

REVISED October 6, 2009
Syllabus
Psychosocial Issues in Forced Migration / MRS-PSY 512
Fall 2009

INSTRUCTOR: Dr. Nancy Baron / 010 8545 264 / nbaron@aucegypt.edu
OFFICE HOURS: By appointment
TIME: Wednesday, 4:30 – 7:00 / Or as alternatively scheduled
LOCATION: Main 109

COURSE OVERVIEW:

In this course students will address the psychosocial issues of forced migrants through reading and discussing personal narratives, professional guidelines, international research and the historical theoretical debates. Issues to be explored will include the consequences of traumatic experiences, prevalence of mental illness and the wide range of psychosocial issues related to life in exile, the special issues related to gender and age and for people with disabilities.

Students will participate in a field experience leading to greater understanding of the issues of forced migrants within urban Cairo.

Upon completion of the course, successful students will be knowledgeable about the issues and the rationale behind the theoretical debates and the impact these have upon intervention. They will understand the international standards for good practice and intervention and how context, culture, ethnic and religious differences impact individual, family, community and societal experiences.

STUDENT EVALUATION

Attendance, preparation and classroom participation (20%)

This is a seminar course and you are expected to actively participate in all classes. It is important to complete all the reading assignments prior to the class meeting each week. A list of readings is provided in the syllabus. You will not benefit nor will the class benefit from you, if you do not participate.

Presentation on readings (15%)

You will be required to choose one class during the semester in which you will be a primary facilitator of the classroom discussion. You are expected to make a brief presentation on the key points of the readings and facilitate the classroom discussion through your design of questions, presenting case studies or other creative means.

Reaction papers (25%):

You are responsible for 4 reaction papers. The reaction papers should be 2-4 (double-spaced) pages. You can choose topics based on the readings of particular interest to you. Your reaction papers should reflect your opinions, thoughts, feelings and experiences related to a series of readings associated to your chosen topic. Please do not give a summary of the readings, but explore interesting ideas or debates make connections with past readings or experiences you have had, or in some other way creatively address the readings.

Reaction papers are due on: September 30, October 21, November 4, November 18.

Research project and paper (40%):

A research project and paper will be a central component of this course. You will be paired with a refugee psychosocial worker. You will go with him or her into a refugee community to discuss and explore needs, problems and resources. You are expected to write a paper that will compare the findings of your experience with previous findings about this refugee community in Egypt and international research about other similar refugee communities. You will make a brief presentation about your research project in class.

WEEKLY SCHEDULE AND READINGS

WEEK 1	September 9	430-7pm
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WEEK 1 CLASS TOPICS:

- **Introductions / Course overview**
- **Overview of Psychosocial and Mental Health Consequences of Forced Migration**

WEEK 2	September 30	330 – 6
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FIRST REACTION PAPER DUE

WEEK 2 CLASS TOPICS:

- **Exploration of the experience of forced migration**
- **Theoretical debates about the consequences of traumatic events.**

REQUIRED READING FOR WEEK 2:

Baron, N., Jensen, S. & De Jong, J. (2002) *The Mental Health of Refugees and Internally Displaced People In Trauma interventions in War and Peace: Prevention, Practice and Policy*. Green, B., Friedman, M, De Jong, J et al (Eds).Kluwer Academic Publishers.

Eggers, D. & Deng V.A. (2008) “I saw people who had been injured, bleeding and running. It was like the earth was coming to an end.” Interview.

Friedman, M. (2000).Post Traumatic Stress Disorder: The Latest Assessment and Treatment Strategies Compact Clinicals Publishers.

Mekki-Berrada, A., Rousseau, C. And Bertot, J. (2001) *Research on Refugees: Means of Transmitting Suffering and Forging Social Bonds*. International Journal of Mental Health Vol. 30 No. 2, 41-57.

Summerfield, D. (1998). *The Social Experience of War and Some Issues for the Humanitarian Field* In Rethinking the Trauma of War. Bracken, P. & Petty, C.(Eds.), 9 – 59.

Weinstein, B. (2007). *Mental health effects of disaster and trauma on individuals and communities: Understanding and Intervention*. Staff training / Ministry of Public Health Thailand.

Optional reading:

Somasundaram, D. (1998) *The Psychological Effects of War In Scarred Minds: The Psychological Impact of War on Sri Lankan Tamils* Vijitha Yapa Bookshop, Sri Lanka,124-173.

WEEK 3	September 30	7 – 930pm
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CLASS FACILITATORS FOR WEEK 3: LIYAM / AYMAN

WEEK 3 CLASS TOPICS:

- **Secondary trauma due to the adjustment to life in exile**
- **Contextual differences between urban and rural life**

REQUIRED READING FOR WEEK 3:

Green, B. (2003). *Traumatic Stress and Its Consequences* In Trauma interventions in War and Peace: Prevention, Practice and Policy. Green, B., Friedman, M, De Jong, J et al. (Eds.) Kluwer Academic Publishers.

