

The Integration of Refugees in Europe: German Education Settings (OSPBER 86)

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Website/Forum: On Canvas once you have registered

Class meets: 11:20-12:50
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Office Hours: By appointment

Welcome!

The goal of this course is twofold. The first is to understand the experiences of refugees and other immigrants as they come to Germany, especially German schools: What are their experiences like? What are they trying to achieve? What challenges do they face? The second is to use these experiences to explore modern German society. In all areas of science, one strategy to learn about a complex system is to see how it responds to external influence. Engineers pressure test designs. Physicists break apart particles. My personal hero, Kurt Lewin, a German Jew who emigrated from Germany to the United States in the 1930s where he helped to found modern social psychology, wrote, “If you really want to understand something, try to change it”

In this course, we’ll learn about the social, political, cultural, and historical context in which refugees and migrants have entered Germany in recent years; social-psychological research on belonging and “wise” intervention; the nature of German national identity, and how that shapes how immigrants are received; and specific interventions designed by German scholars and practitioners to support better experiences for students in school. To do so, we will be joined by a number of local guests who will share their experience and work with us, including academics, non-profit leaders, and journalists.

Although the course was originally conceived long before the Russian invasion of Ukraine, this invasion has set off the largest refugee crisis in Europe in decades (<https://www.nytimes.com/2022/03/01/world/europe/ukraine-war-migration.html>), a crisis that brings echoes of German history to Berlin (<https://www.nytimes.com/2022/03/05/world/europe/ukraine-refugees-germany.html>), and will be a subject throughout the course.

Internships

Although not part of this class, please keep in mind that you have the opportunity to build on your experiences in our class by doing an internship through Stanford in Berlin relevant to refugees, such as to teach in schools and get paid for your work. If you're interested, please talk with Wolf

Readings

Readings will be posted on Canvas. A reading schedule is below. You are expected to do the readings before class. Readings are mandatory.

WAYS Certifications:

Engaging diversity; Social Inquiry

Assignments

We're in Berlin so what better way than to learn than by exploring the city and its people!

Assignment #1: Berlin Scavenger Hunt (due April 20)

For your first assignment, I'd like you to explore Berlin and its relationship to immigration and refugees. You can do this in several ways. You might do any of the following (or several).

- Find one or two Berliners and interview them about their experiences of immigration or their perceptions of refugees as they come into Berlin. (One approach that could be particularly interesting is to pose the same questions to two quite different people, and compare and contrast their responses.). Please be sure to introduce yourself, to position yourself, to explain your goals, and to make sure you have their consent for the conversation (see Assignment #2 instructions)
- Go somewhere in Berlin and take a picture of a space relevant to immigration and/or refugees and Berlin. Write about what this space is and what it represents and why. Be sure to include the picture in your paper.
- Find a cultural artifact, such as a movie, video clip, song, poem, story, etc. relevant to immigration and/or refugees and Berlin. Write about what this artifact is and what it represents and why. Be sure to include a link to the artifact in your paper.

Your paper should be 750-1250 words or less (about 3-5 pages double spaced).

Assignment #2: Interview refugees (Event May 7, Paper Due May 16)

In advance, consider how you would like to introduce yourself and what you would like to ask people from refugee backgrounds? What do you want to learn from them and why? I am told most participants will be between 13 and 18.

In the conversation, *please be explicit about who you are, your own background and identity, and your goals in talking with them. Ask the person you are talking with if they*

will be willing to talk with you. Do your very best to connect with them on a personal level. If they don't seem to want to continue, don't force it.

