

Lakehead University
SOCI 5631 – Sociology of Health & Illness
Course Syllabus
Summer 2024

Seminar:	Tuesdays & Thursdays, 12pm-3pm, via Zoom
Professor:	Dr. Michelle Majeed
Email:	mmajeed@lakeheadu.ca
Office Hours:	By appointment

Course Description

The focus of this course will be on migration and health.

International migration is an important global issue. Hundreds of millions of individuals currently live outside their country of origin. Migration impacts the health status and overall well-being of those who move and of individuals, communities and entire societies in countries of origin, transit, arrival and resettlement. As international migration continues to increase and becomes more politicized, it is important to understand the role this process plays and to understand it as a social determinant of health, its interactions with other determinants, as well as the implications migration presents in terms of health care delivery and policies.

Topics covered may include migration theories, immigration trends and policies, integration and citizenship, social determinants of health and health care policy.

This course adopts an interdisciplinary approach, incorporating scholarly work from the fields of sociology, public health, other social sciences, law, and human rights to help students achieve the course learning outcomes.

Learning Outcomes

By the end of the course, students will be able to:

- define key terms and explain core concepts related to the migration process;
- recognize the essential features of the migration phenomenon;
- summarize and differentiate the root causes of migration;
- interpret migration as a social determinant of health and debate its interactions with other determinants;
- understand the health impact of migration in terms of the lived experience of individuals and communities; and,
- apply critical, practical and creative thinking to specific migration & health issues.

Course Philosophy

This course is built on the concept of **reciprocal compassion** and a **humanized approach to learning** that seeks to benefit both students and instructors.

Humanistic approaches to teaching and learning can be defined as “the development of the whole person through the acquisition of knowledge, skills, competencies, ethics and habits of mind. Ultimately, the result of a humanistic-oriented educational process is that it fosters personal agency, is trauma-

informed, and is inclusive, such that students can apply their knowledge and skills creatively in any situation” (Blessinger et al. 2019). For this course this means it is developed to prioritize human connections and seeks to center kindness and well-being in our engagements with each other. It recognizes the diverse experiences that everyone brings to the classroom and our situatedness in the wider world. It recognizes that humanized learning can support student motivation and academic engagement by providing supports to students that remove barriers, help them engage with the course, and supports their well-being.

Land Acknowledgement

Acknowledging the fact that Lakehead sits on contested lands of Indigenous nations is an important and necessary step in recognizing the displacement of the people who have inhabited and who have taken care of the land for generations. Below you will find Lakehead’s Land Acknowledgement. As a resident of Peterborough, I also have included a Land Acknowledgement as this is the land that I live and work on.

Lakehead University

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous Peoples. Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit Peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

Peterborough

I respectfully acknowledge that I live, teach, and learn on the Treaty 20 Michi Saagiig territory and in the traditional territory of the Michi Saagiig and Chippewa Nations, collectively known as the Williams Treaties First Nations, which include: Curve Lake, Hiawatha, Alderville, Scugog Island, Rama, Beausoleil, and Georgina Island First Nations.

Equity, Diversity and Inclusion Statement

All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. No discrimination or harassment against any persons or communities will be tolerated in this class.

Access Statement

I understand access to be a shared responsibility between all of us in the classroom. As the instructor, it is my job to ensure that the classroom, the contents of my teaching, and your evaluations are conducted in such a way that

they are accessible to as many students as possible. I strive to create an open and accessible classroom by ensuring course documents are downloadable and machine readable, images are described, and alt-text is available. Students that require accommodations should register with Accessibility Services and feel free to speak to the Professor about any issues during the course.

Equally, it is your responsibility to participate in the course keeping in mind how you might make it more accessible (such as including image descriptions, introducing yourselves with the correct pronouns, and using accessible language). Creating an accessible classroom is a challenging task, and we may not always get things right. Still, our aim is to open the classroom to include different ways of learning and interacting. I welcome your input and support in this process.

Course Format

The seminars for this course are offered synchronously online through Zoom. **Classes will not be recorded, and it is expected that student will attend and actively participate in online class discussions and activities.** PowerPoint slides and other learning resources used during class will be made available online in pdf format.

