

GEOG 475: International Migration, Health, and Human Rights

Instructor: Dr. Jenna M. Loyd, jmloyd@wisc.edu

Office: Science Hall 460

Office hours: W/F 12-1, and by appointment

Lecture: M/W 11:00-11:50am

Discussion: F 11:00-11:50 am

Lecture & Discussion location: Science Hall 360

Course credits: 3 units

Course Description

This course examines health and human mobility in a global context. Mobility is part of the human condition and international law enshrines freedom of movement, yet nation-states reserve the right to exclude. The division of the world into nation-states has profound implications for population health and individual well-being. Public policies that differentiate between citizens and non-citizens contribute to unequal life chances in employment, access to education and health care, and possibilities for forming and maintaining families and community ties. Lectures and readings will provide a context (historical, sociopolitical, and geopolitical) for understanding why people are on the move across national boundaries. The course will examine the development of laws and institutions governing people on the move; how these solidify or reshape existing global, racial-ethnic, class, and gender hierarchies; and how they contribute to individual and population-level health.

The consequences of citizenship and migrations policies raise a host of ethical, moral, and practical concerns that we will consider through the lenses of human rights and equity. Migration and other public policies treat different groups of non-citizens unequally. Policies routinely sort and filter along lines of gender, sexuality, race/ethnicity, nationality, class, and health status. We will consider how public health concerns have been used historically and in the present as part of controlling human movement and terms of inclusion. Finally, we will examine how the politics of health and humanitarianism intersect with the politics of migration and border controls.

Prerequisites: ugr standing

Please note that this course meets an elective requirement for Global Health and is on the list of Politics and Policy in the Global Economy courses for International Studies. Confirm with your advisor.

Course Learning Outcomes

While there are no simple answers, this course will prepare students to grapple with the complexities of migration policies and their implications for human health. Developing knowledge and ethical reasoning about international migration are elements of UW-Madison's Essential Learning Outcomes (ELO) and the Wisconsin Idea. Learning objectives for the course are integrated across units of the course.

By the end of this class, students will be prepared to:

1. Explain the principal economic, political, and social forces and government policies fueling international migration and attitudes toward it;
2. Explain the principal economic, political, and social forces and government policies that create the conditions for protracted population displacements;
3. Explain the principles of the structural determinants of health framework;
4. Apply the structural determinants of health framework to explain how governmental policies and practices shape international migrants' health;
5. Analyze how specific legal categories (such as refugee, visa holder, unauthorized migrant) interact with specific power relations (e.g., class, racial, gender, sexuality, ability, nationality) to shape patterns of vulnerability;
6. Apply an ethical framework (e.g., utilitarianism, human rights, right to health) to analyze the effects that prevailing responses to international migration (e.g., humanitarian, security) have for specific groups of migrants, and particularly for vulnerable groups.

Required Texts

- Danticat, E. 2007. *Brother, I'm Dying*. New York: Vintage.
- Mavroudi, E. and C. Nagel. 2016. *Global Migration: Patterns, Processes, and Politics*. New York: Routledge.
- Oliver, K. 2017. *Carceral Humanitarianism: Logics of Refugee Detention*. Minneapolis: University of Minnesota Press.
- Additional readings posted on Canvas/Learn@UW

Course Requirements & Assessments

To meet course objectives, students are expected to do/complete the following. Full details on these activities and assignments will be provided in class.

1. Attend lectures and participate in in-class discussions (15% of grade)

Class discussions and activities are designed to help you explore concepts, integrate course materials and research activities, and learn from your classmates. Please come to class each week prepared to discuss the readings, share your process of learning and self-reflection, and to listen to and engage with your peers' contributions.

The participation portion of the grade will be based on the level and depth of participation in class activities and class discussions. Participation scores will be *decreased* if you miss class (you will receive a pass for your first missed class and a 0 for any additional meetings missed), have not read assigned readings, do not actively participate in discussions, and/or are disrespectful of the classroom environment (e.g., talking about non-course-related topics during in-class group activities, text messaging, or using cell phones or computers for non-class materials during class, etc.). Participation scores will be *increased* for students who actively and critically engage the course material with examples. The instructor will score each student's participation level after each discussion session.

2. Essay 1: Health & Migration Narratives at Ellis Island (15%)

This essay will ask you to read and analyze, using course readings, an oral history from a person who migrated through Ellis Island, focusing on their medical screening or personal account of their health status.

3. Group Migration Blog (25%)

This semester-long portfolio project will result in a blog compiling materials that each group collects on forced displacement from one particular place or of one particular group of people. The purpose of this assignment is to develop or deepen your knowledge of the causes, experiences, and responses to forced displacement. You will be guided in how to gather, assess, and annotate materials from journalistic sources, the United Nations, governmental bodies, non-governmental organizations, and academic scholarship.

