



Working across boundaries to reduce poverty and health inequalities in Latin America

May 3, 2017

To: General Education Governance Committee
 From: Michael Rodríguez, Chair, Global Health

RE: Proposal for GE Designation for Global Health 150

This proposal is to request Global Health 150 to be approved as a General Education course, effective the Spring 2018 quarter.

Global Health 150, Migration and Health, is an online course that is designed for students who wish to pursue the Global Health minor. However, students from a range of disciplines and UC campuses are encouraged to take this online course to explore the important concepts and common themes of health in different migrant populations worldwide.

We would like to propose that this course be added to the list of approved courses in the following three categories, "Foundations of Society and Culture: Historical Analysis", "Foundations of Society and Culture: Social Analysis", and "Foundations of Scientific Inquiry: Life Sciences". Due to its interdisciplinary approach that addresses the social and historical trends while examining the epidemiological and health implications, this course discusses an important global issue that we feel fits well in these foundation areas. Included in this proposal is the General Education Information Sheet and an updated syllabus of the course.

The syllabus addresses migration and health in detail through the lens of social and health scientists by focusing on the scholarship and methodologies of experts. Through lectures, readings, writing assignments, and activities students will have the opportunity to learn about the general themes of health among migrants and the social determinants that affect these outcomes while utilizing methods and research skills to critically analyze these themes.

Thank you for your consideration of this request. I would be happy to provide any further information for this proposal.

Sincerely,

A handwritten signature in black ink that reads "Michael A. Rodríguez".

Michael Rodríguez, Chair, Global Health

Cc: Gaby Solomon-Dorian, Director of Student Affairs, International Institute Academic Programs

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Global Health 150
 Course Title Migration and Health
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science X
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

We would like to request GE approval in both subgroups of the Foundations of Society and Culture area (Historical Analysis and Social Analysis) as students will be introduced to the social, historical, political, and cultural forces that influence the health of migrants around the world. Specifically, students will be introduced to the methodologies and theoretical frameworks that are fundamental to social science research, e.g., collecting different forms of social data; understanding how social scientists evaluate and interpret their findings; and the use of this information in policies, programs, and society to address the major issues that are the focus of the course. By the end of the course, students will have a strong understanding of the migration patterns of humans, the effects that have come along with migration, and how the receiving country responds to these populations.

We would also like to request GE approval in the Foundations of Scientific Inquiry: Life Science category as students will be exploring scholarship in medicine, public health, and psychology while examining the methodologies used to study health in migrant populations. Through weekly discussion sections and activities, the techniques of how to read, discuss, and interpret scientific articles will be addressed. Students will also gain understandings of methodological approaches to studying migrant health by guest lecturer experts in many different health fields, e.g., infectious disease; chronic disease; reproductive and sexual health; and psychological health among others. By the end of the course, students will have gained scientific literacy and research skills that will allow for them to begin developing strategies and solutions to important global health issues such as migration.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Michael Rodríguez, Professor
 Nancy Burke, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No

If yes, please indicate the number of TAs 1

4. Indicate when do you anticipate teaching this course over the next three years:

2015-16	Fall	<u> </u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u> </u>
2016-17	Fall	<u> </u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u> </u>
2017-18	Fall	<u> </u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u>75</u>

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No X

If yes, provide a brief explanation of what has changed.

Present Number of Units: Proposed Number of Units: 4

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

The goal is to provide students with a wide range of knowledge about the social and scientific determinants of health in migrant populations around the world and identify how social and health scientists study these populations.

Integrative Learning

Students will be required to continuously refer to the lectures, readings and methodologies as the course presents arguments from different disciplines. The course uses an interdisciplinary approach by combining anthropology, sociology, and political science studies with health and life sciences such as public health and epidemiology to provide a broad-based understanding of health outcomes and the external factors that perpetuate these outcomes. Students are expected to engage with the different disciplines and apply them when completing weekly assignments, collaborating with peers, and researching a specific health disparity in migrants.

