Emotions Belong? A Study of Immigrants' Emotional Acculturation. *Personality and Social Psychology Bulletin, 37*(4), 451-463. doi:10.1177/0146167211399103
Week 10 Articles for Student Presentations **Immigrants' Attachment to the Host Country**	Ψ Colombo, E., Leonini, L., & Rebughini, P. (2008). Different But Not Stranger: Everyday Collective Identifications among Adolescent Children of Immigrants in Italy. *Journal of Ethnic and Migration Studies, 35*(1), 37-59. Ψ Reeskens, T., & Wright, M. (2013). Host-country patriotism among European immigrants: A comparative study of its individual and societal roots. *Ethnic and Racial Studies*, 1-17. Ψ Carol, S. (2013). Intermarriage Attitudes Among Minority and Majority Groups in Western Europe: The Role of Attachment to the Religious In-Group. *International Migration, 51*(3), 67-83. doi:10.1111/imig.12090 Ψ Miranda, M., Gouveia-Pereira, M., & Vaes, J. (2014). When in Rome… Identification and acculturation strategies among minority members moderate the dehumanisation of the majority outgroup. *European Journal of Social Psychology, 44*(4), 327-336. http://onlinelibrary.wiley.com/doi/10.1002/ejsp.2025/pdf Ψ Şimşek, D. (2014). "Inclusion" and "Exclusion": Transnational Experiences of Turkish and Kurdish Youth in London. In K. Kamp, A. Kaya, E. F. Keyman & O. Onursal Besgul (Eds.), *Contemporary Turkey at a Glance* (pp. 191-204): Springer Fachmedien Wiesbaden. Ψ Sarrasin, O., Green, E. G. T., Fasel, N., & Davidov, E. (2014). Does Survey Respondents' Immigrant Background Affect the Measurement and Prediction of Immigration Attitudes? An Illustration in Two Steps. *International Journal of Public Opinion Research*. doi: 10.1093/ijpor/edu015 http://ijpor.oxfordjournals.org/content/early/2014/04/29/ijpor.edu015.full.pdf+html

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	Ψ Diehl, C., Fischer-Neumann, M., & Mühlau, P. (2016). Between ethnic options and ethnic boundaries – Recent Polish and Turkish migrants' identification with Germany. *Ethnicities, 16*(2), 236-260. doi:10.1177/1468796815616156
	Ψ Erisen, E. (2017). Seeking refuge in a superordinate group: Non-EU immigration heritage and European identification. *European Union Politics, 18*(1), 26-50. doi:doi:10.1177/1465116516680301
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Week 11 Articles for Student Presentations **Islam and the Dinner table test: Are anti-Muslim attitudes stronger than anti-immigration attitudes?**	**Ψ** Carol, S., & Koopmans, R. (2013). Dynamics of contestation over Islamic religious rights in Western Europe. *Ethnicities, 13*(2), 165-190. doi: 10.1177/1468796812470893
	Ψ Statham, P. (2016). How ordinary people view Muslim group rights in Britain, the Netherlands, France and Germany: significant 'gaps' between majorities and Muslims? *Journal of Ethnic and Migration Studies, 42*(2), 217-236. doi:10.1080/1369183X.2015.1082288
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	Ψ Casey, P. M. Stigmatized Identities: Too Muslim to Be American, Too American to Be Muslim. *Symbolic Interaction*, n/a-n/a. doi:10.1002/symb.308
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	Ψ Kunst, J. R., Sadeghi, T., Tahir, H., Sam, D., & Thomsen, L. (2016). The vicious circle of religious prejudice: Islamophobia makes the acculturation attitudes of majority and minority members clash. *European Journal of Social Psychology, 46*(2), 249-259. doi:10.1002/ejsp.2174
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Week 12 Articles for Student Presentations **Individual Differences: the Role of Personality & Cognitive style**	**Ψ** Kauff, M., Asbrock, F., Thörner, S., & Wagner, U. (2013). Side Effects of Multiculturalism: The Interaction Effect of a Multicultural Ideology and Authoritarianism on Prejudice and Diversity Beliefs. *Personality and Social Psychology Bulletin, 39*(3), 305-320.
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| Week 14 Articles for Student Presentations

Other Factors Influencing Attitudes towards Immigration | Ψ Citrin, J., & Sides, J. (2008). Immigration and the Imagined Community in Europe and the United States. *Political Studies, 56*(1), 33-56.

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