

## *ID7019 Forced Migration and Identity: Reconstructed and Reimagined Futures*

<b>Module type</b>	Option (programme module: Identities and Cultures of Europe; approved module: Comparative Literature, Literary Translation)
<b>Term / hours</b>	Michaelmas / 22
<b>ECTS</b>	10
<b>Coordinator</b>	Dr Rachel Hoare ( <a href="mailto:rmhoare@tcd.ie">rmhoare@tcd.ie</a> )

### **Module description**

Forced migration represents one of the key societal challenges of our times, with a drastic scaling up of mixed migratory flows to Europe since 2015 and there is currently an average of one person being displaced every two seconds worldwide. Forced migration has a significant impact on identity formation and meaning-making processes. This module draws on theories of developmental psychology, social psychology and psychological acculturation through a trauma-informed culturally sensitive lens, to provide a theoretical, reflexive and experiential understanding of the identity formation and reconstruction processes of those who have experienced forced migration. The module explores constructs of post-migration identity formation, looking at the ways in which those who have been forcibly displaced consciously and unconsciously balance ethnic and new national identities in understanding themselves, their lives, and how they represent themselves to others. Finally, the module focuses on the lived experiences of real human beings who have experienced traumatic events. As the module also interrogates the methodological and ethical challenges associated with empirical research in this area, it is particularly well suited to students planning to develop research projects and/or ultimately work in contexts involving close interaction with human participants, particularly those who have experienced traumatic events. Students are asked to use their own discretion when assessing whether this module is appropriate for them and are welcome to contact the module coordinator to talk this through.

### **Assessment**

The module is assessed by completing two assignments, each weighted 50% of the overall mark:

- (1) A reflective piece in response to a panel discussion with participants who have been forcibly displaced (no more than 2,000 words), due by 6pm on the Friday of the final week of the semester;
- (2) Development and presentation of an academic poster for a workshop where students will display and present their posters. This will take place in the final two-hour class of the semester. Detailed guidelines and support for both assessments will be provided to the students at the beginning and throughout the module.

## **Indicative bibliography**

Bamberg, M, C Demuth, and M Watzlawik. 2021. *The Cambridge Handbook of Identity*. New York: Cambridge University Press.

Baraitser, M. 2014. *Reading and Expressive Writing with Traumatized Children, Young Refugees and Asylum Seekers: Unpack my Heart with Words*. London: Jessica Kingsley.

Berry, J. 2015. "Acculturation." In *Handbook of Socialization: Theory and Research*, by J.E Grusec and P.D. Hastings, 520-538. New York: The Guilford Press.

Berry, J. 2017. "Theories and Models of Acculturation." In *The Oxford Handbook of Acculturation and Health*, by S Schwartz and J Unger, 15-28. Oxford: Oxford University Press.

Ferrer-Wreder, L, and J Kroger. 2020. *Identity in Adolescence: The balance between self and other*. 4th ed. Oxford: Routledge.

Fiddian-Qasmiyeh, F, G Loescher, K Long, and N Sigona. 2016. *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford: Oxford University Press.

Jones, P, and M Krzyzanowski. 2008. "Identity Belonging and Migration: Beyond constructing others." In *Identity, Belonging and Migration*, by G Delanty, R Wodak and P Jones, 38-54. Liverpool: Liverpool University Press.

Shukla, N. 2016. *The Good Immigrant*. London: Unbound.

Valentine, G, D Sporton, and K Nielson. 2009. "Identities and belonging: a study of Somalie refugee and asylum seekers living in the UK and Denmark." *Environment and Planning*, 27: 234-250.

Van der Kolk, B. 2015. *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma*. London: Penguin.

## **Learning outcomes**

Upon successful completion of this module, students should be able to:

- LO1 Critique theoretical concepts of developmental and social psychology in relation to the lived experiences of contemporary refugees<sup>1</sup> in Europe.
- LO2 Describe and analyse theories of psychological acculturation in relation to the refugee experience.
- LO3 Personalise the forced migration experience by evaluating, understanding and humanizing its impact on experiences of individual and group identity.
- LO4 Identify the ways in which the expressive arts can nurture trauma-informed identity development for refugees.
- LO5 Develop a range of transferable skills such as crafting multi-disciplinary approaches to research, problem-solving, autonomous and peer to-peer working, reflective writing and interviewing techniques.
- LO6 Convey theoretical and experiential knowledge of the impact of forced migration on identity processes using a variety of modalities.

LO7 Understand and respond to the ethical implications of conducting research with refugees and other vulnerable groups.