



The Psychology of Group Conflict and Cooperation POL 511a

UA Online M.A. in International Security Studies - Spring Semester 2019

Instructor and Contact Information

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Description of Course

Ultimately, all political phenomena, including issues related to international security, boil down to interactions between humans – usually, groups of humans. As such, people's lay theories and beliefs about how humans think and make decisions in groups significantly affect how they approach political issues, including those related to international security. Research on group psychology offers a means of informing, critically evaluating, and improving these lay theories and beliefs. Decades of research have been done in the fields of social and political psychology on how groups of people interact with one another, why interactions between and within groups often become hostile or counter-productive, and how interactions between and within groups can be adjusted in ways that encourage cooperation and peace. In this course, we will seek to understand, broadly: *why do groups sometimes conflict and sometimes cooperate with one another?* We will start by broadly reviewing what psychologists have discovered regarding inter- and intra-group behavior. Students will then learn about what small-scale laboratory research has told us about when and why conflict versus cooperation might result from group interactions. Next, we will spend considerable time examining how this research has been applied to understanding a range of international security issues, including war and peace, ethnic conflict, terrorism, genocide, international trade, foreign aid, immigration, and refugees. Assignments will require students to critically evaluate their own as well as others' understandings of how group psychology influences contemporary international security issues and come up with concrete, novel ways in which group psychology might inform efforts to handle international security issues now and in the future.

Course Objectives

The objectives of this course are to provide a broad understanding of the psychology of intergroup behavior, encourage critical evaluation of how group psychology has been applied to international security issues, develop psychology-based ideas for solutions to contemporary and future international security problems, and consider the international security issues of the future that may come about because of the psychology of how people behave in groups.

Expected Learning Outcomes

- Outline and define the major factors that influence whether groups will experience conflict or cooperation.
- Describe how the psychology of groups impacts various international security issues, including the prevalence of war and peace, ethnic conflict, terrorism, genocide, international trade, foreign aid, immigration, and refugees.
- Critically evaluate how group psychology has been used to try to understand international security issues.
- Develop concrete proposals for how group psychology might be utilized to solve international security problems.
- Make predictions regarding future international security problems that may occur given what we know about group psychology.

Course Overview

The course is divided into weekly units, each beginning on Monday and ending the following Sunday. For each week (except where otherwise noted), students will listen to recorded lectures, read the required readings, and discuss the lecture and readings online with classmates. Students will also have the opportunity to engage in weekly live chat sessions. Students will also write two short papers, one due at the end of the third week and one due at the end of the seventh week, and a longer paper due at the end of the class. These components are explained in more detail below.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Makeup Policy for Students Who Register Late

Students who register after the first class meeting may make up missed assignments and the deadline for doing is one week following registration.

Course Communications

This course is offered through D2L (D2L.arizona.edu), which provides access to the lectures, readings and materials for the course as well as announcements and assignments. **Please check the D2L website DAILY** for announcements about the course, readings, and assignments. Online communication will be conducted through official UA e-mail addresses and D2L. Email communication should include the course number (POL511a) in the subject heading. I will make every effort to respond to emails within 24 hours.

Required Texts or Readings

No texts will be required for this course. Readings and other online audio and video resources are shown in the Scheduled Topics/Activities section of this syllabus. Copies of documents and/or links to materials will be posted online through D2L. However, below are two books that are highly recommended.

Fisher, Ronald J. (1990). *The Social Psychology of Intergroup and International Conflict Resolution*. Springer-Verlag.

<https://www.amazon.com/Psychology-Intergroup-International-Conflict-Resolution/dp/1461279526>

Nadler, Arie, Malloy, Thomas E., & Fisher, Jeffrey D. (2008). *Social Psychology of Intergroup Reconciliation: From Violent Conflict to Peaceful Co-Existence*. Oxford University Press.

https://www.amazon.com/Social-Psychology-Intergroup-Reconciliation-Co-Existence/dp/0195300319/ref=sr_1_1?s=books&ie=UTF8&qid=1525660217&sr=1-1&keywords=Social+Psychology+of+Intergroup+Reconciliation%3A+From+Violent+Conflict+to+Peaceful+Co-Existence

Assignments and Examinations: Schedule/Due Dates

NOTE: All time references are in the Arizona time zone.

