

**GEOG 307: International Migration, Health, and Human Rights
Spring 2019**

Instructor: Dr. Jenna M. Loyd, jmloyd@wisc.edu
Office: Science Hall 404
Office hours: W 12-1, Th 11-12, and by appointment

Lecture: M/W 11:00-11:50am
Discussion: F 11:00-11:50 am
Lecture & Discussion location: Science Hall 350
Course credits: 3 units

Course Description

This course examines human mobility and human health in a global context. Mobility is part of the human condition and international law enshrines freedom of movement, yet nation-states also 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

Note that this course is one of the core courses in the Global Security track for the International Studies major. Please confirm with your advisor that this course meets an elective requirement for the Global Health certificate.

Course Learning Outcomes

While there are no simple answers, this course will prepare students to grapple with the complexities of policies and practices shaping international migration and the implications these policies and practices have 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.
- Vogt, Wendy A. 2018. *Lives in Transit: Violence and Intimacy on the Migrant Journey*. Berkeley: University of California 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 (20% 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. Group Migration Blog & Media Evaluation (15%)

This group portfolio project will result in a private blog that compiles materials collected from each group member on a particular current international migration issue. This may be a protracted or punctuated movement across one or more national boundaries (e.g. referred to as a crisis, refugee movement, forced displacement, mass migration, asylum crisis). The purpose of this assignment is to develop or deepen your knowledge of the causes, experiences, and responses to a specific case of international migration. You will be guided in how to gather, assess, and annotate materials from journalistic sources, the United Nations, governmental bodies, and non-governmental organizations.

3. Essay 1: Assessing Migration Discourses in Comparative Context (10%)

This essay draws on materials gathered for the migration blog to analyze differences and similarities between an academic account and journalistic accounts of the topic of inquiry. The essay will focus on how different sources conceptualize human mobility.

4. Essay 2: Figuring the Individual within Structures of Migration (15%)

This essay will ask you to draw on Danticat's memoir and other individual narratives recounted in course readings of how an individual's health, well-being, and/or embodiment have been shaped by social and economic structures.

5. Essay 3: Health and Humanitarianism in a Bordered World (20%)

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 introduced in this class to propose policy changes that in principle could result in improved health outcomes for this group.

6. Final Examination (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 emotionally, ethically, and/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/>.

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>.

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Course Outline:

Week	Topic	Readings to do BEFORE Lecture	Assignments DUE & readings to do BEFORE Friday discussion activities
<i>Unit 1: Principles of international migration and social determinants of health</i>			
1	Introducing conundrums in international migration and health	Jan 23: No readings	Jan 25: <i>Global Migration</i> , chap. 1
2	Historical context & ethical frameworks for international migration	Jan. 28: <i>Global Migration</i> , chap. 2 Jan. 30: Betts, A. 2015. "The normative terrain of the global refugee regime," <i>Ethics & International Affairs</i> , https://www.ethicsandinternationalaffairs.org/2015/the-normative-terrain-of-the-global-refugee-regime/ .	Feb. 1: No readings; In-class activity on evaluating media coverage of international migration Distribute migration blog assignment and form groups
3	Social determinants health & structural vulnerabilities frameworks	Feb. 4: Castaneda et al. 2015. "Immigration as a social determinant of health." <i>Annual Review of Public Health</i> 36: 375-92. Feb. 6: Quesada, J., Hart, L. K., & Bourgois, P. 2011. "Structural vulnerability and health: Latino migrant laborers in the United States." <i>Medical Anthropology</i> , 30(4), 339-362.	Feb 8: No readings; In class-activity on the individual within structures

