

Course Information

Migration, health and biopolitics, 7,5 credits
Course Code: 742A28; 742A42
Autumn Semester 2020

Preliminary version 2020-08-05

Course Coordinator: Anna Bredström, e-mail: anna.bredstrom@liu.se

AIM OF THE COURSE

After completion of the course, the student should on an advanced level be able to:

- account for possible relations between migration, health and biopolitics
- analyze discourses on health policy and practice, as well as individual narratives of health and well-being, in relation to theories of nation, ethnicity and race.

CONTENTS

The course focuses on issues of health with reference to intersectional theories of migration, ethnicity and racism. The course is based on the notion that bodies, emotions and personal relationships are shaped and transformed by experiences of migration, ethnic identity and racialising social structures, and it examines the ways in which such influences find expression on the individual as well as on the social level.

The course includes critical perspectives on global as well as national health policy, with a particular focus on the links between health, migration and biopolitics. The course includes themes such as historical and contemporary accounts on population regulation; the history of racial biology and postmodern genomics; colonial psychiatry and migration and trauma. The course will also elaborate with perspectives from Science and Technology Studies, and examine areas of encounter between sociocultural and (bio)medical perspectives on migration and health.

TEACHING

The course offers a combination of teaching methods including lectures, seminars and group assignments. See below and LISAM for instructions. The course ends with an individual paper examination.

Students are expected to be well prepared for each class. Students should also pay attention to possible assignments that are to be completed prior to attending a seminar or workshop. Required readings are mandatory and should be read prior to class. Suggested readings can be used as complementary course literature, and for specific assignments and examination. Language of instruction is English.

Attendance and the current spread of the coronavirus

Attendance at all scheduled master's seminars, lectures, tutorials and group work is firmly expected as the quality of the program inevitably suffers if student participation is failing. However, due to the current spread of the coronavirus, students are also obliged to follow the advice of the Public Health Agency of Sweden and stay at home if you feel unwell with cold symptoms, cough or fever. Please note that this applies even if you only feel slightly unwell. You should also stay at home as long as you feel unwell and not return to class for at least two days after you have recovered.

Students who due to illness or other personal or private circumstances are prevented from attending class are asked to notify the course director as soon as possible. Unexcused absence will affect the overall grade.

Students are welcome and encouraged to attend open events in the REMESO research community, such as the REMESO seminars, PhD defenses and seminars, guest lectures and open workshops. They are also kindly asked to show courtesy in case seating at such events is limited.

Course evaluation

At the end of the course, students participate in course evaluations. The evaluation is anonymous and made by filling out a questionnaire generated by the university's course evaluation system, called *Evaluate*. Links to this questionnaire is sent to each student's e-mail account after examination on the course.

*** Please note that the schedule below is preliminary. The current plan is that most classes will take place on campus in venues large enough to keep the required physical distance. However, depending upon the development with the spread of the corona virus the situation may change on a short notice. Please keep yourself updated at: <https://insidan.liu.se/HR-Personal/coronavirus?l=en&sc=true>. ***

OVERVIEW OF THE COURSE

Week	Course Moment, literature, tasks
36	<p><u>Monday 31/8</u></p> <p>Course Introduction <i>Required Readings:</i> Hanefeld et al. (2017); Sargent & Larchanché (2011); Zimmerman et al. (2011); Bradby (2012)</p> <p><i>Suggested Readings:</i> Castaneda (2015); Napier, A. D. et al. (2014).</p> <p>Tisdag 1/9 Lecture: Biopolitics</p> <p><i>Required Readings:</i> Lemke (2011, chapters 3, 7); Rabinow & Rose (2014)</p> <p><i>Suggested Readings:</i> Clarke et al (2010); Lemke (2011); Lynch (2014); Williams et al. (2011)</p>

