

DEMO – Developing Modernized Curricula on Immigrants' Lives in Israel
585583-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

Course Title	Migration over time: Life stories of immigrants from different generations
Name of the teacher	Dr. Pnina Dolberg
Institution	Ruppin Academic Center
Department	Immigration and social integration MA program
Year, semester	2018 A
Level and Credits	MA - 2
Description of the course	<p>The course emphasizes the way that time and timing in life are associated with social, cultural and mental aspects in migrants' lives. The course introduces the life-span perspective and its relation to migration studies. It discusses social, cultural and mental processes that immigrants go through following migration with the emphasis on changes in the process. Addressed are the life phase during migration (childhood, youth, emerging adulthood, early adulthood, middle age, older age) and its association with social integration over the years. Different generations of immigrants (zero-generation, first-generation, 1.5 generation, 2nd generation, 2.5 generation, 3rd generation) are also addressed as well as their impact on social integration and the significance of the culture of origin and of the ethnic group in each generation. In light of the subjects above, the course also discusses immigrants' identity and the relationships between different waves of migration (veteran immigrants and newcomers). Students interview immigrants (from different generations) and present their narratives and perspectives, alongside with their own reflections.</p>
Subjects and readings	<p>1) Theories of immigrants' acculturation. Berry, J.W. (1997). Immigration, Acculturation and Adaptation. <i>Applied Psychology: An International Review</i>, 46(1), 5-68. Markovizky, G. & Samid, Y. (2008). The process of immigrant adjustment: The role of time in determining. <i>Psychological Adjustment: Journal of Cross-Cultural Psychology</i>, 39, 782-798. Mirsky, J. & Kaushinsky, F. (1989) Migration and growth: Separation individuation processes in immigrant students in Israel. <i>Adolescence</i>, 24(95), 725-740. Mirsky, J. (2012). <i>Narratives and meanings of migration</i>. Nova Science Publishers, Incorporated. Ward, C., Okura, Y., Kennedy, A., & Kojima, T. (1998). The U-</p>

