

Public Health and Migration, Fall 2017

Mondays and Thursdays, 13.15-14:35

Location: Stockholm**Core Class:** Yes**Study Tour:** Geneva, Switzerland**Major Disciplines:** Global Health, Sociology, Political Science, Humanities**Classroom:** TBA**Instructor****Rachel Irwin**

PhD. Social Anthropology (London School of Hygiene and Tropical Medicine, University of London, 2014). MSc. International Health Policy (London School of Economics and Political Science, 2008). Postdoctoral research fellow in medical humanities at Lund University (2016-present). Researcher in global health at Karolinska Institutet (2014-2016) Researcher in health, development and security at the Stockholm International Peace Research Institute (SIPRI) (2011-2016). Research assistant in health policy at the London School of Economics and Political Science (2007-2011). With DIS since 2016.

Course description

Migrants, including refugees, asylum-seekers and economic migrants, are those who voluntarily or involuntarily move to new locations, such as Sweden. Upon arrival, some may be suffering from tuberculosis, HIV or other diseases rarely occurring in Sweden, or – particularly in the case of forced migration – from trauma and other mental illness. This course provides insights into why people migrate, and addresses the health status and care needs as well as the legal, financial and cultural barriers to accessing treatment faced by the migrants. Through contemporary case studies, students will analyze the dynamics between migrant health needs and the existing health care structure.

Expected learning outcomes

After successful completion of this course, students will be able to:

- Describe current trends and patterns in migration
- Identify key health challenges facing migrants
- Evaluate health system responses to migration in Sweden and other European countries
- Analyze the migrant experience from a gender perspective
- Design public health interventions for migrants

Required texts

Individual peer-reviewed scientific articles and books will be assigned for individual lectures. The course will also use two key resources, which are available online

- International Migration, Health and Human Rights (2013) Report by the International Organization for Migration (IOM), the World Health Organization and the United Nations Office of the High Commissioner for Human Rights (UNHCR)
http://www.ohchr.org/Documents/Issues/Migration/WHO_IOM_UNOHCHRPublication.pdf
- Migration and health in the European Union (2011) Book edited by Bernd Rechel, Philipa Mladovsky, Walter Devillé, Barbara Rijks, Roumyana Petrova-Benedict, Martin McKee and published by the WHO Office for Europe.
http://www.euro.who.int/_data/assets/pdf_file/0019/161560/e96458.pdf

Teaching methods

Different teaching formats will be used. The course will be a mix of interactive lectures, class discussions, group work, student presentations and peer feedback. A major part of the course will be based on debating issues, and students are expected to engage actively in oral presentations, discussions, group work and exercises.

Evaluation and Grading

To be eligible for a passing grade in this class all of the assigned work must be completed. Late assignments will be accepted, but the grade for the paper will be reduced. The factors influencing the final grade and the proportional importance of each factor is shown below:

Component	Weight
Participation	15%
Midterm quiz	15%
Core course week paper	15%
Study tour paper	20%
Group project	35%

Participation

Participation and engagement is measured in regards to both attendance and academic activity level during class and study tours.

Midterm quiz

The midterm quiz will consist of a mix of multiple choice and short answer questions. The quiz will cover key concepts in health and migration.

Core course week paper

Students will write a 1000-word reflection on their experiences during the Core course week. Further details on the assignment will be given at the beginning of the term.

Study tour paper

Students will write a 1500-word essay, analyzing and critiquing the role of different international organizations in addressing migration. Further details on the assignment will be given at the beginning of the term.

Group project

In groups of 3-5, students will design a public health intervention targeted towards migrants. Working with others is an important element of preparation for the labor market, where group work is the rule rather than the exception, and this group project will contribute to the development of collaborative skills. Further details on the assignment will be given at the beginning of the term.

Field studies

Two field studies are being planned. Specific dates are TBA. The first is to 1) the Doctors of the World (Läkare I Världen) clinic for migrants in Hjorthagen, Stockholm. 2) The second visit is the Multicultural Centre in Stockholm. The field visit sites are subject to change. Further information regarding the visits will be provided as the dates approach.