Here are some ideas of questions you might ask. You might use these as a base from which to explore and dig deeper:

- Tell me your story of coming to Berlin.
 - Where were you before you came?
 - What was your life like?
 - What were the circumstances that led you to come to Berlin?
 - (You could ask them to draw a “journey map” of their journey to Berlin.)
- Now I'd like to learn more about you, what's important to you, and your life here.
 - What is your life like here? How is life similar from your life before? How is it different?
 - Where/how are your friends?
 - What would you like for the future? What's important with you? What would you like to do in Germany or beyond?
 - How do you think you can achieve these goals?
 - What challenges will you face to achieving them? What worries do you have?
 - Who in Germany could help? What could they do?
- Now I'd like to hear especially about your experiences in schools in Germany.
 - Have you attended school in Germany? Or do you have family members who have?
 - What have your experiences been like?
 - What kind of reception have you received? What has been positive? What has been negative?
 - What strengths do you bring to school in Germany?
 - What challenges do you face in school in Germany? What worries do you have?
 - Who in schools in Germany could help? What could they do?

Your assignment is to write up your interviewee's story. Tell your reader their experience. Connect it to the course readings and presentations where applicable. Your paper should be 1750-2500 words or less (about 7-10 pages double spaced).

Assignment #3: Final Paper (due May 23) and Presentation (June 1 or 8)

Your final paper is an opportunity to dig deeper into some of these challenges and opportunities refugees face and do so specifically from a psychological perspective.

In your final paper, reflecting on the course as a whole, all of our speakers, readings, experiences, and prior assignments, please describe one specific psychological challenge that

you think refugees experience in coming to and succeeding in German secondary or post-secondary schools. By a psychological challenge, I mean a psychological process—a specific way of thinking or feeling about oneself or one’s circumstances—that makes it harder for students from refugee backgrounds to succeed in their goals in German schools. The more specific you are in describing this challenge the better.

Often, it’s useful to think about psychological challenges in terms of defining questions people face and their efforts to answer these questions (Walton & Brady, 2017). Defining questions are questions like “Do I/people like me belong here?”, “Can I succeed here?”, “Can I trust you?” or “Will this student be a problem student?” Sometimes these questions are implicit and we deny them even to ourselves, perhaps because they are scary or stigmatizing.

Generally, defining questions arise as a reasonable response to the circumstances a person faces. Thus, in your paper, as you describe this challenge, also describe how and why it arises. Be sure to describe both the broad social, political, or historical background that allows for it and specific experiences, interactions, or policies that make it arise for a given person in a given circumstance at a given point in time. Keep in mind that different people can ask different questions in the very same situation, because their identity creates different risks and worries.

One of the reasons we care about defining questions is because they can often be self-confirming: Questions frame how we see the world, what we interpret, and ultimately how we act. Through this recursive process, pejorative questions can harm us. Thus, describe how this question can affect the experience or achievement of students from refugee backgrounds in German schools.

Finally, leaning on the notion of “wise” psychological interventions and the relevant readings and course discussion, describe how you could intervene to address this psychological challenge. What could be done to help? You can think of this intervention as offering people a legitimate, authentic, and ultimately adaptive answers to the questions they face. Your goal is to promote adaptive ways of thinking and feeling that would help students from refugee backgrounds achieve in their goals in school. Your intervention could involve either a direct approach to students, such as to give students from refugee backgrounds a mindset that can help them better manage the challenges they face. Or it could involve a change to the context they are in to mitigate the challenges posed to them, such as psychologically informed changes to institutional policies or practices or to teachers’ or peers’ beliefs and behavior.

In sum:

1. What is a defining question that you think is important for refugees’ experience in German schools?

2. What is this question? State it explicitly.
3. Who asks it? (e.g., refugees, refugee parents, refugee students, German teachers, German students, other)
4. Why do you think this question come up?
5. What consequence does asking this question have and for whom? What answers do people risk drawing to this question? How does this play out over time?
6. Are better answers possible? What might these answers be? How might you offer people those better answers?

Your final paper should be 1750-2500 words or less (about 7-10 pages double spaced).

You will also present your ideas to your classmates in a final presentation in the last three class meetings. For this presentation, please prepare a single slide that asks and answers questions 1-6. Then talk that through with the class.

Class Participation

Because learning from each other is essential in this course, you will earn a participation grade for your contributions to class discussions.