Course Contact

Office hours will be offered by the professor by appointment. Email is the quickest way to get in contact with your professor, please contact them using the email addresses list above. You will receive a response within 48 hours.

Course Readings

There is no textbook or reader for this course. All course readings will be posted on CourseLink and can be downloaded and are machine readable. All articles and other media sources listed on the course syllabus are required readings.

Course Evaluation

Assignment requirements will be posted online and reviewed during seminar..

Evaluation	Due Date	Weight
Introduction Video	Friday July 5 at 11pm	5%
Class Facilitation (in groups)	Classes 6 - 11	15%
Class Engagement	Throughout the term	15%
Critical Reading Responses (5 x 5%)	Throughout the term	25%
Media Analysis Assignment	Friday July 26 at 11pm	15%
Policy Analysis Assignment	Friday August 9 at 11pm	25%

Assignment Submission and Marking Policy

All written assignments are to be submitted electronically on CourseLink. No paper copies are required. Please note that the instructor will not accept electronic copies of assignments via email. There will be a two-week marking turnaround for all

assignments. Marks will be posted online once all assignments are ready to be returned.

Late Penalty

Late assignments will lose **10%** per day. Any extensions will require proper documentation according to the university's policies and it is expected that students will speak to the Professor as soon as possible and prior to deadlines to make alternative arrangements.

Introduction Video (5%)

To create community, we need to get to know each other. So, this assignment asks you to create a short introductory video of yourself (max 5 mins). Answer the following questions:

- Where do you call home/What community do you call home?
- What is your employment, (if you are employed)?
- Why are you enrolled in this program?
- Why did you enroll in this course?
 - What excites you about it?
 - What makes you nervous?
 - Do you have personal or professional experiences of (im)migration?
 - Have you worked in health care settings, or with health-related issues in the past (e.g., coursework, employment, lived experiences)
- Anything else we should know about you (e.g. pets, plants, hobbies, interesting facts)?!

Class Engagement (15%)

This course recognizes that engagement can come in many forms, however, this is an advanced seminar, and as such the course is driven by student engagement. Students are expected to attend classes and come prepared having engaged with the course material and ready to engage with each other. Class participation, reading responses, and group class facilitations are aimed at enhancing the learning experience in the classroom for everyone, including yourself, by learning from each other. I will take attendance during every class but just attending is not enough to earn 100%, participation during discussions and other course activities will be considered.

Class Facilitation (15%)

In pairs/groups, students will be asked to facilitate the class topic. Groups will be created during the first week of the course, with group class facilitations scheduled for Classes 5 – 11. The presentation should introduce the class topic and required readings and other materials but also go beyond simply summarizing. This can be through thoughtful discussion, the posing of questions, the linking of the readings to other readings we have looked at and making connections to current events. The use of multimedia sources and interactive tools is welcomed. Groups are not required to use slides (such as PowerPoint) but it may help to organize your session.

Critical Reading Responses (25%)

You must complete 5 Critical Reading Responses from Class 3 - Class 11 (you choose the classes). Reflections can be between 500-750 words in length and are responses to the readings. A good reflection should reflect on the course material in a critical way, showing where you agree or disagree with the arguments, and/or how the materials relate to other readings in the course, other courses you have taken, or your own life. This means engaging with significant strengths, weaknesses, and future research directions of the research topic as well. Additionally, the responses should include 2 critical reading questions that are related to the content of the response and can be used to engage in the class discussions. **Please upload each submission to CourseLink no later than 9:00am EST (the day of class of the chosen submission date).** This gives your instructor an opportunity to review them before the start of class and supports your engagement IN class.

Media Analysis Assignment (15%)

For this assignment you will consider how a topic related to migration and health has been presented in the media and critically analyze it using the course readings. Options will be discussed in class and additional information provided online.

