

**Population Displacement and Global Health**  
**INTL 463/563 - FALL 2018**  
**Course Syllabus**

*PLEASE READ CAREFULLY: STUDENTS ARE RESPONSIBLE FOR UNDERSTANDING THE  
AIMS AND EXPECTATIONS OF THE COURSE OUTLINED HERE*

Professor: Kristin Elizabeth Yarris                      keyarris@uoregon.edu  
Class meeting day, time & location: Tuesdays & Thursdays, 12:00-1:20; 302 GER  
Professor office hours, location: Mon. 10:00-11:00am & Mon. 5:30-6:30pm, PLC 313

Course Overview:

This class will be conducted as a survey of four contemporary ethnographic monographs that provide insights into the underlying causes of displacement – aka, global migration – and displacement’s impacts on the health and mental health status of individuals, families, and communities. Current estimates are that over 63 million people worldwide are migrants or refugees – a staggering figure that has consequences not only for global health, but also for relations between states, the meanings of citizenship, and for how we live together in human societies. The books we will read in this class are recent anthropological investigations of migration, primarily in the Americas, but also in global perspective. Together, the books offer examples of migration’s impact on family life, occupational health, mental health, and reproductive health. The books raise essential questions for our class discussions, including: How do national and international policies shape contemporary migrations? What are the strengths and limitations of international conventions and policies in relation to the protection of the rights of displaced people? How do state practices of exclusion or inclusion impact migrants’ and refugees’ access to social rights, healthcare, and mental health? How are local actors – state actors, NGOs, INGOs, and civil society groups – responding to contemporary human displacement and its health consequences? All of these questions relate to what we might broadly consider to be the structural determinants of migrant and refugee health – an important focal point of this course.

Expectations:

This course is based on reading and writing – two essential features of critical thinking and academic research. Students must obtain the four required books for the course, and engage frequently with activities on the course Canvas page. Students will read intensively on their own time outside of class, coming to class meetings ready to engage with the readings from critical, analytical, and humanistic perspectives. Students may be taking this course for elective credit for the Global Health minor; these students will be challenged to think about displacement, the violence of borders, and policies of social exclusion as “upstream” forces that structure the possibilities of health and mental health for migrant and refugee communities. The majority of classroom time will be spent discussing our reading of ethnographic books; thus, students are expected to obtain the required books and complete all the assigned readings prior to the class period in which they will be discussed. Online activities through our course Canvas page will expand and enhance our in-class discussions. Graded assignments are designed to encourage active, critical engagement with readings and other course materials. This class will be facilitated as a seminar and students are expected to take co-responsibility for creating a collective,

cooperative learning environment where students engage with the readings in constructive, critical ways, respecting each other's points of view and insights on the materials. The professor may also use classroom time to engage students with popular media, academic blogs, and/or documentary films to deepen our understanding of the issues at hand.

Learning Objectives:

- Appreciate the complexities of transnational migration and how it is shaped by, and in turn also influences, national and international policies and local and state-level responses.
- Become familiar with the conceptual frameworks for understanding migration: from forced displacement to crisis migration to classical “push/pull” models.
- Consider how migration and mobility influences other social processes, such as mental health, family life, reproductive health, belonging and identity.
- Read four contemporary ethnographic monographs related to transnational migration.
- Working in groups, develop an oral presentation analyzing a migration-related policy.
- Develop skills in academic and analytic writing; complete an academic book review.

Required Books:

Duncan, Whitney. 2018. *Transforming Therapy: Mental Health Practice and Cultural Change in Mexico*. Vanderbilt University Press.

Horton, Sarah. 2016. *They leave their kidneys in the field: Illness, injury and illegality among U.S. Farmworkers*. University of California Press.

Inhorn, Marcia. 2018. *America's Arab Refugees: Vulnerability and Health on the Margins*. Stanford University Press.

Yarris, Kristin. 2017. *Care across Borders: Solidarity and Sacrifice in Transnational Families*. Stanford University Press.

Other Required Readings:

Will be made available in class or on the course Canvas page.

Grading:

Class participation:	20%
Group project/ presentation:	20%
Short papers:	30%
Final paper:	30%

### Explanation of Graded Work:

Class Participation: Students are expected to attend each class period and to engage fully with class discussions. Students will post a minimum of one question/comment/provocation based on each day's readings to the course Canvas site for use in class discussions (posts should be made before class periods, preferably by 10:00am, so they can be used in class). Additional participation tasks may be assigned by the Professor during the term. Class participation – in class and on Canvas - is worth 20 points for the term.