	<p><u>Thursday 3/9</u></p> <p>Seminar: Biopolitics, race/ethnicity and medicine</p> <p><i>Required Readings:</i> Fassin & D’Halluin (2005); Lee (2009); Shim (2010); Taylor (2013)</p>
37	<p><u>Monday 7/9</u></p> <p>Seminar: The History of Racial Biology (I) (Online)</p> <p><i>Suggested Readings:</i> Batten (1908); Galton (1904); Ward (1910)</p> <p><u>Tuesday 8/9</u></p> <p>Seminar: The History of Racial Biology (II)</p> <p><i>Required Readings:</i> Gonzales, Kertész & Tayac (2007); Leonard (2005); Spektorowski & Mizrachi (2004)</p> <p><i>Suggested Readings:</i> Gould (1996); Stepan (1986)</p> <p><u>Friday 11/9</u></p> <p>Seminar: Race and Ethnicity in Contemporary Human Genetics</p> <p><i>Required Readings:</i> Chow-White & Duster (2011); Fullwiley (2014); Lock (2015); Reardon & Tallbear (2012)</p> <p><i>Suggested Reading:</i> Fausto-Sterling (2008); Rose (2007, Chapter 6: Race in the Age of Genomic Medicine, pp. 155–186.)</p>
38	<p><u>Monday 14/9</u></p> <p>Seminar: Migration, Gender/Sexuality, HIV/AIDS</p>

	<p>Seminar Leader: Anna Bredström</p> <p><i>Required Readings:</i> Hankivsky (2012); Deane et al. (2010); Giami and Perrey (2012); Ruiz (2002)</p> <p><i>Suggested Readings:</i> Bredström (2009); Camlin et al. (2010); Demintseva & Kashnitsky (2016)</p> <p><u>Thursday 17/9</u> Lecture: Cultural Psychiatry, Migration and Mental Health</p> <p><i>Required Readings:</i> Bhugra & Pradeep (2005); Bredström (2017); Kirmayer (2006); Kleinman (1977)</p> <p><i>Suggested Readings:</i> Rose (2007, Chapter 7: Neurochemical Selves, pp.187–223)</p> <p><u>Friday 18/9</u> Seminar: Trauma, Culture, Psychiatry</p> <p><i>Required Readings:</i> Breslau (2004); Mohatt et al (2014); Rosen (2016); Summerfield (1999)</p>
39	<p><u>Tuesday 22/9</u> Seminar: Materiality and migration - How STS might enrich our understanding of mobility and borders</p> <p>Seminar Leader: Fredy Mora-Gómez</p> <p><i>Required Readings:</i> Mora-Gómez (2020), Leurs & Smets (2018), Galis et al. (2016)</p> <p><i>Suggested Readings:</i> Latour (2005, chapters 1 & 2); Law (2009); Papadopoulos & Tsianos (2013). Scheel et al. (2019), Tazzioli (2017).</p> <p><u>Friday 25/9 (9.15–17.00)</u> Oral Presentations: Book Review, see instructions below</p>

40	<p><u>Monday 28/9</u> <u>Final seminar: Covid-19, race/ethnicity and migration</u></p> <p>Required Readings: TBA</p> <p>Friday 2/10 – Deadline, Individual paper</p>
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REQUIRED READINGS

- Bradby, H. (2012). "Race, ethnicity and health: The costs and benefits of conceptualising racism and ethnicity", *Social Science and Medicine*, 75: 995–958.
- Bredström, A. (2017). "Culture and Context in Mental Health Diagnosing: Scrutinizing the DSM-5 Revision", *Journal of Medical Humanities*.
<https://doi.org/10.1007/s10912-017-9501-1>
- Bhugra, D. and Asya, P. (2005). "Ethnic density, cultural congruity and mental illness in migrants", *International Review of Psychiatry*, 17(2): 133–137.
- Breslau, J. (2004). "Cultures of trauma: Anthropological views of posttraumatic stress disorder in international health", *Culture, Medicine and Psychiatry*, 28: 113–126.
- Chow-White, P. and Duster, T. (2011). "Do Health and Forensic DNA Databases Increase Racial Disparities", *PLoS Med.* 8(10): 1–3.
- Deane, K.D, Parkhurst, J.O. and Johnston, D. (2010). "Linking migration, mobility and HIV", *Tropical Medicine & International Health*, 15(12): 1458–1463.
- Fassin, D. and d'Halluin, E. (2005). "The truth from the Body: Medical Certificates as Ultimate Evidence for Asylum Seekers", *American Anthropologist*, 107(4): 597–608.
- Fullwiley, D. (2014). "The 'Contemporary Synthesis': When Politically Inclusive Genomic Science Relies on Biological Notions of Race", *ISIS: The History of Science Society*, 105: 803–814.
- Galis, V., Tzokas, S. and Tympas, A. (2016). "Bodies folded in migrant crypts: Dis/ability and the material culture of border-crossing", *Societies* 6(2), 10,
doi:10.3390/soc6020010
- Giami, A. and Perrey, C. (2012). "Transformation in the Medicalization of Sex: HIV Prevention between Discipline and Biopolitics", *The Journal of Sex Research*, 49(4): 353–361.
- Gonzales, A., Kertész, J. and Tayac, G. (2007). "Eugenics as Indian Removal: Sociohistorical Processes and the De(con)struction of American Indians in the Southeast", *The Public Historian*, 29 (3): 53–67.
- Hanefeld, J., Vearey, J., Lunt, N. et al. (2017). "A global research agenda on migration, mobility, and health", *The Lancet*, 389: 2358–2359.
- Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social Science and Medicine* 74 (11): 1712–1720.

