

ANTHROPOLOGY 222: Migration and Mental Health

Spring 2005

Professor: Barbara Miller

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drop-in office hours W 4-6pm; otherwise by appointment

PURPOSE OF THE COURSE:

This course provides a cultural anthropology perspective on the links between migration and mental health. We will consider theoretical frameworks, case studies of particular migrant groups and mental issues, and how insights about culture can lead to improved policies and programs related to migration and mental health.

The course first looks at examples of voluntary migration and the consequences for mental health. The rest of the course considers examples of forced migration--caused by war, environmental destruction, family abandonment, and trafficking—and the consequences for mental health. Throughout the course, we examine power relations involved in migration, mental health and policies and programs.

REQUIREMENTS AND EXPECTATIONS:

- ◆ Attendance at all class sessions.
- ◆ Completion of all reading assignments.
- ◆ Participation in class discussion.
- ◆ Brief take-home midterm exam on readings for the first half of the semester
- ◆ One 18-20 page (4500-5000 words) research paper, submitted first as a solid draft (required) and then in as a revised version. The paper will address a topic related to migration and mental health from an anthropologically informed perspective.
- ◆ Abstract of the paper (75 words) with title and three "key words."
- ◆ Brief presentation (7 minutes) of major findings of the research paper.

READINGS:

Reading assignments include a few books and a reader of collected articles. Many of the readings are by anthropologists, but some are by scholars in other fields such as psychology, public health and international affairs.

1) Books: the following book is required reading; it is available for purchase at the GW Bookstore:

Aihwa Ong, *Buddha Is Hiding: Refugees, Citizenship, the New America*. Berkeley: University of California Press, 2003.

2) Many journal articles and chapters are also required reading. They are compiled in a Reader which is available for purchase at the Washington Copy Center, on 21st Street, two doors north of TGI Fridays.

OTHER RESOURCES:

◆ Prominent journals with which you should become familiar are: *Social Science and Medicine*, *Medical Anthropology Quarterly*, *Human Organization*, *American Anthropologist*, *American Ethnologist*, *Ethos*, *International Migration Review*, *Journal of Refugee Studies*, *Culture, Medicine and Psychiatry*, *Transcultural Psychiatry*, *Urban Anthropology*, *Identities*, *Population and Development Review*, *Population Studies*.

REQUIREMENTS AND EXPECTATIONS:

- ◆ Attendance at all class sessions.
- ◆ Completion of all reading assignments (pop quizzes may happen!)
- ◆ Participation in class discussion.
- ◆ One research paper (described on the last page of this syllabus) due first in draft form and then in final form.
- ◆ Abstract of the paper (75 words) with title and three "key words."
- ◆ Brief presentation (7 minutes) of major findings of your research paper.

☞ **NOTE:** Class attendance and participation will help me determine borderline grades.

PART I: INTRODUCTION TO CULTURAL ANTHROPOLOGY, MIGRATION AND MENTAL HEALTH

Week 1. January 18: Introducing the Course and Cultural Anthropology

Familiarize yourself with GW library resources and computerized databases such as Medline/Medlars.

Start reading Ong, *Buddha Is Hiding*

Read handout chapters on "Illness and Healing" and "People on the Move" from Miller's *Cultural Anthropology* textbook (2005)

Week 2. January 25: Connecting Cultural Anthropology with Migration and Mental Health

Discussion of:

Ong, *Buddha Is Hiding*, pp xiii-121

Week 3. February 1. Ethnographic Approaches to Studying Migration and Mental Health

Discussion of:

Ong, *Buddha is Hiding*, pp 122-286

Michael Kearney, "From the Invisible Hand to Visible Feet: Anthropological Studies of Migration and Development"

PART II: LABOR MIGRANTS: VOLUNTARY AND INVOLUNTARY

Week 4. February 8: Voluntary Labor Migration: Rural-Urban and International

Discussion of:

Samuel Martínez, "Indifference with Indignation: Anthropology, Human Rights and the Haitian Bracero"

Alicia Re Cruz, "Milpa As an Ideological Weapon: Tourism and Maya Migration to Cancún"

Pei-Chia Lan, "'They Have More Money But I Speak Better English!'" Transnational Encounters between Filipina Domestic workers and Taiwanese Employers"

Robert A. Hackenberg et al., "Migration, Modernization and Hypertension: Blood Pressure Levels in Four Philippine Communities"