Ethical Implications

The course exposes students to human rights issues and inequalities while focusing on policies and programs that create inequalities and barriers to quality health care for migrants. In addition, students will be required to identify ethical policy solutions to addressing these health disparities.

Cultural Diversity

Migrant populations are very diverse and include people from a wide variety of regions with different cultures and different health needs. The course aims to address the different solutions in responding to the health and social needs of migrants.

Critical Thinking

Through writing assignments, discussion sections, and activities in the course,

students will be required to deeply engage with important concepts, theories, and research in the social and life sciences. Students will be able to evaluate claims critically while being able to utilize the concepts through application in individual research assignments on health disparities of migrants.

❑ Rhetorical Effectiveness Students will be expected to effectively provide understanding of the material and articulate their arguments through weekly written responses to the themes presented in each week. Students will be graded on their rhetorical effectiveness through these written assignments, exams, and research projects based on the clarity and support of their argument.

❑ Problem-solving The course aims to present students with the knowledge of different approaches to addressing the health needs of migrant populations. Students will also be able to analyze the barriers of policies and programs to meet the needs of migrants and suggest possible solutions.

❑ Library & Information Literacy Through weekly activities, students will be required to utilize the library database to analyze literature in the field of migration and health and report back with newly gained knowledge. We will work with the UCLA library to ensure that students can access the information they will need to complete their assignments.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>1</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Global Health 150 Migration and Health Syllabus

Instructors:

Michael A Rodríguez, MD, MPH
Nancy Burke, PhD

Course Description

This 'Migration and Health' course provides an introduction to the history, current status, and future of migration and health using the social determinants of health model to foster a multidisciplinary analysis of the status of migrant health around the world. The course is designed for undergraduate students with an interest in health, social sciences, population health, global health and international development. The course will explore social determinants of health affecting migrating populations; these determinants include gender, race, ethnicity, socioeconomic status, poverty, religion, politics, governance, environment, and many others.

Course Objectives

1. Describe the historical context of migration and health while analyzing current migrant health disparities around the world through the social determinants of health model
2. Identify priority health issues among migrants, barriers to achieving health equity, and intervention strategies to address health disparities including programs and policies
3. Discuss the limitations and challenges of collecting data and research on migration and health
4. Demonstrate research and technical writing skills through the development of a 10-15 page research paper
5. Apply intervention strategies discussed in class to address a specific health disparity in migrant populations

Midterm Exam 30%

A mid-term exam will include multiple choice questions and a broad essay topic that students will answer in 2-3 pages. This exam will be administered through an online proctored environment/service (eg, ProctorU).

Final Exam 35%

The final exam will consist of a 10-15 page research paper dedicated to a specific

health disparity in migrant populations. The final exam research paper will be due in the 11th week and will be submitted online through CANVAS.

Weekly Response Papers 10%

Students will be required to submit 7 out of 10 weekly précis of 300-500 words that answer a series of questions regarding that week's assigned reading. Questions will require students to critically analyze the reading material in combination with application of lecture material.

Participation 15%

Discussion sections will be held with the TA weekly for 50 minutes through Zoom. In these online sections, students will be able to engage with the TA and their peers to discuss materials and information presented throughout the course. Participation in discussion sections is essential in doing well in the course. The TA will grade your attendance, participation to the discussion section, and contribution to the weekly assignments.

→ ***Weekly Assignments***

Weekly assignments will consist of utilizing literature to complete a brief research assignment based on the given topic. Students will identify articles and will use the Asset Library in CANVAS to upload findings through videos, pictures, or descriptions for other peers to provide their comments. Students will also be required to comment on at least two other peers' findings within Asset Library. These weekly assignments will be essential for discussion sections.

Quizzes 10%

There will be a weekly quiz at the end of each week to assess the students understanding of the material.