4. Essay 2: Health and Humanitarianism in a Bordered World (25%)

This essay will ask you to draw on course readings and materials gathered for your group’s migration blog to 1) critically discuss the vulnerabilities to physical and mental health harms that people in the population face in a bordered world, and 2) draw on an ethical framework used in this class to propose policy changes that could theoretically result in improved health outcomes for this group.

5. Final (20%)

The cumulative final examination will be a combination of short answer and essays on all course lecture and reading materials.

Grading

Grades will be based on the following scale:

Percent	Letter Grade
93 - 100%	A
88 - 92.9%	AB
83 - 87.9%	B
78 - 82.9%	BC
70 - 77.9%	C
60 - 69.9%	D
0 - 59.9%	F

Late Assignment Policy

Students are expected to submit assignments by the time and date indicated on the assignment. Assignments handed in after the due date will be deducted 10% for each day that it is late.

Classroom Conduct & Academic Integrity

This course involves issues on which there are multiple strongly held beliefs and competing ethical, moral, and personal frameworks. Students may find some material to be personally, ethically, or politically challenging. There will be differences in life experience, opinion, and analysis. In the classroom, we will strive to discuss differences by using concrete examples and evidence, and by articulating specific normative frameworks.

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>.

Credit Hours

This course meets credit hours using the traditional Carnegie definition of credit hours: One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.

Disability Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me by email of their need for instructional accommodations **by the end of the third week of the semester**, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, see the McBurney Disability Resource Center <https://mcburney.wisc.edu/>.

Religious Beliefs Accommodations

Students are permitted to make up an examination or other academic requirement at another time or by an alternative method when there is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements. Please notify the instructor **within the first two weeks** of the beginning of classes of the specific days or dates on which he or she will request rescheduling for an examination or other academic requirement. For more information, see <https://kb.wisc.edu/page.php?id=21698>.

Copyright

Access to UW-Madison online courses is restricted to registered students and their instructors. Courses are maintained for educational purposes only, and the materials within are protected by copyright. Your viewing of that material does not imply any right

to reproduce, retransmit, or redisplay it in any way for any purpose other than personal educational use, without express, written consent.

Materials that are drawn from other external sources are used in compliance with the TEACH Act of 2002, are used under Fair Use guidelines, or are covered by the copyright held by the originator of the materials or by an acquired copyright license.

Course Outline:

Week	Topic	Readings to do BEFORE class and Lecture Schedule	Assignments DUE & readings to do BEFORE Friday discussion activities
<i>Unit 1: Principles of international migration and social determinants of health</i>			
<p style="text-align: center;">1 Jan 24 (W)</p>	<p style="text-align: center;">Introducing conundrums in international migration and health</p>		<p>Read and discuss <i>Global Migration</i>, chap. 1</p>
<p style="text-align: center;">2</p>	<p style="text-align: center;">Histories and legal context for international migration</p>	<p>Jan. 29: <i>Global Migration</i>, chap. 2</p> <p>Jan. 31: Goodwin-Gill, G. 2014. "The International Law of Refugee Protection." In Fiddian-Qasmiyeh, E., et al., eds. <i>The Oxford Handbook of Refugee and Forced Migration Studies</i>. Oxford: Oxford University Press, 36-47.</p>	<p>In-class activity on evaluating media coverage of international migration</p> <p>Distribute migration blog assignment and form groups</p>
<p style="text-align: center;">3</p>	<p style="text-align: center;">Social/structural determinants of health framework</p>	<p>Feb. 5: Trinh-Shevrin, C. et al. 2016. "Defining an integrative approach for health promotion and disease prevention: A population health equity framework." <i>Journal of Health Care for the Poor and Underserved</i>. 26(2): 146-63.</p> <p>Feb. 7: Suri, A., et al. 2013. "Values and Global Health." In Farmer, P. et al., eds. <i>Reimagining Global Health: An Introduction</i>. Berkeley: University of California Press, 245-86.</p>	<p>Distribute Essay 1</p>