Shubhangi R. Parkar et al., "Contextualizing Mental Health: Gendered Experiences in a Mumbai Slum"

Gerdean G. Tan et al., "Migrant Farm Child Abuse and Neglect within and Ecosystem Framework"

Week 5. February 15: The Question of Structure versus Agency—The Case of Child Soldiers and Trafficked Girls

Discussion of:

Krijn Peters and Paul Richards, “‘Why We Fight’: Voices of Young Combatants in Sierra Leone”

The Lancet, “The Hidden Health Trauma of Child Soldiers”

The Lancet, “Post-traumatic Stress in Former Ugandan Child Soldiers”

Kari Hill and Harvey Langholtz, “Rehabilitation Programs for Child Soldiers”

Anna M. Agathangellou and L. H. M/ Ling, “Desire Industries: Sex-Trafficking, UN Peacekeeping, and the Neo-Liberal World Order”

The Lancet, “Confusion between Prostitution and Sex Trafficking”

Chris Beyrer and Julie Stachowiak, “Health Consequences of Trafficking of Women and Girls in Southeast Asia”

PART III: INVOLUNTARY MIGRATION: REFUGEES AND IDPS

Week 6. February 22: Refugee Studies

Discussion of:

Liisa H. Malkki, “Refugees and Exile: From ‘Refugee Studies’ to the National Order of Things”

Kenneth E. Miller et al., “The Relative Contribution of War Experiences and Exile-Related Stressors to Levels of Psychological Distress among Bosnian Refugees”

Lynn R. August and Barbara A. Gianola, “Symptoms of War Trauma Induced Psychiatric Disorders: Southeast Asian Refugees and Vietnam Veterans”

Janis Hunter Jenkins, “The State Construction of Affect: Political Ethos and Mental Health among Salvadoran Refugees”

Week 7. March 1: More Refugee Studies

Discussion of:

Kenneth E. Miller, “The Effects of State Terrorism and Exile on Indigenous Guatemalan Refugee Children: A Mental Health Assessment and an Analysis of Children’s Narratives”

Maurice Eisenbruch, “From Post-Traumatic Stress Disorder to Cultural Bereavement: Diagnosis of Southeast Asian Refugees”

Maurice Eisenbruch, “The Mental Health of Refugee Children and Their Cultural Development”

William H. Sack and Gregory N. Clarke, “Multiple Forms of Stress in Cambodian Adolescent Refugees”

Miriam Potocky, “Refugee Children: How Are They Faring Economically As Adults?”

Week 8. March 8: Varieties of Affliction

Discussion of:

Shelley Adler, “Ethnomedical Pathogenesis and Hmong Immigrants’ Sudden Nocturnal Deaths”

May Yellow Horse Brave Heart, “The Historical Trauma Response among Natives and Its Relationship to Substance Abuse”

Gilbert Quintero, “Nostalgia and Degeneration: The Moral Economy of Drinking in Navajo Society”

Vikram Patel et al., “Depression in Developing Countries: Lessons from Zimbabwe”

Week 9. SPRING BREAK

Week 10. March 22: Structural Factors and Other Causal Variables

Discussion of:

Anna Bellisari, “Public Health and the Water Crisis in the Occupied Palestinian Territories”

William W. Eaton and Roberta Garrison, “Mental Health in Mariel Cubans and Haitian Boat People”

Alex Gillespie et al., "Returning Refugees: Psychosocial Problems and Mediators of Mental Health among Malawian Returnees"

Week 11. March 29: A Cultural Critique of "Integration"

Note: We will devote some class time to discussing progress with the term paper, especially topic choice, resources and any problems that may exist.

For discussion:

André G. Jacob, "Social Integration of Salvadoran Refugees"

Sansnee Jirojwong and Lenore Manderson, "Feelings of Sadness: Migration and Subjective Assessment of Mental Health among Thai Women in Brisbane, Australia"

Sarah Horton, "Different Subjects: The Health Care System's Participation in the Differential Construction of the Cultural Citizenship of Cuban Refugees and Mexican Immigrants"

Ming-Jung Ho, "Migratory Journeys and Tuberculosis Risk"

Week 12. April 5: READING WEEK--Professor at a Conference

***ABSTRACTS OF PAPER DUE AT BEGINNING OF CLASS**

IV. CULTURAL INSIGHTS REGARDING PROGRAMS

Week 13. April 12: Ritual and Narrative

Discussion of:

