



Spring 2023  
PSY 224  
International Psychology  
Syllabus

**About the Course**

**Class times:** Tuesdays and Thursdays 9:30am-11:20am

**Classroom:** JR G50 or, in unforeseeably unique circumstances, on Microsoft teams

**Course webpage:** <https://canvas.goucher.edu/courses/14968>

**Course prerequisites:** PSY 105

**Course description:**

This course is an introduction to the psychosocial factors of salience to international communities, with an emphasis on refugees, immigrants, international students, and foreign citizens. This course applies social and human science conceptual paradigms, methods of knowledge production, theory, and intervention to learn, critique, and apply branches of international psychology. This course will cover three primary branches of international psychology: cross-cultural psychology, global mental health perspectives, and immigration psychology. Utilizing a constructivistic de-colonizing approach, this course first offers a cross-cultural understanding of international communities and of the various power, privilege, and oppressive structures in their life experiences. The course also introduces various perspectives on global mental health from an ethical, culture-centered, and critical manner. Students will dialogue about how culture, identity, citizenry, and intersectionality affect global mental health at the individual, community, and system level. Finally, students will critically examine immigration in the U.S., particularly the reasoning behind and process by which individuals migrate to the U.S., the consequences of such migration, and/or the resources to navigate such migration.

**Statement of inclusion:**

I value diversity and multicultural perspectives. It is my intent to ensure that students from diverse background and perspectives feel safe and included in this course. I hope that each student will feel empowered and respected in this class regardless of their gender, affectional orientation, able-bodiedness, age, socio-economic status, ethnicity, race, country of origin, skin color, culture, and other background characteristics. I strive to ensure that a diversity of multicultural perspectives be incorporated in this course. I will appreciate any suggestions to enhance the value and considerations of diversity. Please inform me of your name, pronoun, or anything of relevance to ensure you or others' inclusion in this course.

**Required texts and materials:**

Shiraev, E. B., & Levy, D. A. (2016). *Cross-cultural psychology: Critical thinking and contemporary applications*. Routledge. Available through the bookstore.

Kposowa, A. (2020). *Immigration and society : A historical and sociological approach* (1st ed.). San Diego, CA: Cognella Academic Publishing. Available through the bookstore.

The remaining texts and materials listed in the section course schedule are freely accessible online via google scholar, Goucher library, or the course Canvas page.

**Canvas and other website information:**

Canvas will include some readings, videos, and other course-related materials. Canvas is also the platform for you to submit work assigned.

### About the Instructor

**Instructor:** Arlette Ngoubene Atioky, Ph.D. (Preferred name for students: Dr. Ngoubene Atioky)

**Email address:** [Arng001@goucher.edu](mailto:Arng001@goucher.edu)

**Office:** JR G12 - I only meet students virtually during spring 2023 semesters via Microsoft teams

**Office hours:** Mondays or Wednesdays 9:30am-10:30am on Microsoft teams (**please provide 24 hours advanced notice for a request to meet**). If my available times for office hours do not work for you, email me alternate times (review instructions on how to email instructors below)

**Contact information:** 410 337 3036 (Leave a message and you will receive an email response to your voice message. I will respond quicker by email than by phone/voice message). Here is a sample email request:

*Subject: Scheduling a meeting*

*Message:*

*Hello Dr. Ngoubene Atioky,*

*I hope this email finds you well. I am (your name) from (course). I would like....*

*Thank you in advance for your response.*

*Take care,  
(your name)*

### Course Goals and Learning Outcomes

The Center for Psychology has identified seven guiding principles for its undergraduate curriculum. Students who go on to major in psychology will:

- 1) Demonstrate understanding and competence regarding the use of research methodology in psychology.
- 2) Communicate effectively as it pertains to the study and practice of psychology.
- 3) Engage the world outside the classroom to inform and apply one's knowledge of psychology.
- 4) Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 5) Develop critical consciousness and an appreciation of a variety of ways of knowing.
- 6) Recognize, understand, and respect the complexity of sociocultural and international diversity as played out in psychology and related fields.
- 7) Develop an ethical framework with regard to the study and practice of psychology.

**Course goals:**

You will develop knowledge of the psychosocial factors of salience to international communities. You will learn to apply cross-cultural constructs in the psychological understanding of specific international communities and/or of global mental health issues. As a race, power, and privilege course, you will explore power structures, race, identity, perspective, and the historical, social, or political context for these differences across and among international societies and communities.

**Learning outcomes:**

By the end of this course, you will be able to:

- 1) Describe the major concepts, theoretical perspectives, empirical findings, and historical trends in international psychology and international communities (Psychology Objective 4).
- 2) Utilize a critical consciousness approach when dialoguing on intrapersonal and interpersonal dynamics of salience to the experiences of international communities (Psychology Objectives 5, 2).
- 3) Articulate the complexity of sociocultural international issues affecting the psychological wellbeing of international communities (Psychology Objectives 5, 6).
- 4) Utilize an ethical de-colonial and culture-centered framework with regard to the study and practice of international psychology (Psychology Objectives 5, 6, 7).
- 5) Identify the factors that contribute to various types of differences, inequalities and power structures, whether they be historical, social, or political factors (Psychology Objectives 5, 6 + Race, Power, and Perspectives requirement).

**Goucher Psychology Program Statement on Classroom Etiquette:**

We are committed to supporting you in your holistic development as a student and as a citizen of the world. You can expect that we will support you along your path toward personal, academic, and professional growth, but **you also have responsibility and accountability in this process with regard to your professional behavior**. You are an undergraduate student, but you are also an emerging scholar and a representative of the field of psychology. We expect that you will make decisions to actively contribute to a learning environment that promotes education and growth for all, both inside and outside the classroom.

## Course Assignments

### Social identity (37 points) (Learning Objectives 2 & 5).

In order to understand others, we need to know who we are. You will...

- (1) Respond to the two-page intersectionality questionnaire posted on Canvas (12 points).
- (2) Submit the four-page self-exploration form that you worked on in-class (25 points)

Ultimately because this assignment is about understanding varied aspects of yourself better, evaluation of your work will be based on the availability or absence of responses to all items of the intersectionality questionnaire and the self-exploration form.

### Infographics (52 points) (Learning Objectives 1, 3, & 5).

In a group of 4-5 classmates, you will generate an infographic of one psychological area and you will explore it cross-culturally.

Additional information on how to generate the infographic is posted on Canvas. **You will have an entire class to generate your infographic and one class time may not suffice to complete your infographic. You are encouraged to meet with your group before and/or after the infographic preparation class time.**

In your infographic, you will...

- a. Select one of the following psychological areas described in one or more chapters of the Shiraev (main textbook) and Keith textbook (Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons. <https://gouchercollege.on.worldcat.org/oclc/1076418648>): (1) emotion, (2) intelligence, (3) motivation, (4) cognition, (5) personality, and (6) spirituality or contemplative – more on spirituality is found in the article Lomas (2018) posted on Canvas).
- b. Inform the instructor, by the designated deadline in the course schedule, of your group's selected psychological area **and** the primary ethnic/national/cultural group that you will focus on to describe this psychological area (2 points).