- Kirmayer, L. (2006). "Beyond the 'New Cross-cultural Psychiatry': Cultural Biology, Discursive Psychology and the Ironies of Globalization", *Transcultural Psychiatry*, 43(1): 126–144.
- Kleinman, A. M. (1977). "Depression, somatization and the 'new cross-cultural psychiatry'", *Social Science and Medicine*, 11: 3–10.
- Lee, C. (2009). "'Race' and 'ethnicity' in biomedical research: How do scientists construct and explain differences in health?", *Social Science & Medicine*, 68: 1183–1190.
- Lemke, T. (2011). *Biopolitics: an advanced introduction*. New York: New York University Press.
- Leonard, T. (2005). "Retrospectives: Eugenics and Economics in the Progressive Era", *The Journal of Economic Perspectives*, 19 (4): 207–224.
- Leurs, K. and Smets, K. (2018). "Five questions for digital migration studies: Learning from digital connectivity and forced migration in (to) Europe", *Social Media and Society*, 4(1): 1-16.
- Lock, M. (2015). "Comprehending the Body in the Era of the Epigenome", *Current Anthropology*, 56(2): 151–177.
- Mohatt, N.V., Thompson, A. B, Thai, N. D., and Tebes, J. K. (2014). "Historical trauma as public narrative: A conceptual review of how history impacts present-day health", *Social Science and Medicine*, 106: 128–136.
- Mora-Gámez, F. (2020). "Beyond citizenship: the material politics of alternative infrastructures, *Citizenship Studies*", Online First. DOI: [10.1080/13621025.2020.1784648](https://doi.org/10.1080/13621025.2020.1784648)
- Rabinow, P. and Rose, N. (2014). "Biopower Today", *Biosocieties*, 1(2): 195–217.
- Reardon, J. and Tallbear, K. (2012). "'Your DNA Is Our History': Genomics, Anthropology, and the Construction of Whiteness as Property", *Current Anthropology*, 55(S.5): S233–S245.
- Rosen, G. (2016). "Has DSM-5 saved PTSD from itself?" *The British Journal of Psychiatry*, 209, 275–276.
- Ruiz, M.V. (2002). "Border Narratives, HIV/AIDS, and Latin/o Health in the United States: A Cultural Analysis". *Feminist Media Studies*, 2(1): 37–62.
- Sargent, C. and Larchanché, S. (2011). "Transnational Migration and Global Health: The Production and Management of Risk, Illness and Access to Care". *Annu. Rev. Anthropol.*, 40: 345–361.
- Shim, J. (2010). "The stratified biomedicalization of heart disease: Expert and lay perspectives on racial and class inequality". In Clarke, Adele E. et al *Biomedicalization: Technoscience, Health and Illness in the U.S.*, Duke University Press, pp. 218–241.
- Spektorowski, A. and Mizrachi, E. (2004). "Eugenics and the Welfare State in Sweden: The Politics of Social Margins and the Idea of a Productive Society". *Journal of Contemporary History*, 39 (3).
- Summerfield, D. (1999). "A critique of seven assumptions behind psychological trauma programmes in war- affected areas". *Social Science & Medicine*, 48: 1449–1462.