Core Course Week and Study Tours

Core Course week and study tours are an integral part of the core course. We take the classroom on the road and see how theory presented in the classroom is translated into practice in the field. You will travel with your classmates and DIS faculty/staff on two study tours; a short study tour during Core Course Week and a long study tour Geneva.

Expectations for study tours

- Participate in all activities
- Engage in discussions, ask questions, and contribute to achieving the learning objectives
- Respect the destination, the speakers, DIS staff, and your fellow classmates
- Represent yourself, your home university and DIS in a positive light

While on a program study tour DIS will provide hostel/hotel accommodation, transportation to/from the destination(s), approx. 2 meals per day and entrances, guides, and visits relevant to your area of study or the destination. You will receive a more detailed itinerary prior to departure.

Travel policies: You are required to travel with your group to the destination. If you wish to deviate from the group travel plans on the way back, you need approval from the assistant program director and the study tours office.

Core course week, including short study tour

During the Core course week, will travel to Växjö, Småland in Southern Sweden to visit the House of Emigrants museum, and to meet with different local government and non-governmental organizations working with newly arrived immigrants to Sweden. Students will then have a two-day workshop in Stockholm where they will examine how issues around migration and health are presented in film and literature. Students will screen the films “The Emigrants” and “The New Land” based on the books by Vilhem Moberg and will discuss Henning Mankell’s novel The Faceless Killers. The core course week activities are subject to change.

Long study tour to Geneva

Students will travel to Geneva, Switzerland to examine migration and health from a diplomatic and global perspective. In Geneva, students will have the opportunity to discuss these challenges with key experts in several international organizations. Potential visits include the World Health Organization (WHO) headquarters, the International Organization for Migration, UN High Commissioner for Refugees, UN Human Rights Council and the International Committee of the Red Cross. The sites are subject to change.

Academic Excellence Award

Each semester one student from the Public Health program may be recognized with an Award of Academic Excellence. It is reserved for an outstanding student who has distinguished her- or himself through diligence, commitment, academic performance, and who contributes to a good, collaborative learning environment in class.

Expectations of Students & Code of Conduct

- Laptops may be used for note-taking, fact-checking, or assignment in the classroom, but only when indicated by the instructor. At all other times laptops and electronic devices should be put away during class time.
- Reading must be done prior to the class session; a huge part of the class is dependent on discussions in class.
- Students need to be present and participating to receive full credit. The final grade will be affected by unexcused absences and lack of participation. Remember to be in class on time!
- Classroom etiquette includes being respectful of other opinions, listening to others and entering a dialogue in a constructive manner.
- Students are expected to ask relevant questions in regards to the material covered.

Policies

Disability and Resource concerns: Any student who has a need for accommodation based on the impact of a disability should contact Mark Peters to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Attendance: Students are expected to attend all DIS classes when scheduled. If multiple classes are missed the Office of Academic Support will be notified and will follow-up to make sure, that all is well. Absences will jeopardize grades and academic standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences a doctor’s note is required.

Academic Honesty: Plagiarism and Violating the Rules of an Assignment DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought by others. Academic dishonesty will result in a final course grade of ‘F’ and can result in dismissal. The students’ home universities will be notified. In such cases, DIS reserves the right to request that written student assignments be turned in electronically for subsection to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Make-up classes: There are a few open slots for make-up classes in the syllabus. Note that there may be organized mandatory classes during these time slots.

Additional contact info

Mark Peters, Academic Coordinator
Louise Bagger Iversen, Assistant Program Director
Lisbeth Borbye, Director of Science & Health Programs

Canvas

Canvas is a web-based system that allows you to access course resources and communicate with your classmates and faculty. To access Canvas, you can go to the DIS homepage and click the 'Canvas' link on the bottom of the website, or go to: <https://canvas.disabroad.org/login/canvas>. You can also download the Canvas App (By: Instructure) on iPhone and Android mobile smart phones.

