

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

25 July – 9 October 2024

Seminars will take place in the ACMS Seminar Room on Thursdays 10:00 – 11.30 SAST unless otherwise indicated.

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### 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.

**Schedule** **NB: dates will not change but the order of seminar topics may change**

	Date	Seminar topic
1	Thursday 25 July	An introduction to the field of migration and health
2	Thursday 1 August	Histories of 'global health': from colonising to decolonising and implications for the field of migration and health
3	Thursday 8 August	Migration, health and ethics: deservingness and the right to health
4	Thursday 15 August	Governing migration and health (1): global to local & local to global
5	Thursday 22 August	Governing migration and health (2): epidemics, pandemics & the rise of global health security
6	Thursday 29 August	Queer Migrations
	<b>Thursday 5 September</b>	<b>Teaching Break</b>
7	Thursday 12 September	Idioms of distress, mental health and migration
8	<b>Wednesday 18 September, 9 - 4.30pm</b> <b>NB: WEDS not THURS</b>	<b>ACMS 25 year symposium: (Re)Imagining progressive futures for researching human mobility from Africa.</b> <b>As this is an all-day event, no preparation required</b>
9	Thursday 26 September	Migration and health in context: a review of key concepts, challenges & opportunities for the field
10	Thursday 3 October	Group Work Presentations
Exam	<b>9am Monday 7 October to 5pm</b> <b>Wednesday 9 October</b>	<b>Take home exam</b>

### Teaching and learning process

We will meet weekly in the seminar room.

- *Independent reading*: of weekly set texts, but ideally reading more widely;
- *Independent engagement*: with background materials, including “in-conversation” videos with experts in the field, pre-recorded lectures, podcasts, blogs
- *Discussions during weekly sessions*: **NB – these sessions are not lectures; they will only work if you all read the set texts and engage with the prescribed background material**
- *Regular writing*: of response papers, an essay, practice exam question outlines in class
- *Presentations in weekly sessions*: based on response papers
- *Student-run study groups and discussion groups*: these are not compulsory **but it is highly recommended that students set up their own system/s for regular discussion of readings.**

### Structure and assessment

The course is divided into 10 weekly sessions including one group work presentation session.

Attendance is compulsory. The course will be based on a discussion of set readings and preparatory materials (pre-recorded lecture; ‘in conversation’ recordings with experts; podcasts; blog posts) which are to be completed before class. Each seminar outline begins with some guiding questions that should shape your reading and engagement with the background materials. I expect you to come to each session 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 at least once 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 four ways:

<b>2 x Response papers</b> NB: you may submit a maximum of 4 and your two highest grades will be used	30%
<b>1 x Group Presentation</b>	30%
<b>Take Home Exam</b>	40%

Please note, unless you have made arrangements with me in advance, any assignment submitted after the due date will be penalised by 20 points per 24 hours or portion thereof.

<p><b>2 x Response Papers of no more than 1,500 words including references (30% of final mark)</b></p> <p>TWO additional response papers may be submitted and the two highest grades will be used.</p>	<ul style="list-style-type: none"> <li>• These papers synthesise all of the required readings for a given week and/or critically engage with assertions made within them.</li> <li>• Each paper should be structured in the form of a short essay with an original and provocative thesis statement supported by evidence drawn from – and beyond - the week’s readings.</li> <li>• 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.</li> <li>• Response papers will be marked on the basis of the assessment template provided and returned after the relevant class session.</li> <li>• Marks on the paper are a good predictor of exam performance so I encourage you to consider how to improve them.</li> </ul>	<p>You must circulate your response paper on the class google group email and google drive <b>at least 48 hours before the session.</b> (i.e. by 10am on Tuesday)</p>
<p><b>1 x group assignment and presentation (30% of final mark)</b></p>	<ul style="list-style-type: none"> <li>• The presentation of your assignment can take any form of your choosing but <u>you must demonstrate how each person contributed and a peer-evaluation forms part of the grade awarded.</u></li> <li>• Details of the group work assignment will be shared at the start of the course.</li> </ul>	<p>To be presented during the final session, Thursday 3 October.</p>
<p><b>Final Written Examination (40% of total mark)</b> <b>Each response should be a maximum of 2,500 words including references.</b></p>	<ul style="list-style-type: none"> <li>• This take home exam will include a series of questions asking students to <u>synthesise</u> course readings. There will be no topic-based questions, so students must have a broad understanding of the course material.</li> <li>• All students will be asked to answer one question. Review questions will be distributed before the exam</li> </ul>	<p>The exam will take place <b>9am Monday 7 October to 5pm Wednesday 9 October.</b></p>