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

Course Title	**Life stories of migrants and asylum seekers**
Name of the teacher	Dr. Ravit Talmi-Cohn
Institution	Ruppin Academic Center
Department	Immigration and social integration MA program
First taught: **Year, semester**	2018 -2019 A
Level and Credits	MA - 2
Description of the course	Telling life stories is one way that people can organize and give meaning to their lives. Analysis of daily life in the reality of migrants and asylum seekers enables deeper understanding of this significant experience and the creation of a new lifestyle. This course teaches the analysis of life stories that reflect the daily life of asylum seekers and migrants in Israel. The course emphasizes the significance of collecting biographies as a research method of and a tool for understanding populations. In the advanced stages of learning we integrate the experiential and the theoretical aspects through conducting interviews or observations (recorded on video or photos), which students present and analyze. In addition, the course provides an opportunity for students to work with various organizations that deal with asylum seekers. The course includes an educational tour in South Tel Aviv, meetings with asylum seekers, residents of South Tel Aviv, and representatives of organizations.
Subjects and readings	**1. Introduction: Situation report on migrants from around the world and in Israel and an anthropological perspective:** IMO, (2018) World Migration Report http://gmdac.iom.int/global-migration-trends-factsheet קריצמן-אמיר, ט. (2015). *לוינסקי פינת אסמרה: היבטים חברתיים ומשפטיים של מדיניות המקלט בישראל*. ירושלים: מכון ון-ליר והקיבוץ המאוחד. (עמ' 9-26, 211-226). **2. Why life stories?** Eastmond, Marita. (2007) *Stories as Lived Experience: Narratives in Forced Migration Research.* Journal of Refugee Studies Vol. 20, No. 2**.** תובל-משיח, ר. וספקטור-מרזל, ג. (2010). מחקר נרטיבי: הגדרות והקשרים. בתוך ר. תובל-משיח, וג. ספקטור-מרזל (עורכות), *מחקר נרטיבי: תיאוריה, יצירה ופרשנות* (עמ' 7-42). ירושלים ותל אביב: מאגנס ומכון מופ"ת. **3. Narrative analysis: Cultural Capital:** ליבליך, ע., תובל-משיח, ר., וזילבר, ת. (2010). *בין השלם לחלקיו ובין תוכן לצורה*. בתוך ל. קסן ומ. קרומר-נבו (עורכות), ניתוח נתונים במחקר איכותני (עמ' 21-42). באר שבע: הוצאת הספרים של אוניברסיטת בן-גוריון בנגב.