Grading Scale

A+	95-100
A	90-94
B+	85-89
B	75-79
B-	70-74
C+	65-69
C	60-64
C-	55-59
D	50-54
F	0-49

Course Organization

This course contains four modules under each weekly topic. Each of these 4 modules consist of pre-recorded lecture videos that are five to seven minutes in length and facilitate active learning. In addition, each module will involve interactive learning activities, student research on topics, collaboration with peers, and learning assessments.

Students will be asked to read the assigned readings for that module. They will then watch lecture videos regarding the given topic. After watching the pre-recorded lecture videos, the student will be required to do a given assignment for the module such as research a given topic through literature and articles to bring back for discussion and collaboration with their peers. After discussion and collaboration, they will have an assessment at the end of the week to assess their understanding of the material.

Course Syllabus

Week 1: An Overview of International Migration

- Global Migration Flows
- Historical Flows
- Types of Migration
- Remittance

Readings:

Portes, Alejandro, and Rubén G. Rumbaut. "Chapter 1: The Three Phases of U.S.- Bound Immigration." *Immigrant America: A Portrait*. Berkeley, CA: U of Calif. 2014. 1-47.

Portes, Alejandro, and Rubén G. Rumbaut. "Chapter 3: Moving: Patterns of Immigrant Settlement and Spacial Mobility" *Immigrant America: A Portrait*. Berkeley, CA: U of Calif. 2014. 80-111.

Waldinger, Roger. "Immigrants, Emigrants and their Homelands" *The cross-border connection: Immigrants, emigrants, and their homelands*. Harvard University Press, 2015. 1-10.

Week 2: Push & Pull Factors/Transnationalism and circular migration

- Rural → Urban Migration
 - Poverty and Urbanization
- Food Insecurity/Resource Disparities
- Environmental Migrants
- Refugees

Readings:

Green, Nancy L., and Roger David Waldinger. *A Century of Transnationalism: immigrants and their homeland connections*. Urbana: U of Illinois Press, 2016. 1-32.

Hernández-León, Rubén. "Chapter 1: Migration of Urban Mexicans to the United States" *Metropolitan migrants: the migration of urban Mexicans to the United States*. Univ of California Press, 2008. 1-30.

Garth, Hanna. "Introduction: Understanding Caribbean Identity through Food." *Food and Identity in the Caribbean*. A&C Black. (2013): 1-14.

Week 3: Theoretical Frameworks, Research, and Data

- Theoretical Frameworks
- Surveying Immigrant and Refugee Communities/Ethnographic field work
- Challenges of Collecting and Interpreting Data
- Mortality and Morbidity Among Migrants

Readings:

Zimmerman, Cathy, Ligia Kiss, and Mazedra Hossain. "Migration and health: a framework for 21st century policy-making." *PLoS Med* 8.5 (2011): e1001034.

Eschbach, Karl, et al. "Death at the Border." *International Migration Review* (1999): 430-454.

Schenker, Marc B., Xóchitl Castañeda, and Alfonso Rodríguez-Lainz, eds. *Migration and Health: a research methods handbook*. Univ of California Press, 2014. P. 12-56

Week 4: Occupational Health/Discrimination in Workplace

- Occupations of Migrants
- Racism and Discrimination
- Workplace Hazards and Risks
- Migrant Workers Medical Care Access

Readings:

Schenker, Marc B. "A global perspective of migration and occupational health." *American Journal of Industrial Medicine* 53.4 (2010): 329-337.

Quesada, James, Laurie Kain Hart, and Philippe Bourgois. "Structural vulnerability and health: Latino migrant laborers in the United States." *Medical Anthropology* 30.4 (2011): 339-362.

Mobed, Ketty, Ellen B. Gold, and Marc B. Schenker. "Occupational health problems among migrant and seasonal farm workers." *Western Journal of Medicine* 157.3 (1992): 367.