As part of the content of your infographic, you will...:

1. Provide ways the psychological area you selected is uniquely defined, conceptualized, and exemplified/applied in your selected ethnic/national/cultural group.
  - a. Consider ways in which the psychological area is currently perceived and/or can be adapted to include an indigenous psychological perspective (apply at least one construct about indigenous psychology that you have learned from the reading on indigenous psychology).
1. Describe ways in which you will navigate such a psychological area based on your social identities or worldview (you may need to share your intersectionality or your personal ethnic/national/cultural group).
2. Compare the perception of this psychological area in your selected ethnic/national/cultural group with the perspectives of this psychological area in 2 other ethnic/national/cultural groups (one may be your own ethnic/national/cultural group). In this cross-cultural comparison of your selected psychological area, you will...
  - a. Ensure to indicate which theory of cross-cultural psychology (learned in class and found in the reading on cross-cultural psychology) you are utilizing for your comparison.
  - b. Ensure that your presentation offers ideas of how intersectional beings within your selected ethnic group may experience this psychological area.

- c. Indicate how the current perception of this psychological area is inclusive of marginalized communities.

**Criteria for Success of the infographic**

	Possible Points
<b>Critical thinking</b>	
Solid summary of your psychological area within an ethnic/cultural context	10
Comprehensible and accurate cross-cultural analysis based on the criteria described above (items 1-3)	10
A representative of your group ask at least one question about another group's infographic + respond to questions asked about your group's infographic	5
<b>Visual</b>	
Visual: Comprehensible and accurate depiction of the content; should have title and full name of presenters. Uploaded to Canvas.	5
Visual: Comprehensive coverage of the topic	5
Visual: Features of the visual help to convey themes that you are describing (and it is <u>not</u> a set of PowerPoint slides)	5
<b>Annotation</b>	
Comprehensible and adequate written or oral description of your visual and on how you decided on what content to include and how to depict it	5
<b>Teamwork</b>	
Completion of the team assessment form and/or any evidence of effective teamwork during presentation and/or from pre-presentation communication with the instructor.	5
<b>TOTAL:</b>	50

Evaluation of your work for this assignment will be based on: "Response Accuracy" with respect to each criterion for this assignment (as listed above). For example, if you are asked to provide 4 factors to receive 4 points and you provide all 4, you will receive 4 points. If you provide 3, you will receive 3/4 and so on.

**Global mental health presentation (52 points) (Learning Objectives 2, 3, 4, 5).**

In a group of 4-5 classmates, you will complete a 30-minute presentation on global mental health. The content of your presentation can derive from primary readings/texts of this course, your own search in scholarly publications, searches in official global mental health websites, consultation with a global mental health agency, and/or interviews with a global mental health professional specializing in the country or community you selected. **You will have a chance to work with your group on this assignment during class time, but you may want to meet before and/or after that meeting, as well.**

For this assignment, you have two options. You will present either on (32 points):

OPTION 1: the *global* social determinants of mental health of a specific group/community (e.g. youth, intersex, trans individuals, indigenous communities, or racially minoritized groups)

- a. Primary demographic information about this population (i.e. global statistics, culturally sensitive terminology to designate this population, and critical cultural factors) – 7 points
- b. Share possible responses of the intersectionality questionnaire by members of your group and how it aligns or not with the community you selected to present on – 3 points
- c. Primary mental health concerns, primary mental health inequalities, and statistics on these issues as it pertains to your selected group – 8 points
- d. Specific psychosocial factors impacting their mental health globally – 10 points
- e. Primary mental health treatment and social justice/advocacy initiatives - 4 points

OPTION 2: the mental health concerns and practices in a specific country (the U.S. is not an option). Your presentation should focus on...

- a. Various known cultural syndromes in mental health in that country – 4 points
- b. Primary mental health concerns and statistics on these – 4 points
- c. Mental health inequalities and statistics on these in the selected country – 6 points
- d. Psychosocial reasons for mental health concerns and/or mental health inequalities (based on disasters, marginalization of certain groups, intersectionality, economical factors, etc.) – 4 points
- e. The status of mental health practice and the primary mental health treatment (provide at least 2) used in that country including indigenous ways of healing – 10 points
- f. Ethical considerations in mental health practice in that country. – 4 points

In addition, you will demonstrate satisfactory presentation, effective team skills, and appropriate use of multiple didactic and experiential tools (17 points):

- a. Legible and well-structured PowerPoint slides – 2 points.
- b. Satisfactory public speaking skills (avoid reading verbatim from slides and engage with the audience) – 2 points.
- c. Present within 30 minutes time limit (ensure to allocate time for the audience to ask questions) – 2 points.
- d. Each student in a group will speak about their growth from this project – 2 points.
- e. Each group will be good citizens and demonstrate good group skills. Each team will complete and submit the team assessment form – 3 points.
- f. Equal air time is allocated to each group member during presentation to ensure consideration of equal participation as well as power-privilege-oppression dynamics incumbent of each presenter's social identities – 2 points.
- g. APA style-formatting of ppt document, with a cover page (title of presentation, full names of presenters, and academic institution). Make sure to include a references' slide at the end of your ppt document with all of your citations + ensure that all your sources (e.g. pictures, videos, or statements used) are cited in **each** slide they are mentioned – 2 points.
- h. Ask at least one question during another group's presentation + respond to questions asked about your project. – 2 points

You will accrue 3 points for letting the instructor know the topic of your presentation by the designated time in the course schedule.

Evaluation of your work for this assignment will be based on: "Response Accuracy" with respect to each criterion for this assignment (as listed above). For example, if you are asked to provide 4 factors to receive 4 points and you provide all 4, you will receive 4 points. If you provide 3, you will receive 3/4 and so on.

Also, depending on the level of complexity of the questions/items and my overall evaluation of the entire class understanding of a given concept/question, I may offer some marginal points (1 or 2) for attempt at completing a specific criterion of this assignment. However, this will be at my discretion and determined based on the assignment, the student body, and any factors of salience.

**An immigration story (45 points) (Learning Objectives 2, 3, & 5).**

You will interview and gather the immigration history of a family or a first-generation immigrant. Review the following guidelines on how to conduct an interview here [https://youtu.be/mVv\\_QAFhm1A](https://youtu.be/mVv_QAFhm1A) -- because each story may vary, do not record or create forms of consent to sign by interviewees – you do need to introduce the purpose of the interview and their rights before starting the interview. You may prepare a few questions in advance based on the specific grading criteria (items 1-5 found below) and show these in advance to the interviewee so that they can discern what they want or not to talk about. Some may ask questions and/or may need specific information about this assignment in order to agree to be interviewed so be transparent, humble, patient, thankful, and understanding. You may use an alias for your interviewee especially if they request to remain anonymous. Please feel free to let me know if you have any questions about this process.