Unit 2: Introducing migration policy as a social determinant of health			
4	Public health at national borders in historical perspective	<p>Feb. 11: 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. 13: Luibhéid, E. 2002. <i>Entry Denied: Controlling Sexuality at the Border.</i> Minneapolis: U of Minnesota Press, pp. 31-54.</p>	Feb 15: Vogt, <i>Lives in Transit</i> , chap. 1
5	National policies and the health of non-citizens and newcomers	<p>Feb. 18: <i>Global Migration</i>, chap. 7</p> <p>Feb. 20: 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>Feb 23: 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>Distribute Essay 1</p>
6	(Inter-)national boundaries, development, and labor in a (post-) colonial world	<p>Feb. 25: <i>Global Migration</i>, chap. 3</p> <p>Feb. 27: 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, pp. 62-78.</p>	<p>Mar. 1: No readings</p> <p>Migration Blogs Due; share findings in class</p>
Unit 3: Introducing refugee policy, theory, and experience			
7	Refugee regimes in context	<p>Mar. 4: <i>Global Migration</i>, chap. 5</p> <p>Mar. 6: Meyer, S., Bennouna, S. and L. Stark. 2016. "Health</p>	Mar. 8: No readings

		and wellbeing in refugee camps.” In F. Thomas, ed. <i>Handbook of Migration and Health</i> . Cheltenham, UK: Edward Elgar, pp. 379-401.	Essay 1 due
8	Theorizing refugee vulnerability & resilience	Mar. 11: Hyndman, J. and W. Giles. 2017. <i>Refugees in Extended Exile</i> . Abingdon, UK: Routledge, pp. 95-118. Mar. 13: Bilotta, N., & Denov, M. (2017). Theoretical Understandings of Unaccompanied Young People Affected by War: Bridging Divides and Embracing Local Ways of Knowing. <i>The British Journal of Social Work</i> 48(6): 1576-1593. Distribute Essay 2	Mar 15: No readings NO CLASS
Spring Recess March 18-March 22 <i>Begin reading Danticat, Brother, I’m Dying</i>			
9	Emotional well-being, mental health, and work with refugees	Mar. 25: Atallah, et. a. 2018. "Decolonizing qualitative research through transformative community engagement: critical investigation of resilience with Palestinian refugees in the West Bank." <i>Qualitative Research in Psychology</i> 15(4): 489-519. Mar. 27: Malkki, L. 2015. <i>The Need to Help</i> . Chapel Hill: Duke UP, pp. 53-76.	Mar. 29: No readings
<i>Unit 4: Introducing migration deterrence as a social determinant of health</i>			
10	Border controls in an unequal world	April 1: <i>Global Migration</i> , chap. 6 April 3: Professor attending Association of American Geographers conference – no class	April 5: Professor attending AAG conference – no class Complete <i>Brother, I’m Dying</i>

		Continue reading <i>Brother, I'm Dying</i>	
11	Global climate change, migration, and health	<p>April 9: Miller, T. 2017. <i>Storming the Wall</i>. San Francisco: City Lights Books, pp. 15-70.</p> <p>April 11: Bettini, G. 2013. Bettini, G., Nash, S. L., & Gioli, G. 2017. "One step forward, two steps back? The fading contours of (in) justice in competing discourses on climate migration." <i>The Geographical Journal</i>, 183(4), 348-358.</p>	<p>Apr 13: No readings</p> <p>Essay 2 due Distribute Essay 3</p>
12	Health, detention, and dispersed borders	<p>April 15: Vogt, <i>Lives in Transit</i>, chap. 2</p> <p>April 17: Vogt, <i>Lives in Transit</i>, chap. 4</p>	Apr 19: Vogt, <i>Lives in Transit</i> , chap. 5
<i>Unit 5: Considering ethical responses to a bordered world</i>			
13	Care & humanitarian responses to migration	<p>April 22: Pallister-Wilkins, P. 2018. "Médecins Sans Frontières and the practice of universalist humanitarianism." In R. Jones, ed. <i>Open Borders</i>. Athens, GA: U. of Georgia Press, pp. 141-155.</p> <p>April 24: Vogt, <i>Lives in Transit</i>, chap. 6</p>	Apr. 26: Vogt, <i>Lives in Transit</i> , chap. 7 & Conclusion
14		<p>April 29: 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> <p>May 1: Heller, C., Pezzani, L. & M. Stierl. 2018. "Toward a politics of freedom of movement." In R. Jones, ed. <i>Open Borders</i>. Athens, GA: U. of Georgia Press, pp. 51-76.</p>	<p>May 3: Final exam review</p> <p>Essay 3 DUE</p>

Final Exam		Monday May 6, 2:45-4:45	
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