

# Course Information

Migration, health and biopolitics, 7,5 credits  
Course Code: 742A28; 742A42  
Autumn Semester 2019

Preliminary version 2019-06-18

**Course Coordinator: Anna Bredström, e-mail: [anna.bredstrom@liu.se](mailto: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
- analyse 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 assumption 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 institutional perspectives, with particular focus on the connections between health care systems and migration regimes, as well as examine areas of encounter between sociocultural and (bio)medical perspectives.

## **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**

Attendance at all scheduled master's seminars, lectures, tutorials and group work is firmly expected. The quality of the program inevitably suffers if student participation is failing. Students who due to illness or other personal or private circumstances are prevented from attending class are asked to notify the course director well in advance. 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.

## OVERVIEW OF THE COURSE

<i>Week</i>	<i>Course Moment, literature, tasks</i>
<b>34</b>	<p><b><u>Monday 19/8</u></b></p> <p><b>Course Introduction (13.15-14.00)</b></p> <p><i>Required Readings:</i> Hanefeld et al. (2017); Sargent &amp; Larchanché (2011); Zimmerman et al. (2011)</p> <p><i>Suggested Readings:</i> Castaneda (2015); Napier, A. D. et al. (2014).</p> <p><b>Lecture: Biopolitics (14.15-16.00)</b></p> <p><i>Required Readings:</i> Lemke (2011, chapters 3, 7); Rabinow &amp; Rose (2014)</p> <p><i>Suggested Readings:</i> Clarke et al (2010); Lemke (2011); Lynch (2014); Williams et al. (2011)</p> <p><b><u>Thursday 22/8</u></b></p> <p><b>Literature Seminar: Biopolitics, race/ethnicity and medicine (Group 1 morning, Group 2 Afternoon)</b></p> <p><i>Required Readings:</i> Bradby (2012); Fassin &amp; D'Halluin (2005); Lee (2009); Shim 2010</p>
	<p><b><u>Monday 26/8</u></b></p> <p><b>Advanced Seminar: The History of Racial Biology (I)</b></p>

35	<p><i>Suggested Readings:</i> Batten (1908); Galton (1904); Ward (1910)</p> <p><b><u>Tuesday 28/8</u></b></p> <p><b>Seminar: The History of Racial Biology (II) (Group 1 morning, Group 2 Afternoon)</b></p> <p><i>Required Readings:</i> Gonzales, Kertész &amp; Tayac (2007); Leonard (2005); Mizrachi &amp; Spektorowski (2004)</p> <p><i>Suggested Readings:</i> Gould (1996); Stepan (1986)</p> <p><b><u>Friday 30/8</u></b></p> <p><b>Advanced Seminar: Race and Ethnicity in Contemporary Human Genetics</b></p> <p><i>Required Readings:</i> Chow-White &amp; Duster (2011); Fullwiley (2014); Lock (2015); Reardon &amp; 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>
36	<p><b><u>Tuesday 2/9</u></b></p> <p><b>Lecture: Cultural Psychiatry, Migration and Mental Health</b></p> <p><i>Required Readings:</i> Bhugra &amp; 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><b><u>Thursday 5/9</u></b></p> <p><b>Seminar: Trauma, Culture, Psychiatry (Group 1 morning, Group 2 Afternoon)</b></p> <p><i>Required Readings:</i></p>