Lectures

The lectures for this course can be accessed through D2L (d2l.arizona.edu) and will be posted with their respective units. You may view these lectures at a time that is convenient to you during that week, **but** please keep in mind that there are discussion question responses due Sunday of each week, so plan accordingly. The recorded lectures for each week generally will not exceed thirty to forty-five minutes. However, it is expected that students will spend 1-2 hours listening to lectures, making notes, and integrating lecture material with readings.

Readings

Reading material is posted on D2L for each week of the course. All items on the list are required. Please complete the readings *before* watching the lecture (unless otherwise noted). The readings provide relevant background for the lecture. It is recommended, although not required, that readings are done in the order they are listed.

Discussions

Each week (except for the final week), the instructor will have one discussion question posted online using the D2L discussion board (available the Monday of each week). All students are expected to respond to this question. Answers should total 250-300 words. Students are also expected to respond to one another. Students must post at least two responses to their peers of 100 words each. As such, three tasks are required: one response to an instructor question and two responses to peers' posts. All three responses (the response to the instructor's question and two responses to peers' posts) are due by Sunday of that week at 11:59 PM.

Posts must engage (and properly cite) material from the week's lecture and readings to receive full credit. Students are highly encouraged to: respond to more than two of your colleagues' posts,

engage with responses to your own post/question, and write posts that challenge the thinking of others.

No late posts are accepted. Once discussions close each week, there is no opportunity to make a contribution for participation credit. No discussions will be due the final week of class, which is reserved for writing the final paper. Participation in discussion forums accounts for 35% of the final grade.

Weekly Chat Sessions

Each week, a 1.5-hour live chat session will be hosted at 3:30 PM on that Friday (Arizona Time). Students will be invited to the chat through Zoom, which can be accessed through D2L. Students can log onto Zoom through D2L and join the chat session, which the instructor will always be present in. Chat sessions can be used for additional discussion about topics covered by the lectures and readings, clarifying questions about materials, or questions about assignments. The instructor will be active in discussions and provoke discussion when necessary.

It is recognized that students may have busy schedules and reside in a range of time zones, and so attending chat sessions is not mandatory but instead highly encouraged. If a student cannot attend chat sessions due to scheduling issues, they should contact the instructor to set up an alternative time.

Short Papers

Students are expected to complete two short “op-ed” writing assignments during the term. Papers must fit into the specified length (700-800 words; going under or over this limit will result in loss of points). Each short paper makes up 17.5% of the final grade (total of 35% of the final grade).

The first short paper is due at the end of the third week and requires students to develop an original argument based on the readings from the prior two weeks. The second short paper are due at the end of the seventh week. For this paper, students will pick one out of the prior four weeks to write a paper based on. The paper will require students to develop an original argument or critique based on the week’s materials. For the second paper, students are encouraged to submit their paper whenever it is complete (e.g., if you choose the first of the four possible weeks to write on, you may submit your paper after that week rather than waiting until the seventh week).

Papers will be rewarded for creativity, originality, and insight. However, the bulk of my evaluation will be focused on the degree to which the arguments presented in papers is **clear, persuasive, and directly applicable to the topic at hand**. All papers should follow standard academic writing procedures, including in-text citations and a works cited page (not included in word limit) in which all references are properly cited using an official format (does not matter which one – can be APA, APSA, Chicago, MLA, etc.).

Papers are due by 11:59 PM Sunday. Further details for each paper will be available on D2L two weeks prior to the due date for each. Papers will be turned in via folders available on D2L.

Final Paper

The final paper is a longer paper in which students will predict and describe a future international security problem that may develop as a result of factors related to group psychology, and then develop a proposal for how group psychology may be used to help solve that issue. Papers will be 3,000-3,500 words (going under or over this limit will result in loss of points).

The same evaluative criteria regarding creativity, originality, insight, clarity, and persuasiveness will be used as with the short papers. All papers should follow standard academic writing procedures, including in-text citations and a works cited page (not included in word limit) in which all references are properly cited using an official format (does not matter which one – can be APA, APSA, Chicago, MLA, etc.)

Papers topics must be approved by the instructor by the Wednesday of the 7th week of class. The instructor will also host a 3-hour live chat session (in addition to the weekly live chat session) in which students can ask questions and receive consultation regarding the final paper.

The paper is due at the end of week 8 by 11:59pm Sunday. Further details for the paper will be available on D2L by the end of the third week. Papers will be turned in via folders available on D2L. This paper accounts for 30% of the final grade.

Expectations on Written Work

All papers should be double spaced, 12-point font, standard margins. Ensure that you use and cite reliable acceptable sources (e.g., not Wikipedia) and follow an official citation style of your choosing (e.g., APA, APSA, Chicago, MLA).