- Taylor, R. (2013). "The politics of securing borders and the identities of disease". *Sociology of Health and Illness*, 35(2): 241–254.
- Zimmerman, C. et al. (2011). "Migration and Health: A Framework for 21st Century Policy-Making", *PLoS Med.*, 8(5): e1001034

SUGGESTED READINGS

- Batten, S. (1908). "The Redemption of the Unfit", *American Journal of Sociology*, 14 (2): 233-260.
- Bredström, A. (2009). "Sweden: HIV/AIDS Policy and the "Crisis" of Multiculturalism", *Race and Class*, 50 (4): 57–74.
- Camlin CS, Hosegood V, Newell M-L, McGrath N, Bärnighausen T, et al. (2010). "Gender, Migration and HIV in Rural KwaZulu-Natal, South Africa", *PLoS ONE*, 5(7): e11539: doi:10.1371/journal.pone.0011539
- Castaneda, H. (2010). "Im/migration and health: conceptual, methodological, and theoretical propositions for applied anthropology", *Napa Bulletin*, 34: 6–27.
- Clarke, A. et al. (2010). *Biomedicalization: Technoscience, Health and Illness in the U.S.* Duke University Press.
- Demintseva, E., and Kashnitsky D. (2016). "Contextualizing Migrants' Strategies of Seeking Medical Care in Russia". *International Migration*, 55 (2): 29-42.
- Galton, F. (1904). "Eugenics: Its definition, Scope and Aims", *American Journal of Sociology*, 10 (1): 1–25. (with the discussion following Galton's paper as optional).
- Gould, S.. (1996). *The mismeasure of man*. Rev. and expanded. New York: Norton
- Fausto-Sterling, A. (2008). "The Bare Bones of Race", *Social Studies of Science*, 38(5): 657–694.
- Latour, B. (2005). *Reassembling the social: An introduction to actor-network-theory*. Oxford university press.
- Law, J. (2009) "Actor network theory and material semiotics", In Turner, B. (ed.) *The new Blackwell companion to social theory*, Chichester: John Wiley & Sons, Inc, 141–158.
- Lemke, T. (2011). *Biopolitics: an advanced introduction*. New York: New York University Press.
- Lynch, R. (2014). "The politics of health in the eighteenth century", *Foucault Studies*, 18: 113–127.
- Mora-Gómez, F. (2016). *Reparation beyond statehood: assembling rights restitution in post-conflict Colombia*. (Available at LISAM)
- Napier, A. D. et al. (2014). "Culture and Health", *The Lancet*, 384(9954): 1607 - 1639
- Papadopoulos, D. and Tsianos, V. S. (2013). "After citizenship: autonomy of migration, organisational ontology and mobile commons", *Citizenship studies*, 17(2): 178-196.
- Patton, C. (2002). *Globalizing AIDS*. Minneapolis: University of Minnesota Press.

- Rose, N. (2007). *The politics of life itself: biomedicine, power, and subjectivity in the twenty-first century*. Princeton: Princeton University Press.
- Scheel, S., Ruppert, E. and Ustek-Spilda, F. (2019) “Enacting Migration through Data Practices”, *Environment and Planning D: Society and Space* 37 (4):579–588.
- Stepan, N. (1986). ”Race and Gender: The Role of Analogy in Science”, *Isis*, 77 (2): 261–277.
- Ward, R. (1910). ”National Eugenics in Relation to Immigration”, *The North American Review*, 192 (656): 56–67.
- Tazzioli, M. (2017) “Containment through mobility: migrants’ spatial disobediences and the reshaping of control through the hotspot system”, *Journal of Ethnic and Migration Studies*, 44 (16): 2764–2779.
- Williams, S. J., Martin, P. and Gabe, J. (2011). “The pharmaceuticalisation of society” A framework for analysis, *Sociology of Health and Illness*, 33(5): 710–725.

SCHEDULE

See time-edit

TEACHERS

Anna Bredström (Course coordinator), REMESO, anna.bredstrom@liu.se, 011 363242
 Fredy Mora Gamez, Department of Thematic Studies, fredy.mora.gamez@liu.se

EXAMINATION

Group assignment: Book review/Oral presentation.

For this assignment, students work in pairs or groups of three people. The task is to conduct a book review that is to be presented orally. The book review should include both a summary of the content of the book and an evaluation that builds upon a critical analysis of the book. The oral presentation should be 15-17 minutes long. Please prepare your presentations carefully; make sure they are clear and that they do not exceed the time limit.

Students can either fail or pass the assignment. Students who fail the assignment will be provided with an opportunity to redo the assignment. In order to receive a final grade for the course, students must have passed the assignment Book review/Oral presentation.

