

Course Syllabus

Instructor:

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Office Hours: TBD

Teaching Assistants: TBD

Course Description

This course introduces students to the links between migration – past, present, and future – and health, via the social determinants of health model. Designed for undergraduate students with an interest in health, social sciences, population health, global health and international development, the course includes case studies across the globe that highlight the intersections of migration with gender, race, ethnicity, socioeconomic status, poverty, religion, politics, governance, environment, and climate change, and the implications these intersections have for health and well being.

Course Learning Objectives

1. Describe the historical context of migration and health while analyzing current migrant health disparities around the world through the social determinants of health model
2. Identify priority health issues among migrants, barriers to achieving health equity, and intervention strategies to address health disparities including programs and policies
3. Discuss the limitations and challenges of collecting data and research on migration and health
4. Demonstrate research and technical writing skills through the development of a final paper
5. Apply intervention strategies discussed in class to address a specific health disparity in migrant populations

To support student success coherently across Public Health coursework, these CLOs help students to reach the Public Health *Program Learning Outcomes* 3, 5, and 6:

3. Apply public health research methods to conduct rigorous research on public health issue

4. Identify and analyze scientific data and other information to assess complex public health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate
5. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner

General Education Learning Outcome

Cultural and Global Awareness: Engaging with Differences UC Merced graduates see themselves in relation to local and global cultures and systems of power, past and present with relations to global health.

1. Describe the historical context of migration and health while analyzing current migrant health disparities around the world through the social determinants of health model
2. Identify priority health issues among migrants, barriers to achieving health equity, and intervention strategies to address health disparities including programs and policies

Structure of the course

Each week is structured the same. **First watch the instructor introduction to the week (short video) and complete your discussion post.** The goal of the discussion post is to get you thinking about that week's topic. **Second, watch lecture videos and read the articles.** The goal of the lectures and readings is to give you the information you'll need for that week. **Third, attend and participate in section. Sections are mandatory and a critical part of your learning.** Sections are the time to ask questions about the information that has been presented, to go over the readings, and to discuss how what you're learning may relate to current events. **Fourth, complete your quiz.** The goal of the quizzes is to assess your understanding of the material.

Weekly Assignments 50%

Discussion Post: 15% of grade

Participation in the section: 20% of grade

Weekly Quizzes: 15% of grade

Semester Assignments 50%

Social determinant of health: 15 %

Media analysis: 15 %

Final paper: 20 %

Assignment description:

Discussion Post (5 points each week)

Your post is Due prior to your section each week (your response to your peer is due by Saturday 11:59 PM).

Discussion Posts will be available at the start of each week. They are designed to prompt you to begin thinking about each weekly topic and to collaborate with peers on ideas as they relate to migration and health. You will be expected to upload either an image, article, video or well-thought response **to your assigned section's discussion board**. Students will also be required to comment on at least one other peers' post. Late posts will be accepted up to one week after the due date but 0.5 points will be deducted from the grade.

Zoom Sections (5 points each week)

Discussion sections will be held with the TA weekly for 60-90 minutes through Zoom. Zoom is an online video conferencing platform in which a microphone, headphones, and a webcam is needed. **Please find a quiet space where you can set-up your computer. You are required to have your video and audio turned on throughout the entire section.** In these online sections, you will engage with the TA and your peers to discuss material and information presented each week. Participation in discussion sections is essential to your success in the course. **Attending and participating in discussion sections weekly is mandatory.** You are expected to have completed the readings, lecture videos, and assigned research before section. Be prepared to present and engage with your research in section. **The TA will grade your attendance, participation in the section, and contribution to the discussion**

Weekly Quizzes (5 points each week) Due on Saturday 11:59 PM.

A weekly quiz will assess your understanding of the presentations and readings **due on Saturday 11:59 PM**. Late quizzes will be accepted up to one week after the due date but 0.5 points will be deducted from the grade.

Semester Assignments

You will have 3-semester assignments that are designed to build your knowledge of public health as well as your research and critical thinking skills. The first assignment on **social determinants of health assignment (SDOH)** is an opportunity to demonstrate that 1) you understand the SDOH model and 2) you can link the migration experience to the social determinants of health model. The second assignment - **media analysis** - is an opportunity to demonstrate that 1) you can search for and read news articles and 2) you can summarize and critique the information being presented. The third assignment is your **final paper**. It is an opportunity to demonstrate that 1) you can search for and read peer-review articles and 2) you can summarize and critique the information being presented.

All assignments are due at the set date and time. If you have extenuating circumstances, please let your TA know so we can work with your individual needs. Additionally, if you have a disability that requires accommodation and extensions, please see the 'Students with Disabilities' section and follow the instructions.

Late assignments will be accepted up to one week after the due date. All assignments submitted after the due date and time will automatically receive a 20% grade reduction. Assignments submitted after one week post due date will not be accepted or graded.