Grades and Due Dates

Grades will be determined as follows:

	<i>% of Final Grade</i>	<i>Due Date</i>
Assignment #1: Berlin Scavenger Hunt	15%	April 20
Assignment #2: Interview Refugees	30%	May 16
Assignment #3: Final paper	30%	May 30
Final Presentation	10%	June 1
Class Participation	15%	Ongoing

Course Policies

Students with Documented Disabilities

Students who have a disability that may necessitate an academic accommodation or the use of auxiliary aids and services in a class, must initiate the request with the Office of Accessible Education (OAE). The OAE will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the OAE as soon as possible; timely notice is needed to arrange for appropriate accommodations.

Laptops

To help everyone focus, no laptops during class. FYI:

Course Schedule and Readings (all subject to change!)

Date	Topic
March 30	Introductions
April 4	The Psychology of Belonging Read: Walton & Brady (2017). The many questions of belonging.
April 6	Special Guest: Christina Bauer (University of Vienna), <i>Identity Reframing</i> Read: Bauer et al. (2021). Resourceful actors, not weak victims: Reframing refugees' stigmatized identity enhances long-term academic engagement. Thomas et al. (2020). Toward a science of delivering aid with dignity.
April 9	Opportunity to meet refugees through www.one-future.de 11:30 am at Mauerpark 10437 Berlin In advance please: <ul style="list-style-type: none"> • Register at https://forms.gle/CpXv9YwPLPE79AeQ6 • Review the One Future brochure on Canvas ("Aus Fremden warden Feunden")
April 11	Special Guest: Emily Schultheis (Journalist), <i>Socio-Political Context in Europe and Far-Right Attitudes</i> Read: "How a teen's death has become a political weapon"
April 13	No class: Greifswald and Stralsund
April 18	No class: Holiday
April 20	Field Trip: Jewish Museum Meet at 12 pm at the museum
April 25	Race and Immigration in Germany Read (read chronological order): "German Turks struggle to find their identity" "Germany's secret labor experiment" "A Turkish-German couple may save us from the virus. So why is Germany uneasy?" "First Black woman in Bundestag wants to change image of 'Germanness'"

Watch a video about being Black in Germany (in English, 42 min). Please be aware that there is a use of the n-word at about 4:12 spoken by a German Black person but voiced (in English) by someone else.
<https://www.youtube.com/watch?v=pcfPVj5qR1E>

Additional Resources (die meisten auf deutsch) (all optional)

If you'd like more detail about Theodor Wonja Michael, who is interviewed in the video above, here is another interview with him: <https://www.youtube.com/watch?v=Gv4hEW4o83Q>. Michael grew up during the Nazi era and as a child was in a "people show" (Völkerschauen) in Germany, where people from different countries were "displayed" (English subtitles, 11 min).

	<p>Willkommen in Deutschland – Ein Dorf und seine Flüchtlinge https://www.youtube.com/watch?v=hEKOXKmJrTU</p> <p>First-person videos of young adults of migrant backgrounds about growing up in German, from a series called Germania</p> <ul style="list-style-type: none"> • Musa, from Sierra Leone, raised in Berlin: https://www.youtube.com/watch?v=KNVAIgF-Bq0 • Elif, parents from Turkey: https://www.youtube.com/watch?v=J7Q4BQXPXY • Nimo, parents from Iran (English subtitles) https://www.youtube.com/watch?v=wVHBIFByfgQ <p>Wir neuen Deutschen by three journalists with Die Zeit of Turkish, Polish, and Vietnamese background. Provides short stories about their experiences as children growing up with a migration background as they talk about language, having their names changed to sound German, school experiences with many “hidden” expectations, not being reflected in history books, being confronted with that ever present question, “Where are you from?”.</p> <p>Froehlich et al. (2022). Stereotype threat-effects for Turkish-origin migrants in Germany. Taking stock of cumulative research evidence.</p>
April 27	<p>Special Guest: Marcus Funck (Zentrum für Antisemitismusforschung, Technische Universität Berlin), <i>Historical and Political Context of Immigration in Germany</i></p> <p>Read: “Historical and current development of migration to and from Germany” “German lands in 1648” “The German Empire 1871” “Foreigners in Germany 1951 to 2011”</p>
May 2	<p>Prepare for meetings and interviews with refugees through www.one-future.de</p> <p>Before Reading: Write a one paragraph reflection on how you’d like to approach this conversation, how you’d like to present yourself, and what you’d like to get out of it. We’ll use these paragraphs in the discussion.</p> <p>Read “How Ukrainian children understand the war” “Two refugees, both on Poland’s border. But worlds apart” “Das Trauma überwinden in Kita und Schule” (https://www.faz.net/aktuell/politik/inland/schule-wie-gefluechtete-kinder-aus-der-ukraine-das-trauma-ueberwinden-17917886.html)</p>
May 4	<p>Special Guest: Shanti Rigger (International Rescue Committee)</p> <p>Read:</p> <ul style="list-style-type: none"> - Learn about what IRC is doing in general, here: https://www.rescue.org/ - Watch this short video on Toxic Stress, a concept used in IRC’s Healing Classrooms approach: https://developingchild.harvard.edu/science/key-concepts/toxic-stress/ - Also read this short article on “optimizing stress” by Stanford psychologist Ali Crum: https://mbl.stanford.edu/sites/g/files/sbiybj9941/f/2020_optimizing_stress_crum_et_al_emotion.pdf <p>Optional (auf Deutsch)</p> <ul style="list-style-type: none"> - Read up on their Healing Classrooms platform: https://healingclassrooms.de/ - Learn more about their approach here: https://healingclassrooms.de/unser-ansatz/