You will then **write an APA-style paper or a well-illustrated short video** of this family or person's immigration story (–ensure that all copyrighted content have been pre-approved before use). You may utilize your own family or someone else's immigration story - Please do not invent a family story. (10 points)

Noting that relocation can be voluntary or involuntary, in your work, you will provide:

1. The reasons why the first known ancestor of a family arrived in the United States. If the reasons cannot be found, you may share common/well-known historical reasons from individuals with similar cultural background as the first known ancestor (6 points)
2. The contextual historical event(s) described in Spickard (2009) or Kposowa (2019) that will explain this family's or person's migration to the U.S. - Ensure to provide specific dates of historical events that may have led to this family's migration and settlement to the U.S. and the specific immigration status that this person or family had upon arrival to the U.S. If the contextual historical events cannot be found in Kposowa or Spickard, you may review our immigration timeline and use it as a reference to gather more information on your own – ensure to cite any new information you collected (6 points)
3. Share the emotional, cognitive, and behavioral impacts of this migration on the family before, during, and after U.S. arrival. (6 points)
4. Speculate the potentiality of this family migration in our current sociocultural contexts. What legal, social, moral/ethical, and cultural factorS may impede and/or facilitate this migration if it had occurred in our current times? Be specific in terms of immigration status, immigration process, and/or other immigration factors that we have covered in this course (6 points)
5. Share your thoughtS on gathering information for this paper and lessonS you have learned from it. (6 points).

6. Evaluate your interview skills (attending, active listening, probing with open-ended/how-and-what questions, summarizing, open posture/welcoming non-verbals) and future areas of growth on this regard (5 points).

Evaluation of your work will be based on the availability or absence of responses to all items of this assignment as listed above. For example, if a question states that you provide "factors" and you provide one factor, you will receive half of the points for that question.

### **Homework (48 points)**

You will be asked to complete homework related to either the readings/audios/videos assigned and/or on the topic of the day. Most of the homework apply what you have read and give you the opportunity to discern what you have grasped from the assigned material(s) and what areas you need to request clarification on. If a work needs to be accomplished online, please ensure to have it accessible during class time (in print or electronically). **Your lowest scores on six of the 22 homework will be dropped.** Homework points are granted on a complete vs. not completed manner.

### **Class engagement: Attendance, Participation, & Comportment (42 points; 1.5 points per class time)**

- I. **Attendance (.5 point per class time).** You cannot engage with the class if you are not there. Each lateness to class will be viewed as equating  $\frac{1}{2}$  of one absence. More than three absences or six late attendances will result in a drop in the final grade of one full letter grade (for example, A- to B-). If you miss a class, it is your responsibility to obtain notes, assignments, and other information from classmates prior to the next class. You are accountable for any assignment/work due and/or completed during your absence, unless another agreement was made with the instructor.

For more than three absences, the instructor may request medical documentation as defined by the provost office policies. **It is your responsibility to let the course instructor know if you will have to miss class for religious reasons, athletics, or other reasons.** Please review in advance your calendar for the semester and check if there are any potential conflicts with religious observances - if so, please fill out this [Religious Observance form](#)  to email to me and ask for a time to meet so we can discuss absences and/or accommodations well in advance. I will do my best to reasonably accommodate your worship.

- II. **Participation (.5 point per class time).** You are expected to attend each class having read all the materials pertinent to each lecture. You should also present to class prepared to discuss and to actively participate in activities that will enhance your understanding of assigned readings. **This is a learning environment. The instructor and other students want to learn from you so please share critical and relevant comments about the course materials.** If you do not feel comfortable participating in classroom discussions, you are encouraged to inform the instructor in order to explore options to comply with the course requirements. Options may include writing reaction papers of your experiences in class – reaction papers are not required **yet** but may become required if participation is deemed limited in class. In these optional reaction papers, share your thoughts and feelings about any topic(s) covered so far in class. Additional information about reaction papers will be offered in class and on Canvas. **A reaction paper on a current topic/reading for a class must be submitted on Canvas (under the assignment link for additional extra credit opportunities) before the next class lecture.**

**III. Comportment (.5 point per class time).**

**To ensure implementation of the Goucher Psychology program on Classroom etiquette found on the first page of this syllabus, your comportment will be graded based on the following:**

- a. You respond in a timely manner to the instructor and/or other students in this course, when necessary.
- b. You seek the instructor's feedback as soon as possible when necessary in order to ensure timely reception of clarification and/or resolution of issues of concern.
- c. You accept and demonstrate openness to challenges, feedback, and/or comments offered to increase your academic growth in the course materials. *This course will present ideas and conceptualizations in alignment with the research, values, and mission of the field of counseling psychology, the instructor's degree and education.* Culturally inclusive (terminology, discussions, and others) and empowering perspectives of marginalized communities will predominantly be enforced in this course.
- d. We all contribute to creating and maintaining an inclusive environment that is conducive to learning. You are encouraged to read APA inclusive language and terminology (posted on Canvas). If class needs to meet remotely, please keep e-etiquette by having relevant, thoughtful, and civil disclosures and comportment. E-etiquette is also required for any communication you maintain with the instructor and with your classmates.
- e. During lecturing time of class, you are at liberty to use their computer ONLY to type notes and/or follow instructor's in-class activities. You will set their mobile devices (including cell phones and smart watches) to silent and avoid checking email, texting, or engaging in unrelated web browsing during any course activities. These devices are best located inside your bag/backpack. If you are observed utilizing electronic devices for irrelevant class reasons will have their participation and overall course grade impacted.

Not meeting any or all participation expectations and/or limited utilization of adequate communication related to this course, limited respectful and civil participatory skills, and/or faulty comportment will result in losing partial or full points. The severity of the concern and its subsequent point deduction in class participation or in the overall course grade will be at the discretion of the course instructor.

**Final exam (60 points) (Learning Objectives 1, 2, 3, 4, & 5).**

An open-book cumulative final exam consisting of multiple choice, short-answers, and/or essay will occur during the final experience week. The exam will demonstrate your competency in the construct, content, and cultural competency of international psychology.

**Extra credits (up to 5% of total score – 16.8 points)**

You will earn up to 5% additional points to your total score of this course.

- (1) Watch one of the following videos: (a) <https://youtu.be/oENWIDiFlic> , (b) other videos offered AND to submit a reaction paper on it (review description of the content of a commentary in previous page).
- (2) Complete any task offered in the course schedule or in the ppt slide of a specific topic.
- (3) Attend an educational event offered by the instructor AND submit a reaction paper on it (review description of the content of a reaction in previous page).



(4) Over the course of the semester, you may encounter mistakes. Let's refer to these goof ups as snowballs. There might be broken links, incorrect due dates, accessibility errors (for all of us), etc. or simply a picture of a snowball. These mistakes may prevent you and/or your peers to accomplish your work in this course. If you find a snowball (a picture of it OR an error), email me with a screen shot or the name of the page/place where you found it. Doing so will earn you one extra credit point and a lot of gratitude from me and your peers!

