GLBL 463/563
Migrant and Refugee Health
WINTER 2021
Course Syllabus—Draft, subject to revision

Professor: Kristin Elizabeth Yarris
keyarris@uoregon.edu

Class meeting time & location: Mondays 4:00-7:00pm REMOTE

Professor office hours & location: Tuesdays & Thursdays 4:00-5:00pm, in Teams

Course Overview:
This class will offer a survey of contemporary transnational migration employing a particular focus on health, mental health, and wellbeing. The class will be based upon our reading of four recent ethnographic monographs – full-length books written by anthropologists that examine migration from different geographic and analytic perspectives. Together, the books offer insights into dynamics such as: root causes of migration, histories of colonialism shaping migratory flows, the role of states and NGOs in managing migration, the connection between state policies and migrant vulnerabilities, the place of humanitarian actors in responding to migrant suffering, and the dynamics of care shaping individual migration journeys, family migration stories, and cultural responses to displacement. Throughout the course, using our reading of these four ethnographic monographs, we will seek to unsettle received categories about who migrants and refugees are, about the multi-layered meanings of health and wellbeing for migrant communities, and about the multiple levels of influence on health and illness. We will supplement our readings of the four assigned books with additional readings (academic articles and popular media stories), with films, and with podcasts.

Course Design:
Because of the ongoing COVID-19 pandemic, the class will be held remotely, using one of these remote platforms: Zoom, Teams, and/or Canvas, Conferences. While we will be physically separated, we will seek to come together and engage in a seminar-style class space, focused on discussing assigned readings and their relevance for understanding contemporary migration and health dynamics. Students are asked to attend and participate in class meetings every Monday from 4-7pm PST—class time will be used to engaged in a variety of activities, including invited guest speakers and “meet the author” talks, in addition to in-depth reading discussions. We will take regular breaks to offset screen fatigue. Students will complete assignments using the course Canvas page, including: online discussions and short analytical essays based on assigned books.

Learning Objectives:
➢ Enhance critical thinking skills related to the root causes of migration, including those rooted in history, colonialism, and political and economic inequalities
➢ Become familiar with key international conventions and national laws related to migration, especially in the EU and US
➢ Critique common legal definitions and popularized categories of “migrants” and “refugees”
➢ Recognize the roles of government and non-governmental actors in managing migration and responding to migrant suffering
➢ Gain an appreciation for the anthropological approach to migration, acknowledging the strengths and limitations of ethnographic writing
Acknowledge the multi-layered and complex social and political determinants of health shaping migrants’ lives

Improve analytical writing skills through course assignments

Develop a final course product (to be selected by each student) that aims to reach broader audiences (whether that be an academic book review, a policy analysis paper, an Op-Ed for a newspaper or newswire, or a blog post entry for a public blog related to migration and health)

Required Books:

Course Readings & Materials:
The books required for this course will be available for purchase through the UO Duckstore, or students may otherwise acquire them. Additional reading and learning materials will be shared with students using the course Canvas site. All students are required to sign up to receive the free biweekly email newsletter, Migratory Notes. Subscribe at: https://medium.com/migratory-notes

Grading - Undergraduates:
Class participation: 10 pts or 10%
Canvas posts: 10 pts or 10%
Short essays on books: 60 pts or 60%
Final product of choice: 20 pts or 20%

Grading - Graduate students:
In-class participation: 5 pts or 5%
Canvas posts: 5 pts or 5%
Short essays on books: 60 pts or 60%
Final product of choice: 20 pts or 20%
Presentation of reading selection: 10 pts or 10%

Explanation of Assignments:

Class Participation: Students are expected to attend each class period and to engage fully with class discussions. The goal is to create a seminar-style atmosphere in this class, using the remote technologies available to us; students’ attendance and engagement in the weekly class meeting is essential to achieving this goal. Worth 1 pt per week = 10 total pts. [½ pt/week = 5 pts for grads]

Canvas posts: Students will post at least once per week on the course Canvas page. These posts may be responses to the Professor’s prompts and/or to topics covered through Migratory Notes. Each weekly post is worth 1 point for 10 total points. [½ pt/week = 5 pts for grads]
Short Essays on Assigned Books: Students will submit short essay analyzing each of the four books assigned for the term. Each paper will be approx. two single-spaced pages (4 pages for grads) and will be submitted on Canvas by the deadline indicated in the syllabus below. Essays will engage with the author’s central arguments and main claims; their methods, materials, and research process; the stories and examples presented in the book; and the lessons of the book for understanding migrant health. Additional expectations and a grading rubric for the papers will be provided in class. Each essay is worth 15 pts, totaling 60% (4 x 15) of students’ course grade. 

Note to graduate students: My expectation is that, in addition to the above, you will also use the papers to connect the assigned books to your own research interests, citing an additional 2-4 relevant academic sources in your essays.

Reading Presentation – GRADS ONLY: Graduate students will select one chapter of one of the assigned books as the basis of a presentation given during class. Please make your selection and email Professor Yarris by the end of week one to confirm your presentation date. Presentations will focus on: summarizing the main arguments in the chapter, reviewing the evidence provided, and discussing the implications for migration and health. You may also connect the chapter to your own research interests. Your presentation can take @30-45 mins, can be informal or formal (using power point or any other modality), and should include time for discussion with the class.

