Professor: Kristin Elizabeth Yarris, PhD, MPH, MA  Email: keyarris@uoregon.edu
Course Meetings & Location: Tuesday & Thursday 4:00-5:20pm; 242 Gerlinger
Office Hours & Location: Mon 3:30-4:30pm & Tues 5:30-6:30pm & by appointment. PLC 313

Course Overview
This course provides a conceptual framework necessary for understanding the health problems of displaced populations (migrants, refugees, and internally-displaced persons). A central theme is encouraging students to think critically about how categories of displaced persons are socially and politically constructed, and about the consequences of such constructions for 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 push people into displacement and present barriers to achieving health, mental health, and community wellbeing. We explore a range of health problems impacting displaced communities and consider how violence, social suffering, local forms of distress and other mental health problems are intertwined with displacement. In order to sharpen our critical analysis of health problems, and to better understand their underlying causes, we utilize a range of literatures from global health, development studies, public health, anthropology, and other social sciences. We also study the challenges of humanitarian intervention and the appropriate roles of international and non-governmental organizations working with displaced populations. Students will be encouraged to critically engage with course concepts and readings through an on-line forum, midterm quizzes, and occasional homework assignments. The final project - a group presentation - will provide an opportunity to focus on a particular case study, to investigate the health/mental health problems of a specific displaced population, and to practice public health skills in needs assessment and intervention design. The final paper encourages students to develop their analytical writing skills as students and potentially future practitioners of global health.

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%
- Homework assignments: 10%
- In-class quizzes: 30%
- Group presentation: 25%
- Individual final paper: 25%

**Grading, Graduate:**
- Participation: 10%
- Homework assignments: 5%
- In-class reading presentation: 5%
- In-class quizzes: 30%
- Group presentation: 25%
- Individual final paper: 25%

**Grading Explanation**

**Participation:** Participation includes a number of activities designed to engage students. 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, to every class period, students should bring one question, query, or comment about the assigned readings; this will not be turned in but the professor may randomly call on students to share their queries to encourage class discussion. Third, students will be encouraged to post relevant articles, news stories, and other links to the course Blackboard site, and to respond to online posts made by the professor. Participation is worth 10 total points, and will be calculated based on students’ engagement in these 3 activities.

**Homework Assignments:** The professor will, on occasion, assign homework. Typical assignments include: asking students to conduct online research about an organization and to bring their findings to class or having students prepare a part of their final project for in-class discussion. Homework is worth 10 points for undergraduates and 5 points for graduate students and will be graded as either completed (full points) or not completed (no points).

**Reading Presentation (graduate students only):** Graduate students will conduct an in-class presentation on a selected reading related to the course themes. Sign ups for reading presentation periods will be completed during the first week of class. Students will email a PDF of their selected reading to the professor at least one week prior to the class period in which they will present. Reading presentations may be informal but should cover at minimum: the main argument, findings, and implications of the reading, as well as any questions the reading raises for class discussion. The presentation is worth 5 possible 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 will view assigned films during class periods, on occasions when time doesn’t permit us to complete films during class, students will be responsible for completing viewing outside of class.
Quizzes: There will be three quizzes administered (either in-class or via Blackboard) during the quarter. 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 20-minute duration and may include true-false, multiple choice, and short-answer essay questions. As part of each quiz, graduate students only will also be asked to generate two additional potential quiz questions based on the readings covered. Each quiz is worth 10 possible points, for a total of 30% of a student’s final course grade.

Group Presentation: Students will work in groups of 4-5 members to develop a presentation based on a case study of contemporary migration/displacement and associated health problem(s). Possible case studies are by country or by disaster, for example: Syria, Iraq, Afghanistan, Congo/DRC, Ukraine; Hurricane Haiyan (Philippines), earthquake, flood, or other disaster. The aims of the final project are twofold: first, students will apply course concepts to a specific case study of displacement and health and second, students will gain experience working in groups to conduct a needs assessment and develop a hypothetical intervention (since most global public health intervention involves teamwork, these are essential skills). Students will form themselves into groups by week four and obtain the professor’s approval of their project focus. Group Projects will be presented in class during Week Ten. Presentations will be approximately 20 minutes long and will: overview the cause(s) of displacement, discuss associated health problem(s), and present possible intervention(s)/humanitarian response(s). 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 in the group’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 25% of students’ final course grade. The paper will include the following sections: (a) History & Background of the problem; (b) Needs Assessment; (c) Description of the Health/Mental Health issues to be addressed; (d) Plans for (hypothetical) intervention; (e) Foreseen challenges. An additional page (no longer than one page) will be submitted along 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 to the International Studies Dept. Office (PLC 175) by 4:45pm on Tuesday, March 17. **Graduate students will write 16-20 page papers, which will also include a Literature Review/Theoretical Framework and reference to at least ten academic sources.

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

WEEKLY SCHEDULE

Week One (Jan. 6 & 8)
Topics: Course Introduction & Overview; Definition of Terms and Construction of Categories (“migrant”, “refugee”, “IDP”); Displacement in International Political Context
Readings:

Week Two (Jan. 13 & 15)
Topics: Disasters and Health Consequences; “Acute on Chronic” Disaster
Readings:
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 Three (Jan. 20 & 22)
Topics: Disaster Response; Reconstruction and Rebuilding; Role of NGOs
Readings:
Note: Farmer Chp. 8 and “Other Voices” are recommended for undergraduates and required for graduate students.
→ Quiz # 1

Week Four (Jan. 27 & 29)
Topics: Climate Change, Climate-Induced Conflict and Displacement
Readings:
(1) Parenti, Tropic of Chaos: Chapters 1-5 (pp. 3-65).
Film: The Island President
Week Five (Feb. 3 & 5)
Topics: Uneven Development, Unfair Trade & Displacement; Border Conflicts & Violence
Readings:
(1) Parenti, Tropic of Chaos: Chapters 13-16 (pp.157-242).
(2) Portes, Alejandro. 2006. NAFTA and Mexican Immigration. At: http://borderbattles.ssrc.org/Portes/
→ Quiz #2

Week Six (Feb. 10 & 12)
Topic: Children and Youth
Readings:
Optional Film: Which Way Home

Week Seven (Feb. 17 & 19)
Topic: Refugee “Deservingness” & Refugee Health
Readings:

Week Eight (Feb. 24 & 26)
Topics: Trauma, Mental Health & Response
Readings:
→ Quiz #3
Week Nine (March 3 & 5)
Topics: Humanitarianism; Humanitarian ethics & politics
Readings:
Optional Extra-Class Activity: JSMA exhibit on Haitians in the Dominican Republic, TBD.

Week Ten (March 10 & 12)
*Student group presentations in class this week.*

Final Paper Due: 4:45pm Tuesday, March 17.
Hard copies required and submitted to the INTL office (PLC 175).
Note: early papers accepted; late papers not accepted – no exceptions.