Horowitz, A. (2007). *Distinguishing distress from disorder as psychological outcomes of stressful social arrangements*. An Interdisciplinary journal for the social study of health, illness and medicine. London: Sage Publications.

Briant, N. & Kennedy, A.(2004). *An investigation of the perceived needs and priorities held of African refugees in an urban setting in a first country of asylum*. Journal of Refugee Studies Vol 17 No 4 437-459.

Moorehead, C. (2006) *Little Better than Cockroaches* In Human Cargo. London: Vintage Books, 153-179.

WEEK 4	October 7	3:30- 6:00pm
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CLASS FACILITATORS FOR WEEK 4: ANN / MADDIE / KARIM

WEEK 4 CLASS TOPICS:

- **Influences of context, culture, tradition and religion on the individual, family and communal experiences of forced migrants.**

REQUIRED READING FOR WEEK 4:

Baron, N. (2002). *Southern Sudanese Refugees in Exile Forever?* In A Psychosocial Approach to Innovative Multicultural Intervention. Bemak, F., Chung R. C-Y, Pedersen, P. (Eds.) Greenwood Press.

Cooker, E. (2004). *Traveling pains”; Embodied metaphors of suffering among southern Sudanese refugees in Cairo*. Culture, Medicine and Psychiatry 28: 15-39.

Honwana, A. (1999) *Non-western concepts of mental health*. In The Refugee Experience. London: Oxford Press, 103-119.

Igreja, V. & Dias-Lambranca, B. (2006). *The social world of dreams and nightmares in a post-conflict setting: The case of Gorongosa in central Mozambique*. Intervention, Vol 4 No 2, 145-157.

Van Ommeren, M., Sharma, B., Komproe, I. et.al.(2001). *‘Mass hysteria’ Revisited: Epidemic Illness among Bhutanese Refugees in Nepal*. Psychological Medicine Vol. 31 (7).

WEEK 5	October 7	6:30 - 9pm
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CLASS FACILITATORS FOR WEEK 5: PHILIP / MICHELLE

WEEK 5 CLASS TOPICS:

- **Memories and narratives and the experience of loss.**

REQUIRED READING FOR WEEK 5:

Al Obaidi A.K.& Atallah, S. (2009). *Iraqi refugees in Egypt: an exploration of their mental health and psychosocial status*. Intervention, Volume 7, Number 2, 145 – 151.

Papadopoulos, R. (2002). *Refugees, Home and Trauma* and Loizos, P. *Misconceiving Refugees*. In Therapeutic care for refugees: No place like home Papadopoulos, R. (Ed.), 9-68.

Pineteh, E. (2005). *Memories of home and exile: Narratives of Cameroonian asylum seekers in Johannesburg*. Journal of Intercultural Studies Vol. 26 No. 4, 379-99.

WEEK 6	October 14	4:15 – 6:45pm
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CLASS FACILITATORS FOR WEEK 6: EWELINA / KELSY

WEEK 6 CLASS TOPICS:

- **Issues of health and disability**

REQUIRED READING FOR WEEK 6:

Carballo, M. & Nerukar, A. (2001) Migration, Refugees and Health Risks. Center for Disease Control, Vol 7 No 3.

Women’s Commission for Refugee Women and Children (2008). Disabilities among refugees and conflict-affected populations. Report.

Sowey, H. (2005). Are refugees at increased risk of substance misuse? Drug and Alcohol Multicultural Education Center (DAMEC) Report New Zealand.

WEEK 7	October 21	4:15 – 6:45PM
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SECOND REACTION PAPER DUE WEEK 7

CLASS FACILITATORS WEEK 7: CLAUDIA / MAGGIE / SHROUK

WEEK 7 CLASS TOPICS:

- **The consequences of torture, rape and acts of violence**
- **The special issues of women**

REQUIRED READING FOR WEEK 7:

Akpan U. (2006). *My Parent’s Bedroom*. The New Yorker.

Rees, S. (2004) *Significance of psychosocial and cultural issues in domestic violence policy and intervention for refugee women*. Australian Journal of Human Rights 19.

Richters, A. (1998). Sexual violence in wartime. Psycho-sociocultural wounds and healing processes: The example of the former Yugoslavia.. In: P.J. Bracken & C. Petty (eds). *Rethinking the Trauma of War*. London: Free Association Books, 112-127.

Mehraby, N. (2007). *Refugee Women: The Authentic Heroines*, Service for the treatment and rehabilitation of torture and trauma survivors.

Moorehead, C. (2006) *The Illness of Exile* in Human Cargo. London: Vintage Books, London , 209-280.