Papers lose 10 points for each day late, starting immediately after the 11:59pm deadline.

A note on sources: Please ensure that you are using reliable sources. This is usually easy to discern. However, nowadays there are a wide variety of online sources posting political commentary and analysis that are not entirely reliable. If you have any questions, please feel free to contact the instructor.

Grading Scale and Policies

Grading Scale

100-90	A
80-89	B
70-79	C
60-69	D
59-	E

Grade Breakdown

- Participation in online discussions: 35% (5 percent each; 7 discussions)
- Short papers: 35% (17.5 percent each; 2 papers)

- Final paper: 30%

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Classroom Behavior Policy

This course will consist of a substantial amount of discussion and sometimes debate, and I look forward to discussions that are energized and thought-provoking, but this is not an excuse for incivility. Your fellow classmates will undoubtedly often hold different opinions than your own, and I expect you to handle this disagreement with civility and respect for differing viewpoints. To foster a positive learning environment, students and instructors have a shared responsibility to do so. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. Failure to show such respect will reflect in your final grade (specifically, points will be deducted from your participation grade), and you may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>. See also: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute

copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy> Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies> Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Schedule Summary

Unit	Dates	Required Assignments	Estimated Hours	Due Date
Introduction: How Can Psychology Inform International Security?				
1: Overview of Psychology of Inter- and Intra-Group Behavior	1/7-1/13	Introductions	.5	SUN 11:59 PM
		Lectures	1.5	
		Readings	10	
		Discussions	3	SUN 11:59pm
Humans as Social Animals: Small-Scale Group Psychology				
2: Conflict and Cooperation Between Groups	1/14-1/20	Lectures	1.5	
		Readings	12	
		Discussions	3	SUN 11:59pm
3: Conflict and Cooperation Within Groups	1/21-1/27	Lectures	1.5	
		Readings	8	
		Discussions	3	SUN 11:59pm
		Short Paper 1	10	SUN 11:59pm
From the Lab to the Globe: Applying Group Psychology to International Security				
4: War and Peace	1/28-2/3	Lectures	1.5	
		Readings	10	
		Discussions	3	SUN 11:59pm
5: Ethnic Conflict, Terrorism, and Genocide	2/4-2/10	Lectures	1.5	
		Readings	10	

		Discussions	3	SUN 11:59pm
6: International Trade and Foreign Aid	2/11-2/17	Lectures	1.5	
		Readings	10	
		Discussions	3	SUN 11:59pm
7: Immigration and Refugees	2/18-2/24	Lectures	1.5	
		Readings	10	
		Discussions	3	SUN 11:59pm
		Short Paper 2	10	SUN 11:59pm
Conclusion: Final Paper				
8: Writing Week	2/25-3/3	Lectures	30 minutes	
		Readings	0	
		Final Paper	20	SUN 11:59pm

Time in Class

Work Hours: 142.5

Includes lectures, readings, discussions, short papers, the final paper, and Introductions assignment

Contact Minutes: 2,820

Includes lectures, discussions, weekly chat sessions (1.5 hrs/week), and final paper consultations (3 hrs during Week 8)

Scheduled Topics/Assignments

NOTE: All time references are in the Arizona time zone.

SECTION I

Introduction: How Can Psychology Inform International Security?

Week 1

Overview of Psychology of Inter- and Intra-Group Behavior

Lecture: Listen to “Inter- and Intra-Group Behavior” Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts):

1. Introduce yourself to your classmates and describe your interest in and expectations for this course. Please do this using the D2L discussion board under the Topic created by the instructor titled “Introductions.”

Discussion Question:

1. What are some ways in which power dynamics between and within groups have affected decision-making processes you have been a part of?

Readings:

1. "Groupthink: The brainstorming myth" by Jonah Lehrer (<https://www.newyorker.com/magazine/2012/01/30/groupthink>)
2. "Difficult Decisions: The Costs of Consensus" by Al Pittampalli (<https://www.psychologytoday.com/us/blog/are-you-persuadable/201801/difficult-decisions-the-costs-consensus>)
3. "The Psychology of Social Status: How the pursuit of status can lead to aggressive and self-defeating behavior" by Adam Waytz (<https://www.scientificamerican.com/article/the-psychology-of-social/>)
4. Pratto, Felicia, Henkel, Kristin E., & Lee, I-Ching. (2013). Stereotypes and prejudice from an intergroup relations perspective. In Charles Stangor & Christian S. Crandall (Eds.) *Stereotyping and prejudice* (pp. 151-180). New York, NY: Psychology Press. Available on D2L.