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	<p>Curve on Trial: A Longitudinal Study of Psychological and Sociocultural Adjustment during Cross-Cultural Transition. <i>International Journal of Intercultural Relations</i>, 22, 277-291.</p> <p>2) Immigration and its implications during adolescence and young adulthood.</p> <p>Jones, C.J. & Trickett, E.J. (2005). Immigrant adolescents behaving as culture brokers: A study of families from the former Soviet Union. <i>Journal of Social Psychology</i>, 145 (4), 405-427.</p> <p>Lomsky-Feder, E. & Rapoport, T. (2000). Visit, Separation, and Deconstructing Nostalgia: Russian Students Travel to Their Old Home. <i>Journal of Contemporary Ethnography</i>, 29 (1), 32-57.</p> <p>Marks, A. K., Ejesi, K., & García Coll, C. (2014). Understanding the US immigrant paradox in childhood and adolescence. <i>Child Development Perspectives</i>, 8(2), 59-64.</p> <p>Tartakovsky, E. (2009). Cultural Identities of Adolescent Immigrants: A Three-Year Longitudinal Study Including the Pre-Migration Period. <i>Journal of Youth & Adolescence</i>, 38(5), 654-671.</p> <p>3) Immigration and its implications during middle-age and older age.</p> <p>Casado-Díaz, M. A., Kaiser, C., & Warnes, A. M. (2004). Northern European retired residents in nine southern European areas: characteristics, motivations and adjustment. <i>Ageing and Society</i>, 24(03), 353-381.</p> <p>Dolberg, P., Sigurðardóttir, S. H., & Trummer, U. (2018). Ageism and older immigrants. In <i>Contemporary perspectives on ageism</i> (pp. 177-191). Springer, Cham.</p> <p>Khvorostianov, N., Elias, N., Nimrod, G. (2012). 'Without it I am nothing': The internet in the lives of older immigrants. <i>New Media Soc</i>, 14, 583-599.</p> <p>King, R., Cela, E., Fokkema, T., & Vullnetari, J. (2014). The migration and well-being of the zero generation: Transgenerational care, grandparenting, and loneliness amongst Albanian older people. <i>Population, Space and Place</i>, 20(8), 728-738.</p> <p>4) Intergenerational relationships following immigration.</p> <p>Bitton, M. S., & David, S. B. (2014). Intergenerational Differences in Parenting Styles of Mother–Daughter Dyads among Immigrants and Native-Born Israelis. <i>Journal of Cross-Cultural Psychology</i>, 45(9) 1453-1470.</p> <p>Khvorostianov, N., & Remennick, L. (2015). Immigration and</p>
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	<p>Generational Solidarity: Elderly Soviet Immigrants and Their Adult Children in Israel. <i>Journal of Intergenerational Relationships</i>, 13(1), 34-50.</p> <p>5) Immigrant's identity, ethnic identity.</p> <p>Amit, K. (2012). Social integration and identity of immigrants from western countries, the FSU and Ethiopia in Israel. <i>Ethnic and Racial Studies</i>, 35(7), 1287-1310.</p> <p>Bhabha, H. K. (1994). <i>Between Identities</i>. In: R. Benmayor & A. Skotnes (Eds.): <i>Migration and identity: International yearbook of oral history and life stories</i>, Volume 3. Oxford, New-York: Oxford University Press. Pp 183-199.</p> <p>Gans, H. J. (1979). Symbolic Ethnicity: the future of ethnic groups and cultures in America. <i>Ethnic and racial studies</i>, 2(1), 1-20.</p> <p>Lev-Ari, L. (2012). North Americans, Israelis, or Jews? The Ethnic Identity of Immigrants’ Offspring. <i>Contemporary Jewry</i>, 32(3), 285-308.</p> <p>Semyonov, M., Rajzman, R., & Maskileyson, D. (2016). Immigration and the cost of ethnic subordination: the case of Israeli society. <i>Ethnic and Racial Studies</i>, 39(6), 994-1013.</p> <p>6) Veteran immigrants and their relationships with newcomers.</p> <p>Remennick, L. (2015). The Two Waves of Russian-Jewish Migration from the USSR/FSU to Israel: Dissidents of the 1970s and Pragmatics of the 1990s. <i>Diaspora: A Journal of Transnational Studies</i>, 18(1), 44-66.</p> <p>7) Immigrants of different generations (zero-generation, first-generation, 1.5 generation, 2nd generation, 2.5 generation, 3rd generation).</p> <p>Alba, R. (2005). Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States. <i>Ethnic and racial studies</i>, 28(1), 20-49.</p> <p>Amit, K. (2017). Identity, Belonging and Intentions to Leave of First and 1.5 Generation FSU Immigrants in Israel. <i>Social Indicators Research</i>, 1-17.</p> <p>Crul, M., & Vermeulen, H. (2003). The second generation in Europe. <i>International migration review</i>, 37(4), 965-986.</p> <p>Nagar-Ron, S., & Motzafi-Haller, P. (2011). “My life? There is not much to tell”: On voice, silence and agency in interviews with first-generation Mizrahi Jewish women immigrants to Israel. <i>Qualitative Inquiry</i>, 17(7), 653-663.</p> <p>Portes, A. & Rumbaut, R. G. (2001). <i>Legacies: the story of the immigrant second generation</i>. Berkeley & Los-Angeles:</p>
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	<p>University of California press. Chapter 7: Defining the situation – the ethnic identities of children of immigrants, p. 147-191.</p> <p>Remennick, L. (2003). The 1.5 generation of Russian immigrants in Israel: Between integration and sociocultural retention. <i>Diaspora: a journal of transnational studies</i>, 12(1), 39-66.</p> <p>Rumbaut, R. G. (2004). Ages, life stages, and generational cohorts: Decomposing the immigrant first and second generations in the United States. <i>International migration review</i>, 38(3), 1160-1205.</p>
Teaching methodologies	<ol style="list-style-type: none"> 1. Lectures on theories and empirical studies of migration. 2. Class discussions around interpretations of findings in presented studies and around immigrants' stories that are presented in class. 3. Small groups exercises of interpretation and analysis of immigrants life stories. In the beginning of the courses, life stories of immigrants are presented by the lecturer, and later, when students completed their interviews – by the students. 4. Students' interviews with immigrants and presentations of analysis in class.
Students' assignments	<ol style="list-style-type: none"> 1. Class attendance, reading course materials (0%, however 80% attendance is mandatory). 2. Participation in class discussions (0%). 3. Conducting an interview with a migrant, transcribing the interview and sharing it with class in an open file (20%). 4. Presenting immigrants' narratives and perspectives, alongside with the student's' reflections, within a creative project (e.g. a short video) (30%) 5. Final exam (50%).
Learning outcomes	<ol style="list-style-type: none"> 1. Familiarity with psychological and sociological theories and models concerning migration, acculturation and adaptation. 2. Familiarity with theories and models dealing with migration at various stages in life. 3. Awareness and understanding of immigrants' life experiences at different life stages. 4. Understanding the long-term implications of migration, during the life course and during generations.