### Grading

#### Course assignment scores and total score grade

It usually takes me about a week to grade an assignment. If you have not received a grade in an assignment after two weeks, please contact me.

Assignment	Due Date	Total Score	Percent of Final Grade
Social identity	Part 1. February 9 <sup>th</sup> 2023; Part 2: February 21 <sup>st</sup> 2023	37 points	11.01%
Infographics	March 2 <sup>nd</sup> 2023	52 points	15.47%
Global mental health presentation	April 4 <sup>th</sup> 2023	52 points	15.47%
Immigration Story	May 9 <sup>th</sup> 2023	45 points	13.39%
Final exam	TBD	60 points	17.85%
Homework	By the class time	48 points	14.29%
Class engagement	Optional reaction paper for a specific lecture due at the next lecture	42 points	12.5%
Extra credit opportunities (optional)	May 11 <sup>th</sup> 2023	Up to 5% of total score (up to 16.8 points)	--
Total score		336 points maximum	100%

### Grading metric

#### Information about your grade

I have found that if you read the syllabus, follow grading criteria, review guidelines for each assignment, ask clarification and questions, and follow recommendations offered by the instructor, you earn better grades. Your grade is primarily based on whether you have fulfilled the components of the grading criteria offered for that assignment.

94 and above (A)	73 – 76 (C)
90 – 93 (A-)	70 – 72 (C-)
87 – 89 (B+)	67 – 69 (D+)
84 – 86 (B)	63 – 66 (D)
80 - 83 (B-)	60 – 62 (D-)
77 – 79 (C+)	Below 59 (F)

### Course Policies

**Late Work:** In our pandemic times, I will attempt to be as flexible as possible when challenging circumstances related to COVID-19 emerge. I am more inclined to grant extension when you contact me in advance or as soon as possible about the lateness of their work. If you are unable to inform me in advance, please at least let me know that your work is late. You will lose 5% per day late for any assignment in this course. Note that **work offered two weeks after it is due (without previous agreement or communication with me), will not be accepted or graded – it will automatically receive a F.**

**Grades of Incomplete or Pass/Fail:** You may change your grade from a letter grade to a Pass/Fail up to the 10<sup>th</sup> week of the course. If you have completed 75% or more of the assigned work in this course and you have an average of C- or above in the already completed work, you may request to receive an incomplete grade. If you are granted an incomplete grade, you must submit the remaining work based on the agreement made with the instructor and in accordance with academic policies on incomplete submission deadline for a given semester.

#### Rewriting Papers or Getting Comments on Preliminary Drafts of Papers:

Above and beyond draft review and resubmission explained in the course schedule, you are encouraged to submit any work in advance of the posted deadline and request preliminary feedback. If you are interested in earning a higher grade and/or implementing feedback offered in an already graded draft of an assignment, you may **request** for a resubmission of your work before the deadline for the submission of the second draft. If your request is granted, you will have to implement all the feedback offered by the instructor in the assignment in order to receive an increase in their grade.

**Plagiarism and Academic Dishonesty:** Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism meets the criteria of academic dishonesty and the instructor will determine students' penalty for this offense based on procedures

and recommendations from the academic honor code and the provost office. To learn more about plagiarism in relation to source citations, please read the ppt plagiarism and paraphrasing posted on the course Canvas page.

**Academic Honor Code:** At Goucher College, we honor freedom of expression, inquiry, and action. In return, we expect consideration of others, academic integrity, and a commitment to the value of truth. The tradition of freedom with responsibility at Goucher is fundamental to the ideals to which the life and work of the college are dedicated. The courage to challenge, the praise for honesty and effort, and the appreciation for commitment or involvement make our community open to truth and knowledge rather than to ignorance and misunderstanding. These same principles are relevant when we interact with the nonacademic world. It is important for each of us to be thoroughly familiar with the principles and procedures of the Academic Honor Code, which obliges each member of the Goucher community. Please review the academic honor code and the criteria for academic dishonesty here: <https://www.goucher.edu/learn/documents/Academic-Honor-Code.pdf>.

**Participation and Attendance:** Review above.

**Students with Disabilities:** see note in Support Services for Students. **Also, please feel free to contact me if accessibility problems emerge.**

**Recording Policy:** If we are meeting online on Microsoft teams, note that our class session(s) will be audiovisually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The recordings produced in this class should not be shared with anyone outside of the students enrolled in the course.

**E2 Campus Emergency Notification System:** In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

**Religious Observance Policy:** If you need to request accommodation for religious observance, fill out the [Religious Observation Form](#) and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

## Course Schedule

**Note: All assignment due dates and the course schedule (below) are subject to change at the instructor's discretion; you will be given reasonable notice in class of any changes; in addition, changes will be posted as announcements on Canvas.**

Week	Date	Topic(s)	Subtopic with corresponding homework/reading/audios/videos to complete <u>before</u> class time	Assignments
1	1/31/23	Course introduction	<b>Syllabus review, course description, and canvas navigation</b>	
	2/2/23	International Psychology	<p><b>Definitions and history of international psychology</b></p> <p><i>Homework 1: While or after completing your assigned reading, submit answers to 3 of the 7 questions of the slide on critical thinking (lecture 1) as it pertains to your completed reading.</i></p> <p>Last name begins with letter A to La: read Chapter 1 of Stevens, M., &amp; Wedding, D. (2005). <i>Handbook of international psychology</i>. Milton: Taylor &amp; Francis.  <a href="https://ebookcentral.proquest.com/lib/goucher-ebooks/reader.action?docID=240117&amp;ppg=1">https://ebookcentral.proquest.com/lib/goucher-ebooks/reader.action?docID=240117&amp;ppg=1</a></p> <p>Last name begin with letter Lb to Z: read Pawlik, K., Rosenzweig, M. (2000). <i>International handbook of psychology</i>. Sage Publications. doi:10.4135/978-1-84860-839-9 --- chapter 30.</p> <p>Optional: Shiraev chap 2</p>	
2	2/7/23		<p><b>Culture, identity, intersectionality</b></p> <p><i>Homework 2: Fill out the Multicultural Experience questionnaire (MEQ) + write a comment on other aspects of your culture from Keith or Hills reading not considered in the MEQ</i></p> <p>Chapter 1 (p. 3 – section “culture”, 10-17 –starting at “Seeing other cultures in light of our own) of Keith, K. D. (Ed.). (2019). <i>Cross-cultural psychology: Contemporary themes and perspectives</i>. John Wiley &amp; Sons. <a href="https://gouchercollege.on.worldcat.org/oclc/1076418648">https://gouchercollege.on.worldcat.org/oclc/1076418648</a></p> <p>+  Chapter 1 of Hill Collins, P., &amp; Bilge, S. (2016). <i>Intersectionality</i> (Key concepts). Cambridge, UK: Polity Press. <a href="https://ebookcentral.proquest.com/lib/goucher-ebooks/detail.action?docID=4698012">https://ebookcentral.proquest.com/lib/goucher-ebooks/detail.action?docID=4698012</a></p>	