SECTION II

Humans as Social Animals: Small-Scale Group Psychology

Week 2

Conflict and Cooperation between Groups

Lecture: Listen to "Conflict and Cooperation between Groups" Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts): none.

Discussion Question:

1. What do you think are the most promising "cures" for discrimination discussed in the readings (see Ramiah and Hewstone in particular)? What are the problems associated with nationalism/national identity that might affect how we use these "cures"?

Readings:

1. Huddy, Leonie (2004). Contrasting theoretical approaches to intergroup relations. *Political Psychology*, 25(6), 947-967. Available on D2L.
2. Fisher, Ronald J. (1990). "Classic contributions to the study of intergroup conflict" (Ch. 2, pp. 21-38). In *The Social Psychology of Intergroup and International Conflict Resolution*. New York: Springer-Verlag.
3. Fisher, Ronald J. (1990). "Cognitive theories applied to intergroup conflict" (Ch. 3, pp. 39-58). In *The Social Psychology of Intergroup and International Conflict Resolution*. New York: Springer-Verlag.
4. Gaertner, S. L., & Dovidio, J. F. (2012). Common ingroup identity model. *The encyclopedia of peace psychology*. Available on D2L.

5. Ramiah, Ananthi al, & Hewstone, Miles (2013). "Discrimination Conditions, Consequences, and 'Cures'", In Leonie Huddy, David O. Sears, & Jack S. Levy (Eds.) *The Oxford Handbook of Political Psychology (2nd Edition)* pp. 890-922. New York, NY: Oxford University Press. Available on D2L.
6. Theiss-Morse, Elizabeth (2009). "Is National Identity Good or Bad?". In *Who Counts as an American? The Boundaries of National Identity* (Chapter 6). New York, NY: Cambridge University Press. Available on D2L.

Week 3

Conflict and Cooperation within Groups

Lecture: Listen to "Conflict and Cooperation within Groups" Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts):

1. Short Paper #1 due Sunday at 11:59 PM.

Discussion Question:

1. What do you think is the most "dangerous" aspect of group decision-making that Tali Mendelberg discusses? Is group polarization inevitable when people deliberate in groups?

Readings:

1. Fisher, Ronald J. (1990). "Group factors in the escalation of intergroup conflict" (Ch. 4, pp. 59-86). In *The Social Psychology of Intergroup and International Conflict Resolution*. New York: Springer-Verlag.
2. Sunstein, Cass R. (2002). The law of group polarization. *The Journal of Political Philosophy*, 10(2), 175-195. Available on D2L.
3. Mendelberg, Tali (2002). The deliberative citizen: Theory and evidence. *Political Decision Making, Deliberation and Participation*, 6, 151-193. Available on D2L.
4. "How to defeat groupthink: Five solutions" by Cass R. Sunstein & Reid Hastie (<http://fortune.com/2015/01/13/groupthink-solutions-information-failure/>)

SECTION III

From the Lab to the Globe: Applying Group Psychology to International Security

Week 4

War and Peace

Lecture: Listen to "War and Peace" Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts): none.

Discussion Question:

1. What are the key psychological factors underlying why nations go to war, and how might we use group psychology to reduce the probability of war? Is groupthink a major factor here?

Readings:

1. Badie, Dina (2010). Groupthink, Iraq, and the War on Terror: Explaining US Policy Shift toward Iraq. *Foreign Policy Analysis*, 6(4), 277-296. Available on D2L.
2. Maoz, Z. (1990). Framing the national interest: The manipulation of foreign policy decisions in group settings. *World Politics*, 43(1), 77-110. Available on D2L.
3. Schafer, Mark, & Crichlow, Scott (2010). *Groupthink Versus High-Quality Decision Making in International Relations*. New York, NY: Columbia University Press.
 - a. Pages from book posted on D2L.
4. Fisher, Ronald J. (1990). *The Social Psychology of Intergroup and International Conflict Resolution* (Chapters 7 and 8). Springer Series in Social Psychology. Available on D2L.

Week 5**Ethnic Conflict and Terrorism**

Lecture: Listen to “Ethnic Conflict and Terrorism” Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts): none.

