I. COURSE DOMAIN AND BOUNDARIES

It is currently estimated that one out of every 113 people is seeking asylum, internally displaced or a refugee - a level of global risk for which there is no known precedent. Conflict, climate change, drought and other natural disasters have resulted in the highest levels of displacement ever recorded (more than 65.3 million people). Conflict and natural disasters destroy communities, wreak havoc on food, sanitation, security and supply chains, and propel survivors into fragile refugee camps and crowded urban areas. Increasingly, humanitarian responders are also asked to promote health systems development in fragile states and post conflict scenarios.

There is a critical need for technically competent public health professionals who understand the global dynamics of acute and complex emergencies, including the continuum from prevention and risk reduction to emergency response, and the transition to development. This course explores operational ways of addressing protection concerns for women and children in natural disaster and war. It examines protection from both a reduction of physical risk and a promotion of developmental well-being perspectives. Students will develop a practical understanding of effective interventions for preventing and responding to specific protection concerns, including child-family separations; child recruitment and use as armed combatants; sexual violence and abuse; and psychosocial wellbeing. Students will explore systemic approaches to promoting a "protective environment" for women and children in emergencies and post conflict-reintegration transitions. Students will review strategies for incorporating critical elements of protection into broader humanitarian response operations; coordination among humanitarian agencies; evidence-based programming; community participation; and advocacy and policy change.

II. MPH FOUNDATIONAL KNOWLEDGE AND MSW COMPETENCIES Addressed in This Course:

MPH Foundational Knowledge

1. Explain the critical importance of evidence in advancing public health knowledge.
2. Explain effects of environmental factors on a population’s health.
3. Explain behavioral and psychological factors that affect a population’s health.
4. Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.
5. Explain how globalization affects global burdens of disease.
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

**MPH Foundational Competencies**

<table>
<thead>
<tr>
<th>MPH Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Evidence-based Approaches to Public Health</td>
</tr>
<tr>
<td>A2 Public Health &amp; Health Care Systems</td>
</tr>
<tr>
<td>A3 Planning &amp; Management to Promote Health</td>
</tr>
<tr>
<td>A4 Policy in Public Health</td>
</tr>
<tr>
<td>A5 Leadership</td>
</tr>
<tr>
<td>A6 Communication</td>
</tr>
<tr>
<td>A7 Interprofessional Practice</td>
</tr>
<tr>
<td>A8 Systems Thinking</td>
</tr>
</tbody>
</table>

**MSW COMPETENCIES ADDRESSED IN THIS COURSE**

| C1 Demonstrate Ethical and Professional Behavior |
| C2 Engage Diversity and Difference in Practice |
| C3 Advance Human Rights and Social, Economic, and Environmental Justice |
| C4 Engage in Practice-Informed Research and Research-Informed Practice |
| C5 Engage in Policy Practice |
| C6 Engage with Individuals, Families, Groups, Organizations, and Communities |
| C7 Assess Individuals, Families, Groups, Organizations, and Communities |
| C8 Intervene with individuals, families, groups, organizations, and communities |
| C9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |

**III. BROWN SCHOOL ACADEMIC POLICIES**

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

*Student Handbook 2019*
Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to
do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umthath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic
experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

There are no required textbooks for this course. Readings will be a combination of peer review articles and programming/policy documents. Students are expected to complete the readings in order to actively participate in class discussions.

VI. ORGANIZATION OF COURSE

The course will be taught in a seminar format that combines lectures, active discussion and practical exercises. In an effort to ‘bring the field into the classroom,’ a number of guest speakers will be invited throughout the semester to share their expertise– both via Skype and in person. These experts will largely be working in the fields of Child Protection in Emergencies, Gender Based Violence and Psychosocial and Mental Health. The readings are intended to provide insight and prepare students for in-class discussion. An important part of the course will be student-led analyses and discussion of some of the current debates in the field (see Assignments below). Students will sign up in pairs to lead a presentation and discussion on a certain topic for a specific week. Assignments are intended to engage students in complex topics and creative thinking for innovative solutions.