Policy Analysis Assignment (25%)

For this assignment you will critically analyze and assess a policy related to migration and health using the course concepts and theories. Options will be discussed in class and additional information provided online.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)") - and, in particular, sections 26 and 83 through 85. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Use of Generative AI in Assignments

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. Any use of GenAI systems to produce assignments for this course is not permitted. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated

content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

Course Schedule

Class 1 (July 2): Introduction to Course

- In the first class will discuss the content of the course and learning expectations.
- No readings

Class 2 (July 4): No Class

- Use this time to complete your Introduction Video and create your groups and select your class for the Class Facilitations
- No readings

Class 3 (July 9): Class Cancelled Due to Illness

- No readings

Class 4 (July 11): Introduction to Migration

Required:

- Levitt, P. and N.G. Schiller. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. *International Migration Review*. 38: 1002-1039.
- Vertovec, S. (2004). Migrant transnationalism and modes of transformation. *International Migration Review*, 38(3), 970-1001.
- Kertzer, David I. "The Perils of Reification: Identity Categories and Identity Construction in Migration Research." *Boundaries within: Nation, Kinship and Identity among Migrants and Minorities*. Springer International Publishing, 2017. 23-34.

Recommended:

- Thompson, D. K. (2018). Ethnicity and nationality among Ethiopians in Canada's census data: a consideration of overlapping and divergent identities. *Comparative Migration Studies*, 6(1), 6.
- Anthias, F. (2012). Transnational mobilities, migration research and intersectionality. *Nordic Journal of Migration Research*, 2(2), 102-110.
- Haikkola, L. (2011). Making connections: Second-generation children and the transnational field of relations. *Journal of Ethnic and Migration Studies*, 37(8), 1201-1217.

Class 5 (July 16): Health Impacts of Migration/ Migration as a determinant of Health

Required:

- Carruth L, Martinez C, Smith L On behalf of the Migration and Health in Social Context Working Group, et al. Structural vulnerability: migration and health in social context. *BMJ Global Health* 2021;6:e005109.
- Dyck, I., and P. Dossa, P. (2007). Place, health and home: gender and migration in the constitution of healthy space. *Health & Place*, 13(3), 691-701.
- Vang, Z. M., Sigouin, J., Flenon, A., & Gagnon, A. (2017). Are immigrants healthier than native-born Canadians? A systematic review of the healthy immigrant effect in Canada. *Ethnicity & health*, 22(3), 209-241.

- Villa-Torres, L., González-Vázquez, T., Fleming, P. J., González-González, E. L., Infante Xibille, C., Chavez, R., & Barrington, C. (2017). Transnationalism and health: A systematic literature review on the use of transnationalism in the study of the health practices and behaviors of migrants. *Social Science & Medicine*.183: 70–79.

Recommended:

- Asanin Dean, J. & Wilson, K. (2010). “My health has improved because I always have everything I need here...”: A qualitative exploration of health improvement and decline among immigrants. *Social science & medicine*, 70(8), 1219-1228.
- Wang, L. (2007). Immigration, ethnicity, and accessibility to culturally diverse family physicians. *Health & Place*, 13(3), 656-671.

Class 6 (July 18): Medical Pluralism and Global Health Flows

Required:

- Connell, J. (2013). Contemporary medical tourism: Conceptualisation, culture and commodification. *Tourism Management*, 34, 1-13.
- Horton, S. and S. Cole. (2011). Medical returns: Seeking healthcare in Mexico. *Social Science & Medicine*. 72: 1846-1852.
- Majeed, M. D. 2021. Continuity of care: The ongoing use of “bush medicine” as a transnational therapeutic health practice in Guyanese immigrant communities. *Health & Place*. 71. 1026-43.
- Muyskens, K. L. (2024). Medical Pluralism as a Matter of Justice. *The Journal of Medical Humanities*, 45(1), 95–111.
- Lee, J. Y., Kearns, R. A., & Friesen, W. (2010). Seeking affective healthcare: Korean immigrants’ use of homeland medical services. *Health & Place*, 16(1), 108–115.

Recommended:

- Buzinde, C. and C. Yarnal. (2012). “Therapeutic landscapes and postcolonial theory: A theoretical approach to medical tourism.” *Social Science & Medicine* 74: 783-787.
- Mathijssen, A., & Mathijssen, F. P. (2020). Diasporic medical tourism: a scoping review of quantitative and qualitative evidence. *Globalization and Health*, 16(1), 27–27.