Course Schedule (DRAFT - subject to change)

Lect.	Date	Topic	Readings (see reading list for full reference)
	23 Aug	Program Orientation Time and location: TBA	Syllabus
Key concepts in migration and health			
1	24 Aug	Introduction: Why do people migrate?	Chapters 1 and 2 of Rechel et al., 2011 Section 1 of IOM, WHO and UNHCR, 2013
2	28 Aug	Migration to and from Sweden	Hjern, 2012 Brochman and Hagelund, 2011
3	31 Aug	Burden of disease: risks at home and in Transit	Section 3 of IOM, WHO and UNHCR, 2013
4	4 Sep	Who controls migration: power, actors and process	No readings
5	7 Sep	The Syrian refugee crisis	Kumagai, 2016 Traub, 2016 Reid, 2016
Core course week			
Short Study Tour: 11-13 Sep			
Stockholm Portion: 14-15 Sep Required reading: Mankel, 1991			
6	14 or 15 Sep	Integration, assimilation and acculturation	Chapter 3 of Rechel et al, 2011 Behoui and Olsson, 2014
International responses			
7	18 Sep	Forced migration, human trafficking and humanitarian crises	Europol, 2016
8	21 Sep	Migration and human rights law	Section 2 of IOM, WHO and UNHCR, 2013 Chapter 4 of Rechel et al, 2011
9	25 Sep	International organizations	Kuntz, J. (2011) Flemming, I. (1963)
Researching health and migration			
10	28 Sep	Ethics of researching vulnerable people Guest lecture, TBA	Pittaway et al., 2010
11	2 Oct	Health information and monitoring migrant health , Guest lecturer, TBA	Chapter 6 of Rechel et al, 2011 Grosser et al., 2016
12	5 Oct	Sexual and reproductive health Guest lecturer, TBA	Kalengayi et al., 2015 Pacheco et al., 2016
Break (no class): 9-13 Oct			
Health systems responses to migration			
13	16 Oct	No class (Reserved for make up as necessary)	
14	19 Oct	Access to healthcare	Chapter 5 of Rechel et al., 2011 Doctors of the World, 2015 – Section on Sweden
15	23 Oct	Culturally-sensitive healthcare	Chapter 13 of Rechel et al., 2011 Dellenborg et al., 2012
16	26 Oct	Non-communicable disease	Chapter 7 of Rechel et al., 2011
Long Study Tour: 29 Oct – 3 Nov Students travel with Course Instructor to Geneva, Switzerland Required readings: See readings for Lecture 9			
17	6 Nov	No class (Reserved for make up as necessary)	

Lect.	Date	Topic	Readings (see reading list for full reference)
18	9 Nov	Mental health	Chapter 11 of Rechel et al., 2011 Agyemang, 2016 Visser, M.A. and El Fakiri, 2016 Gilliver et al., 2014
19	13 Nov	Group presentations	
20	16 Nov	Course wrap up	Chapter 16 of Rechel et al., 2016
21	20 Nov	No class (Reserved for make up as necessary)	
Break (no class): 22-26 Nov			
22	27 Nov	No class (Reserved for make up as necessary)	
23	30 Nov	No class (Reserved for make up as necessary)	
23	4 Dec	No class (Reserved for make up as necessary)	

Readings

Books and reports

International Migration, Health and Human Rights (2013) Report by the International Organization for Migration (IOM), the World Health Organization and the United Nations Office of the High Commissioner for Human Rights (UNHCR)

- Available online: http://www.ohchr.org/Documents/Issues/Migration/WHO_IOM_UNOHCHRPublication.pdf

Migration and health in the European Union (2011) Book edited by Bernd Rechel, Philipa Mladovsky, Walter Devillé, Barbara Rijks, Roumyana Petrova-Benedict, Martin McKee and published by the WHO Office for Europe.

- Available online: http://www.euro.who.int/_data/assets/pdf_file/0019/161560/e96458.pdf

Situation report: Trafficking in human beings in the EU. (2016) Report by Europol.