Harri Englund, "Death, Trauma and Ritual: Mozambican Refugees in Malawi"

Stuart Lustig et al., "Testimonial Psychotherapy for Refugees"

Parin Dossa, "Narrative Mediation of Conventional and New 'Mental Health' Paradigms: Reading the Stories of Immigrant Women"

Tina Tse, "Islamic Community Worker Training Program for the Management of Depression"

Week 14. April 19

***DRAFT PAPERS DUE AT BEGINNING OF CLASS**

Film: *Drowned Out* (about forced displacement of villagers due to the Narmada River dam projects in India)

Week 15. April 26: Lessons about Programs

*** DRAFT PAPERS WITH COMMENTS RETURNED TO STUDENTS**

Discussion of:

Heather Worth et al., "HIV/AIDS and the African Refugee Program in New Zealand"

James B. Waldram, "Aboriginal Spirituality in Corrections: A Canadian Case Study in Religion and Therapy"

Yvonne Edwards, "Substance Abuse Treatment at Friendship House: Transformation and Culture"

Ben Chavis, "American Indian Public Charter School: Why Is It a Model School for Students"

Joanna Santa Barbara and Graeme MacQueen, "Peace through Health: Key Concepts"

Week 16. May 3: Student Presentations

FINAL PAPERS DUE AT BEGINNING OF CLASS. Late papers (even 5 minutes late) will be graded down a fraction of a grade for each day late (for example from A to A-).

THE ABSTRACT

An abstract briefly describes the main topic of the paper, the “evidence” on which it is based, and perhaps an indication of the overall importance of the topic or what the general findings/results might be. Three key words or phrases highlight the major topic(s) including the population (refugees, trafficked women, etc), the mental health issue (depression, post-traumatic stress syndrome, etc), and perhaps the region (Southeast Asia, California, etc.). The abstract should provide, at the top, the title of the paper and the author’s name.

The paper’s title, as well as the contents, may shift over time, as you continue to conduct research and shape your thinking. That is to be expected. If the content changes substantially from that described in the Abstract, please discuss this matter with the professor.

THE RESEARCH PAPER

The paper assignment is to write a “library research” paper that takes as its focus an issue or problem related to this course and explores it in depth either in one culture or comparatively. The bulk of the paper will be a literature review of what, anthropologists and other social scientists have written on the subject. In an analytical section, you should discuss what the key contributions of the anthropological research to understanding causes or theoretical understanding of the issue and/or contributing to improved practice related to it. Another possible, but not required, source of “data” could come from reviewing a website or websites that have to do with particular migrant populations

No matter what topic you choose, the content of the paper must, to a certain degree, reflect learning that you have gained in this class. So, you need to include references to readings assigned in class and mention theoretical perspectives/concepts/cases discussed in class. In other words, even the “best” research paper will not get an “A” (quite the opposite) if it shows no evidence of having benefited from this course. You do not have to rely solely on sources written by anthropologists, since people working in other disciplines have made contributions to your topic. But you must draw on some anthropology sources, since this is an anthropology class.

Length of the paper is between 18 and 20 pages of double-spaced text, not counting the bibliography (a “page” of double-spaced, 12-pitch type equals about 250 words, so length should be around 4500-5000 words). Papers much shorter than 4500 words are likely to be skimpy. Papers longer than 5000 words should be trimmed.

GENERAL NOTES ON WRITING THE PAPER

► Use double-spacing for both the draft and the final version and provide at least 1" margins around the text so that there is room for my comments.

► References must be cited using the general “social science” style, not the way prescribed by the Chicago Manual of Style which uses footnotes. The list of References Cited must also follow the social science style. For examples of this style, look at the journal articles by Horton, Ho and others in *Medical Anthropology Quarterly*. We will discuss reference procedures and style in class.

► Please do not put extra lines between paragraphs; regular double-spacing is fine and saves paper.

- ▶ Always make an extra copy of the final paper to keep for yourself (in other words, the instructor is not responsible for lost papers and in case of such a disaster, you may be asked to provide a second copy, so please be prepared!).
- ▶ Proofread the paper with care for spelling (check problematic words in the dictionary rather than guessing), punctuation, grammar and (most important) sense.
- ▶ In order to avoid a possible crisis that may prevent you from handing the draft and the revised paper in on time, you should give yourself ample time before the deadlines. Few excuses are acceptable for lateness (consult the GW Handbook).
- ▶ Problems with computers are never a valid excuse for lateness.