Suggested books – book review/oral presentation

- Anderson, W. (2019). *The collectors of lost souls: turning Kuru scientists into whitemen*. Baltimore: Johns Hopkins University Press
- Braun, L. (2014). *Breathing Race Into the Machine: The Surprising Career of the Spirometer From Plantation to Genetics*. University of Minnesota Press.

- Epstein, S. (2007). *Inclusion: the Politics of Difference in Medical Research*. Chicago: University of Chicago Press.
- Giordano, Cristiana. (2014). *Migrants in Translation: Caring and the Logics of Difference in Contemporary Italy*. Berkeley: University of California Press
- Gould, Stephen Jay. (1996). *The Mismeasure of Man*. Rev. and expanded. New York: Norton
- Kahn, J. (2013) *Race in a Bottle: The Story of BiDiI and Racialized Medicine in a Post-Genomic Age*, New York: Columbia University Press.
- Keller, R. C. (2007). *Colonial Madness*. Chicago: University of Chicago Press.
- Metzl, J. (2010). *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press.
- Montoya, M. J. (2011). *Making the Mexican diabetic: race, science, and the genetics of inequality*. Berkeley, Calif.: University of California Press.
- Nelson, A. (2016). *The Social life of DNA: Race, Reparations, and Reconciliation after the Genome*. Boston, Massachusetts: Beacon Press.
- Patton, C. (2002). *Globalizing AIDS*. Minneapolis: University of Minnesota Press.
- Petryna, A. (2009). *When Experiments Travel*. Princeton: Princeton University Press.
- Reverby, S. M. (2009). *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* University of North Carolina Press.
- Roberts, D. (2011) *Fatal Invention: How Science, Politics and Big Business Re-create Race in the Twenty-first Century*, London: the New press.
- Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. London: Macmillan.

Individual assignment

This assignment is to write an individual paper on a topic relevant for the course theme. The paper should be well anchored in the course literature, and end with a list of the references.

The paper should not exceed 2500 words. The type-face to be used in the paper is Times or Times New Roman, and the spacing should be 1,5. For referencing use either the Oxford system (footnotes) or the Harvard system (parentheses), see the Student manual for further instructions. Please remember to have your name on every page.

Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the re-examination.

Students who have passed an examination may not retake it in order to improve their grades.

The individual paper is to be submitted electronically via LISAM. Deadline 2019-10-02.

Examinator is Anna Bredström.

GRADING CRITERIA

In grading the examinations, the programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

Written papers are graded by assessing the quality of the paper in three separate respects.

- 1) *Language, organisation and formalia*. Teachers look at the treatment of (the English) language and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).
- 2) *Knowledge and understanding*. Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?
- 3) *Creativity and critical approach*. Teachers assess the originality and independence reflected in the student's discussion, argumentation and conclusion. Does the student approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student's own inventions? A new original argument? An innovative conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria to a (i) *high degree*, to an (ii) *acceptable degree*, or (iii) to an *unacceptable degree*.

After assessing the examination paper as fulfilling to a *high*, *acceptable* or *unacceptable* degree the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

- A = High degree in all three respects
- B = High degree in two respects and acceptable in the third
- C = High degree in one respect and acceptable in the other two.
- D = Acceptable in all three respects.

E = Acceptable or high degree in “Language, organisation and formalia” as well as “Knowledge and understanding”) but lacking in “Creativity and critical approach”.

FX = Lacking in either “Language, organisation and formalia” or “Knowledge and understanding”.

F = Lacking in both “Language, organisation and formalia” and “Knowledge and understanding”.

EXAMINATION CODES

GRP1 Group Assignment (Book Review) 0 hp ECTS grading scale Pass/Fail

EXAM 7,5 hp ECTS grading scale A-F

PLAGIARISM

Academic research and studies are based on respect for the work of others. Thus, plagiarism is a serious offense against good academic practice. All written examinations and papers handed in by students in the programme are submitted to *Urkund*, which is a plagiarism-checking tool for teachers. Submitted texts are here checked against a very large database of material taken from the internet, published material and student material. A teacher who detects or strongly suspects plagiarism or other serious breaches of academic discipline is obligated to immediately report the student to The Disciplinary Board at Linköping University. If the Board finds that plagiarism or other violations have occurred, the student may be suspended from studies. For further information on plagiarism and good academic practice, please consult the University Library’s webpage *NoPlagiat*: <http://noplagiat.bibl.liu.se/default.en.asp>.