

Course Information

Migration, health and biopolitics, 7,5 credits
Course Code: 742A28; 742A42
Autumn Semester 2025

Preliminary version 2025-07-20

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 societal 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 and reproductive politics; the history of racial biology; constructions of race and ethnicity in 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 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 as 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 as soon as possible.

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>
36	<p><u>Monday 1/9</u> Course Introduction Lecturer: Anna Bredström</p> <p><i>Required Readings:</i> Bradby (2012); Hankivsky (2012); Sargent & Larchanché (2011); Zimmerman et al. (2011); Wickramage et al. (2018)</p> <p><i>Suggested Readings:</i> Castaneda (2015); Taylor (2013); Demintseva & Kashnitsky (2016)</p> <p><u>Tuesday 2/9</u> Lecture: Biopolitics Lecturer: Anna Bredström</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>Wednesday 3/9</u> Literature Seminar: Biopolitics, Race/Ethnicity and Medicine Seminar leader: Anna Bredström</p> <p><i>Required Readings:</i> Corrêa (2020); Creary (2018); Fassin & D'Halluin (2005); Shim (2010)</p>

37	<p><u>Tuesday 9/9</u> Lecture: Cultural Psychiatry, Migration and Mental Health Lecturer: Anna Bredström</p> <p><i>Required Readings:</i> Bredström (2017); Kirmayer (2006); Kleinman (1977), Rocha-Jiménez et al. (2025)</p> <p><i>Suggested Readings:</i> Bhugra & Pradeep (2005); Breslau (2004); Mohatt et al (2014); Rose (2007, Chapter 7: Neurochemical Selves, pp.187–223)</p> <p><u>Thursday 11/9</u> Literature Seminar: Trauma, Culture, Psychiatry Seminar leader: Anna Bredström</p> <p><i>Required Readings:</i> Beneduce (2016); Rosen (2016); Summerfield (1999); Sansom (2025)</p>
38	<p><u>Monday 15/9</u> Lecture: The History of Racial Biology (I)</p> <p><i>Suggested Readings:</i> Batten (1908); Galton (1904); Ward (1910)</p> <p><u>Tuesday 16/9</u> Literature Seminar: The History of Racial Biology (II) Seminar leader: Anna Bredström</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>Thursday 18/9</u> Advanced Seminar: Race and Ethnicity in Contemporary Human Genetics Lecturer: Anna Bredström</p> <p><i>Required Readings:</i> Fullwiley (2014); Hà et al. (2021); Lock (2015); Reardon & Tallbear (2012)</p>

	<p><i>Suggested Readings:</i> Chow-White & Duster (2011); Fausto-Sterling (2008); Kahn (2013); Lee (2009); Pollock (2012); Rose (2007, Chapter 6: Race in the Age of Genomic Medicine, pp. 155–186.)</p>
39	<p><u>Monday 22/9</u> Resilience, mental health, and exposure to violence among individuals with former or current experiences of being a refugee in Sweden Guest Lecturer: Erica Mattelin</p> <p><i>Required Readings:</i> Mattelin (2024, Introduction and article II and III).</p> <p><u>Friday 26/9 (Note all day!)</u> Oral Presentations: Book Review Seminar leader: Anna Bredström</p>
40	<p><u>Tuesday 30/9</u> Seminar: HIV/AIDS, Gender, Sexuality and Migration Seminar leader: Anna Bredström</p> <p><i>Required Readings:</i> Camlin et al. (2010); Giami and Perrey (2012); Biswas (2025)</p> <p><i>Suggested Reading:</i> Patton (2002)</p> <p><u>Friday 3/10, 12.00</u> Exam</p>

REQUIRED READINGS

- Beneduce, R. (2016). "Traumatic pasts and the historical imagination: Symptoms of loss, postcolonial suffering, and counter-memories among African migrants", *Transcultural Psychiatry*, 53(3): 261–285.
- Biswas, S. (2025). HIV/AIDS and the Naz Project: Race, Sexuality, and South Asian AIDS Activism in Britain, 1990-2000, *Journal of the History of Sexuality*, 34 (2).
- 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->

- 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
- Corrêa, S (2020) Biopolitics & The COVID-19 Pandemic: Feminist Perspectives, *Dawn Talks on COVID-19*, https://dawnnet.org/wp-content/uploads/2020/06/DAWNTalksOnCOVID_19_Sonia-Correa.pdf
- Creary, M. (2018) "Biocultural citizenship and embodying exceptionalism: Biopolitics for sickle cell disease in Brazil", *Social Science & Medicine*, 199: 123–131.
- 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.
- Hà, TD., Bin Khidzer, M.K. (2021). Mapping 'bio geo-body' of Southeast Asia: strategic differentiation and identification of ethnic identity in Vietnam and Singapore. *BioSocieties*, 16: 530–552.
- 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.
- 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.
- Mattelin, E. (2024) *Resilience, mental health, and exposure to violence among individuals with former or current experiences of being a refugee in Sweden*, Linköping University EP, <http://liu.diva-portal.org/smash/get/diva2:1841834/FULLTEXT01.pdf>
- 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.