Class 7 (July 23): Occupational Health of Migrants

Class Facilitation – Group 1

Required:

- Block, S., & Galabuzi, G. E. (2018). Persistent Inequality. Canadian Centre for Policy Alternatives.
- Ehrenreich, Barbara & Hochschild, Arlie. 2003. *Global Woman. Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt. “Introduction,” 1-13.
- Seo, J.Y., Chao, YY., Yeung, K.M. et al. Factors Influencing Health Service Utilization Among Asian Immigrant Nail Salon Workers in the Greater New York City Area. *J Community Health* 44, 1–11 (2019).
- Weiler, A. M., & Caxaj, C. S. (2024). Housing, health equity, and global capitalist power: Migrant farmworkers in Canada. *Social Science & Medicine*, 117067.

Recommended:

- Thiollet, H. (2016). Managing migrant labour in the Gulf: transnational dynamics of migration politics since the 1930s. International Migration Institute.

Class 8 (July 25): Health Disparities in Women and Child Migrants**Class Facilitation – Group 2****Media Analysis Assignment Due (July 26 at 11pm)****Required:**

- Beiser, M. & Hou, F. (2016). Mental Health Effects of Premigration Trauma and Postmigration Discrimination on Refugee Youth in Canada. *The Journal of Nervous and Mental Disease*, 204 (6), 464-470.
- Chakrabarti, R. (2010). Therapeutic networks of pregnancy care: Bengali immigrant women in New York City. *Social Science & Medicine*, 71(2), 362-369.
- Guruge, Sepali, Birpreet, Birpreet, Samuels-Dennis, Joan A., Health Status and Health Determinants of Older Immigrant Women in Canada: A Scoping Review, *Journal of Aging Research*, 2015, 393761, 12 pages, 2015.
- Salami B, Mason A, Salma J, Yohani S, Amin M, Okeke-Ihejirika P, Ladha T. Access to Healthcare for Immigrant Children in Canada. *International Journal of Environmental Research and Public Health*. 2020; 17(9):3320.
- Tabibi, J., Ahmad, S., Baker, L., & Lalonde, D. (2018). Intimate Partner Violence Against Immigrant and Refugee Women. *Learning Network Issue 26*. London, Ontario: Centre for Research & Education on Violence Against Women & Children.

Recommended:

- Meadows, L. M., Thurston, W. E., & Melton, C. (2001). Immigrant women's health. *Social science & medicine*, 52(9), 1451-1458.
- Menjivar, C. (2002). The Ties that Heal: Guatemalan Immigrant Women's Networks and Medical Treatment. *The International Migration Review*, 36(2), 437-466

Class 9 (July 30): Health Care Access and Delivery to Migrant Populations**Class Facilitation – Group 3****Required:**

- Asanin, J., & Wilson, K. (2008). "I spent nine years looking for a doctor": Exploring access to healthcare among immigrants in Mississauga, Ontario, Canada. *Social Science & Medicine*. 66(6), 1271-1283.
- Gulliford, M., Figueroa-Munoz, J., Morgan, M., Hughes, D., Gibson, B., Beech, R., & Hudson, M. (2002). What does "access to health care" mean? *Journal of Health Services Research & Policy*, 7(3), 186-188.
- Degelman, M. L., & Herman, K. M. (2016). Immigrant status and having a regular medical doctor among Canadian adults. *Canadian Journal of Public Health*, 107(1), 75-80.
- McMurray, J., Breward, K., Breward, M., Alder, R., & Arya, N. (2014/08//). Integrated primary care improves access to healthcare for newly arrived refugees in Canada. *Journal of Immigrant and Minority Health*, 16(4), 576-85.
- Horne, R., Graupner, L., Frost, S., Weinman, J., Wright, S.M., & Hankins, M. (2004). Medicine in a multi-cultural society: the effect of cultural background on beliefs about medications. *Social Science & Medicine*, 59, 1307- 1313.

