2013 Spring Course Syllabus
GPH-GU 2210 Migration and Health

NYU Master of Public Health Program

Mondays 6:45-8:25
Meyer 122

Professor
Simona Kwon, DrPH, MPH: Simona.Kwon@nyumc.org

Teaching Assistant
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Office Hours
Please email to set up an appointment.

Prerequisites
None

Course Credits:
3

Course Description
This course provides an overview of key topics in public health for immigrant and migratory populations (i.e., refugees, asylees, migrants, and immigrants) with an emphasis on understanding the contextual factors and epidemiologic issues of displaced persons. Using a social determinants of health framework, students will gain an understanding of some of the main migration and health theories and consider topics including neighborhood level factors, social capital, access to health care and the health care system, and case studies examining strategies and interventions for disseminating and affecting health and health outcomes. The course will impart to students the background and context to develop an integrated approach to address the health and the heterogeneity of these populations.

Course Objectives
Upon completion of the course, students will be able to:
1. Describe the changing demographics of immigration and migration and the associated global implications for health promotion, health care access and healthcare delivery.
2. Describe the social, economic and cultural factors and context contributing to the health of migrant populations.
3. Apply relevant social science theories to global migration and public health issues.
4. Discuss the limitations and challenges of collecting data and public health research on migrant populations.
5. Articulate the strategies and interventions for addressing the health and health-related outcomes for these migrant populations.

Assignments
Class participation (15%)
Oral participation (5%): Students will be expected to contribute current news and issues affecting migrant populations and extrapolate how this relates to health and health outcomes for
discussion in class.  All students are expected to participate actively in class discussions regardless of whether they are introducing a news item for discussion.

Written participation (10%): Each week, starting with class 2, students will be expected to post on Blackboard either: 1. Comments about an article from the upcoming class readings OR 2. A comment on at least one other student’s posting based on a required or suggested reading. Postings should be no more than 2 paragraphs (e.g. 3-5 sentences per paragraph). Students should post for at least 10 classes and will receive a point for each class reading or comment on which they post, up to 10 points altogether. Postings are due by 10am the day of the class, Monday, for credit.

Reaction Paper (20%) 

The reaction paper will be written on a class session topic. In this 3-4 page paper, students are expected to synthesize the readings from a particular topic, or focus on a specific issue of interest based on one or more of the required or suggested readings from that class session’s readings. For example, papers may be written exploring the research, health, or contextual topic or issue focused on a specific home country. A printed copy of the reaction paper should be turned in at the beginning of the class on the day the topic is being discussed. Papers must be double spaced using 12 point font with 1” margins.

Integrative Theme Analysis (45%) 

This 10-12 page final report will be an assessment report based on a selected book that further explores the experience of a migrant, refugee, or immigrant community. The report should draw upon the class readings and discussion addressing relevant themes, health topic areas, and contextual factors. Separate guidelines for the report will be provided. A selection of books will be provided for this assignment, which may include books such as Servants of Globalization: Women, Migration, and Domestic Work by Rhacel Parrenas. Students should select a book they have not read before. A complete list of options will be presented early in the semester. Papers must be double spaced using 12 point font with 1” margins. The report will be due on May 6, 2013 and should be emailed to the Professor by 5pm.

Final Presentation (20%) 

This final presentation is a group project. Each student group will be made up of class members who have selected the same book for the book report assignment. The student group members will work together to compile and synthesize the themes across your individually written reports. The presentations may highlight the commonalities as well as the diversity of views and themes across the group. All group members must actively participate in the presentation in a meaningful way; however, student groups may decide to have select members of the student group present. Each group will have 12 minutes to present their work. Presentations will be timed—PRACTICE to ensure you do not go over the allotted time.

Plagiarism 

Students will automatically be given a failing grade for the course if any part of the written assignments is found to have been plagiarized from another student or from outside sources. Please familiarize yourself with NYU’s statement regarding academic integrity accessible at: steinhardt.nyu.edu/scmsAdmin/uploads/000/908/Statement%20on%20Academic%20Integrity%2009.10.07.pdf.

Resources from the web or from any printed document must be properly cited and surrounded by quotes if the original wording or anything close to the original wording is used.
**Communication**

Communication related to course work or scheduling changes will be conducted through Blackboard using your NYU email address. If you do not use your NYU email address, please arrange to have your NYU emails forwarded to your current or preferred email address.

