

# Global Health and Migration

An Annotated Bibliography for Teachers



## Why is health important in thinking about migration?

Health is shaped by many forces in life: economics, politics, and social factors. Social determinants of health include housing, employment, education, and access to good nutrition. As people move across borders—whether by choice or forced by circumstances such as natural disaster, conflict, or economic need—these determinants can change. Such changes often have health-related consequences. When an individual or family is uprooted from a familiar place and language to seek a new life somewhere else, their transitions may affect not only their own health but that of their families and communities around the world. In this way, migration and displacement have a global effect on health—the health of everyone, everywhere in the world.

How might educators—especially those in the humanities who are not health specialists—use a multidisciplinary approach to teach about migration in ways that strengthen global health? How might they prepare their students—whether young adults, high school, college, or graduate students—to better understand why these transitions and health risks matter in today's world? This annotated bibliography offers a guide to key themes that cross over topics commonly discussed in many high school and college classroom settings. Finding creative ways to help students think about the world's health as it relates to migration can help nurture responsible global citizens who are prepared to live thoughtfully amidst the population shifts of the 21st century.

## What health-related themes about migration commonly intersect with what young adults think about?

Migration—including the experiences of refugees—can be tied to conversations about global health in many different ways. This annotated bibliography is organized by ten key themes that can make helpful connections. Please refer to the table of contents to navigate these themes.

## How might an educator use this bibliography?

Imaginatively and creatively! For example:

- Each of the themes listed above can be a stand-alone unit. One could alternatively plan a module that connects two (or three); keep it simple.
- If you choose to look at more than one theme at the same time, build “compare and contrast” exercises and discussion into your classroom engagement and assignments.
- Incorporate the topic into a particular class (e.g. literature, social studies, etc.) and invite students to choose from the topical themes for their reports and presentations.
- Approach the chosen themes through a particular lens, such as (for example): art, literature, or films; housing options around the world; a particular country at a particular time (or across history); or tied with students’ family histories of migration.
- Many entries a “curricular suggestion,” intended to help teachers think about ways to draw on a particular reference.
- Remember: This bibliography is not intended to be comprehensive, but contains just a tiny selection of curated and annotated suggestions to encourage “outside-the-box” thematic connections.

Note on organization: Suggested resources are grouped within the ten themes. Within each theme, citations are listed chronologically, with most recent publications (and “live” websites) listed first. An asterisk (\*) before the title indicates that the full text is available free online.



## Table of Contents

Refugees in Humanitarian Emergencies.....	5
Displaced Children: War, Transition, and Discrimination.....	8
Women in Motion: Why Women Migrate and Health Risks They Face .....	10
Migrant Farm Workers.....	12
Mental Health: Migration, Trauma, and Stress.....	14
Development-Induced Displacement.....	16
Climate Change: Effects on Health .....	18
Faith-Based Humanitarianism in Crisis and Migration.....	20
Literature and Art: The Migrant Narrative .....	22
Border-Crossing: Backgrounds for Thinking About Health.....	24





# Refugees in Humanitarian Emergencies



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Discussion on this theme might consider: What are refugees? What causes someone to become a refugee? What examples come to mind from the news as well as recent or “long-ago” history? What does a refugee camp look like, and what is it like to live in one (e.g., what are common utility services in camps, such as sanitation?) Why do refugees need emergency help? What health issues do internally displaced persons (IDPs) need to think about compared to those who cross national borders in their search for refuge? How do refugees access health care services? (and if they can’t, why not?) Below are some resources you may find useful in discussion with your students:



**\*Harvard Humanitarian Academy, “Building a Better Response,” (training course).**

<http://www.buildingabetterresponse.org/course/view.php?id=10>

This course, sponsored by the Harvard Humanitarian Academy, is a free, self-paced e-learning certificate course for professionals who work in humanitarian and emergency response efforts. The course helps build the capacity for national and international NGO personnel to engage with the humanitarian systems in a way that improves coordination and response to the needs of affected populations. It uses interactive tools and scenario-based teaching that might be adapted to young adults curious to learn more about how the experts respond and what the world considers a humanitarian crisis. Includes a substantial collection of related e-learning resources

**More info at:** <http://hhi.harvard.edu/education/bbr>

**To take the course:** <http://www.buildingabetterresponse.org>



**\*The United Nations High Commissioner for Refugees (UNHCR)**

<http://www.unhcr.org>

The Office of the United Nations High Commissioner for Refugees was established in 1950 by the United Nations General Assembly. Its mandate is to lead and coordinate international action to protect refugees and resolve refugee problems worldwide. Within that mandate it seeks to safeguard the rights and well-being of refugees, and works to make sure everyone can exercise the right to seek asylum and find safe refuge in another State, return home voluntarily, integrate locally, or resettle in a third country. UNHCR also helps stateless people.

**Curricular suggestion:** Have students explore the website to look for certain themes; ask them to think about what the stories, images, and policy statements tell them about an assigned region or topic.