	<b>2/9/23</b>	<b>Critical psychology, decolonial psychology</b>	<p><i>Homework 3: For those who read DiAngela et al., respond to question 2 on page 20 and then respond to all questions at the end of the guidelines that you selected based on your answer to question 2. For those completing Bhatia, what do you think is missing in Bhatia's answers to their following questions: "1) How has Euro-American psychology been complicit in advancing racialized models of and human development? 2) How do we "decolonize" and decenter particular language, ideas, symbols, and "acculturation" narratives that reflect and perpetuate dominant Euro-American values? 3) How can we co-create, and imagine a "decolonized" field of psychology?"</i></p> <p>Last name begins with letter A to La: DiAngelo, R., &amp; Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i>, 11(1), 1-15. on Canvas</p> <p>Last name begins with letter Lb to Z: Bhatia, S. (2020). Decolonizing psychology: Power, citizenship and identity. <i>Psychoanalysis, Self and Context</i>, 15(3), 257-266.  <a href="https://doi.org/10.1080/24720038.2020.1772266">https://doi.org/10.1080/24720038.2020.1772266</a></p>	<b>Social identity part I due</b>
3	<b>2/14/23</b>	<b>Cross Cultural psychology, cross-cultural competence</b>	<p><i>Homework 4: Review the self-exploration form and bring questions that you have about it to class + have a definition for cross cultural psychology, group dynamics, and cross cultural competence</i></p> <p>Shiraev chapter 1  +  Hanson, P. G. (2007). What to look for in groups: an observation guide. <i>Successful Team-Building Tools</i>, 481.  +  P. 39-48 of Keith, K. D. (Ed.). (2019). <i>Cross-cultural psychology: Contemporary themes and perspectives</i>. John Wiley &amp; Sons.  <a href="https://gouchercollege.on.worldcat.org/oclc/1076418648">https://gouchercollege.on.worldcat.org/oclc/1076418648</a></p>	<b>Infographic topic and primary ethnic/cultural /national group selected due</b>
	<b>2/16/23</b>	<b>Global citizenship</b>	<p><i>Homework 5: For those who read the insidehighered article, offer a critical argument of the construct of global citizenship. For those who read Pasha-Zaida, complete the exam after the reading</i></p> <p><a href="https://www.insidehighered.com/blogs/globalhighered/global-citizenship-%E2%80%93-what-are-we-talking-about-and-why-does-it-matter">https://www.insidehighered.com/blogs/globalhighered/global-citizenship-%E2%80%93-what-are-we-talking-about-and-why-does-it-matter</a>  OR</p>	

			Read Pasha-Zaidi, N., & Lutz, B. (2012). International Psychology Program Development: the changing face of psychology. <i>Psychology Learning &amp; Teaching</i> , 11(3), 352-358. <a href="https://doi.org/10.2304/plat.2012.11.3.352">https://doi.org/10.2304/plat.2012.11.3.352</a> and do the exam at the end of the chapter.	
4	2/21/23	Community psychology, indigenous psychology	<p><i>Homework 6: submit proof passing score of your completed quiz at the end of community psychology reading</i></p> <p>JASON, Leonard A., GLANTSMAN, Olya, O'BRIEN, Jack F., et al. Introduction to the field of Community Psychology. <i>Introduction to Community Psychology</i>, 2019. Chapter 1 <a href="https://press.rebus.community/introductiontocommunitypsychology/chapter/intro-to-community-psychology/">https://press.rebus.community/introductiontocommunitypsychology/chapter/intro-to-community-psychology/</a>  +  Pe-Pua, R., &amp; Wright, J. D. (2015). Indigenous psychology. <i>International encyclopedia of the social and behavioural sciences</i> (2nd ed., pp. 788-794). Oxford, United Kingdom: Elsevier. <a href="http://dx.doi.org/10.1016/B978-0-08-097086-8.24067-1">http://dx.doi.org/10.1016/B978-0-08-097086-8.24067-1</a>. On Canvas</p> <p>Optional: Mossman, T. Transforming Oppression through Moral Humility: Becoming an Agent of Change. (on Canvas)</p>	Social identity part II due
	2/23/23	Liberation psychology	<p><i>Homework 7: what are key elements in the reading that will be helpful to your own liberation (in consideration of your intersectionality)?</i></p> <p>Comas-Díaz, L. (2020). Liberation psychotherapy. In L. Comas-Díaz &amp; E. Torres Rivera (Eds.), <i>Liberation psychology: Theory, method, practice, and social justice</i> (pp. 169–185). American Psychological Association. <a href="https://doi.org/10.1037/0000198-010">https://doi.org/10.1037/0000198-010</a> (on Canvas)</p>	
5	2/28/23		<b>Infographics preparation</b>	
	3/2/23		<b>Infographics presentation</b>	Infographics due on Canvas
6	3/7/23	Global mental health	<p><b>Global mental health definitions</b></p> <p><i>Homework 8: share (based on what you read) the definition of mental health, wellbeing, health disparities, and global health equity.</i></p>	

			<p>Whitley, R. (2015). Global mental health: concepts, conflicts and controversies. <i>Epidemiology and Psychiatric Sciences</i>, 24(4), 285-291. doi:10.1017/S2045796015000451 + Braverman, P. (2014). What are health disparities and health equity? We need to be clear. <i>Public health reports</i>, 129(1_suppl2), 5-8. <a href="https://doi.org/10.1177/00333549141291S203">https://doi.org/10.1177/00333549141291S203</a></p>	
	3/9/23	<b>Global mental health (cont'd)</b>	<p><b>Global mental health concerns</b></p> <p><i>Homework 9: How do the constructs of Shiraev's mental health and mental health concerns are exemplified in your reading (Hassan et al, Yarris et al, or Jansen et al)?</i></p> <p>Shiraev chapter 9 + Last name starting with A-I: Hassan, G., Ventevogel, P., Jefee-Bahloul, H., Barkil-Oteo, A., &amp; Kirmayer, L. J. (2016). Mental health and psychosocial wellbeing of Syrians affected by armed conflict. <i>Epidemiology and psychiatric sciences</i>, 25(2), 129-141. doi:10.1017/S2045796016000044 OR Last name starting with J-M: Yarris, K. (2016). Grandmothers, children, and intergenerational distress in Nicaraguan transnational families. In <i>Global Mental Health</i> (pp. 117-134). Routledge. On Canvas. OR Last name starting with N-Z: Jansen, S., White, R., Hogwood, J., Jansen, A., Gishoma, D., Mukamana, D., &amp; Richters, A. (2015). The "treatment gap" in global mental health reconsidered: Sociotherapy for collective trauma in Rwanda. <i>European Journal of Psychotraumatology</i>, 6(1), 28706. <a href="https://doi.org/10.3402/ejpt.v6.28706">https://doi.org/10.3402/ejpt.v6.28706</a></p>	<b>10 points extra credit opportunity: mid-term evaluation OR reaction paper due</b>
7	3/14/23	<b>Global mental health (cont'd)</b>	<p><b>Sociocultural reasons for global mental health concerns</b></p> <p><i>Homework 10: share your opinion of the social determinants in your reading that were deemed critical to mental health.</i></p> <p>Last name starting with A-La: Lund, C., Brooke-Sumner, C., Baingana, F., Baron, E. C., Breuer, E., Chandra, P., ... &amp; Medina-Mora, M. E. (2018). Social determinants of mental disorders and the Sustainable Development Goals: a systematic review of reviews. <i>The Lancet Psychiatry</i>, 5(4), 357-369.</p>	<b>Submission of global mental health group topic and group members due</b>