VII. ROLE OF FACULTY AND STUDENT

Instructor’s role
The instructor is responsible for the overall learning environment and course content. The instructor will invite appropriate speakers, meet with students as needed outside of class, grade assignments and provide appropriate feedback.

TA’s role
The TA is will work closely with the instructor to support logistics, grade assignments and provide appropriate feedback. The TA will also respond to student inquiries regarding the readings and assignments. The TA is available by appointment.
Student role
Class attendance and participation: Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance. Classroom participation (in terms of active listening, engaged discussion and in class activities) is an important component of the class.

Seeking assistance: Proactive and creative-problem solving is an essential public health and social work competency. Prior to seeking assistance about an assignment from the instructor, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have a clear and concise question or request for assistance.

Written and oral requirements: Application of content through writing and oral presentation is an integral component of this course and are critical professional skills. As such, students are expected to use a professional style in all written communication (e-mail & class assignments). Please avoid colloquial expressions, proof read all documents, and employ good grammar. All assignments must be typed and submitted in Microsoft Word (not in PDF). Use of other sources and references should be properly cited using AMA Citation Style. Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Although it is not a requirement, it is highly recommended that students visit the writing center before submitting their assignments.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Attendance and Participation (10 points)
- Punctual and consistent course attendance.
- Consistency and quality of contributions related to discussion of assigned readings and course content.
- Participation includes both sharing your thoughts and opinions related to the readings and topics of discussion and attending to the opinions of your classmates. Participation includes an appropriate balance of talking and listening, willingness to take risks in asking questions, and sharing observations/reflections regarding experiences related to the course and readings.

Presentation & Written Brief (40 points)
Early in the semester, students will sign up to work in pairs or groups of three to develop presentations and written briefs based on a current topic or debate in humanitarian protection programming. Students will be expected to use class readings as a starting point, and then do additional research (which may include further reading, interviewing humanitarian staff, etc.) in order to develop a nuanced understanding of the various sides of the debate. Students will present the topic to the class in a cohesive manner (approximately 15-20 minutes), including providing supporting evidence, theories and historical trajectories that are relevant to the topic or debate. Students should prepare a list of critical questions or brief activity to facilitate a rich class discussion around the topic (approximately 30-45 minutes, if you are preparing an exercise and think you will require additional time, please coordinate with the instructor and TA in advance).
Topics/debates are:

- Consider the changing demographics of refugee and other displaced women and children (in terms of age, geographic region, camp versus urban living, etc.). How can/should programming for women and/or children be adapted in light of these shifts? What parts of the system should humanitarian actors be thinking about changing?
- Compare the utility and ethics of a Western trauma approach with the argument that such an approach is culturally inappropriate. Discuss the dominant approaches to conceptualizing psychosocial impact and their implications for the provision of psychosocial support.
- Should men and boys be involved in programming to reduce Gender Based Violence (GBV)? If so, how? What are the arguments for and against involving men and boys?
- Globally, social norms and gender norms have been identified as drivers behind violence against children and women. Is it feasible to implement interventions on social/gender norms change in humanitarian contexts? Draw upon available evidence of interventions that have been implemented in humanitarian contexts and what is known about the extent to which these were successful.
- What is meant by “reintegration” of child soldiers and how does it relate to tasks of reconciliation and peace building? What role does gender play in influencing what child soldiers experience inside armed groups, how they are impacted by their experiences, and their prospects for reintegration?
- What does ethical data collection look like in the area of gender based violence? Discuss the pros and cons of collecting prevalence data, RCTs, and quasi-experimental designs (and use of a comparison group). What kind of outcomes should GBV researchers be measuring?
- When and to what extent should children be involved in the development of child protection programming and research in emergency settings? Consider this question from the perspective of ‘the Best Interest of the Child’, ‘Do No Harm’ imperatives, the principle of child participation, and from a child development perspective.
- From surviving to thriving: how can you promote resilience in complex humanitarian settings?
- Reflect on what it means to use development approaches in humanitarian setting. What interventions may be appropriate in humanitarian contexts and what interventions may be inappropriate? Why/why not? What are barriers/challenges and benefits to using a development lens in emergency settings?

