Refugee’s Mental Health: Global and Local Perspectives

Mr. Kim Yuval

Course Number: 702.2194
Class Time: TBA
Class Location: TBA
E-Mail: Kimyuval@gmail.com

Course Description:
Contemporary armed conflicts and complex humanitarian crises create substantial mental health burdens that damage health and well-being, and limit development. Taking a multidisciplinary approach, this course examines the field of forced migration, focusing in particular on psychosocial and mental health issues. Throughout the semester we will try to understand forced migration as a global phenomenon while learning to recognize and assess its influence on the mental health of the millions it affects around the world. The interconnections between forced migration and mental health will be explored in this course through reading and discussing academic research, professional guidelines and prominent theoretical debates. Moving from a global perspective to the “here-and-now”, in the second half of the course we will explore the specific case of the African asylum seekers in Israel, analyzing their conditions and discussing possible solutions and interventions. The course will also include a tour at the southern part of Tel-Aviv, where many asylum seekers reside.

Course Requirements:
Attendance, preparation and classroom participation
Students are expected to actively participate in all classes. It is important to complete all the reading assignments prior to the weekly sessions. A list of readings can be found in the syllabus. Students may not miss more than three meetings in order to receive a grade for the course irrespective of the reasons for the absence.

Class presentation (30%) 
In groups of two or three, students will prepare a 20-minute presentation of one of the readings from the syllabus (starting from week 7). The presentation will include a brief overview of the
main arguments made in the text as well as a critical review, in which the students are expected to connect the text to concepts and ideas discussed in the course.

Response papers (30%)
Students are responsible for writing 10 response papers during the semester. Each response papers should be 1 page long (double-spaced). Response papers should reflect the students’ opinions, thoughts, feelings and experiences related to the weekly reading. The response papers should not give a summary of the readings, but rather use the readings to explore and reflect on interesting ideas or debates related to the topic.

Term paper: (40%)
TBA

Course outline and reading list:

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Introduction: Forced migration in a global age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No readings</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Psychosocial and Mental Health Consequences of Forced Migration I – Basic notions</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Psychosocial and Mental Health Consequences of Forced Migration II - the Theoretical debates about the consequences of traumatic events and the Secondary trauma due to life in exile</td>
</tr>
</tbody>
</table>


Week 4: Psychosocial and Mental Health Consequences of Forced Migration III - Exploration of the experience of forced migration

Testimony and discussion – a refugee from Sudan/Eritrea residing in Israel

TBA

Week 5: Forced migration, refugees and asylum seekers in the international law: rights, pacts and the nexus between migration and asylum seeking. (Guest lecture).

TBA

Week 6: Influences of context, culture, tradition and religion on the individual, family and communal experiences of forced migrants – Sources of psychosocial distress, support and resilience


Van de Put, W., & Eisenbruch, M. Internally displaced Cambodians: Healing trauma in communities (pp. 133-159 of required text).


**Week 7:** The consequences of torture, rape and acts of violence

Movie: "Sound of torture", Shaio, K. (2014). Discussion with the director


**Week 8:** Gender, age, health and disability


**Week 9:** Addressing global trends: The urban context

TBA

**Week 10:** From global to local: The Israeli context (I)

TBA

**Week 11:** From global to local: The Israeli context (II) Tour in South Tel-Aviv
General outline: Levinski garden, Neve-Sha’anana, meeting with city council member and local residents, visiting government organization (Mesila), NGOs (ASSAF, Physicians for Human Rights) and Refugees organizations (Eritrean Woman's center, African Refugees Development Center).

**Week 12:** Aid organizations and aid workers


Samady, L (2009) Feedback from local staff. Intervention, 7 (2),152 - 155

**Week 13:** Mental health and Psychosocial interventions – individual, family, community and social levels


<table>
<thead>
<tr>
<th>14</th>
<th>&quot;Do No Harm&quot; and Evaluation of Mental Health and Psychosocial Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boulder: Lynne Rienner. (pp. 23-76).</td>
</tr>
<tr>
<td></td>
<td>Collogon, L., Tuma, F., Dolan-Sewell, R., Borja, S., &amp; Fleischman, A.</td>
</tr>
</tbody>
</table>