			<p>Doi: 10.1016/S2215-0366(18)30060-9          OR          Last name starting with Lb-Z: Compton, M. T., &amp; Shim, R. S. (2015). The social determinants of mental health. <i>Focus</i>, 13(4), 419-425.  <a href="https://doi.org/10.1176/appi.focus.20150017">https://doi.org/10.1176/appi.focus.20150017</a></p>	
	3/16/23	<b>Global mental health (cont'd)</b>	<p><b>Applied psychology internationally</b></p> <p><i>Homework 11: how does your reading dispel or confirm your perspectives about mental health practice?</i></p> <p>Last name starting with Lb-Z: Gureje, O., Nortje, G., Makajuola, V., Oladeji, B., Seedat, S., &amp; Jenkins, R. (2015). The role of global traditional and complementary systems of medicine in treating mental health problems. <i>The lancet. Psychiatry</i>, 2(2), 168–177.          doi:10.1016/S2215-0366(15)00013-9          OR          Last name starting with A-La: Wainberg, M. L., Scorza, P., Shultz, J. M., Helpman, L., Mootz, J. J., Johnson, K. A., ... Arbuckle, M. R. (2017). Challenges and Opportunities in Global Mental Health: a Research-to-Practice Perspective. <i>Current psychiatry reports</i>, 19(5), 28. doi:10.1007/s11920-017-0780-z</p> <p>Optional: Suzanne L. Stewart PhD (2008) Promoting Indigenous mental health: Cultural perspectives on healing from Native counsellors in Canada, <i>International Journal of Health Promotion and Education</i>, 46:2, 49-56, DOI:10.1080/14635240.2008.10708129</p>	
	3/21/23		<b>Spring break – No class</b>	
	3/23/23		<b>Spring break – No class</b>	
8	3/28/23	<b>Global mental health (cont'd)</b>	<p><b>Ethics in global mental health (savior mentality, decolonization, human rights, etc.)</b></p> <p><i>Homework 12: Find across the different readings (if available) the definition and description of ONE the following terms: Identity violence, Colonial consciousness, Savior mentality, Self-colonizing trajectory, Globalization, Labeling + In Misra reading – describe potential implications of this reading + In Pettifor reading: highlight two ethical dilemma that would be most challenging for you. Bring your answers to class.</i></p>	

			<p>Read Results &amp; Discussion pgs. 3-7 of Misra, S., Stevenson, A., Haroz, E., De Menil, V., &amp; Koenen, K. (2019). 'Global mental health': Systematic review of the term and its implicit priorities. <i>BJPsych Open</i>, 5(3), E47. doi:10.1192/bjo.2019.39. On Canvas</p> <p>+</p> <p>Pettifor, J. L., &amp; Ferrero, A. (2012). Ethical dilemmas, cultural differences, and the globalization of psychology. In M. M. Leach, M. J. Stevens, G. Lindsay, A. Ferrero, &amp; Y. Korkut (Eds.), <i>Oxford library of psychology. The Oxford handbook of international psychological ethics</i> (p. 28–41). Oxford University Press. On Canvas.</p> <p>+</p> <p>Chap 4 of Mills, C. (2014). <i>Decolonizing global mental health: The psychiatrization of the majority world</i> (Concepts for critical psychology). London: Routledge, Taylor &amp; Francis Group. On Canvas.</p>	
	3/30/23		<b>Global mental health preparation</b>	
9	4/4/23		<b>Global mental health presentation</b>	
	4/6/23	Immigration Psychology	<p><b>Introduction</b></p> <p><i>Homework 13: from your reading, indicate what the main branches of immigration psychology are.</i></p> <p>Berry, J. W. (2001). A psychology of immigration. <i>Journal of social issues</i>, 57(3), 615-631. <a href="https://doi.org/10.1111/0022-4537.00231">https://doi.org/10.1111/0022-4537.00231</a></p>	
10	4/11/23	Immigration Psychology (cont'd)	<p><b>History of immigration (US-centered)</b></p> <p><i>Homework 14: reflect on the historical event(s) that primarily explain your family's geographical presence in the U.S.</i></p> <p>Last name starting with A-La: Ewing, W. A. (2012). Opportunity and exclusion: A brief history of US immigration policy. <i>Immigration Policy Center</i>, 1-7. <a href="https://www.americanimmigrationcouncil.org/sites/default/files/research/opportunity_exclusion_011312.pdf">https://www.americanimmigrationcouncil.org/sites/default/files/research/opportunity_exclusion_011312.pdf</a></p> <p>OR</p> <p>Last name starting with Lb-Z: Spickard, P. (2009). <i>Almost all aliens: Immigration, race, and colonialism in American history and identity</i>. Routledge. Chapter 1.</p> <p>+</p>	

			Last name starting with A-La: Mukhopadhyay, C. C. (2016). Getting rid of the word "Caucasian." <i>Privilege: A Reader</i> , 21. OR Last name starting with Lb-Z: chapter 5 of Romero, R. (2018). <i>Introducing Intersectionality</i> . Polity Press. <a href="https://ebookcentral.proquest.com/lib/goucher-ebooks/detail.action?docID=5166452">https://ebookcentral.proquest.com/lib/goucher-ebooks/detail.action?docID=5166452</a>	
	4/13/23	Immigration Psychology (cont'd)	<p><b>Definitions and statistics in immigration</b></p> <p><i>Homework 15: based on the reading, answer the following: (1) based on net and gross migration, is the U.S. efficient or inefficient in terms of immigration? (2) What are terms/concepts that you would like us to clarify from the reading?</i></p> <p>Kposowa (2019) chapter 2 + Flynn &amp; Dalma (n.d) on Canvas</p>	
11	4/18/23	Immigration Psychology (cont'd)	<p><b>Reasons for migration</b></p> <p><i>Homework 16: What primary social factors in relation to identity, oppression, power, and privilege did you notice from your reading? + complete the HCAS survey posted on Canvas.</i></p> <p>Kposowa chapter 1 + Warner, K., Hamza, M., Oliver-Smith, A., Renaud, F., &amp; Julca, A. (2010). Climate change, environmental degradation and migration. <i>Natural Hazards</i>, 55(3), 689-715. <a href="https://doi.org/10.1007/s11069-009-9419-7">https://doi.org/10.1007/s11069-009-9419-7</a></p>	<b>Begin searching the main subject(s) for your immigration story assignment</b>
	4/20/23	Immigration Psychology (cont'd)	<p><b>Host Community Acculturation</b></p> <p><i>Homework 17: (1) While reading: Bourhis --list and attempt to understand the different ideologies and host community acculturation orientations + (2) The Rubin reading serves as a great example/application of Bourhis article so find and submit examples of theories/terms described in the Bourhis article in Rubin.</i></p> <p>Bourhis, R. Y., Moise, L. C., Perreault, S., &amp; Senecal, S. (2097). Towards an interactive acculturation model: A social psychological approach. <i>International journal of psychology</i>, 32(6), 369-386. <a href="https://doi.org/10.1080/002075997400629">https://doi.org/10.1080/002075997400629</a></p>	