**\*UN Office for the Coordination of Humanitarian Affairs.**

<http://www.unocha.org>

This site is the best “first place to look” to learn about humanitarian aid around the world and coordination efforts and standards. The site includes resources and handouts as well as themes and stories that invite group discussion (e.g. going the last mile to stop Ebola, the power of cash for villagers in Nepal, displacement in the Ukraine).



**\*UNHCR. Humanity, hope and thoughts of home: Syrian refugees in southern Lebanon.** UNHCR 2015.

<http://www.unhcr.org/54ede4b16.html>.

This news story from the Office of the United Nations High Commissioner for Refugees’ website invites group discussion about the refugee experience through the lens of recent crisis in Syria.

**Curricular suggestion:** Assign in combination with discussion of other UNHCR resources within this bibliography.



**\*Baker I et al. Satellite Imagery Interpretation Guide: Displaced Population Camps.** Harvard Humanitarian Initiative 2015.

[http://hhi.harvard.edu/sites/default/files/publications/satellite\\_imagery\\_interpretation\\_guide.pdf](http://hhi.harvard.edu/sites/default/files/publications/satellite_imagery_interpretation_guide.pdf).

This free downloadable guide provides fascinating case studies of displaced population camps with detailed and carefully explained satellite imagery of camps in East Africa and the Middle East. Aspects of the camps—such as dimensions, colors, shapes, and, when possible, unique identifying features of objects, including civilian shelters and humanitarian agency infrastructure—are visible via high-resolution imagery. Objects are organized according to the United Nations Office for the Coordination of Humanitarian Affairs humanitarian cluster system and three other categories unique to this guide. Imagery provided by Google’s Skybox Imaging for the creation of this guide can be explored online by following the directions included inside the report.

**Curricular suggestion:** Have students compare and contrast these images with the photos from *On the Dirty Plate Trail: Remembering the Dust Bowl Refugee Camps* (see below). Ask students to note differences and then similarities.



**\*UNHCR Global Trends**

Short and readable reports available from the website of the Office of the United Nations High Commissioner on Refugees, with handy visual aids useful for classroom use. Recent Global Trend reports include: “Displacement: The New 21st Century Challenge” (2012); “War’s Human Cost” (2013); and “World at War: Forced Displacement in 2014” (2014).



**\*Akram S. Millennium Development Goals and the Protection of Displaced and Refugee Women and Girls.** *Laws* 2013. 2(3): 283-313.

doi: 10.3390/laws2030283

<http://www.mdpi.com/2075-471X/2/3/283>.

This free downloadable paper considers the unique challenges that women and girls face as refugees and displaced persons.



**\*Janneck LM et al. on behalf of the Urbanization and Humanitarian Access Working Group. Urbanization and Humanitarian Access Working Group: Toward Guidelines for Humanitarian**

**Standards and Operations in Urban Settings.** *Prehospital and Disaster Medicine* 2011. 26(6): 464-69.

[http://journals.cambridge.org/download.php?file=%2FPDM%2FPD-M26\\_06%2FS1049023X12000118a.pdf&code=7b-1f90a529c50390c3e652438a6bb5dd](http://journals.cambridge.org/download.php?file=%2FPDM%2FPD-M26_06%2FS1049023X12000118a.pdf&code=7b-1f90a529c50390c3e652438a6bb5dd).

This article discusses the Humanitarian Action Summit of 2011 and the Sphere Project, which builds a humanitarian charter and minimum standards in humanitarian response. The authors outline context, challenges, and opportunities that humanitarian agencies face, and lay the groundwork for future initiatives.

**Curricular suggestion:** This document may be a useful background source for teachers as they think of ways to explore ethical issues that might include the following questions: To what standards do we as global citizens hold ourselves accountable? Are such standards easily agreed on? Why or why not? How does a society with diverse opinions and philosophies develop consensus on practical policies to support at least basic human rights under difficult circumstances? What do you think might happen when volunteers from different countries join together to work on a common crisis (e.g., Ebola, food distribution) but have different standards?



Babb S. **On the Dirty Plate Trail: Remembering the Dust Bowl Refugee Camps.** University of Texas Press 2007.  
<http://utpress.utexas.edu/index.php/books/babdir>.

In this book, journalist Sanora Babb, with photos of the camps by her sister Dorothy, describes their lives among dispossessed farmers in the Farm Security Administration's California migrant labor camps in 1938-39. Published after the author's death with introduction and commentary by editor Douglas Wixson. Babb's research was among John Steinbeck's resources for *The Grapes of Wrath*.

**Curricular suggestion:** Pair excerpts from these illustrated narratives with reading *The Grapes of Wrath*.



Martin SF et al. **The Uprooted: Improving Humanitarian Responses to Forced Migration.** Rowman & Littlefield 2005.  
<https://rowman.com/ISBN/9780739162194/The-Uprooted-Improving-Humanitarian-Responses-to-Forced-Migration>.

This was the first book to methodically examine the progress and persistent shortcomings of the current humanitarian regime. It describes the organizational, political, and conceptual shortcomings that are creating the gaps and inefficiencies of international and national agencies in reaching entire groups of forced migrants. It also emphasizes the urgent need to develop more comprehensive and cohesive strategies to address forced migration in all its complexity.