Discussion Question:

1. How might group psychology be used to reduce the likelihood of genocide and mass killing?

Readings:

1. Paluck, E. L. (2010). Is it better not to talk? Group polarization, extended contact, and perspective taking in eastern Democratic Republic of Congo. *Personality and Social Psychology Bulletin*, 36(9), 1170-1185. Available on D2L.
2. Guadagno, Rosanna E., Lankford, Adam, Muscanell, Nicole L., Okdie, Bradley M., & McCallum, Debra M. (2010). Social influence in the online recruitment of terrorists and terrorist sympathizers: Implications for social psychology research. *Presses Universitaires de Grenoble*, 23(1), 25-56.
3. McCormick, G. H. (2003). Terrorist decision making. *Annual Review of Political Science*, 6(1), 473-507. Available on D2L.
4. Kruglanski, A. W., Gelfand, M. J., Bélanger, J. J., Sheveland, A., Hetiarachchi, M., & Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. *Political Psychology*, 35(S1), 69-93. Available on D2L.
5. Bilewicz, M., & Vollhardt, J. R. (2012). Evil Transformations: Social-Psychological Processes Underlying Genocide and Mass Killing. *Social psychology of social problems: The intergroup context*, 280. Available on D2L.
6. Tindale, R. Scott, Munier, Catherine, Wasserman, Michelle, & Smith, Christine M. (2002).

“Group Processes and the Holocaust.” In Newman, L. S., & Erber, R. (Eds.) *Understanding genocide: The social psychology of the Holocaust* (pp. 143-161). Oxford University Press. Available on D2L.

Week 6

International Trade and Foreign Aid

Lecture: Listen to “International Trade and Foreign Aid” Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts): none.

Discussion Question:

1. Given what we know about group psychology, do you think the world will become more or less globalized economically and in terms of trade in the future?

Readings:

1. Gries, Peter H. (2005). Social Psychology and the Identity-Conflict Debate: Is a ‘China Threat’ Inevitable?. *European Journal of International Relations*, 11(2), 235-265. Available on D2L.
2. Mansfield, Edward D., & Mutz, Diana C. (2009). Support for free trade: Self-interest, sociotropic politics, and out-group anxiety. *International Organization*, 63(3), 425-457. Available on D2L.
3. Mansfield, E. D., & Mutz, D. C. (2013). US versus them: Mass attitudes toward offshore outsourcing. *World Politics*, 65(4), 571-608. Available on D2L.
4. “Empathy Trumps Fear? The Role of Group Empathy Theory in Shaping U.S. Foreign Policy” by Catherine Allen-West (<http://cpsblog.isr.umich.edu/?p=2161>)
5. Gronke, P. (2015). The politics and policy of Ebola. *PS: Political Science & Politics*, 48(1), 3-18. Available on D2L.

Week 7

Immigration and Refugees

Lecture: Listen to “Immigration and Refugees” Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Assignments (other than Discussion posts): Short Paper #2 due Sunday at 11:59 PM.

Discussion Question:

1. What role do stereotypes and “images” play in how immigration policy is framed?

Readings:

1. Hainmueller, J., & Hopkins, D. J. (2014). Public attitudes toward immigration. *Annual Review of Political Science*, 17, 225-249. Available on D2L.

2. "Understanding Attitudes toward Recent Arrivals to the United States" by the American Psychological Association (<https://www.apa.org/advocacy/immigration/prejudice-facts.pdf>)
3. "How can we blunt prejudice against immigrants?" by Jennifer Couzin-Frankel (<http://www.sciencemag.org/news/2017/05/how-can-we-blunt-prejudice-against-immigrants>)
4. "The migration crisis – Psychological perspectives" by the British Psychological Society (<https://thepsychologist.bps.org.uk/migration-crisis-psychological-perspectives>)
5. Dekker, R., & Engbersen, G. (2014). How social media transform migrant networks and facilitate migration. *Global Networks*, 14(4), 401-418. Available on D2L.

SECTION IV

Conclusion: Final Paper

Week 8

Writing Week

Use this time to complete your final paper, which is due on Sunday at 11:59pm (Arizona time). Place papers in the D2L Assignment box. I will post a short video explaining how to succeed in writing an academic paper of this nature.

Lecture: Listen to "Writing Clearly, Concisely, and Persuasively" Lecture on D2L.

Weekly Chat: Friday 3:30 PM – 5:00 PM (Arizona Time)

Paper Consultations: 3-hour live chat session (time TBD)

Readings/Assignments:

none.