Graduate students in INTL 563: The professor asks you each to take one chapter of one of the assigned books and prepare a presentation of 15-30 minutes, which may include a participatory activity, and can also tie in to your own research interests. Please select your book and chapter and contact the professor by the end of week one with your chosen presentation chapter and date. The presentation will be part of your class participation grade.

Group Project/Presentation: Working in groups of 5-7, students will prepare and deliver an oral presentation about a contemporary migration-related policy issue or debate. The aims of this assignment are: a) to have students engage with policy issues in light of the topics we are reading about in class; b) to practice working together in a group; c) to develop oral presentation skills; d) to think critically about current policy debates related to migration and refugees. The in-class presentation will be approx. 20-30 minutes long, and will include these components: (1) summarize the policy as clearly as possible, using official (government, non-government, multi-lateral sources); (2) describe the implications of this policy – who is impacted and how; (3) summarize at least two arguments in favor of the policy; (4) summarize at least two arguments against the policy. Additional expectations for the group project / presentation will be reviewed in class. The presentation is worth 20 points per student (all students in a group will receive the same score). Groups will sign up for presentations on Thursday of Week One of the term. Presentation topics have been selected by the Professor and will be delivered according to the weekly schedule (see below).

Short Response Papers: Students will submit TWO short papers (@ 4 d.s. pages for undergraduates; @ 6 d.s. pages for graduate students), which will be written responses to **two of the four assigned books**. *Students will select which two of the assigned books they write short papers on.* In their written responses, students will evaluate the book in relation to the following: strengths and weaknesses of the author's methods and fieldwork, arguments made in relation to data presented, and contributions to the fields of migration studies and global health. The final paragraph will include a reflection on how the book relates to current migration-related issues or policies we are analyzing in class. Each written assignment is due on the class period following the day we complete our discussion of that book (e.g., if you write about the book by Horton, you will submit your written response on Tuesday, Nov. 20<sup>th</sup>). Papers will be submitted via Canvas. Each assignment is worth 15 points, for 30 total points.

Final paper: Students will write a critical book review of ONE of the full-length books read during the class. This book can NOT be one of the two books written about in the short papers. The book review will follow academic book review style and content, with students required to include mention of an additional 2-4 related academic sources (peer-reviewed books, book chapters, and/or journal articles), which students will select using their own research of existing

academic literature. For undergraduates, the final paper should be 8 double-spaced pages (pages beyond that limit will not be read or graded). A detailed grading rubric for the paper will be provided in class.

Final paper (Graduate Students in INTL 563):

Graduate students will write their final paper comparing two of the books read in class (not those they wrote their short papers on), using book review academic style and format, and drawing on an additional 4-6 academic references of their own selection. Graduate student papers should be approx. 14-16 d.s. pages. *Optionally, graduate students may submit a final paper related to their own research interests (e.g. part of a comprehensive or qualifying exam, thesis, or dissertation, including reference to at least two of the books or authors we read in this class). Graduate students selecting this option for the final paper assignment must confirm their intentions with the professor in person, in office hours, no later than week 5 of the term.*

The final paper is worth 30 points of the final course grade.

**The final paper is due in hard copy and in e-copy (submitted via Canvas) on Thursday, December 6<sup>th</sup> by 4:00pm. No late papers will be accepted; early papers are welcome.**

*Students will also be encouraged to consider publishing their book reviews via online sites, blogs, student publications or peer-reviewed academic journals; see professor with ideas or for encouragement.*

Note on Academic Integrity: The University Student Conduct Code (available at [conduct.uoregon.edu](https://conduct.uoregon.edu)) defines academic misconduct. Students should follow the guidelines on academic integrity outlined by the University. It goes without saying that all written work submitted for credit in this class must be of the student's own authorship. Students who have questions about academic writing or correct citation protocols should consult the professor.