**Class Session Schedule for Migration and Health**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Monday, Jan. 28</td>
<td><strong>Class 1</strong>: Introduction: Course Overview and Trends in Migration and Health</td>
<td>Refer to syllabus for weekly readings</td>
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| Monday, Feb. 4  | **Class 2**: Theoretical Foundations of Migration  
Assign reaction paper topics | Refer to syllabus for weekly readings         |
| Monday, Feb. 11 | **Class 3**: Public Health Theories and Migration  
Refer to syllabus for weekly readings |                                                |
| Monday, Feb. 18 | *President’s Day – No Class*                                           |                                                |
| Monday, Feb. 25 | **Class 4**: Forced Migration and Health – The Context and Aftermath of the 2010 Haitian Earthquake: the Experience of the NYUMC Haitian Effort and Relief Team (HEART).  
*Guest Lecturer: Dr. Fritz Francois, MD, MSc, FACP, Associate Dean for Diversity and Academic Affairs and Director, Office of Diversity Affairs, NYU School of Medicine*  
*Books for the final report will be presented in class. Book selections will be due by 5pm on Wednesday, Feb. 27.* | Refer to syllabus for weekly readings         |
| Monday, Mar. 4  | **Class 5**: Rural – Urban Internal Migration and Health  
Refer to syllabus for weekly readings |                                                |
| Monday, Mar. 11 | **Class 6**: Health Systems and Access to Health Information and Care for Migrants  
Refer to syllabus for weekly readings |                                                |
| Monday, Mar. 18 | *Spring Recess - No Class*                                             |                                                |
| Monday, Mar. 25 | **Class 7**: Refugees, Asylees and Health – The Bellevue/NYU Program for Survivors of Torture: A Comprehensive Torture Treatment Center Providing Medical and Mental Health Care, as well as Social and Legal Services to Survivors of Torture and War Traumas and their Family Members  
*Guest Lecturer: Eva Keatley, Research Associate the Bellevue/NYU Program for Survivors of Torture* | Refer to syllabus for weekly readings         |
| Monday, Apr. 1  | **Class 8**: Structural and Socioeconomic Factors and Health – Human Trafficking Policies and Gendered Labor and Migration in Dubai  
*Guest Web-Lecturer: Pardis Mahdavi, PhD, Associate Professor and Chair, Anthropology Department, Pomona College* | Refer to syllabus for weekly readings         |
| Monday, Apr. 8  | **Class 9**: Socio-Cultural Factors of Migration and Health  
Refer to syllabus for weekly readings |                                                |
Monday, April 15  
**Class 10: Epidemiology, Research, and Migration and Health**  
Refer to syllabus for weekly readings

Monday, April 22  
**Class 11: Local Strategies and Interventions for Migrant Communities**  
Refer to syllabus for weekly readings

Monday, April 29  
**Class 12: Policy Initiatives and Strategies**  
Refer to syllabus for weekly readings

Monday, May 6  
**Class 13: Oral Presentations**  
*Integrative Analysis Final Reports are due by 5pm.*

Monday, May 13  
**Class 14: Oral Presentations**

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**Class Topics and Readings**

**Monday, January 28, Class 1:** Introduction: Course Overview and Trends in Migration and Health

**Required Readings:**


**Suggested Readings:**


**Resources or Tools:**

**Monday, February 4, Class 2:** Theoretical Foundations of Migration

**Required Readings:**


**Suggested Reading:**


**Monday, February 11, Class 3:** Public Health Theories and Migration

Focus on the social determinants of health framework and theories underlying the migrant-health relationship including the healthy migrant effect and theories around assimilation and acculturation.

**Required Readings:**


**Suggested Readings:**


**Monday, February 18:** President’s Day – NO CLASS

**Monday, February 25, Class 4:** Forced Migration and Health  
Focus on displaced populations and issues related to health and health outcomes.  

**Required Readings:**  


**Suggested Readings:**  


Moore WH, Shellman SM. Refugee or internally displaced person? To where should one flee? *Comparative Political Studies*. 2006; 39(5): 599-622

**Monday, March 4, Class 5:** Rural – Urban Internal Migration and Health  
Focus on internal migration and including issues related to megacities and slums.

**Required Readings:**  


**Suggested Readings:**


**Monday, March 11, Class 6:** Health Systems and Access to Health Information and Care for Migrants
Focus on issues related to health systems, health insurance, and access to linguistically and culturally appropriate care.

**Required Readings:**


Suggested Readings:


**Monday, March 18:** Spring Recess - NO CLASS

**Monday, March 25, Class 7:** Refugees, Asylees and Health  
Focus on the health issues, context, and specific programs to provide services for refugees and asylees.

**Required Readings:**


**Suggested Readings:**

**Resources and Tools:**
http://www.cdc.gov/immigrantrefugeehealth/

**Monday, April 1, Class 8:** Structural and Socioeconomic Factors Related to Migration and Health
Focus on issues related to workforce, economics, social capital, and labor-related policies and issues.

**Required Readings:**


**Suggested Readings:**


Monday, April 2, Class 9: Socio-cultural Factors Related to Migration and Health
Focus on issues related to culture, acculturation, religion, discrimination and other socio-cultural contextual factors.

Required Readings:


Suggested Readings:


Monday, April 15, Class 10: Epidemiology, Research, and Migration and Health
Focus on issues related to defining and measuring variables and factors that inform migration and health, including areas related to generational status, secondary migration, and diversity by ethnic subgroups.

Required Readings:


**Suggested Readings:**


Ullman SH, Goldman N, Massey DS. Healthier before they migrate, less healthy when they return? The health of returned migrants in Mexico. *Social Science & Medicine*. 2011; 73:421-428

**Monday, April 22, Class 11:** Local Strategies and Interventions for Migrant Communities

Focus on community-based approaches to addressing health disparities and outcomes (e.g., community-based participatory research), and community program interventions (e.g., community health worker models).

**Required Readings:**


**Suggested Readings:**


**Monday, April 16, Class 12:** Policy Initiatives and Strategies
Focus on local and global policies and initiatives.

**Required Readings:**


Subramanian S, Naimoli J, Matsubayashi T, Peters DH. Do we have the right models for scaling up health services to achieve the Millennium Development Goals? *BMC Health Serv Res*. 2011; 11:336.

**Suggested Readings:**


**Resources and Tools:**
Millennium Development Goals

**Monday, May 6, Class 13:** Final Oral Presentations.
*Integrative Analysis Final Report due at 5pm.*

**Monday, May 13, Class 14:** Final Oral Presentations.