

Immigration and Health
Sociology 255
Wed 1:25-3:55
Fall 2017, 119 Social Sciences

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Course Description

An increasing proportion of the world's population is made up of immigrants. In the U.S., for example, immigrants now make up 13% of the total population. Immigration has important implications for health because where individuals migrate from and where they migrate to are often very different in terms of the opportunities and resources needed to maintain good health. Moreover, there are unique push and pull factors (e.g., economic, political, familial) that selectively sort individuals into migrating.

Accordingly, this course will take an in-depth look at how immigration and social context impacts population health. The majority of the course will focus on immigrants in the U.S. but will also include examples from other regions of the world, such as the Middle East. The course will provide descriptive assessments of immigrant health inequities and analytic examinations of the social mechanisms that contribute to those disparities. A primary goal is that students learn to assess how migration processes result in different health outcomes at both the individual and societal level.

Important Dates

Sep 27	Duke Librarian
Oct 4	Review for Exam 1
Oct 11	Exam 1
Oct 18	DUE: Brainstorming worksheet for student meetings with Dr. Read
Nov 1	DUE: 1 page infographic
Nov 15	In-class group presentations DUE: Rough draft of individually written health policy briefs
Nov 15	DUE: Peer review comments on rough draft
Nov 21-27	Thanksgiving break, no classes
Nov 29	DUE: Final draft of Health Policy Brief Review for Exam 2
Dec 6	Exam 2

Required Readings

A. One book:

Immigrant America, 4th edition. Portes and Rumbaut 2014. University of California Press.

B. Additional articles and chapters will be posted weekly on Sakai.

Grades

Final grades for the course will be calculated as follows for a total of 100 points:

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|---|---------------------|
| 1. Two exams | 60 points (30 each) |
| 2. Research project | |
| a. Infographic | 10 points |
| b. In-class presentation | 5 points |
| c. Policy brief | 20 points |
| 4. Class participation and student-led discussion | 5 points |

1. Exams

Exams will include short answer questions and will cover the readings, lectures, and films. You are responsible for ALL material covered in class. Work to understand broad concepts rather than just memorize terms. *It is not my policy to give makeup exams.* If missing an exam is unavoidable you must see me in advance.

2. Infographic, Policy Brief, and Research Presentation

You will spend the semester working in small groups (3-4 students per group) to conduct research on a topic of your choosing related to immigration and health policy. The topic should be based in the U.S. context and have contemporary relevance. We will have one class session with a Duke Librarian so that you can learn about the research tools and special collections available for this project. This research will result in three graded products. The first two are produced as a group and the third is an individually-written paper.

- Infographic (1-page produced as a group)
- 5-minute in class group presentation (elevator-pitch on the importance of your project)
- Individually written health policy brief (3-5 pages)

3. Class participation and student-led discussion (Weekly Forum on Sakai)

Class participation includes **leading** class sessions, regular attendance, and adequate preparation (reading assignments before class). The 2nd half of class time on most Wednesdays will be led by 4-5 students who sign up beforehand to lead discussion and debate on the week's topic. To help prepare, you must upload 3-4 discussion questions to the Forum on Sakai based on the week's assigned readings by **7pm each Sunday**. The weekly leaders can use them to prepare for Wednesday's discussion. You may miss one week without penalty. If you are leading discussion

for the week, you do not need to upload discussion questions (you will need to upload a couple of words in order to access the forum). If there are no readings assigned, then nothing is due (e.g., exam week).

Class Expectations

You are expected to come to class each session having read the article or chapter for required for that day *thoroughly*. **BRING THE READINGS AND YOUR NOTES TO EACH CLASS SESSION.** You should be prepared to discuss your thoughts on the readings and participate fully in the lecture when called upon.

Using technology in class

In order to respect your fellow students and me, please:

1. Turn off all cell phones before entering class;
2. Use laptops and iPads for note-taking **ONLY**. You may surf the web to look up something related to class, but all other internet usage is off-limits (e.g., facebook).

Statement on Disability

Any student with a documented disability needing academic accommodations should speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will also need to contact the Student Disability Access Office: (<http://www.access.duke.edu/studentIssues.asp>).

Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

From: <http://www.integrity.duke.edu/new.html>

Questions for Readings

Below are some thought questions for the weekly readings.

W1: Sociological Approaches to Health

How do sociological approaches to health inequality differ from other approaches? How does Link and Phelan's argument on the fundamental causes of disease apply to the obesity and opioid epidemics?