**Curricular suggestion:** See suggestions from Janneck.

Hulme K. **The Wild Place.** Little Brown 1953.



In this book, Kathryn Hulme describes internally displaced person (IDP) camps of the United Nations Relief and Rehabilitation Administration (UNRRA) in Germany, where she was a Deputy Director, between 1945 and 1952. It is a fascinating first-person account with extensive descriptions of health-related effects of war-related population displacement. The book won the Atlantic Nonfiction Award of 1953. While this book may be hard to find, the story is worth classroom discussion.

**Summary and author biography available at:**  
<http://www.campwildflecken.heinzleitsch.de/dp-camp-wildflecken/kathryn-hulme.htm>

**Curricular suggestion:** Include in unit on World War

II to examine various aspects of war and politics that affect displacement. Might incorporate with classroom discussion about student stories of migration from their own family heritage.



# Displaced Children: War, Transition, and Discrimination



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Discussion on this theme might include: child soldiers; how children respond to psychosocial trauma and how they develop resilience; children of displaced minorities who routinely experience conflict and discrimination due to chronic conditions of forced mobility (e.g., Bedouins, Roma, and Native Americans). Below are select resources you can use to learn more to prepare your students:



Bhabha J (ed.). **Child Migration and Human Rights in a Global Age**. Princeton University Press 2014.

<http://press.princeton.edu/titles/10210.html>.

This collection of essays explores how displacement and migration affects children's lives, including their health. The focus is on helping the reader view these issues through a human rights-based perspective. Topics include: home, citizenship, adoption, exploitation, war, refugee protection, and adolescent migrants. The author directs research at the Harvard University FXB Center for Health and Human Rights.

**Curricular suggestion:** Select a topic from one of the chapters to plan classroom exploration about children's lives around the world.



\*Bhabha J. "**We can do better.**" *Harvard Magazine*, July 24, 2014.

<http://harvardmagazine.com/2014/07/we-can-do-better>

This op-ed describes the "surge" of unaccompanied minors from Central America to the United States

as a humanitarian crisis. It considers the causative roots of social dislocation for these children, and how to improve the way they are treated on arrival in the United States. Solutions include investment in rights-respecting shelters along the borders, high-quality legal resources to help the children explore immigration remedies; and generous access to lawful family reunification for long-settled U.S. residents.

**Curricular suggestion:** Combine with recent news media or literature about children's experiences of migration.



Russell, SA. **Hunger: An Unnatural History**. Basic Books 2005.

[http://www.sharmanaptrussell.com/?mbt\\_book=hunger-an-unnatural-history](http://www.sharmanaptrussell.com/?mbt_book=hunger-an-unnatural-history).

This book is a collection of literary essays on hunger by a nature writer. Chapters 11 ("Hungry Children," pp. 169-86) and 12 ("Protocols of Famine," pp. 187-204) focus especially on children's responses to hunger in history.



Stein Z et al. **Famine and Human Development: The Dutch Hunger Winter of 1944-45.** Oxford University Press 1975.  
<http://www.amazon.com/Famine-Human-Development-Hunger-1944-1945/dp/0195018117>.

This classic study identified a broad range of very specific health-related consequences on children who survived or were born during World War II in areas that suffered acute food restrictions and war-induced starvation.

**Curricular suggestion:** While the study itself is written at a college level for readers familiar with research methods, the information might be adapted for the young adult classroom through combining it with age-appropriate literature and a focused look at specific charts or short vignettes. Related publications have followed the famine-related effects on this population into their old age.



**\*Strategies and Tactics to Combat Segregation of Roma Children in Schools: Case Studies from Romania, Croatia, Hungary, Czech Republic, Bulgaria, and Greece.** Harvard University FXB Center for Health and Human Rights 2015.  
<http://fxb.harvard.edu/wp-content/uploads/sites/5/2015/05/Roma-Segregation-full-final.pdf>.

Across Europe Roma children experience widespread and systematic exclusion from education, leading to significant gaps, aggravated by school segregation. This report reviews and synthesizes desegregation strategies of six NGOs and highlights successes and lessons learned for change in law, policy, and practice in other regions and contexts.

**Curricular suggestion:** Consider how and why groups become persecuted and how such persecution affects a group's health status.



**\*UNHCR. War's Human Cost, UNHCR Global Trends 2013.**  
<http://www.unhcr.org/5399a14f9.html>

An estimated 10.7 million people around the world were newly displaced due to war in 2013 alone. This 50-page report is lavishly illustrated with easy-to-understand charts, tables, maps, and brief stories that illustrate and explain how armed conflicts affect those forced into migration and displacement.

**Curricular suggestion:** Select one or two of the graphics and invite the class to try to interpret them; discuss in the context of stories or news.



