INTL 463/563  Spring 2016  
Population Displacement & Global Health  
COURSE SYLLABUS (Draft, Subject to Change)

Professor: Kristin Elizabeth Yarris, PhD, MPH, MA  Email: keyarris@uoregon.edu  
Course Meetings & Location: Mondays & Wednesdays 2:00-3:20pm; 175 LIL  
Office Hours & Location: Mondays 10-12 & by appointment; PLC 313

Course Overview  
This course provides a conceptual framework necessary for understanding the causes and consequences of human displacement in the contemporary era. We critically examine the social and political construction of categories of displaced people (“migrant” and “refugee”), and the resultant state and humanitarian responses surrounding health and social service provision. This course frames global health in broad terms to include the underlying social and economic conditions, including climate change, economic underdevelopment, and political instability, which displace people and which present barriers to achieving health, mental health, and wellbeing in displaced communities. We explore how violence, social suffering, health, disease, and mental health are intertwined with displacement. We also study the roles of international and national laws and multilateral and non-governmental actors in shaping the global, national, and local responses to migrant and refugee communities. In order to sharpen our critical analysis of health problems, and to better understand their underlying causes, we draw upon various fields, including: global health, development studies, public health, anthropology, and other social sciences. Students are encouraged to critically engage with course concepts and readings throughout the term and are evaluated on the basis of midterm quizzes and a final research project. The final project offers students the opportunity to apply concepts learned in class to a case study of a displaced community and the resulting international response.

Learning Objectives:  
1. Recognize the underlying causes of contemporary human migration/forced displacement and how these shape health and mental health outcomes for displaced persons.  
2. Identify the intersection of “man-made” and “natural” disasters and stages of post-disaster response.  
3. Understand the associations between political and economic violence, climate change, migration/displacement, development/underdevelopment, and global health.  
4. Be familiar with the different organizational, institutional, and multilateral actors involved in migrant/refugee health and the contributions and challenges of their humanitarian work.  
5. Develop abilities for group work: specifically, working together to research a problem, conduct a needs assessment, and design a hypothetical intervention to address a contemporary migrant/refugee health problem and to deliver a presentation on this project.  
6. Enhance critical thinking skills in relation to international global health and migration; strengthen analytical foundations of students as global citizens.
**Grading, Undergraduate:**
- Participation: 10%
- Quizzes: 45%
- Final Project: 25%
- Individual final paper: 20%

**Grading, Graduate:**
- Participation: 5%
- In-class reading presentation: 5%
- In-class quizzes: 45%
- Group presentation: 25%
- Individual final paper: 20%

**Grading Explanation**

**Participation:** Participation includes a number of activities designed to engage students with course material. First, students are expected to attend each class. Attendance is students’ responsibility and is required. If you miss class, please do not contact the professor either to explain your absence or to ask about what material you missed (to do this, you have the option of coming into office hours, or - preferably - communicating with other students). Second, before every class period, students should post one comment or question based on the day’s readings to the course Canvas site to serve as the basis of in-class discussion. Third, students will be encouraged to post relevant articles, news stories, and other links to the course Canvas site, and to respond to online posts made by the professor throughout the term. For undergraduates, participation is worth 10 total points, and for graduates, 5 points; with points determined based on students’ active engagement in these three activities.

**Reading Presentation (graduate students only):** Graduate students will conduct an in-class presentation on a selected reading related to the course themes, which may be a reading from the course syllabus or a reading of their own selection. Sign ups for reading presentations will be completed during the first week of class. Reading presentations may be informal but should cover at minimum: the main argument, findings, and implications of the reading for our study of displacement and health, as well as any questions the reading raises for class discussion. The presentation is worth 5 points.

**Notes on Course Readings & Films:** All students are required to complete all readings prior to the class period in which they are assigned in order to engage in classroom discussion. While we may view assigned films during class periods, often class time doesn’t permit us to complete our viewing; in these instances, students will be required to view the remainder of films or videos outside of class.

**Quizzes:** There will be three quizzes administered (either in-class or via Canvas) during the term. Quizzes will be designed to assess students’ comprehension of and critical engagement with course lectures, readings, and films. The quizzes will each be of approximately 40 minute duration and may include true-false, multiple choice, and short-answer essay questions. Each quiz is worth 15 possible points, for a total of 45% of students’ final course grade.
**Group Presentation:** Students will work in groups of approximately 5 members to develop a presentation based on a case study of contemporary migration/displacement in the context of particular host and origin countries. Groups will form by week four of the term, and should meet with the Professor to discuss their proposed project focus by week five of the term. Groups will be required to work outside of class during the course of the term on their research. On occasion, in-class time will be dedicated to helping students develop their projects.