Please also plan to submit a 3-5-page written brief (co-authored as a pair/group). This brief should be a well-written analysis of your topic area (upon which your presentation is likely to be based). As described above, the brief should be submitted as a Microsoft Word document (not in PDF). Use of other sources and references should be properly cited using AMA Citation Style. The written brief is due before the class presentation.

**Final Paper (50 points)**

The main piece of expected work is a research proposal of approximately 12-15 pages (double-spaced) that analyzes a particular child protection, GBV or MHPSS issue in an emergency setting;
suggests an intervention or support, and identifies and addresses possible ethical issues attending the intervention/support. The paper should follow the format of an NIH grant proposal (i.e., Specific Aims, Background and Significance, Innovation, and Approach (Previous Research and Methods)). Further instructions will be presented in class.

Due Date: December 12th

**Final proposal topics should be approved by the instructor by October 31st.**

### IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

<table>
<thead>
<tr>
<th>MPH/MSW Competency(ies)</th>
<th>Assessment Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>-Communicate audience-appropriate public health content.</td>
<td></td>
</tr>
<tr>
<td>-Describe the importance of cultural competence in</td>
<td></td>
</tr>
<tr>
<td>communicating public health content.</td>
<td></td>
</tr>
<tr>
<td><strong>Public Health &amp; Health Care Systems</strong></td>
<td></td>
</tr>
<tr>
<td>-discuss the means by which structural bias, social</td>
<td></td>
</tr>
<tr>
<td>inequties and racism undermine health and create</td>
<td></td>
</tr>
<tr>
<td>challenges to achieving health equity at organizational,</td>
<td></td>
</tr>
<tr>
<td>community and societal levels.</td>
<td></td>
</tr>
<tr>
<td><strong>Inter-professional practice</strong></td>
<td></td>
</tr>
<tr>
<td>-perform effectively on inter-professional teams.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning &amp; Management to Promote Health</strong></td>
<td></td>
</tr>
<tr>
<td>-assess population needs, assets and capacities that affect</td>
<td></td>
</tr>
<tr>
<td>communities’ health.</td>
<td></td>
</tr>
<tr>
<td>-apply awareness of cultural values and practices to the</td>
<td></td>
</tr>
<tr>
<td>design or implementation of public health policies or</td>
<td></td>
</tr>
<tr>
<td>programs.</td>
<td></td>
</tr>
<tr>
<td>Select methods to evaluate public health programs.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence-based Approaches to Public Health</strong></td>
<td></td>
</tr>
<tr>
<td>-select data collection methods appropriate for a given</td>
<td></td>
</tr>
<tr>
<td>public health context.</td>
<td></td>
</tr>
<tr>
<td>Interpret results of data analysis for public health</td>
<td></td>
</tr>
<tr>
<td>research, policy or practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning &amp; Engagement to Promote Health</strong></td>
<td></td>
</tr>
<tr>
<td>-apply awareness of cultural values and practices to the</td>
<td></td>
</tr>
<tr>
<td>design or implementation of public health policies or</td>
<td></td>
</tr>
<tr>
<td>programs.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning &amp; Management to Promote Health</strong></td>
<td>Final Report</td>
</tr>
</tbody>
</table>
- assess population needs, assets and capacities that affect communities’ health.
- apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
Select methods to evaluate public health programs.

**Policy in Public Health**
-discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.

**Inter-professional Practice**
- perform effectively in inter-professional teams

**Leadership**
- apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- apply negotiation and mediation skills to address organizational or community challenges.

### MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

#### GRADED ASSIGNMENTS

<table>
<thead>
<tr>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and written brief</td>
<td>C1, C2, C3, C4, C5, C6  Knowledge, values, cognitive and affective processes</td>
</tr>
<tr>
<td>Final Paper</td>
<td>C1, C2, C3, C4, C5, C6  Knowledge, values, cognitive and affective processes</td>
</tr>
</tbody>
</table>

#### COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>C1, C2, C3, C4, C5, C6  Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>C1, C2, C3, C4, C5, C6  Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

### Course Outline

**Week 1: August 29, 2019**

Introduction and overview of course objectives, expectations, processes, and requirements

Broad overview of refugee status and flows, the cluster system and coordination
Week 2: September 5, 2019

Conceptual frameworks and a systems approach to child protection: In this session, we will explore recent trends in international child protection programming to move from issue-based to systems-based responses. We will explore how a systems approach is similar/different to frameworks such as the ecological framework and the protective environment framework. We will also discuss how emergencies provide opportunities for positive child care and protection systems change.

Assigned Reading


Week 3: September 12, 2019

Child Protection in Emergencies Assessment

- Recognize the key information needs at the various phases of response to emergencies and the importance of sector and agency coordination
- Become familiar with interagency tools and approaches currently used to assess child protection issues in emergencies
• Consider the interaction of functionality and feasibility in determining assessment strategy

Debate: When and to what extent should children be involved in the development of child protection programming and research in emergency settings? Consider this question from the perspective of ‘the Best Interest of the Child’, ‘Do No Harm’ imperatives, the principle of child participation, and from a child development perspective.

**Assigned Reading**


Read pages 6-7 in IASC (2015) Reference Module for Humanitarian Programme Cycle


**Week 4: September 19, 2019**

**Education in Emergencies and Violence in Schools**

• In what ways can armed conflict and other humanitarian events impact children’s access to and involvement in education?
• What are the “two faces” of education, and how can it be both protective or expose children to greater harm?
• What unique risk factors are experienced by girls in humanitarian contexts that may impact their involvement in formal education as well as their exposure to violence?
• What program and policy approaches exist within the international field for promoting children’s protection and well-being in societies impacted by armed conflict and other humanitarian events?

Guest speaker: Dr. Debbie Landis, Senior Gender in Emergencies Policy Specialist, CARE USA

Assigned Reading


**Week 5: September 26, 2019**

Separated and Unaccompanied Children

• Identify critical issues, best practices and limitations to organized effort to care for and protect children separated from their families during emergencies
• Understand the main factors that lead to "secondary" child-family separations
• Identify what the humanitarian community needs to do to better measure and monitor primary and secondary separations

Debate: Consider the changing demographics of refugee and other displaced women and children (in terms of age, geographic region, camp versus urban living, etc.). How can/should programming for women and/or children be adapted in light of these shifts? What parts of the system should humanitarian actors be thinking about changing?

Assigned Reading


**Week 6: October 3, 2019**

Children Associated with Armed Forces

- What is meant by “reintegration” and how does it relate to tasks of reconciliation and peace building?
- What role does gender play in influencing what child soldiers experience inside armed groups, how they are impacted by their experiences, and their prospects for reintegration?
- How can effective psychosocial support be provided for former child soldiers and what are its main elements?
- What key “Do No Harm” issues arise in connection with research and practice involving current or former child soldiers?

**Debate:** What is meant by “reintegration” of child soldiers and how does it relate to tasks of reconciliation and peace building? What role does gender play in influencing what child soldiers experience inside armed groups, how they are impacted by their experiences, and their prospects for reintegration?

**Assigned Reading**


**Week 7: October 10, 2019**

Introduction to GBViE

**No in class meeting***

Complete Modules 1 through 4 of the “Managing Gender-Based Violence Programmes in Emergencies” e-Learning course developed by the United Nations Population Fund (UNFPA) and World Education, Inc, which can be found at: https://extranet.unfpa.org/Apps/GBVinEmergencies/index.html. The course can be completed in English, French or Spanish. The full e-Learning course should take approximately two and one half hours. Please email the course TA a copy of your certificate of completion or bring it with you to class on October 17.