Recommended:

- Lai, D. W., & Chau, S. B. (2007). Predictors of health service barriers for older Chinese immigrants in Canada. *Health & Social Work*, 32(1), 57-65.
- Wu, Z., Penning, M. J., & Schimmele, C. M. (2005). Immigrant status and unmet health care needs. *Canadian Journal of Public Health*, 96, 369-373.

Class 10 (Aug 1): Acculturation, Stress, Access to Culturally Appropriate Care**Class Facilitation – Group 4****Required:**

- Berry, J. W., & Hou, F. (2016). Immigrant acculturation and wellbeing in Canada. *Canadian Psychology / Psychologie canadienne*, 57(4), 254–264.
- Sanou, D., O'Reilly, E., Ngnie-Teta, I., Batal, M., Mondain, N., Andrew, C., & Bourgeault, I. L. (2014). Acculturation and nutritional health of immigrants in Canada: a scoping review. *Journal of Immigrant and Minority Health*, 16(1), 24-34.
- Fleuriet, K. J. (2007). Articulating Distress on Multiple Levels: Illness, History, and Culture Among the Kumiai of Baja California, Mexico. *Mexican Studies*, 23(1), 155–180.
- González-Vázquez, T., Pelcastre-Villafuerte, B. E., & Taboada, A. (2016). Surviving the distance: the transnational utilization of traditional medicine among Oaxacan migrants in the US. *Journal of immigrant and minority health*, 18, 1190-1198.
- Kong, H., & Hsieh, E. (2012). The social meanings of traditional Chinese medicine: Elderly Chinese immigrants' health practice in the United States. *Journal of Immigrant and Minority Health*, 14(5), 841-849.

Recommended:

- Berry, J. W., & Hou, F. (2020). Immigrant acculturation and wellbeing across generations and settlement contexts in Canada. *International Review of Psychiatry*, 33(1–2), 140–153.
- Blanchet, R., Nana, C. P., Sanou, D., Batal, M., & Giroux, I. (2018). Dietary acculturation among black immigrant families living in Ottawa—a qualitative study. *Ecology of food and nutrition*, 57(3), 223-245.
- McKenzie, K., Tuck, A., & Noh, M.S. (2011). Moving Traditional Caribbean medicine practices into healthcare in Canada. *Ethnicity and Inequalities in Health and Social Care*, 4 (2), 60-70.

Class 11 (Aug 6): Mental Health and Substance Use Among Migrant Populations**Class Review & Reflection****Required:**

- Beiser, M., Goodwill, A. M., Albanese, P., McShane, K., & Nowakowski, M. (2014). Predictors of immigrant children's mental health in Canada: selection, settlement contingencies, culture, or all of the above? *Social Psychiatry and Psychiatric Epidemiology*, 49(5), 743–756.
- Kleinman, A. (1978). Clinical relevance of anthropological and cross-cultural research: concepts and strategies. *The American Journal of Psychiatry*, 135(4), 427–431.

- Kirmayer, L. J. (2003). Failures of imagination: The refugee's narrative in psychiatry. *Anthropology & Medicine*, 10(2), 167–185.
- Li, H. Z., & Browne, A. J. (2000). Defining Mental Illness and Accessing Mental Health Services: Perspective of Asian Canadians. *Canadian Journal of Community Mental Health*. 19(1), 143-159.
- Ru, S., Li, Y. Differences in Substance Use Among Immigrants and the Canadian-Born Population. *Can. Stud. Popul.* 48, 335–359 (2021).

Recommended:

- Maina G, Mousavian G, Sherstobitoff J, et al. Process and Outcome of Community Engagement Event on Substance Use and Addiction Risks Facing Their Immigrant Communities in Regina, Saskatchewan. *Substance Abuse: Research and Treatment*. 2023;17.

Class 12 (Aug 8): No Class – Writing Time

Policy Analysis Assignment Due (Aug 9 at 11pm)

- Use this time to work on the Policy Analysis Assignment due August 9 at 11pm
- No Readings

*The above course schedule and the listed readings are subject to change. Any changes will be announced on online and during class.