			Rubin, L. (1994). Is this a White country, or what?. <i>Race, Class, and Gender: an anthology</i> . On Canvas.	
12	4/25/23	Immigration Psychology (cont'd)	<p><b>Acculturation</b></p> <p><i>Homework 18: for Berry reading, focus the different acculturation dimensions and share your inclined acculturation dimension in a hypothetical process of migration.</i></p> <p>Schwartz, S. J., Unger, J. B., Zamboanga, B. L., &amp; Szapocznik, J. (2010). Rethinking the concept of acculturation: implications for theory and research. <i>The American psychologist</i>, 65(4), 237–251. doi:10.1037/a0019330</p>	
	4/27/23	Immigration Psychology (cont'd)	<p><b>Migration health disparities</b></p> <p><i>Homework 19: Apply two concepts of the primary social determinants of immigrant health explained in Castaneda et al in Tummala-Narra et al or Scuglik et al. Submit your answer and bring it to class.</i></p> <p>Castañeda, H., Holmes, S. M., Madrigal, D. S., Young, M. E. D., Beyeler, N., &amp; Quesada, J. (2015). Immigration as a social determinant of health. <i>Annual review of public health</i>, 36, 375-392. <a href="https://doi.org/10.1146/annurev-publhealth-032013-182419">https://doi.org/10.1146/annurev-publhealth-032013-182419</a>  +  Last name starting with A-La: Tummala-Narra, P., Sathasivam-Rueckert, N., &amp; Sundaram, S. (2013). Voices of older Asian Indian immigrants: Mental health implications. <i>Professional Psychology: Research and Practice</i>, 44(1), 1–10.  <a href="https://doi.org/10.1037/a0027809">https://doi.org/10.1037/a0027809</a>  OR  Last name starting with Lb-Z: Scuglik, D. L., Alarcón, R. D., Lapeyre III, A. C., Williams, M. D., &amp; Logan, K. M. (2007). When the poetry no longer rhymes: Mental health issues among Somali immigrants in the USA. <i>Transcultural Psychiatry</i>, 44(4), 581-595.  <a href="https://doi.org/10.1177/1363461507083899">https://doi.org/10.1177/1363461507083899</a></p>	
13	5/2/23	Immigration Psychology (cont'd)	<p><b>Refugees and refugee mental health</b></p> <p><i>Homework 20: how does the youtube video that you have watched exemplifying common immigrant and refugee mental health concerns (in Kirmayer et al) or the primary interventions offered to immigrants and refugees post migration (Schmitz et al)</i></p>	<p><b>By this class, you should have completed or about to</b></p>

		<p>UNHCR (2018; on Canvas) + <a href="https://www.youtube.com/watch?v=JvKjTH1S4kg&amp;feature=youtu.be">https://www.youtube.com/watch?v=JvKjTH1S4kg&amp;feature=youtu.be</a> OR <a href="https://www.youtube.com/watch?v=jdsPSkFXrD4&amp;list=WL&amp;index=81&amp;t=7s">https://www.youtube.com/watch?v=jdsPSkFXrD4&amp;list=WL&amp;index=81&amp;t=7s</a> + Last name begins with letter Lb to Z: Kirmayer, L. J., Narasiah, L., Munoz, M., Rashid, M., Ryder, A. G., Guzder, J., ... &amp; Pottie, K. (2011). Common mental health problems in immigrants and refugees: general approach in primary care. <i>Cmaj</i>, 183(12), E959-E967. DOI: <a href="https://doi.org/10.1503/cmaj.090292">https://doi.org/10.1503/cmaj.090292</a> + Last name begins with letter A to La: Schmitz, C. L., Vazquez Jacobus, M., Stakeman, C., Valenzuela, G., Sprankel, J. (2003). Immigrant and refugee communities: Resiliency, trauma, policy, and practice. <i>Social Thought</i>, 22 (2/3), 135-158. <a href="https://doi.org/10.1080/15426432.2003.9960346">https://doi.org/10.1080/15426432.2003.9960346</a></p>	<p><b>complete this week your interview for the immigration story assignment</b></p>
5/4/23	<b>Immigration Psychology (cont'd)</b>	<p><b>Undocumented immigrants</b></p> <p><i>Homework 21: Consider how the issues that we have covered so far regarding issues impacting the mental health treatment of international communities. How is that exemplified in your reading?</i></p> <p>Last name begins with letter Lb to Z: Orner (2008; read the story of Diana) <i>Underground America : Narratives of undocumented lives</i> (Voice of witness). San Francisco: McSweeney's Books. At Goucher library. OR Last name begins with letter A to La: Stacciarini, J. M. R., Smith, R. F., Wiens, B., Pérez, A., Locke, B., &amp; LaFlam, M. (2015). I didn't ask to come to this country... I was a child: The mental health implications of growing up undocumented. <i>Journal of immigrant and minority health</i>, 17(4), 1225-1230. <a href="https://doi.org/10.1007/s10903-014-0063-2">https://doi.org/10.1007/s10903-014-0063-2</a> + Saadi, A., Young, M. E. D. T., Patler, C., Estrada, J. L., &amp; Venters, H. (2020). Understanding US immigration detention: reaffirming rights and addressing social-structural determinants of health. <i>Health and Human Rights</i>, 22(1), 187. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/pmc7348446/">http://www.ncbi.nlm.nih.gov/pmc/articles/pmc7348446/</a></p>	