- Available online: https://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/situational_report_trafficking_in_human_beings-europol.pdf

The Faceless Killers. (1991) Novel by Henning Mankell. Ordfront

Geneva and the call of internationalism: a history. (2011) Book by Joëlle Kuntz. Editions Zoé

Thrilling Cities. *Chapter on Geneva.* (1963) Book by Ian Flemming. Jonathan Cape.

Articles

Agyemang, C. (2016) Lonely and bored stiff: challenging phase for ethnic minority and migrant health in Europe. *Eur J Public Health.* 26: 898-899

Behtoui, A. and Olsson, E. (2014) The Performance of Early Age Migrants in Education and the Labour Market: a Comparison of Bosnia Herzegovinians, Chileans and Somalis in Sweden, *Journal of Ethnic and Migration Studies.* 40(5):778-795

Brochmann, G. and Hagelund, A. (2011) Migrants in the Scandinavian Welfare State: a social policy problem. *Nordic Journal of Migration Research.* 1(1): 13-024

Dellenborg, et al. (2012) Transcultural Encounters in a Medical Ward in Sweden: Experiences of Health Care Practitioners. *Journal of Transcultural Nursing* 23(4) 342–350

Doctors of the World (2015). *Legal Report – Access to Health Care.* Médecins du Monde/Doctors of the World

Gilliver et al. (2014) Recent research on the mental health of immigrants to Sweden: a literature review. *European Journal of Public Health.* 24(Suppl 1):72-79

Grosser, A., et al. (2016) Inclusion of migrants and ethnic minorities in European birth cohort studies—a scoping review. *Eur J Public Health.* 26: 984-991

Hjern, A. (2012) Migration and public health. *Health in Sweden: The National Public Health Report 2012.* Chapter 13. *Scandinavian Journal of Public Health.* 40(Suppl 9): 255–267

Kalengayi, F.K.N. et al (2015) Perspectives and experiences of new migrants on screening in Sweden. *BMC Health Services Research.*

- Available online: <https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-015-1218-0>

Kumagai, Jillian (2016) Sweden: uncensored. The Atlantic. 13 April 2016.

- Available online: <http://www.theatlantic.com/international/archive/2016/04/swedish-number-migration/478122/>

Lavenex, S. (2016) Multilevelling EU external governance: the role of international organizations in the diffusion of EU migration policies, *Journal of Ethnic and Migration Studies*, 42:4, 554-570.

Pacheco, L.L., Jonzon, R., Hurtig, A.K. (2016) Health Assessment and the Right to Health in Sweden: Asylum Seekers' Perspectives. *PLoS One*.

- Available online: <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0161842>

Pittaway, et al. (2010) 'Stop stealing our stories': The Ethics of Research with Vulnerable Groups. *Journal of Human Rights Practice* 2(2):229-251

Reid, Sue (2016) How Europe's most liberal nation gagged its own people on migration attacks: The Swedish conspiracy to hide the truth about the refugee influx. The Daily Mail. 5 March 2016.

[NOTE: Some students may find this article offensive]

- Available online: <http://www.dailymail.co.uk/news/article-3477510/Migrant-attacks-conspiracy-hide-truth-Europe-s-liberal-country-Sweden-stopped-citizens-discussing-refugee-influx.html>

Smith, J. (2016). Europe is failing to help a generation of traumatised children. The Guardian. 27 December 2016

- Available online: <https://www.theguardian.com/commentisfree/2016/dec/27/europe-traumatised-children-child-refugees-mental-health>

Traub, J. (2016). The death of the most generous nation on earth. *Foreign Policy*. 10 February 2016.

- Available online: <http://foreignpolicy.com/2016/02/10/the-death-of-the-most-generous-nation-on-earth-sweden-syria-refugee-europe/>

Unseem, R. and Downie, R.D. (1976) Third-Culture Kids. *Today's Education* 65 (3):103-5

Visser, M.A. and El Fakiri, F. (2016) The prevalence and impact of risk factors for ethnic differences in loneliness *Eur J Public Health*. 26: 977-983