- Rocha-Jiménez, T. et al. (2025) Intersectionality, racism, and mental health of migrants arriving at borders in Latin America: a qualitative study based on in-depth interviews with key informants of the cases of Ecuador and Chile. *The Lancet Regional Health - Americas*, 44: 1.
- Rosen, G. (2016). "Has DSM-5 saved PTSD from itself?" *The British Journal of Psychiatry*, 209, 275–276.
- Sansom, H. (2025). Refugees: An examination of the Post-Traumatic Stress Disorder NICE guidelines. *European Journal of Trauma & Dissociation*, 9(3): 1-
- 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 Mizrahi, 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.
- Wickramage, K., Vearey, J., Zwi, A.B. et al. (2018). Migration and health: a global public health research priority. *BMC Public Health* 18: 987 ff.
- 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.
- 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.
- Castaneda, H. (2010). "Im/migration and health: conceptual, methodological, and theoretical propositions for applied anthropology", *Napa Bulletin*, 34: 6–27.
- Chow-White, P. and Duster, T. (2011). "Do Health and Forensic DNA Databases Increase Racial Disparities", *PLoS Med.* 8(10): 1–3.
- 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.
- Kahn, J. (2013) *Race in a Bottle: The Story of BiDiL and Racialized Medicine in a Post-Genomic Age*, New York: Columbia University Press.
- 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.
- Lynch, R. (2014). "The politics of health in the eighteenth century", *Foucault Studies*, 18: 113–127.
- 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.
- Patton, C. (2002). *Globalizing AIDS*. Minneapolis: University of Minnesota Press.
- Pollock, A. (2012) *Medicating Race: Heart Disease and Durable Preoccupations with Difference*. Durham: Duke University 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.
- Taylor, R. (2013). "The politics of securing borders and the identities of disease". *Sociology of Health and Illness*, 35(2): 241–254.
- 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
 Erica Mattelin, guest lecturer, Save the Children, Stockholm.

Erica Mattelin, PhD and licensed psychologist, defended her thesis on resilience, health and exposure to violence among refugees at Linköping University this spring. She is currently working with research and data at Save the Children Sweden.

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.
- Decoteau, Claire L. (2021) *The Western Disease: Contesting Autism in the Somali Diaspora*. University of Chicago Press.
- Giordano, C. (2014). *Migrants in Translation: Caring and the Logics of Difference in Contemporary Italy*. Berkeley: University of California Press
- Fullwiley, D. (2011). *The Enculturated Gene: Sickle cell Health Politics and Biological Difference in West Africa*. New Jersey: Princeton 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.
- Puar, J.K. (2017). *Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press.
- Reverby, S. M. (2009). *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*. University of North Carolina Press.
- Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. London: Macmillan.
- Tuchman, A. (2020). *Diabetes: a history of race and disease*. Yale University Press.

Individual assignment

The course will end with an on-site exam where the student conducts an individual assignment. More information will be provided when the course starts.

Examiner is Anna Bredström.

GRADING CRITERIA

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).

The individual 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 (i) *with distinction*, (ii) *satisfactorily*, or (iii) *insufficiently*.

After assessing the examination paper as fulfilling (i) with distinction, (ii) satisfactorily, or (iii) insufficiently 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 = With distinction in (2) knowledge and understanding and with distinction in either (1) language, organisation and formalia or (3) creativity and critical approach, and satisfactory in the remaining respect.

B = With distinction in either (2) knowledge and understanding or (3) creativity and critical approach and at least satisfactory in other respects.

C = Satisfactory in all three respects.

D = With distinction in (1) “language, organisation and formalia”, satisfactory in (2) “knowledge and understanding” but insufficient in (3) “creativity and critical approach”.

E = Satisfactory in (1) “language, organisation and formalia” as well as (2) “knowledge and understanding” but insufficient in “creativity and critical approach”.

FX = Insufficient in either (1) “language, organisation and formalia” or (2) “knowledge and understanding”.

F = Insufficient in both (1) “language, organisation and formalia” and (2) “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

CHEATING AND PLAGIARISM

Academic research and studies are based on respect for the work of others. Thus, plagiarism is a serious offense against good academic practice. Written assignments must be produced without the use of generative AI (artificial intelligence) such as ChatGPTs, chat bots or virtual AI-generated writing assistants. 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 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 including suspected use of generative AI 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 webpage *Plagiarism and Copyright* <https://liu.se/en/article/plagiering-upphovsratt>.