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	ליטבק הירש, ט., בר-און, ד., וצ'ייטין, ג. (2010). *מחד ממדיות למורכבות בתפיסת העצמי וה"אחר"*. בתוך ל. קסן ומ. קרומר-נבו (עורכות), ניתוח נתונים במחקר איכותני (עמ' 43-62). באר שבע: הוצאת הספרים של אוניברסיטת בן-גוריון בנגב. **4. Life stories of asylum seekers and migrants: Tools for building a culturally appropriate interview:** מירסקי, י. (2005). *ישראלים: סיפורי הגירה*. ירושלים: צבעוני הוצאת לאור. (עמ' 128-143). Umut Erel (2010*). Migrating Cultural Capital: Bourdieu in Migration Studies*. Sociology, Volume 44(4): 642–660. Open University, UK Ghorashi, Hallea (2007*). REFUGEE VOICE, Giving Silence a Chance: The Importance of Life Stories for Research on Refugees*. Journal of Refugee Studies Vol. 21, No.1. *כשירות תרבותית, יוצאי סודן וארתיריאה בישראל* (2015). המכון להגירה CIMI ושילוב חברתי רופין, ו School for Oriental and African Studies (SOAS), University of London (Hebrew orig.) Herzod, Hana (2005) *On Home Turf: Interview Location and Its Social Meaning.* Qualitative Sociology, Vol. 28, No 1. **5. Identity, everyday life and ethical aspects of biography**: Hatoss Aniko, (2012) *Where are you from? Identity construction and experiences of 'othering' in the narratives of Sudanese refugee-background Australians*. Discourse & Society 23(1) 47–68. Puvimanasinghe, Teresa; Densin, Linley; Augoustinos, Martha; Somasundaram, Daya (2014*). Narrative and Silence: How Former Refugees Talk about Loss and Past Trauma.* Journal of Refugee Studies Vol. 28, No. 1. צבר, ג. (2008). *לא באנו להישאר*. תל אביב: אוניברסיטת תל-אביב, ההוצאה לאור. (עמ' 35-44, 118-132). צבר בן יהושע, נ. (2001). *אתיקה של המחקר האיכותני*. בתוך נ. צבר-בן יהושע (עורכת), מסורות וזרמים במחקר האיכותי (עמ' 343-368). לוד: הוצאת דביר. **6. Individual mentoring** **7. Individual mentoring** **8. How do we use interviews with asylum seekers?** Guest lecture by Ms. Elham Recani, Betzalel, Academy of Art and Design, Jerusalem. **9. Everyday life of asylum seekers and migrants (B) – Anthropological terms: home, time, temporariness:** בהאר, ר' (2014). *לחפש את הבית. אלכסון* אפדוראי, א' (2013*). דיור ותקווה: להיות בבית בעולם* (עמ' 1–15).העוקץ. The Future as Cultural Fact: Essays on the Global Condition (2013, Verso Books) Malkki L. (1995) *Purity and Exile: Violence, Memory and National Cosmology among Hutu Refugees in Tanzania*, Chicago: University of Chicago Press, Introduction **10. Migrants in Greece** Guest speaker: Dr. Vassiliki Yiakoumaki- University of Thessaly Volos, Greece **11. Everyday life of asylum seekers and migrants (c) – Anthropological terms: Culture, liminality, continuity**:

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	טרנר, ו' (2004). *התהליך הטקסי: מבנה ואנטי-מבנה* (עמ' 86–96, 181–187 **12. Preparation for the field trip to south Tel Aviv:** סואן,ד; מלי שחורי ב' (2016). *דרום תל-אביב: שטח הפקר או "הרפובליקה האפריקנית הראשונה בציון"? יחס התושבים לאפריקנים המתגוררים בשכונה* . הגירה 6. מרכז אקדמי רופין הובמן, א. (2017). *איום נתפס, מרחק חברתי, והדרה של מבקשי מקלט מסודאן ואריתריאה בישראל*. הגירה 7. המרכז האקדמי רופין . **13. Class presentations** **14. Semester summary** **15. Field trip to South Tel Aviv: Life stories of immigrants**
Teaching methodologies	1. Class lectures and discussions on theories and empirical studies, discussions are around interpretations of findings in presented studies and around immigrants' stories that are presented in class. 2. Small group exercises of interpretation and analysis of asylum seekers life stories. Stories are given by the lecturer at the beginning of the course, and are later presented by the students (following their interviews). 3. Students' interviews with immigrants or asylum seekers and presentations of analysis in class. 4. The course includes guest speakers, presentations, videos and a field trip.
Students' assignments:	1. Write a culturally adapted guide to conducting interviews or a summary of a plan of action (for observations) about daily life. (20%) 2. Conduct interviews with an asylum seeker/ immigrants or observation of daily life 3. One week after the tour - A reflective paper on the subject of a tour in south Tel Aviv (10%) 4. Final Presentation – 70% in total, divided as follows a) Class presentation: Final product – Presentation/ video/ documentation, etc. (40%) b) After the end of the class: Submission of a final paper summarizing the process and the result. (30%)
Learning outcomes	1. Knowledge of the current situation of migrants and asylum seekers in Israel and the rest of the world. 2. Awareness and understanding of various life stories of asylum seekers and migrants in Israel 3. Acquisition of skills for collecting and recording life stories of migrants and asylum seekers. 4. Acquisition of culturally sensitive methods of interviewing

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