Final product
For their final assignment in the class, students will select a modality through which to write and share their knowledge with broader audiences. This modality could be any of the following: an Op-Ed letter written for a news media outlet; a policy brief written for policy makers; a blog post written for an academic or public blog related to migration and health; a podcast episode; and/or a book review for an academic journal. The aim is to share knowledge and sharpen writing skills for broader publics interested in migration and health issues. You may even work in pairs or small groups on this final assignment. All students should consult with the Professor by the end of week 8 and confirm that their idea for a final product are suitable and in line with course aims.

Examples of possible outlets for final product:
<table>
<thead>
<tr>
<th>Youth Circulations</th>
<th>Academic Journal – Book Review Editor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migratory Notes</td>
<td>Letter to the Editor – newspaper or newswire</td>
</tr>
<tr>
<td>Somatosphere</td>
<td>Sapiens</td>
</tr>
<tr>
<td></td>
<td>AnthroPod</td>
</tr>
<tr>
<td></td>
<td>The Conversation</td>
</tr>
</tbody>
</table>

Academic Guidelines During Remote, Pandemic Times

I aim to be as flexible as possible during these challenging times, while still striving to replicate a rigorous and stimulating learning environment in my classes. Here are some tips for us as we work together this term:

Seek resources: Students are encouraged to use the resources available to them at UO, including any or all of those listed below.

https://counseling.uoregon.edu
https://engage.uoregon.edu
https://health.uoregon.edu/ducknest
COVID Illness: If you experience COVID-related illness, isolation, or quarantine, please let the Professor know as soon as possible. Reach out to the UO Corona Corps. Get the support you need from the Dean of Students Office. Take care of yourself and others.
https://coronavirus.uoregon.edu/corona-corps    https://dos.uoregon.edu

Deadlines: Try to get your assignments done on time. In my experience, it’s best to “do the best we can” and meet deadlines, avoiding late work and unnecessary stress and anxiety. I will not extend Incompletes in this class. Students may consult the Registrar for deadlines about changing their grade to Pass/No Pass, and are encouraged to do that, if circumstances permit.

Accommodations: Students needing additional accommodations during this class are asked to let the Professor know clearly and specifically what accommodations are needed. Make use of the services offered through the Accessible Education Center http://aec.uoregon.edu/.

Inclusive, respectful environment: in our seminar space, even in the remote-learning environment, we strive to cultivate thoughtful, reflective, critical engagement with course materials and concepts. All students should feel free to share to their level of comfort in class, and to respect other students’ sharing at all times. That said, we strive to use language and tone that respects everyone in our community. If you feel that our class discussions are disrespectful or exclusionary, please let the Professor know so we can strategize how to improve.

Academic integrity: Students upload the UO’s principles of integrity and ethics by doing their own work on course assignments and avoiding plagiarism. See https://conduct.uoregon.edu

When and how to reach Professor Yarris this term:
Office Hours: Students can drop into remote office hours in Teams (Tu and Th 4:00-5:00pm PST, or email for appointment outside these times). Come to office hours to chat about any of the following: class readings and ideas, academic interests, professional aspirations.
You may email Prof. Yarris using either Canvas mail or uoregon email. You should expect a response to emails within one working day (where working days generally are: M-F, 9-5 PST). If you do not receive a response, you may send a reminder email. Prof. Yarris receives hundreds of emails and finds it easy to lose track of email. (For this reason, office hours is a much better way to communicate with Prof. Yarris.)

Technical Support: For assistance with Teams, Canvas, Zoom, or any other tech platform seek appropriate UO resources. Please do not ask Prof. Yarris for tech support (she simply is not your best resource!). Some UO resources are: https://remote.uoregon.edu    https://service.uoregon.edu https://library.uoregon.edu/library-technology-services/help
Weekly Schedule:

**Week One**
*Class meeting: Jan. 4th*
**Introduction to Course and Central Ideas: Migration, Health, Wellbeing**

**Readings:**
2. start: Larchanché, *Cultural Anxieties (Introduction, chapters 1 & 2)*

**Weeks Two & Three**
*Class meeting: Jan 11th (no meeting Jan. 18 due to MLK Jr. holiday)*
**READ:** *Cultural Anxieties* (Chapter 3 – skim 4, Chapters 5, 6, and 7)
**Paper on Cultural Anxieties due Friday, Jan. 22nd**

**Weeks Four & Five**
*Class meetings: Jan. 25th & Feb. 1st*
**READ:** Yarris, *Care Across Generations*
For Jan 25th: Preface, Introduction, Chp 1
For Feb. 1st: Chp 2-4 (conclusion optional)
**Paper on Care across Generations due: Friday, Feb. 5th**

**Weeks Six-Seven**
*Class meetings: Feb. 8th & Feb. 15th*
**READ:** De León, *Living and Dying on the Migrant Trail*
For Feb. 8th: Introduction, Part I
For Feb. 15th: Part II (Part III is optional)
**Paper on Living and Dying on the Migrant Trail due: Friday, Feb. 19th**

**Weeks Eight-Nine**
*Class meetings: Feb. 22nd & March 1st*
**READ:** Klein, *Pathogenic Policing*
For Feb. 22nd: Introduction and Chapters 2 & 3
For March 1st: Chapters 4-7
**Paper on Pathogenic Policing due Friday, March 5th**

**Week Ten**
*Final class meeting: March 8th*

**Final assignment due by Monday, March 15th** note: early submissions welcome

*Note: There will be no class meeting during finals week.*