**Assigned Reading**


**Week 8: October 17, 2019**

GBViE response cycle

- Discuss the structural, systemic, and individual levels of interventions.
- Review and discuss the application of the IASC standards for psychosocial and health response and how these relate to survivors accessing appropriate services in a safe and timely manner

**Guest speaker: Catherine Poulton, UNICEF**

**Assigned Reading**
Week 9: October 24, 2019

Assessment and Measurement of GBV – this class will explore controversies and best practices in measuring GBViE. We will look at current guidance and effort to date.

Debate: What does ethical data collection look like in the area of GBViE? Discuss the pros and cons of collecting prevalence data, RCTs, and quasi-experimental designs (and use of a comparison group). What kind of outcomes should GBV researchers be measuring?

Assigned Reading


**Week 10: October 31, 2019**

Emerging Issues in Prevention and Response Programming for GBViE

- Adolescent Girls – getting upstream of the problem
- The intersection of VAW and VAC (violence against children)
- Discuss programming to meet the needs of male survivors in complex emergencies.
- Discuss the role of men in stopping violence against women and girls

Debate: Should men and boys be involved in programming to reduce Gender Based Violence (GBV)? If so, how? What are the arguments for and against involving men and boys?

Globally, social norms and gender norms have been identified as drivers behind violence against children and women. Is it feasible to implement interventions on social/gender norms change in humanitarian contexts? Draw upon available evidence of interventions that have been implemented in humanitarian contexts and what is known about the extent to which these were successful.

**Assigned Reading**


**Week 11: November 7, 2019**

Mental health in humanitarian emergencies

- How are people affected by traumatic experiences, and what can be done to support them?
- Do wars and natural disasters produce different kinds and patterns of psychosocial impact?
- Promising practice in terms of trauma-informed care/interventions

Debate: From surviving to thriving: how can you promote resilience in complex humanitarian settings?

**Assigned Reading**


Miller, K., & Rasmussen, A. (2010) War exposure, daily stressors, and mental health in conflict and post-conflict settings: bridging the divide between trauma-focused and psychosocial frameworks. *Social Science & Medicine, 70*(1), 7-16

**Week 12: November 14, 2019**

- Beyond trauma, what are the wider mental health impacts of displacement and emergencies?
- What can be done in emergency contexts to strengthen family and community supports?
- What issues of “Do No Harm” arise in connection with community-based psychosocial work?

Guest Speaker: Dr. Mike Wessells, Professor, Columbia University (via Zoom)

Debate: Compare the utility and ethics of a Western trauma approach with the argument that such an approach is culturally inappropriate. Discuss the dominant approaches to conceptualizing psychosocial impact and their implications for the provision of psychosocial support.

**Assigned Reading**


**Week 13: November 21, 2019**

Global Health Week
- Microfinance and Economic Strengthening
- What does it look like to use a development approach in humanitarian settings?
- What is the graduation approach and how can be applied to empower women?
- How does economic empowerment work (and not work) to protect women and families?

Guest Speaker: Eva Noble, Associate Director for Research, Women for Women International

**Assigned Reading**

Brac (2017) BRAC’s Ultra-Poor Graduation Programme: An end to extreme poverty in our lifetime, *BRAC USA, New York, NY*. 
**Choose one of these program-specific evaluations and be able to discuss program model components and key findings:**


**November 28th: Thanksgiving Break (no class)**

**Week 14: December 5, 2019**

***Note that this session will actually be held on Saturday, December 7th at 12:30pm***

In their own words

This week will offer a unique opportunity to hear directly from a panel of refugees who have resettled in the US. The Brown School of Social Work, The International Institute and the Kemper Art Museum are co-hosting an event as part of the exhibit: *Ai Weiwei: Bare Life*. Local refugees will lead a conversation sharing their experiences and offering their thoughts on what has been helpful and meaningful in their own refugee and resettlement experiences.
Location: TBD

**Assigned Reading**


**Week 15: December 12**

**Final Assignment due**

Final reflections and Wrap up

Debate: Reflect on what it means to use development approaches in humanitarian setting. What interventions may be appropriate in humanitarian contexts and what interventions may be inappropriate? Why/ why not? What are barriers/challenges and benefits to using a development lens in emergency settings?