	<p>Breslau (2004); Mohatt et al (2014); Rosen (2016); Summerfield (1999)</p> <p><i>Suggested Readings:</i> Caruth (1996)</p>
37	<p><b><u>Monday 9/9</u></b> <b>Advanced Seminar: Migration, Gender/Sexuality, HIV/AIDS</b></p> <p><i>Required Readings:</i> Hankivsy (2012); Deane et al. (2010); Giami and Perrey (2012); Ruiz (2002); Townsend et al. (2014)</p> <p><i>Suggested Readings:</i> Camlin et al. (2010); Epstein (2007); McGrath et al. (2015); Patton (2002)</p> <p><b><u>Tuesday 10/9</u></b> <b>Advanced Seminar: Materials of migration - How STS might enrich our understanding of mobility</b> Seminar Leader: Fredy Mora Gamez</p> <p><i>Required Readings:</i> Bosco (2014); Mora-Gámez (2016, chapters 3 &amp; 4); Papadopoulos (2018, pp. 197-207)</p> <p><i>Suggested Readings:</i> Latour (2005, chapters 1 &amp; 2); Law (2009); Mora-Gámez (2016, chapters 5 &amp; 6); Papadopoulos, Stephenson &amp; Tsianos (2008, chapter 1). Papadopoulos &amp; Tsianos (2013).</p> <p><b><u>Thursday 13/9 (9.15–16.30) and Friday 14/9 (9.15–12)</u></b> <b><u>(Note time!)</u></b></p> <p>Oral Presentations: Book Review, see further below for instructions</p>
38	<p><b>Examination week</b></p> <p><b>Friday 20/9 – Deadline, Individual paper</b></p>

#### 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.
- Bosco, F. J. (2014). Actor-Network Theory, Networks, and Relational Geographies. In Aitken, S. and Valentine, G. (eds) *Approaches to Human Geography: Philosophies, Theories, People and Practices*, London: Sage, pp. 150-162.
- 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.
- 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.

- Lock, M. (2015). "Comprehending the Body in the Era of the Epigenome", *Current Anthropology*, 56(2): 151–177.
- Mizrachi, E. and Spektorowski, A. (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).
- 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. (2016). *Reparation beyond statehood: assembling rights restitution in post-conflict Colombia*. Chapters 3: "Registering" and 4: "Organising" (Available at LISAM).
- Papadopoulos, D. (2018). *Experimental Practice. Technoscience, Alterontologies, and More-Than-Social Movements*. Durham: Duke University Press. (Assigned pages available at LISAM)
- 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.
- Summerfield, D. (1999). "A critique of seven assumptions behind psychological trauma programmes in war- affected areas". *Social Science & Medicine*, 48: 1449–1462.
- Townsend, L., Giorgio, M., Zembe, Y., Cheyip, M. and Mathews, C. (2014). "HIV Prevalence and Risk Behaviours Among Foreign Migrant Women Residing in Cape Town, South Africa", *AIDS and Behaviour*, 18:2020–2029.
- Zimmerman et al. (2011). "Migration and Health: A Framework for 21<sup>st</sup> 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.
- Camlin CS, Hosegood V, Newell M-L, McGrath N, Barnighausen 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
- Caruth, C. (1996). *Unclaimed experience: Trauma, narrative, and history*. Baltimore: John Hopkins University Press.

- Castaneda, H. (2010). "Im/migration and health: conceptual, methodological, and theoretical propositions for applied anthropology", *Napa Bulletin*, 34: 6–27.
- Clarke, Adele E. et al. (2010). *Biomedicalization: Technoscience, Health and Illness in the U.S.* Duke University Press.
- 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, Stephen Jay. (1996). *The mismeasure of man*. Rev. and expanded. New York: Norton
- Epstein, S. (2007). *Inclusion: the politics of difference in medical research*. Chicago: University of Chicago Press.
- 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, Richard A. (2014). "The politics of health in the eighteenth century", *Foucault Studies*, 18: 113–127.
- McGrath N, Eaton JW, Newell M-L, Hosegood V. (2015). "Migration, sexual behaviour, and HIV risk: a general population cohort in rural South Africa", *Lancet HIV*, 2:e252–259.
- Mora-Gámez, 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., Stephenson, N., & Tsianos, V. (2008). *Escape routes: Control and subversion in the 21st century*. Pluto Press.
- Papadopoulos, D. & 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.
- 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.
- 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](mailto:anna.bredstrom@liu.se), 011 363242

Fredy Mora Gamez, Department of Thematic Studies, [fredy.mora.gamez@liu.se](mailto: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**

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 BiDiL 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 2018-09-21.

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://noplaiat.bibl.liu.se/default.en.asp>.