**\*We Came Back with Empty Hands: Understanding the Disarmament, Demobilization and Reintegration of Children Formerly Associated with Armed Groups in the Democratic Republic of the Congo.** Eastern Congo Initiative and the Harvard Humanitarian Initiative 2013.  
[http://static1.squarespace.com/static/52260690e4b034e9c5032547/t/52602abde4b06a77d-fbf5112/1382034109541/Empty+Hands\\_REV3\\_Web.pdf](http://static1.squarespace.com/static/52260690e4b034e9c5032547/t/52602abde4b06a77d-fbf5112/1382034109541/Empty+Hands_REV3_Web.pdf).

This report and interactive resource emerged from a project collaboration between the Eastern Congo Initiative (ECI) and the Harvard Humanitarian Initiative (HHI) as well as six Congolese community-based partners. Also available are an interactive website and video. The goal of the project is to use lessons learned from the past to encourage constructive change for how we might respond to child soldiers and youth at risk for joining armed groups. Includes text, video, body mapping illustrations, and photo voices.

**Curricular suggestion:** Select a story and use the multimedia online resources for classroom discussion. Might be combined with discussing mental health issues as part of reflecting on narratives about (or memoirs by) former child soldiers (e.g., Ishmael Beah's *A Long Way Gone: Memoirs of a Boy Soldier*; "Joseph Kony Child Soldier Returns to Terrorised Boyhood Village" (*The Guardian*, July 22, 2013); or hip hop artist/musician-for-peace, Emmanuel Jal).



Wyman, M. **DPs: Europe's Displaced Persons, 1945-1951.** Cornell University Press 1989.  
<http://www.cornellpress.cornell.edu/book/?G-COI=80140100486230>.

Chapter 4 of this book (pp. 86-105) contains a vivid account of the health and psychosocial effects of World War II on displaced children living in displaced person (DP) camps in Europe.

**Curricular suggestion:** Background reading for planning a module that incorporates comparisons of past and present.




# Women in Motion: Why Women Migrate and Health Risks They Face




© Dennis Albert Richardson

Discussion on this theme might include: migrant workers who are women; health risks of particular risk to woman who are traveling due to concerns about survival for themselves or their families; trafficking vs. choice; work vs. “cultural exchange” in the experiences of international “au pairs”; effects of gender discrimination on women migrants at the workplace. Conversation could be combined with discussion about migrant farm workers (see next section). Below are select resources you can use to learn more to prepare your students:

 \*Galarneau C. **Farm labor, reproductive justice: Migrant women farmworkers in the US.** Health and Human Rights: An International Journal 2013. 15(1): 144-60.  
<http://www.hhrjournal.org/wp-content/uploads/sites/13/2013/08/Galarneau-FINAL.pdf>.

This article looks at violations of “reproductive justice” (which the World Health Organization defines as “the complete physical, mental, spiritual, political, economic, and social well-being of women and girls, based on the full achievement and protection of women’s human rights”) in the experiences of female migrant farmworkers in the United States today. The article is based on the author’s experience working with migrant and seasonal farmworkers in the late 1970s and early 1980s.

**Curricular suggestion:** Choose one of the stories in the article and discuss it in the context of sexual and reproductive rights and education for young women forced to work to survive.

 \*Kjaer, AA. **Au Pair: Challenges to Safe Migration and Decent Work.** Global Alliance Against Traffic in Women 2013.

[http://www.gaatw.org/publications/AuPair\\_ChallengestoSafeMigrationandDecentWork.GAATW2013.pdf](http://www.gaatw.org/publications/AuPair_ChallengestoSafeMigrationandDecentWork.GAATW2013.pdf).

Many affluent working families hire au pairs (foreign “nannies”), who often come as short-term “migrants” in what is sometimes called a cultural exchange but includes paid labor. Many of these young women come from low-income countries, use the experience to help families survive back home, and may endure health risks in the host setting as a result of labor expectations, unavailable health care coverage, and potential sexual exploitation. This report, in the form of a working paper, looks at these challenges through examples from Denmark, Norway, and the Netherlands. It also contains a case study on Filipina au pairs in Denmark.

**Curricular suggestion:** Could be combined with discussion about students’ first-hand experiences with

(or as) au pairs or work abroad, or a local organization related to migrant workers in your town.



\*Petrozziello AJ. **Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective** [Training Manual]. UN Women 2012.

[http://www.unwomen.org/~media/Headquarters/Attachments/Sections/Library/Publications/GenderOnTheMove\\_low2b%20pdf.pdf](http://www.unwomen.org/~media/Headquarters/Attachments/Sections/Library/Publications/GenderOnTheMove_low2b%20pdf.pdf).

How might women migrants make the most of their decision to find work in another country? How do women and girls who migrate shape a society's needs for schools? Housing? The urban marketplace? What matters to keep them healthy? (e.g., sanitation, safety from physical violence, choice in work and childbirth/childcare, etc.) This training manual provides a dynamic and adaptable tool for training those who work on topics related to migration and development. It also offers tools to help design programs and policies that strengthen the positive effects of migration in terms of development.

**Curricular suggestion:** Choose one of the exercises in the manual as an opportunity for experimental role play.



\*D'Cunha J. **Claim & Celebrate Women Migrants' Human Rights through CEDAW: The Case of Women Migrant Workers: A UNIFEM**

**Briefing Paper.** United Nations Development Fund for Women 2005.

[http://www.unwomen-eseasia.org/docs/2009\\_Claim\\_and\\_celebrate.pdf](http://www.unwomen-eseasia.org/docs/2009_Claim_and_celebrate.pdf).