WEEK 8	October 28	No Class / Field Visits
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WEEK 9	November 4	4:15- 6:45pm / Guest speaker on issues of children
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THIRD REACTION PAPER DUE WEEK 9

CLASS FACILITATORS FOR WEEK 9: RAYYA / KATHLEEN

CLASS TOPICS FOR WEEK 9:

- **The issues of children and families.**

REQUIRED READING FOR WEEK 9:

Baron, N. (2003) From Perception to Reality: A study on child protection in Somalia: Introduction and Executive Summary. UNICEF, Somalia.

Hodes, M. (2002) *Three Key Issues for Young Refugees' Mental Health*. Transcultural Psychiatry Vol 39 (2): 196-213

Morgan, J., Onyango-Mangen, P. & Kajungu, R. (2008) Anthology of hero stories of Ugandan children and youth associated with fighting forces: A study in resilience. TPO Uganda and REPSSI.

Robinson, M. & Melville A. (2007) Psychosocial support for children in emergencies: Field Version. Report for UNICEF, NY.

Weine, S. et al (2004). Family consequences of refugee trauma. Family Process, 43(2): 147-160.

World Health Organization (2006). *Mental Health and Psychosocial Well-Being among Children in Severe Food Shortage Situations*. Report.

OPTIONAL READING: www.aucegypt.edu/researchatauc/rc/cmrs

Maxwell, L. & El-Hilaly, A. (2004) *Separated Refugee Children in Cairo: A Rights-Based Analysis* FMRS Working Paper No. 5.

Al-Sharmani, M. (2004). *Livelihood and Identity Constructions of Somali Refugees in Cairo* FMRS Working Paper No. 2.

WEEK 10	November 11	4:15- 6:45pm
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CLASS FACILITATORS FOR WEEK 10: ERIN / KIMBERLY / AMANDA

CLASS TOPICS FOR WEEK 10:

- **Issues for refugees resettled in western countries.**

REQUIRED READING FOR WEEK 10:

Horst, C. (2007) *Connected lives: Somalis in Minneapolis dealing with family responsibilities and the migration dreams of relatives*. New Issues in Refugee Research Paper #124 UNHCR Policy Development and Evaluation Service.

Bek-Pedersen, K. & Montgomery, E. (2006) *Narratives of the past and present: Young refugees construction of a family identity in exile*. Journal of Refugee Studies Vol.19 No. 1. Oxford University Press. Pp. 94-105

Moorehead, C. (2006) *Dead Dreams: The Dinkas of Oulu in Human Cargo*. Vintage Books, London, 266-280.

OPTIONAL READING: www.researchatauc.rc.cmrs

Fanjoy M., Ingraham, H., Khoury, C., Osman, A. (2005) *Expectations & Experiences of Resettlement: Sudanese refugees' perspectives on their journeys from Egypt to Australia, Canada and the United States* Forced Migration & Refugee Studies Program /The American University in Cairo

WEEK 11	November 18	4:15- 6:45pm
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FOURTH REACTION PAPER DUE WEEK 11

CLASS FACILITATORS FOR WEEK 11: CYNTHIA / FIONA

CLASS TOPICS FOR WEEK 11:

- **Intervention at individual, family, community, and societal levels.**

REQUIRED READING FOR WEEK 11:

Inter Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency

Settings (2007). Chapter 1 and Action Sheets 6.1, 6.2, 6.3, 6.4.

Miller, K.E. and Rasco, L.M. (2004). *An ecological framework for addressing the mental health needs of refugee communities*. In *The mental health of refugees: Ecological approaches to healing and adaptation*. Miller K. & Rasco, L. (Eds). Lawrence Erlbaum Associates, 1-64.

Watter, C. (2001). Emerging paradigms in the mental health care of refugees. *Social Science and Medicine*, 52, 1709-1718.

WEEK 12	November 25	NO CLASS / MAKE – UP
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November 25 MAKE UP class will be scheduled for presentations.

WEEK 13	December 2	4:15- 6:45pm
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CLASS TOPICS FOR WEEK 13:

- **Intervention at individual, family, community, and societal levels.**

REQUIRED READING FOR WEEK 13:

Farwell, N. & Cole, J.B. (2001-2002). Community as a context of healing: Psychosocial recovery of children affected by war and political violence. *International Journal of Mental Health*, 30(4): 19-41.

Hubbard, J. & Pearson, N. (2004). *Sierra Leonean Refugees in Guinea: Addressing the Mental Health Effects of Massive Community Violence*. In: Miller, K.E. & Rasco, L.M. (Eds). *The Mental Health of Refugees: Ecological approaches to healing and adaptation*. Lawrence Erlbaum Associates.

WEEK 14	December 9	4:15- 6:45PM / LAST CLASS
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Class presentations ON WEEK 14.

Make-up class from Week 12 will be scheduled for WEEK 14.

FINAL PAPER DUE AT TIME OF CLASS PRESENTATION