W2: Immigrant Origin and Settlement Patterns

How has the size and national origin composition of immigrant groups in the U.S. changed over time? What factors have contributed to these changes?

W3: Explanations for Immigrant Health

What do we know about the health profiles of immigrant groups on arrival and over time? What are the major explanations for these patterns? To what extent do they apply equally to all immigrant groups?

W4: Hispanic Immigrants

What do we know about the health of Hispanic immigrants in the U.S. (compared to U.S.-born whites and to Hispanics in their countries of origin)? What do we know about national origin differences in health *among* Hispanics?

W5: Black immigrants, racism and health

How do this week's readings differ from what we have learned about Hispanic immigrant health? What role do race and racism play? Do think this is similar or different to the experiences of other immigrant groups of color?

W6: Exam 1

W7: Asian Immigrants: Additional Mechanisms for Disparities

This week's readings build on what we have learned to date in several ways: 1) by focusing on Asian immigrants, 2) by exploring additional factors that explain health outcomes (e.g., language and not just SES), and 3) by complicating the "immigrant health paradox" narrative. Think about these issues as you read the articles.

W8: Childhood, Cumulative Disadvantage and the 2nd generation

What do we know about the well-being of 2nd generation immigrant children? How might their trajectories differ from those of the 1st and 3rd generations? Why/how?

W9: Forced Migration and Refugee Health

How might factors affecting the health of refugees and forced migrants differ from those affecting economic and family migrants?

W10: U.S. Healthcare Policies Toward Immigrants

What are some key implications of current healthcare policies for immigrants? What more needs to be done, and how feasible is it to accomplish? Which states offer more favorable policies for immigrants?

W11: Student Presentations

W12: Thanksgiving break

W13: Gender Differences in Immigrant Health

How do this week's readings contribute to what we learned about Hispanic immigrant health last week? Why is it important to consider gender when examining differences in immigrant health? What are some of the major explanations for gender differences in immigrant health?

W14: Catch up and Exam 2

Tentative Schedule

Wk	Dates	Topic and Readings	Assignments
	Aug 30	Introduction to the course	
1	Sep 6	Sociological approaches to health Fattening of America (Intro and Ch 1, Ch 2) Antecol and Bedard article Gounder article Kolodny article	
2	Sep 13	Immigrant Origin and Settlement Patterns Refugee and Immigrant Health (Ch 1-3) Immigrant America (Ch 1, 4) Link and Phelan article	<i>Assign teams for research project</i>
3	Sep 20	Explanations for Immigrant Health Immigrant America (Ch 2) Jasso et al. article Segmented Assimilation article Unequal Causes video clip	
4	Sep 27	Hispanic Immigrants Giuntella article Palloni and Arias article Read and Borelli article Zong and Batalova article Library workshop for Assignment #1	
5	Oct 4	Black immigrants, racism and health Krieger article (pg. 36-47 and 63-65) David and Collins article Read and Emerson article Doamekpor article Unequal Causes clip Review for Exam 1	
6	Oct 11	Exam 1	
7	Oct 18	Asian Immigrants: Additional Mechanisms for Disparities Gee and Ponce Miltiades and Wu article Kong and Hsieh article	

2nd half of class devoted to group meetings

DUE: Groups must bring brainstorming worksheet to the meeting with Dr. Read.

8	Oct 25	Childhood, Cumulative Disadvantage and the 2nd generation Crosnoe article Immigrant America (Ch 7) Thomas article Discrimination of children Waldinger article	
9	Nov 1	Forced Migration and Refugee health Pavlish et al. article Akinsulure-Smith article Read et al. Qatar Refugee and Immigrant health (Ch 4)	DUE: 1 page Infographic (group based)
10	Nov 8	U.S. Healthcare Policies toward immigrants Philbin article Healthcare for immigrant families State variations in coverage Physicians' perspectives on immigrant healthcare	DUE: Draft of Health Policy Brief for peer review by classmate (3-5 pages)
11	Nov 15	In-class group presentations (5-minute elevator pitch)	DUE: Students return peer review comments on draft
12	Nov 22	Thanksgiving Week--No classes	
13	Nov 29	Gender differences in immigrant health Read and Gorman article Ro and Fleischer article Lopez-Gonzales article Review for Exam 2	DUE: Final draft of Policy Brief
14	Dec 6	Exam 2	