	<p>- Review further materials, including educator handbooks and videos: https://healingclassrooms.de/material/</p>
May 7	<p>Meet and interview refugees through www.one-future.de (alternative date) Hike to Teufelsberg</p>
May 9	<p>Special Guests: Lysann Zander and Jannika Haase (Leibniz Universität Hannover), <i>Growing Together</i></p> <p>Read: Hannover et al. (2020). Growing together - Effects of a school-based intervention promoting positive self-beliefs and social integration in recently immigrated children.</p>
May 11	<p>Deutsches Historisches Museum: Richard Wagner Meet at 11:45 am at the museum</p>
May 16	<p>Special Guest: Linda Juang (University of Potsdam), <i>Racial-Ethnic Identity in Germany</i></p> <p>Read: Juang et al. (2021). Understanding Ethnic-Racial Identity in a Context Where “Race” Is Taboo</p>
May 18	<p>Special Guests: Tim Müller (Berlin Institute for Integration and Migration Research) & Mohini Lokhande (The Expert Council on Integration and Migration), <i>Value-Affirmation with Immigrant Students in Berlin</i></p> <p>Read (read in chronological order): Fein & Spencer (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. Lokhande & Müller (2019). Double jeopardy – double remedy? The effectiveness of self-affirmation for improving doubly disadvantaged students’ mathematical performance.</p> <p>Additional Resource (optional) Sherman & Cohen (2002). Accepting threatening information: Self-affirmation and the reduction of defensive biases.</p>
May 23	No class: Essen
May 25	No class: Essen
May 30	<p>Special Guest: Ruth Ditlmann (Hertie School), <i>German National Identity</i></p> <p>Before Reading: Write a one paragraph reflection on “what it means to be American” for you, or for another nationality you have. We will use these paragraphs in the discussion.</p> <p>Read (read in chronological order): Ditlmann & Kopf-Beck (2019). The meaning of being German: An inductive approach to national identity. Papendick et al. (2021). Unknowing, indifferent, or committed: Relations between age and assessments of the German population’s involvement and inaction during the time of National Socialism.</p> <p>Additional Resources (all optional) Yogeeswaran & Dasgupta (2014). Conceptions of national identity in a globalized world: antecedents and consequences. “When it comes to teaching about race and history, American classrooms are at a cross roads. What can we learn from Germany’s post-war path” (podcast available at: https://louisvillepublicmedia.org/acriticalmoment/)</p>
June 1 (double	Final Presentation and Discussion

class: 11:20- 12:50; 1:10- 2:40)	Read: Final papers
June 6	No class: Holiday
June 8	No class: (Double on June 1)