Week 5: Disparities in Women and Children Migrants

- Reproductive Health

- Birth Outcomes
- Human Trafficking
- Violence
- Health impacts on Children
 - Children Migrating with their parents
 - Children Migrating Alone
 - Children Left Behind

Readings:

Camlin, Carol S., et al. "Gender, migration and HIV in rural KwaZulu-Natal, South Africa." *PloS One* 5.7 (2010): e11539.

Zimmerman, Cathy, Mazedra Hossain, and Charlotte Watts. "Human trafficking and health: A conceptual model to inform policy, intervention and research." *Social Science & Medicine* 73.2 (2011): 327-335.

Guendelman S, Cosby K. "Do immigrant children have a fair chance?" *In Raising Children: Emerging Needs, Modern Risks, and Social Responses* (pp. 183-200). J.D. Berrick and Gilbert N (Eds.). New York: Oxford University Press, 2008.

Week 6: Health Care Access and Delivery to Migrant Populations

- Inequalities and Discrimination in Health Care
 - Refugees and other migrant sub-populations
- Medical Tourism
- Sexual Health
- Strategic Approaches to Health and Health Care Services

Readings:

Gee, Gilbert C., et al. "Self-reported discrimination and mental health status among African descendants, Mexican Americans, and other Latinos in the New Hampshire REACH 2010 Initiative: the added dimension of immigration." *American Journal of Public Health* 96.10 (2006): 1821-1828.

Holmes, Seth M. "The clinical gaze in the practice of migrant health: Mexican migrants in the United States." *Social Science & Medicine* 74.6 (2012): 873-881.

Wallace, Steven P., et al. "Improving access to health care for undocumented immigrants in the United States." *Salud Pública de México* 55 (2013): s508-s514.

Week 7: Infectious Disease among Migrants

- Top Infectious Diseases Among Immigrants
- Risk of Infectious Disease
- Surveillance
- Interventions

Readings:

Ojeda, Victoria D., et al. "Associations between migrant status and sexually transmitted infections among female sex workers in Tijuana, Mexico." *Sexually Transmitted Infections* 85.6 (2009): 420-426.

Strathdee, Steffanie A., and Carlos Magis-Rodriguez. "Mexico's evolving HIV epidemic." *JAMA* 300.5 (2008): 571-573.

Burke, Nancy J., et al. "Chumnguh thleum: understanding liver illness and hepatitis B among Cambodian immigrants." *Journal of community health* 36.1 (2011): 27-34.

Week 8: Acculturation, Behavior, Chronic Disease

- Acculturation Models
- Ethnic Identity Crisis
- Immigrant Health Effects
 - Healthy Immigrant Effect
 - Health Duration Effect
- Obesity and Chronic Diseases

Readings:

Gee, Gilbert C., et al. "Racial discrimination and health among Asian Americans: evidence, assessment, and directions for future research." *Epidemiologic Reviews* (2009): mxp009.

Bostean, Georgiana, Annie Ro, and Nancy L. Fleischer. "Smoking Trends among US Latinos, 1998–2013: The Impact of Immigrant Arrival Cohort." *International Journal of Environmental Research and Public Health* 14.3 (2017): 255.

Wang, May C., and Catherine M. Crespi. "The influence of childhood and adolescent environmental exposure to a westernized environment on the relation between body mass index and adiposity in young Asian American women." *The American journal of clinical nutrition* 93.5 (2011): 1168S-1174S.

Week 9: Mental Health & Substance Use among Migrants

- Positive Mental Health and Relationships Among Migrants
- Mental Health of Refugees
- Substance Use Among Migrants
- Barriers to Mental Health Care Services

Readings:

Campos, Belinda, Oscar Fernando Rojas Perez, and Christine Guardino. "Familism: A cultural value with implications for romantic relationship quality in US Latinos." *Journal of Social and Personal Relationships* 33.1 (2016): 81-100.

Stempel, Carl, et al. "Gendered sources of distress and resilience among Afghan refugees in Northern California: a cross-sectional study." *International journal of environmental research and public health* 14.1 (2016): 25.