This report looks at why women migrate for work, and shows how CEDAW (The Convention on the Elimination of All Forms of Discrimination Against Women) is relevant for addressing women migrants' concern.

**Curricular suggestion:** Useful background resource for teachers planning modules on gender and migration.



# Migrant Farm Workers



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Discussion on this theme might include: who migrant farm workers are; the health effects of transient housing and unregulated working conditions; nutrition, limitations in essential affordable access to health care services by undocumented migrants. Conversation might also touch on women as migrants (see previous section). Below are select resources you can use to learn more to prepare your students:



**\*National Center for Farmworker Health.**

<http://www.ncfh.org>.

NCFH is a private, not-for-profit corporation located in Buda, Texas dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers, and individuals involved in farmworker health. Established in 1975, the organization assists organizations with a highly experienced multi-disciplinary team of migrant health professionals.



**\*Nichols M, Stein AD, Wold JL. Health Status of Children of Migrant Farm Workers: Farm Worker Family Health Program, Moultrie, Georgia. *American Journal of Public Health* 2014. 104: 365-70.**

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3935716/pdf/AJPH.2013.301511.pdf>.

Every year farmers in the United States hire 1.4 million agricultural workers, of whom 26 percent are

migrants; more than half of these migrants subsist on incomes below the poverty line. This research evaluation of the children of migrant farmworkers documents serious health risks, including higher prevalence of obesity, anemia, and stunting than those found in the non-migrant farmworking population.



**\*Marosi R. "Products of Mexico: Hardship on Mexico's farms, a bounty for U.S. tables." *LA Times* (4-part series), December 2014.**

<http://graphics.latimes.com/product-of-mexico-camps>.

This news story, and the accompanying images, maps, and video, document health-related conditions and include interviews with workers at some of the mega-farms in Mexico that have powered the country's agricultural export boom. The series includes details on horrendous housing conditions, labor conditions, chronic debt, and child labor. In a behind-the-scenes video, the author and photographer explain what it took to get access to places that have long escaped outside scrutiny.

**Curricular suggestion:** Using this series (or one story from it) as part of a module on health and migrants might make this issue more relevant to young adults as they might recognize how this issue affects them on a personal level.



\*Quandt SA et al. **Cooking and Eating Facilities in Migrant Farmworker Housing in North Carolina.** *American Journal of Public Health* 2013.

103(3): e78-e84.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3673492>.

This research article reports observation data on 182 farmworker camps during the 2010 agricultural season, and documents multiple code violations including cockroach and rodent infestation, contaminated water, and unsanitary conditions. The U.S.-hired farmworker population may range from 700,000 to 1.4 million individuals, and this paper suggests some of the health risks they face related to employer facilities for housing and food.

# Mental Health: Migration, Trauma, and Stress



© Carolyn Cole / Los Angeles Times

Discussion on this theme might include: How migration causes stress and psychosocial trauma, especially when related to violence or forced displacement; how poverty and discrimination affects stress and one's ability to "bounce back"; a focused look at stories from one example or one type of displacement as it relates to mental health, resiliency, and survival adjustment. Below are select resources you might use to learn more or discuss with your students. This theme might also be combined with discussion of displaced children (see previous section).



\*Fazel M et al. **Mental Health of Displaced and Refugee Children Resettled in High-Income Countries: Risk and Protective Factors.** *The Lancet* 2012. 379: 266-82.  
[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(11\)60051-2/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(11)60051-2/abstract).

This article provides a systematic review of individual, family, community, and societal risk and protective factors for mental health in children and adolescents who are forcibly displaced to high-income countries. The authors emphasize the importance of comprehensive policies to resolve asylum claims and help support children's ability to cope with life in a new culture.

**Curricular suggestion:** A powerful way to illustrate the importance of social determinants in health. Also to consider the challenges associated with tackling mental health issues for children in an effective and meaningful way.



\*Raviola G et al. **Mental Health Response in Haiti in the Aftermath of the 2010 Earthquake: A Case Study for Building Long-Term Solutions.** *Harvard Review of Psychiatry* 2012. 20(1): 68-77.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3335115>.

Significant challenges exist in providing safe, effective, and culturally sound mental health and psychosocial services when an unforeseen disaster strikes in a low-resource setting. This case study describes the experience of a transnational team in expanding mental health and psychosocial services delivered by two health care organizations, one local (Zanmi Lasante) and one international (Partners in Health), acting collaboratively as part of the emergency response to the 2010 Haiti earthquake. This case study shows how mental health providers work in low-resource settings as public health program implementers and as members of multidisciplinary teams.

**Curricular suggestion:** Think about how a school classroom and supportive teachers can be a valuable



resource to help students admit and cope with stress and trauma, and learn more about available community resources in and out of crisis settings.