Unit 2: Introducing migration policy as a social determinant of health			
4	Public health at national borders in historical perspective	<p>Feb. 12: Read: Kraut, A. 1994. <i>Silent Travelers: Germs, Genes, and the "Immigrant Menace."</i> New York: Basic Books, pp. 50-77. Screen in-class <i>Forgotten Ellis Island</i></p> <p>Feb. 14: Luibhéid, E. 2002. <i>Entry Denied: Controlling Sexuality at the Border.</i> Minneapolis: U of Minnesota Press, 31-54.</p>	Discuss findings from Ellis Island oral histories
5	National policies and the health of non-citizens and newcomers	<p>Feb. 19: <i>Global Migration</i>, chap. 7</p> <p>Feb. 21: Willen, S. and J. Cook. 2016. "Health-related deservingness." In F. Thomas, ed. <i>Handbook of Migration and Health.</i> Cheltenham, UK: Edward Elgar, 95-118.</p>	<p>Read and discuss Kline, N. 2017 "How will I get my skull back?' The embodied consequences of immigrant policing." In Golash-Boza, T., ed. <i>Forced Out and Fenced In.</i> Oxford: Oxford UP, 109-116.</p> <p style="text-align: center;">Essay 1 Due</p>
6	(Inter-)national boundaries, development, and labor in a (post-) colonial world	<p>Feb. 26: <i>Global Migration</i>, chap. 3</p> <p>Feb. 28: Shah, R. 2013. "International health worker migration: Global inequality and the right to health." In F. Thomas and J. Gideon, eds. <i>Migration, Health and Inequality.</i> London: Zed Books, 62-78.</p>	End-of-unit discussion
Unit 3: Introducing refugee policy, theory, and experience			
7	Refugee regimes in context	<p>Mar. 5: <i>Global Migration</i>, chap. 5</p> <p>Mar. 7: Meyer, S., Bennouna, S. and L. Stark. 2016. "Health</p>	Share interim progress on migration blogs

		and wellbeing in refugee camps.” In F. Thomas, ed. <i>Handbook of Migration and Health</i> . Cheltenham, UK: Edward Elgar, 379-401.	
8	Theorizing refugee vulnerability	Mar. 12: Arendt, H. 1973. <i>The Origins of Totalitarianism</i> . New York: Harcourt Brace, 267-304 Mar. 14: Hyndman, J. and W. Giles. 2017. <i>Refugees in Extended Exile</i> . Abingdon, UK: Routledge, 69-94.	Working with social theory
9	Emotional well-being, mental health, and refugee resettlement	Mar. 19: Hyndman, J. and W. Giles. 2017. <i>Refugees in Extended Exile</i> . Abingdon, UK: Routledge, 95-118. Mar. 21: Inhorn, M. 2018. <i>America’s Arab Refugees</i> . Stanford: Stanford UP, 103-130.	End-of-unit wrap-up
Spring Recess March 24-April 1 <i>Begin reading Danticat, Brother, I’m Dying</i>			
<i>Unit 4: Introducing migration deterrence as a social determinant of health</i>			
10	Border controls in an unequal world	April 2: <i>Global Migration</i> , chap. 6 April 4: Farmer, P. 2004. <i>Pathologies of Power</i> . Berkeley: UC Press, 51-90. Continue reading <i>Brother, I’m Dying</i>	Discuss Sarabia, H. 2017. “Caging Paloma: Illegality and violence along the United States-Mexico border.” In Golash-Boza, T., ed. <i>Forced Out and Fenced In</i> . Oxford: Oxford UP, 161-170. Distribute Essay 2
11	Individual experience in political-economic contexts	April 9: Complete <i>Brother, I’m Dying</i> April 11: Professor attending Association of American Geographers conference – no class	<i>Apr 13: Professor attending AAG conference – no class</i>

12	Global climate change, migration, and health	<p>On 'climate refugees', post-hurricane Haiti, TPS April 16: Mezdour, A., Veronis, L. & R. McLeman. 2015. "Environmental influences on Haitian migration to Canada and connections to social inequality: Evidence from Ottawa-Gatineau and Montreal." In McLeman, R., Schade, J. & T. Faist, eds. <i>Environmental Migration and Social Inequality</i>. Springer, 103-116.</p> <p>April 18: Bettini, G. 2013. "Climate barbarians at the gate? A critique of apocalyptic narratives on 'climate refugees.'" <i>Geoforum</i>. 45, 63-72.</p>	Complete migration blog; Share process and findings
<i>Unit 5: Considering ethical responses to a bordered world</i>			
13	Humanitarian responses to migration	<p>April 23: Scurba, A. and F. Furri. 2017. "Human rights beyond humanitarianism: The radical challenge to the right to asylum in the Mediterranean zone." <i>Antipode</i>. DOI: 10.1111/anti.12348</p> <p>April 25: Begin screening 'Fire at Sea' Begin reading Oliver, K. <i>Carceral Humanitarianism</i></p>	Complete screening 'Fire at Sea'
14	Freedom of movement & the right to health	<p>April 30: Complete reading Oliver, K. <i>Carceral Humanitarianism</i></p> <p>May 2: Nevins, J. 2014. "A matter of life and death: Human rights at the boundaries of immigration control." In Lorentzen, L., ed. <i>Hidden Lives and Human Rights in the United States</i>. ABC-CLIO, 275-300.</p>	Essay 2 DUE Final exam review
Final Exam		Sunday May 6, 10:05am-12:05pm	