Groups will cover the following cases:
* Europe’s response to migrants/refugees (perhaps for two or more groups to focus on different countries/regions)
* Canada’s response to migrants/refugees
* Mexico’s response to migrants/refugees
* Additional case studies of their students’ selection

In their research, groups will examine the following questions:
1. What are relevant international and national laws relating to this case and how are these laws being applied?
2. What multilateral or INGO actors are involved with this case?
3. What is the process of migrant incorporation or refugee resettlement?
4. Are there particular health/mental health problems facing this displaced community?
5. What interventions would you propose to aid this displaced community?

**Project Presentations:** Will be approximately 20 minutes long and will occur in class on June 1 and June 9. Additional guidelines and expectations will be reviewed in class. The group will receive one grade as a group, which will account for 25% of each student’s final course grade.

**Individual Final Paper:** Each undergraduate student will submit an 8-10 page** (double-spaced) final paper based on the case study of their group project. The paper is worth 20% of students’ final course grade. The paper will include the following sections: (a) History & Background of the displaced community; (b) International, National, and INGO responses (including relevant laws, policies, and programs); (c) Description of the Health/Mental Health challenges facing the displaced community addressed; (d) Plans for (hypothetical) intervention. An additional page (no longer than 1 page) will be submitted with the final paper, in which students will write: 1) a brief assessment of their group experience; and 2) a brief response to the other groups’ presentations. Additional paper guidelines will be reviewed in class. The final paper is due in hard copy in class on the day of the final exam period (June 9th).

**Required Readings:** (Available in the UO Duck Bookstore)
4. Additional required readings will be made available through Canvas. It is students’ responsibility to obtain these readings and read them thoroughly prior to class.
WEEKLY SCHEDULE

Week One (March 28 & 30)
Topics: Course Introduction & Overview; Definition of Terms and Construction of Categories; Relevant International Laws and Actors
Readings:
(2) Farmer, Haiti After the Earthquake: Chp. 1, “The Catastrophe” (pp.6-21); Chp. 3, “January 12 and the Aftermath” (pp.54-120), and Chp. 4, “History of the Present Illness” (pp.121-139).
Note: Farmer Chp. 2 is recommended for undergraduates and required for graduate students.

Week Two (April 4 & 6)
Topics: Disasters and Health Consequences; Disaster Response; Reconstruction & Rebuilding; Role of NGOs
Readings:
Note: Farmer Chp. 8 and “Other Voices” are recommended for undergraduates and required for graduate students.

Quiz #1

Week Three (April 11 & 13)
Topics: Climate Change, Climate-Induced Conflict and Displacement
Readings:
(1) Parenti, Tropic of Chaos: Chapters 1-5 (pp. 3-65). Also Chp. 8 “Theorizing Failed States”
Film: The Island President
Week Four (April 18 & 20)
Topics: Border Conflicts & Violence; (Un)fair Trade & Displacement; Latino/a Health
Readings:
(1) Parenti, Tropic of Chaos: Chapters 13-16 (pp.157-242).

→ Quiz #2

Week Five (April 25 & 27)
Topic: Children and Youth
Readings:
(1) Heidbrink, Lauren. 2014. Migrant Youth, Transnational Families and the State: Care and Contested Interests. FIRST HALF OF BOOK.
(2) “Children on the Run”. UNHCR Report. Available at:
   http://www.unhcrwashington.org/children OR
   http://www.unhcrwashington.org/sites/default/files/1_UAC_Children%20on%20the%20Run_Full%20Report.pdf
Film: Which Way Home

Week Six (May 2 & 4)
Topic: Children and Youth, Continued
Readings:
(1) Heidbrink, Lauren. 2014. Migrant Youth, Transnational Families and the State: Care and Contested Interests. SECOND HALF OF BOOK.

Week Seven (May 9 & 11)
Topic: Refugee “Deservingness”; Refugee Health and Mental Health
Readings:
(2) Yarris, K.E. et al. 2015. Generation, Displacement and Deservedness among Karen Refugees in California. International Migration.

→ Quiz #3
Week Eight (May 16 & 18)
Topic: Humanitarianism
Readings:
(1) Fox, Renée. 1999. Medical humanitarianism and human rights: Reflections on Doctors

Week Nine (May 23 & 25)
**Groups work on projects**

Week Ten (May 30 & June 1)
May 30: No class, Memorial Day Holiday

**Group project presentations in class on June 1 and June 9**

June 9, Final exam period 2:45-4:45pm.
**Finish Final presentations and Final Papers Due.**