\*Rhodes J et al. **The Impact of Hurricane Katrina on the Mental and Physical Health of Low-Income Parents in New Orleans.** *American Journal of Orthopsychiatry* 2010. 80(2): 237-47.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3276074>.

This study documents changes in mental and physical health among 392 low-income parents exposed to Hurricane Katrina. Hurricane-related stressors and loss related to post-Katrina well-being doubled the prevalence of probable serious mental illness, and nearly half of the respondents exhibited probable PTSD. Adverse health consequences of Hurricane Katrina persisted for a year or more, and were most severe for those experiencing the most stressors and loss. Long-term health and mental health services are needed for low-income disaster survivors, especially those who experience disaster-related stressors and loss.

**Curricular suggestion:** Pair this article with one that has a more international perspective and ask students to compare and contrast. Reflect on what assumptions they have about this issue and whether they are surprised at the similarities and differences they notice.

# Development-Induced Displacement



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Discussion on this theme might consider examples and effects of population displacement caused by so-called “economic development” or attempts at “improving” regional living conditions; for example: hydroelectric dams that flood entire valleys of villages; mining or deforestation activities that undermine local living conditions; trade regulations intended to improve a national economy that alter market balance and impoverish small-scale farmers or traders, who are subsequently forced to move and seek alternative options for survival. Below are select resources you can use to learn more to prepare your students:



\*Chavkin S et al. **Evicted and Abandoned: How the World Bank Broke its Promise to Protect the Poor.** *Huffington Post*/International Consortium of Investigative Journalists 2015.  
<http://projects.huffingtonpost.com/worldbank-evicted-abandoned>.

This investigative news report describes a year-long study by the International Consortium of Investigative Journalists. According to the report, an estimated 3,350,449 people since 2004 were forced from their homes, deprived of their land, or had their livelihoods damaged because they lived in the path of a World Bank project.



\*McClintock NC. **Regenerative Agriculture for Haiti's Central Plateau—A Sustainable Foundation for Food and Nutrition Security.** Zanmi Lasante Paris 2004.  
[http://web.pdx.edu/~ncm3/files/McClintock\\_Haiti.pdf](http://web.pdx.edu/~ncm3/files/McClintock_Haiti.pdf).

This report discusses food development efforts in Haiti in the face of climate change and development abuses affecting land quality and access to adequate agriculture.



Robinson WC. **Risks and Rights: The Causes, Consequences, and Challenges of Development-Induced Displacement.** The Brookings Institute—SAIS Project on Internal Displacement 2003.

**Full report:** <http://www.brookings.edu/fp/projects/idp/articles/didreport.pdf>.

**Short news summary:** <http://www.migrationpolicy.org/article/minimizing-development-induced-displacement>.

This report, which summarizes a multi-year study of development-induced displacement by the World Commission on Dams (WCD), concluded, “impoverishment and disempowerment have been the rule rather than the exception with respect to resettled people around the world.” The impact has been felt most heavily, according to the WCD study, by marginalized and vulnerable populations. Includes discussion of the “Guiding Principles on Internal Displacement,” formulated by a team of international legal scholars and presented to the United Nations in 1998. These were the first guidelines developed within the context of human rights and humanitarian law to address internal displacement and development-induced displacement.



# Climate Change: Effects on Health



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Discussion on this theme might include: how changing weather conditions affect health by changing available food options, food costs, and housing (e.g., more elderly people suffering health crises during heat waves in countries like England and France where few people have air conditioning); the effects of increased competition over resources in international humanitarian emergencies; how affected agricultural patterns aggravate war and conflict; the changing effects of climate on infectious and chronic disease patterns; and how each of these touches on questions about displacement, migration, and health. Below are a few select resources you may find useful for discussion with your students:



\*Watts N et al. **Health and Climate Change: Policy Responses to Protect Public Health. Report of the Lancet Commission on Health and Climate Change.** *The Lancet* 2015.  
[http://dx.doi.org/10.1016/S0140-6736\(15\)60854-6](http://dx.doi.org/10.1016/S0140-6736(15)60854-6).

This report maps out the impacts of climate change and the policy responses necessary in order to ensure the highest attainable standards of health for populations worldwide. The Commission argues that tackling climate change could be the greatest global health opportunity of the 21st century.

**Curricular suggestion:** Teachers might draw on this long report, intended for changing government policies, by pulling out one or two charts to help students think about the connections between climate science and health. Figure 18 (p. 42) offers an interesting glimpse at how people in different countries around the world perceive the threat of climate change.



\*Melillo JM, Richmond TC, Yohe GW (eds). **Climate Change Impacts in the United States: The Third National Climate Assessment.** U.S. Global Change Research Program 2014.

**Interactive report:** <http://nca2014.globalchange.gov>.

**Individual sections:** <http://nca2014.globalchange.gov/downloads>.

This report of the National Climate Assessment summarizes the impacts of climate change on the United States, now and in the future. A team of more than 300 experts guided by a 60-member Federal Advisory Committee produced the report, which was extensively reviewed by the public and experts, including federal agencies and a panel of the National Academy of Sciences.