Note on Accessibility: Please notify the instructor if there are aspects of this course that present barriers to your participation. For assistance, students are encouraged to contact the following campus services: *Accessible Education Center* <https://aec.uoregon.edu> *University Counseling and Testing Center* <http://counseling.uoregon.edu/dnn/> *Teaching and Learning Center* <http://tlc.uoregon.edu/> If you have particular concerns about the course, accessibility, or issues related to diversity and inclusion in the classroom, please talk to the professor in office hours.

Note on Inclusivity: As a member of the UO Dreamers Working Group, Professor Yarris supports all UO students, including undocumented students and students from mixed-status families. The Professor is committed to fostering an environment that welcomes all students, regardless of immigration status or national origin background.

Note on Course Readings: The books required for this course will be made available for purchase at the UO Duckstore, or students may otherwise acquire them on their own. Additional required reading material will be shared through the course Canvas site.

## Weekly Schedule

### Week One

(Sept. 25 & 27)

**Topics:** *Course overview; theorizing migration in the context of contemporary globalization; conceptualizing relationships between displacement and health/ mental health.*

**Readings:**

- (1) Yarris, K.E. and Castañeda, H. 2015. Discourses of Displacement and Deservingness: Interrogating Distinctions between ‘Economic’ and ‘Forced’ Migration. *International Migration*. 53(3). doi: 10.1111/imig.12170
- (2) Castañeda, Heide et al. 2015. Immigration as a Social Determinant of Health. *Annual Review of Public Health*. doi: 10.1146/annurev-publhealth-032013-182419
- (3) Quesada, James, Hart, Laurie and Bourgois, Philippe. 2011. Structural Vulnerability and Health: Latino Migrant Laborers in the United States. *Medical Anthropology* 30(4):339-362.
- (4) Muecke, M. 1992. New paradigms for refugee health problems. *Social Science and Medicine* 35(4):515-523.

### Week Two

(Oct. 2 & 4)

Yarris – Introduction, Chapter 1, Chapter 2

### Week Three

(Oct. 9 & 11)

Yarris – Chapter 3, Chapter 4, Conclusion

Thursday, Oct. 11: Group Presentation: US DOJ on “zero tolerance/family separation”

### Week Four

(Oct. 16 & 18)

Duncan – Introduction, Chapter 1, Chapter 2, and Chapter 3

Tuesday, Oct. 16: Group Presentation: Oregon’s “Sanctuary” Law ([ORS 181A.820](#)) and Measure 105

**\*\*Professor Duncan visits class on Thursday, Oct. 18<sup>th</sup>**

### Week Five

(Oct. 23 & 25)

Duncan—Chapter 4, Chapter 5, and Conclusion

### Week Six

(Oct. 30 & Nov. 1)

Tuesday, Oct. 30: Group presentation: Refugee Admissions in the U.S.

**\*\*Professor Watters visits class on Thursday, Nov. 1<sup>st</sup>.**

Readings:

1) Watters, Charles. 2007. Refugees at Europe's borders: the moral economy of care. *Transcultural Psychiatry*, 44 (3): 394-417.

(2) Watters, Charles. 2010. Migrants, refugees and mental health care in Europe. *Hellenic Journal of Psychology*, 7: 21-37.

(3) Ruiz-Casares, Mónica, Rousseau, Cécile, Derluyn, Ilse, Watters, Charles and Crépeau, François. 2010. Rights and access to healthcare for undocumented children: addressing the gap between international conventions and disparate implementations in North America and Europe. *Social Science and Medicine*, 70 (2): 329-336.

**Week Seven**

(Nov. 6 & 8)

Reading: Horton - start

Tuesday, Nov. 6: Group Presentation: Myanmar's forced removal campaign against the Rohingya

**\*\*Professor Horton Skypes into class on Thursday, Nov. 8th**

**Week Eight**

(Nov. 13 & 15)

Reading: Horton - finish

Thursday, Nov. 15: Group Presentation: UNRWA and U.S. decision to de-fund

**Week Nine**

(Nov. 20 & 22) – No Class Nov. 22 – Thanksgiving Holiday

Reading: Inhorn - start

**Week Ten**

(Nov. 27 & 29)

Reading: Inhorn – finish

Tuesday, Nov. 27: Group Presentation: U.S. Asylum Law and “Credible Fear” Interpretations

**Final paper due Thurs., Dec. 6<sup>th</sup> by 4:00pm. Submit in hard copy in PLC 175 and online via course Canvas page. No late submissions will be accepted; early submissions are welcome.**