

SOSS 4057A/7088A: Migration, Mobility and health in Southern Africa

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Class times and venue: Tuesdays and Thursdays, 9.30 – 12.30, ACMS Seminar Room

Background

This course provides a critical introduction to the relationship between migration and health. The primary purpose of the course is to examine the intersections of health, wellbeing and migration from a social determinants of health perspective. In order to do this, the course will introduce fundamental concepts and analytical tools to understand the interaction between health, disease and illness in social contexts. It will investigate the differential impacts of integrated public health responses to migration with respect to multiple intersecting factors, including nationality, gender, and sexuality. Case studies will be provided of a number of common interventions with migrant populations including HIV/AIDS interventions (particularly access to services and treatment), psychological and psychosocial interventions and the provision of basic services – including healthcare. Throughout the course, the focus is on the complexity, politics and governance of health and migration and the assumptions that underpin such interventions.

Core themes cutting through this course include:

- The need to critically explore the relationship between migration and health;
- The ethical and moral implications of health interventions with migrant and mobile populations;
- The role of culture and society in understanding of health and well-being among migrants and displaced populations;
- Illness and health in view of the political, economic and social context that underlie migration;
- The tension between individual and social health and well-being; and
- To consider global scholarship on migration and health, associated research agendas and the geopolitics of such knowledge production.

Teaching and learning process

Students will learn on this course in a variety of ways, all of which are equally important in successfully completing the course. These include:

- *Independent reading*: of weekly set texts, but ideally reading more widely;
- *Regular writing*: of response papers before class, an essay, practice exam question outlines in class;
- *Presentations in seminars*: based on response papers;
- *Discussion and group work during seminars*; and
- *Student-run study groups and discussion groups*: these are not compulsory but it is highly recommended that students set up their own groups for regular discussion of readings.

The course coordinator is available for consultation. It is up to students to arrange consultations and to make the most of this opportunity.

Structure and assessment

The course is divided into 11, three-hour seminars held on Tuesday and Thursday mornings: 9.30 – 12.30. Attendance is compulsory. The course will be based on a discussion of set readings which are to be completed before class. Each seminar outline begins with some guiding questions that should shape students' reading. Students should come to class ready to give a brief summary of any of the readings and to actively participate in debates and discussion related to the guiding questions. Depending on the number of participants, students will be asked to present the course readings once or twice during the course and comment on all readings in each class meeting.

The course privileges analysis, synthesis, and explanation over memorisation and description. To get the most from the readings and class room discussion, students are encouraged to continuously link specific topics and readings to the broader questions outlined above and to their own empirical work. Students should consider organising independent study groups and discussions towards this end.

The course will be assessed in three ways:

Assessment will be based on performance in two primary areas. Please note, any assignment submitted after the due date will be penalised by 20 points per 24 hours or portion thereof.

1. 2 x Response Papers of no more than 1,000 words including references (20% of total mark for MA; 50% for HONS)

These papers synthesise all of the required readings for a given week and/or critically engage with assertions made within them. The best papers will relate all the works to the course's primary questions or extend the reading's implications to critical themes in the field. Under no circumstances should they merely summarise the readings. ***Each paper should be structured in the form of a short essay with an original and provocative thesis statement supported by evidence drawn from the readings.***

- To earn credit, students must **upload their response paper to Sakai AND email it to the group at least 24 hours before the seminar**. Response papers will be marked on the basis of the ACMS assessment template provided to students at orientation. Response papers will be marked solely by the course coordinators and returned after the relevant class session. Marks on the paper are a good predictor of exam performance so students are encouraged to consider how to improve them. One additional response paper may be

submitted for credit. In such case, the student's lowest mark will be removed from the record.

- Please note that for each seminar, one student will be responsible for presenting their argument and leading an initial class discussion (the use of powerpoint or handouts is encouraged). One other student who has written a response paper for the course will be charged with acting as a primary respondent, highlighting differences of opinions or interpretation and contributing additional insights and extrapolations.

2. Discussion paper (30% of final mark) reflecting on migration and health scholarship in low- and middle-income contexts – **MA STUDENTS ONLY******

- Students are asked to write an essay reflecting on the state of global scholarship on migration and health and to develop a suggested research agenda on migration and health for a global South context of their choice.
- Drawing on the course readings, seminar discussions, and wider reading, students should develop an essay that considers knowledge production about migration and health in the global South. Students may want to consider intersections between the politics of knowledge and the geopolitical privileging of certain knowledge and scholarship over others. For example: Who is producing this knowledge? Whose knowledge counts? What approaches to research and knowledge production are needed?
- Please ensure that your student number (**not name**) appears on each page along with the page number. Documents should be in 11-12 point font (Times New Roman, Calibri or Arial), 1.5 spacing, and stapled on A4 paper (**no covers please**).
- This should be to a **maximum of 2,500 words including references**.
- This is due by **3pm on Friday 30th August (2x hard copy plus uploaded to Sakai)**

3. Final Written Examination (50% of total mark)

- This take home exam will include a series of questions asking students to synthesise course readings. There will be no topic-based questions, so students must have a broad understanding of the course material.
- All students will be asked to answer two questions in 48 hours. Review questions will be distributed before the exam. Students are encouraged to work together while preparing but are not permitted to communicate about the exam while writing. Any evidence of plagiarism on the exam or other written work will be dealt with severely.
- **Each response should be a maximum of 2,500 words including references.**
- Exams will be marked by the course coordinator and an external examiner.
- Please ensure that your student number (**not name**) appears on each page along with the page number. Documents should be in 11-12 point font (Times New Roman, Calibri or Arial preferred), 1.5 spacing, and stapled on A4 paper (**no covers please**).
- **The exam will be distributed on Monday 9th September (10am) and is due on Wednesday 11^h September (10am) (2x hard copy of each answer plus uploaded to Sakai).**

NB: LATE SUBMISSION of any written work – 20% will be deducted per 24 hour period

Timeline

Assignment	Date Due
First Class Session	Thursday 18 th July
2 x Response papers	By Tuesday 20 th August
Essay (MA students only)	By 3pm Friday 30 th August
Final examination (48 hour take home exam)	10 am Monday 9 th to 10 am Wednesday 11 th September

Readings

For each session there will be a set of required (key) readings. **It is essential that you have read these in advance of the session.** You will be provided with these readings electronically. Additionally, a list of recommended readings is included to guide your reading around the subject.

There are 3 important documents that you are expected to familiarise yourself with.

- CSDH (2010) A conceptual framework for action on the social determinants of health. World Health Organization. Geneva.
- Urquia, M. and Gagnon, A. (2011) Glossary: migration and health *J Epidemiol Community Health* **65** 467-472. doi:10.1136/jech.2010.109405
- UNAIDS (2015) UNAIDS Terminology guidelines. UNAIDS, Geneva. UNAIDS / JC2672E