\*Nellemann C (ed.) et al. **The Environmental Food Crisis: The Environment's Role in Averting Future Food Crises.** A UNEP Rapid Response Assessment. United Nations Environment Programme 2009.

[http://www.grida.no/files/publications/FoodCrisis\\_lores.pdf](http://www.grida.no/files/publications/FoodCrisis_lores.pdf).

Through a rich use of images, charts, and data, this illustrated report focuses on global food supply issues that can powerfully shape climate change-related population migration trends in the years ahead.

**Curricular suggestion:** Classroom discussion could emphasize how what we can afford to eat may affect our health—for better or for worse.

# Faith-Based Humanitarianism in Crisis and Migration



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Discussion on this theme might include: the role of charity and volunteerism in virtually all world religions; local faith-based organizations (FBOs) that emerge from within the migrant/refugee population vs. FBOs engaged in “disaster tourism”; ethical aspects of responding to human need (e.g., the role of dignity, human rights, compassion, social justice); faith-based sponsorship of health care facilities around the world; and some of the challenges that might appear when aid groups have different perspectives and philosophies. Below is a selection from recent literature that may assist you in discussion with your students:



\***Laudato Si' / On Care for our Common Home**  
[http://i2.cdn.turner.com/cnn/2015/images/06/18/papa-francesco\\_20150524\\_enciclica-laudato-si\\_en.pdf](http://i2.cdn.turner.com/cnn/2015/images/06/18/papa-francesco_20150524_enciclica-laudato-si_en.pdf)

This May 2015 encyclical (papal report) on climate change by Pope Francis has received much attention in *The New York Times* and other mainstream media due to its relevance to and global influence on taking climate change seriously, including outcomes such as health policy as well as migration response. Includes comments (see, e.g., chapters 25, 175) on the connection between climate change and forced migration/displacement.



Holman, SR. **Beholden: Religion, Global Health, and Human Rights.** Oxford 2015.  
<https://global.oup.com/academic/product/beholden-9780199827763?cc=us&lang=en&>

Chapter 2 (on the Kumbh Mela religious bathing festival in India and the role of water in health) and Chapter 6 (on the potential problems of faith-based aid) may be relevant to classroom discussion of religious elements common in settings of humanitarian emergencies. Two related blogposts by the same author are available at:

\*“Religions and the social determinants of health”:  
<http://blog.oup.com/2015/02/religion-public-health-photo-essay>

\*“On pilgrims and refugees: A comparative reflection”: <https://mappingthemela.wordpress.com/2013/01/23/on-pilgrims-and-refugees-a-comparative-reflection-susan-holman-senior-writer-harvard-global-health-institute>





\***Faith and Responses to Displacement.** *Forced Migration Review* 2014. Vol. 48.  
<http://www.fmreview.org/faith/contents>.

This special issue of *Forced Migration Review* offers more than 40 short articles that explore the role of faith in the humanitarian sector with a glimpse at specific cases, successes, and challenges; it also includes discussion about the role of religion in fomenting or sustaining many global conflicts. Especially notable essays include:

- Kidwai S et al. "The role of religion in the formation of cross-community relationships" (pp. 10-13). Abstract: Spiritual life is a priority in many conflict-affected communities, perhaps especially in situations of displacement. It is rarely prioritized by aid agencies, yet may be central to the formation and maintaining of strong and effective cross-community relationships.
  - Ager A. "Faith and the secular: Tensions in realizing humanitarian principles" (pp. 16-18). Abstract: There is good reason to engage faith-based organizations and local faith communities in humanitarian response, but doing so raises challenging issues for the interpretation of humanitarian principles.
- Curricular suggestion:** Pair this article with the Oxfam / plastic sheeting article (Herson, below) so that students can think about the broad concept of tensions and challenges through a specific narrative example that makes this issue more relevant.
- Squire J & Hope K. "Journeys of a secular organization in south Lebanon" (pp. 24-25). Abstract: A secular NGO's experiences in south Lebanon demonstrate that it is possible for non-faith-based organizations to develop productive relationships with faith-based actors without compromising their secular identities.
  - Herson M. "Not in our remit" (p. 32). Abstract: An Oxfam worker tells the story of project tensions over the use of donated plastic sheeting (intended for waterproofing IDP home roofs/floors) to line the dirt floor of an IDP-built mosque; the article reflects on the value of the mosque to the IDPs as essential for community building.
  - Barry-Murphy E and Stephenson M. "Engaging IDPs in Sri Lanka: A Buddhist approach" (pp. 59-60). Abstract: A Buddhist Sri Lankan

NGO provides an example of how endogenous faith-based civil society organizations can help mobilize IDPs in owning and defining strategies for their own protection.

- Riera J and Poirier M-C. "'Welcoming the stranger' and UNHCR's cooperation with faith-based organizations" (pp. 64-67). Abstract: Since its creation in 1950, UNHCR has engaged with faith-based organizations, faith communities and faith leaders in carrying out its work. Recently, UNHCR has been more actively exploring the role of faith in humanitarian responses.