Strathdee, Steffanie A., et al. "Differential effects of migration and deportation on HIV infection among male and female injection drug users in Tijuana, Mexico." *PloS One* 3.7 (2008): e2690.

Week 10: Policy, Programs and Intervention Strategies for Migrants

- Immigration and Social Policy
- US Policies and Programs in Health Care
 - CHIP
 - ACA and Responses
- Public Assistance Programs
- Effects of Policies on Unauthorized Immigrant Populations

Readings:

Arredondo, Armando, et al. "Health insurance for undocumented immigrants: opportunities and barriers on the Mexican side of the US border." *The International journal of health planning and management* 27.1 (2012): 50-62.

Pintor, Jessie Kemmick, and Lynn A. Blewett. "Immigrant access to health care." *Healthy Generations* (2013): 23.

Fried, Brett, et al. "Implementing federal health reform in the States: who is included and excluded and what are their characteristics?." *Health Services Research* 49.S2 (2014): 2062-2085.

Androff, David K., et al. "US immigration policy and immigrant children's well-being: The impact of policy shifts." *J. Soc. & Soc. Welfare* 38 (2011): 77.



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New Course Proposal

Global Health 150 Migration and Health

Course Number Global Health 150

Title Migration and Health

Short Title MIGRATION & HEALTH

Units Fixed: 4

Grading Basis Letter grade only

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites none

Course Description Lecture, three hours; discussion, one hour. Introduction to history, current status, and future of migration and health using social determinants of health model to foster multidisciplinary analysis of status of migrant health around world. Exploration of social determinants of health affecting migrating populations, including gender, race, ethnicity, socioeconomic status, poverty, religion, politics, governance, and environment. Letter grading.

Justification Course Objectives:
 -Describe the historical context of migration and health while analyzing current migrant health disparities around the world through the social determinants of health model.
 -Identify priority health issues among migrants, barriers to achieving health equity, and intervention strategies to address health disparities including programs and policies.
 -Discuss the limitations and challenges of collecting data and research on migration and health.
 -Demonstrate research and technical writing skills through the development of a 10-15 page research paper.
 -Apply intervention strategies discussed in class to address a specific health disparity in migrant populations.

Syllabus File [Glb Hlt 150 Syllabus - Migration and Health.doc](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information This is being developed as an online course, to be funded through the UCOP ILTI program, and taught by Dr. Michael Rodríguez from UCLA and Dr. Nancy Burke from UC Merced.

Grading Structure Midterm Exam 30%
Final Exam 35%
Weekly Response Papers 10%
Participation 15%
Weekly Quizzes 10%

Effective Date Spring 2018

<u>Instructor</u> Name	Title
Michael Rodriguez	Professor

Quarters Taught Fall Winter Spring Summer

Department Global Health

<u>Contact</u> Name	E-mail
GABRIELA SOLOMON-DORIAN	gsolomon@international.ucla.edu

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ROUTING STATUS**Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 5/4/2017 9:52:28 AM**Changes:** Description**Comments:** Course description edited into official version.**Role:** Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 5/2/2017 9:30:41 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 5/1/2017 4:15:13 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686**Status:** Approved on 4/16/2017 10:16:56 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 3/23/2017 3:36:11 PM**Changes:** No Changes Made**Comments:** Routing to Aaron Tornell for FEC approval.**Role:** Department Chair or Designee - Solomon-Dorian, Gabriela Ra (GSOLOMON@INTERNATIONAL.UCLA.EDU) - 62806**Status:** Approved on 3/22/2017 9:09:06 AM**Changes:** Instructional Format, TIE Code**Comments:** Acting on behalf of Michael Rodriguez, Chair of Global Health, and Chris Erickson, Senior Associate Vice Provost and Director of the International Institute.**Role:** Initiator/Submitter - Solomon-Dorian, Gabriela Ra (GSOLOMON@INTERNATIONAL.UCLA.EDU) - 62806**Status:** Submitted on 3/20/2017 2:09:43 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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