14	5/9/23	Immigration Psychology (cont'd)	<p><b>Transfer students and international students</b></p> <p><i>Homework 22: what are individual, community, and structural benefits and disadvantages of an international identity status (from an immigration/migration perspective)?</i></p> <p>Last name begins with letter Lb to Z: Forbes-Mewett, H., &amp; Sawyer, A. M. (2019). International students and mental health. <i>Journal of International Students</i>, 2016 Vol. 6 (3), 6(3), 661-677.  <a href="https://files.eric.ed.gov/fulltext/EJ1100336.pdf#:~:text=Since%20the%20early%202000s%20reports%20of%20increased%20rates,working%20with%20international%20students%20at%20an%20internationalized%20university.">https://files.eric.ed.gov/fulltext/EJ1100336.pdf#:~:text=Since%20the%20early%202000s%20reports%20of%20increased%20rates,working%20with%20international%20students%20at%20an%20internationalized%20university.</a></p> <p>OR</p> <p>Last name begins with letter A to La: Stein, S., &amp; de Andreotti, V. O. (2016). Cash, competition, or charity: International students and the global imaginary. <i>Higher Education</i>, 72(2), 225-239. <a href="https://doi.org/10.1007/s10734-015-9949-8">https://doi.org/10.1007/s10734-015-9949-8</a></p> <p>+</p> <p>Costello, J. (2019). Students' stories of studying abroad: Reflections upon return. <i>Journal of International Students</i>, 2015 Vol. 5 (1), 5(1), 50-59.  <a href="https://files.eric.ed.gov/fulltext/EJ1052834.pdf">https://files.eric.ed.gov/fulltext/EJ1052834.pdf</a></p>	Immigration Story due
	5/11/23		<b>Debriefing</b>	Extra credit opportunities due
15			<b>Final experience – Final exam</b> TBD	

### Support Services for Students

#### Academic Center for Excellence (ACE):

The [Academic Center for Excellence \(ACE\)](#) is an academic and advising support center that includes Academic Success Coaching, the Office of Accessibility Services, and Success Advising.

#### Academic Success Coaching

ACE's Academic Success Coaching program provides individual academic success coaching sessions and academic skills workshops to all Goucher students on various topics, including time management, organizational skills, research-based study strategies, and reading and note-taking skills

<https://www.goucher.edu/learn/academic-support-and-resources/ace/academic-success-coaching/>

**Academic Advising:**

All first-year students will have a pre-major academic advisor to assist you with academic planning. Your advisor will assist you in navigating the resources, expectations, and challenges of being a new Goucher student. <https://www.goucher.edu/learn/academic-support-and-resources/academic-advising/advising-resources>

**Accessibility Services:**

Goucher College seeks to provide equal educational opportunities for qualified students with disabilities. This is consistent with our Community Principle of Inclusion, which states that we will acknowledge and embrace the unique gifts and differences of our community members. We are committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other relevant state and federal legislation.

The Office of Accessibility Services (OAS) works with faculty, staff and students to provide appropriate accommodations so that students have an equal opportunity to participate inside the classroom and in college programs and activities.

If you have not yet established services through OAS, but have a disability that requires accommodations or temporary impairment (conditions include but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please visit the Accommodations and Services section on the Accessibility Services webpage to make a request and submit documentation: <https://www.goucher.edu/accessibility-services/accommodations-and-services/>.

Please address general inquiries to [access@goucher.edu](mailto:access@goucher.edu).

**Center for Race, Equity and Identity:**

The Center for Race, Equity and Identity (CREI) invites all students to engage in educational and co-curricular opportunities dealing with social justice, intersectionality and Critical Race Theory (CRT). CREI seeks to foster an environment in which marginalized and oppressed community members feel affirmed and comfortable exploring and expressing their identities. From individual advising to group support and workshops open to the public, many services are offered to help build community and support your success. Learn more at [www.goucher.edu/experience/equity-and-identity/center-for-race-equity-and-identity/](http://www.goucher.edu/experience/equity-and-identity/center-for-race-equity-and-identity/)

**Library:**

Our librarians help students through the entire research process: from choosing a research topic to publishing that senior thesis, and everything in between. There is a lot of information out there and librarians can help you find, organize, and contextualize it. Get started with your research by visiting the library homepage at <https://www.goucher.edu/library> or get help from librarians at [goucher.libanswers.com/](http://goucher.libanswers.com/). You can text your question to [410-609-5539](tel:410-609-5539), request a research appointment, or email a librarian at [library@goucher.edu](mailto:library@goucher.edu).

**Quantitative Reasoning Center:**

The Quantitative Reasoning (QR) Center supports students in mathematics, science, social science, and other courses with a QR emphasis with programming for student development of quantitative literacy and applications of mathematics and math-based skills

to real-life situations. This semester, the QR Center will host drop-in tutoring (no appointment needed!) for students in STEM-based courses who need help with math-based skills or content involved in their coursework. Programming for the QR Center occurs in the Learning Commons (previously Information Commons) in the Athenaeum, and the schedule will be posted on the QR Center website. Check out the QR Center [website](#) for more information. Please contact [grcenter@goucher.edu](mailto:grcenter@goucher.edu) if you have questions.

**Student Counseling Center:**

The Student Counseling Center offers a variety of services to support the emotional wellness and academic success of students. In addition to psychoeducational outreach, workshops, and groups, confidential individual psychotherapy services (typically 1-12 sessions) are available at no charge, as well as referral to community providers for students needing longer term or specialized services. Students also have free, 24/7 phone access to licensed mental health clinicians by calling 855-236-4278. For more info or to schedule an appointment, call 410-337-6481. <http://www.goucher.edu/experience/staying-healthy/counseling-services/>

**Title IX Office:**

Goucher College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of discrimination/sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, they must notify our Title IX coordinator about the basic facts of the incident including your name. For more information about your options at Goucher visit: <https://www.goucher.edu/title-ix/>.

Additionally, there are confidential resources available to you on campus who do not have to share your disclosure with the college:

- Health and Counseling Services: 410-337-6050 for Health Center appointments; 410-337-6481 for Counseling Center appointments
- Chaplain Maeba Jonas: 410-337-6048 or [chaplain@goucher.edu](mailto:chaplain@goucher.edu)
- Rabbi Josh Snyder: 410-337-6545
- Peer listeners: extensively trained students, to listen about whatever students need to talk about
- Survivor Advocates: Post Bac students (preparing for med school) trained in trauma-informed listening.

**Writing Center:**

The Writing Center serves the Goucher community by offering one-on-one consultations on any issue related to writing, from brainstorming ideas to polishing drafts. We believe that all writers need readers; therefore, each one of our tutoring sessions is a collaboration between the student and the tutor, individually designed to help meet their particular needs. In addition to writing support, we offer speaking sessions for English language learners, and we can be a practice audience for oral and group presentations. Drawing from the strengths of our curriculum, our tutors represent a variety of disciplines and receive extensive training in both the theoretical and practical aspects of tutoring and learning. While the Center mainly operates on an appointment-based schedule, we also offer walk-in hours.

We look forward to working with you! Please reach out to us if you have any questions, or need help scheduling your appointment.

Contact: [gwtutor@gmail.com](mailto:gwtutor@gmail.com)

Website: <https://blogs.goucher.edu/writingcenter>

Schedule: <https://goucher.mywconline.com>

Social Media: Twitter ([GoucherWritingCenter](#)) | Facebook ([Goucher College Writing Center](#))| Instagram ([GoucherWritingCenter](#))