Social Determinants of Health (50 points)

This assignment encourages you to engage with both the Social Determinants of Health model and the specific determinants of health for migrants. Referring to the standard SDOH model for migrants, create your own model of the different areas that impact the health of migrants. You will then write one-paragraph describing how these different areas impact the specific population you are studying. Be specific. For example, rather than "occupational health risks", provide specific risks for this population in your model with the paragraphs giving descriptions of these risks and the group. Be creative and think about how the different areas may intersect in your descriptions and analyses.

Media Analysis (50 points)

You will investigate and analyze the different discussions of migration through news and media outlets. This includes identifying at least 4 news articles that discuss migration. You will write a two-page double-spaced paper analyzing these discussions. Consider the following questions when writing your analysis: What group of migrants is being discussed and how are they being described? What kind of language is used (e.g., metaphors, similes), and are comparisons made? Are their images included? What is the tone of the image(s) and the captions? What health risks, if any, are discussed? Are the risks presented as risks to the migrants, or risks that the migrants introduce?

Final Paper

The final paper is a 10-page double-spaced research paper dedicated to a specific health disparity in a migrant population.

Your paper should address key issues you have identified that impact the health of (im)migrants. You will focus on one of the issues discussed throughout the course (e.g., occupational health risks, vulnerabilities experienced by women and children, mental health challenges, etc.), and what you learned from your peers in discussion as the foundation for the paper. You will describe a health disparity and analyze past and current health interventions to determine which factors impact the success or failure of those interventions.

The paper should include all of the following:

1. Introduction and statement of the health problem situated within a population of interest

2. Review of the literature relevant to the health issue. This should allow the reader to see how your health issue is lodged in the current literature and thinking about the problem and population you are interested in.
3. Historical context of migration. Describe the key push and pull factors, as well as transnational maintenance of ties, relevant to understanding the health issue you are addressing for the particular (im)migrant group of focus.
4. Key programs, interventions, or solutions you have identified relevant to addressing the health problem of focus in the population you are interested in.

Mandatory Milestones for the Paper

- **Statement of topic and annotated bibliography (10 points):**
 - In 2-3 sentences, describe the topic of your paper.
 - Select a minimum of 10 journal articles that you will use in your paper and summarize the contents of these articles.
- **Outline of paper (10 points)**
 - You will use your annotated bibliography to arrange the readings thematically into an outline.
- **Peer Review Assignment (20 points)**

Each student will review the outline of one another student in their section and will provide oral feedback during next zoom meeting

- **Final paper (70 points)**

Grading Scale

A+	98-100
A	95-98
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

TA office hours

TAs will be available for office hours via zoom. We encourage you to take time to meet with your TA at least once during the semester. Give TAs 24-hours to respond to your email. TAs will

respond to emails from 9am to 4pm during the week. TAs are available to answer questions about course content and assignments. If you have questions about grades, please contact Dr. Burke.

Email Policy

Here are tips for asking questions that will help you get the answer you're looking for as quickly as possible from us.

1) subject heading must include the name of the course (i.e., PH114)—this allows us to prioritize student emails easily.

2) we will only commit to responding to emails from 9am-4pm during the week; if it's sent any later, we may not review until the following day, so use this as an extra incentive to work on those assignments early!

3) be as specific as possible about how you tried to go about finding the answer to your query and what you still need clarity on. In addition to consulting course materials, classmates can be a great resource. The examples below illustrate ways that you could get an answer immediately, rather than as part of a longer email chain.

example 1: "I already looked at the syllabus and the assignment description, and the assignment description says X, and I think X means this, but can you please clarify?" Asking the question this way rather than "what should I do for the assignment?" will help us hone our response to focus exactly on what you need support on.

example 2: "The Word doc version of the syllabus says the reading this week is Chapters 3 and 4, but the course page online says the reading is Chapter 5, which seems more in line with the topic listed for this week, so should I assume that I should read Chapter 5 for this week?" will get you the response you want much more quickly than "What is the reading for this week?" (to which we would respond: "look at the syllabus")

4) if you are emailing us to request a time to meet/talk on the phone, provide all of your availability for the next 7 days 9 am-5 pm (one easy way to do this: a screenshot of your calendar), and if you would like the meeting to be by phone, how to best reach you. This will allow us to quickly align schedules and determine the best time to meet. (Leading to a quicker resolution of the email chain, and likely a more rapid turnaround for actually meeting.)

5) don't be bashful about getting in touch with us if you notice any problems or discrepancies with the course page or syllabus—sometimes there are problems that only emerge when multiple students try different things that we're not able to witness from the educator view of the page. And also don't hesitate to get in touch with us about any more substantive questions or concerns you have either—we're here to help!