These essays also identify related resources and tools, including:

- "16 Affirmations," a multi-lingual, multi-faith, first-person statement for faith leaders developed by UNHCR Dialogue on Faith and Protection and signed at the Religions for Peace Ninth World Assembly in 2013. Available in Arabic, English, French, German, Hebrew, Russian, Spanish, and Turkish at <http://www.unhcr.org/51b6de419.html>.
- Fiddian-Qasmiyeh E and Ager A (eds). "Local faith communities and the promotion of resilience in humanitarian situations: A scoping study." Joint JLI-RSC Working Paper. Oxford 2013. <http://www.rsc.ox.ac.uk/files/publications/working-paper-series/wp90-local-faith-communities-resilience-2013.pdf>.
- "Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief." IFRC. <http://www.ifrc.org/Global/Publications/disasters/code-of-conduct/code-english.pdf>.



\*\***Faith-Based Humanitarianism in Contexts of Forced Displacement.** *Journal of Refugee Studies* 2011. 24(3): 429-633.  
<http://jrs.oxfordjournals.org/content/24/3.toc>.

This special issue of the *Journal of Refugee Studies* includes an introduction by Elena Fiddian-Qasmiyeh (Refugee Studies Center, University of Oxford), and 10 peer-reviewed research articles on various aspects, including: the tradition of asylum, Christian and Muslim aid in conflict settings, IDPs in Kenya, pragmatic approach to aid in a refugee camp, and refugee resettlement in the United States.

# Literature and Art: The Migrant Narrative



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Much of the literature that has shaped American thought is based on stories about population displacement, migration, and stories of how people face the challenge of making a new life in a strange land or region. Many of these stories contain narratives of health-related risks that may have shaped the family histories of today's adolescents and young adults but are often overlooked. Such literature—in text, film, theater, and related media—can spark the imagination and help raise awareness of global health factors as part of the “big picture” in American education. Below is a list of selected classics available in English that may help you prepare your students in the humanities to discuss health in the context of migration and displacement:



Eire C. **Learning to Die in Miami: Confessions of a Refugee Boy.** Simon & Schuster 2011.

This riveting sequel to Carlos Eire's National Book Award-winning memoir, *Waiting for Snow in Havana*, relates the true story of the author's childhood exile from his parents and home in Cuba to a new life in the United States as one among the 14,000 unaccompanied refugee children in 1962's Operation Pedro Pan. Contrasts in the living conditions of his hosts, longterm effects of emotional uncertainties rooted in social trauma, and ongoing discrimination as a Hispanic American are a few of the subtle themes related to health issues that trace through this personal narrative.



Russell, MD. **A Thread of Grace.** Ballantine Books 2005.

This *New York Times* bestseller uses fiction to trace the lives of a diverse group of refugees in Europe during World War II and tells the little-known story of Italian citizens who helped save 43,000 Jews from death. The protagonist is a refugee followed from her adolescent flight from home into old age.



Eighner L. **Travels with Lizbeth: Three Years on the Road and on the Streets.** Ballantine Books 1993.

In this book, which *The New York Times* called “a modern autobiography of a supertramp,” Lars Eighner—a Texas-based high school graduate and poet—tells his story of what it's like to be homelessness and in poor health in modern America.



Ginzburg L. **Blockade Diary**. Harvill Press 1995.

Based on the Soviet literary critic and historian Lidiya Ginzburg's first-hand experience during the 900-day siege of Leningrad during World War II, this small book (written in 1984 and translated to English by Alan Myers in 1995) explores the effects of cold, hunger, shelling, the death from starvation of family members, and the constant obsession with food. Useful for understanding how war affects those who may be displaced or forced to migrate in any culture.



Ray S. **Aparajito, Pather Panchali, and Apur Sansar**. 1955, 1957, 1959.  
<http://www.janusfilms.com/aputrilogy>.

In these three world-famous, award-winning films from the 1950s (sometimes known as the "Apu trilogy"), Indian filmmaker Satyajit Ray combines images from West Bengal with lyrical realism to depict the harsh challenges of poverty faced by those forced to leave agricultural village communities to seek a better life in the city. Can be viewed individually or as a (6-hour) series. English subtitles.



Steinbeck J. **The Grapes of Wrath**. The Viking Press, Inc. 1939.

This Pulitzer-Prize-winning classic novel tells the story of a family of tenant farmers displaced from their home in Oklahoma during the Depression as a result of drought, economic hardship, changes in farming, and bank foreclosure. While focusing on labor issues, the book also describes multiple health-related factors, including food, housing, social violence, and infant mortality.



O'Flaherty L. **Famine**. Literary Guild 1937.

Liam O'Flaherty's vivid and at times brutal fictional account of the 1840s Irish potato famine.



Sinclair U. **The Jungle**. Doubleday 1906.

In this 1906 bestseller, Upton Sinclair used fiction to describe the true conditions of meat packing plants in Chicago and their life-threatening health risks to both the immigrants who worked there and those who might buy their products. Sinclair did all the research himself and published the book despite immense political opposition; the book was a key force in helping to establish the U.S. Food and Drug Administration. Suitable for classroom discussion of migrant health risks and substandard labor conditions.



# Border-Crossing: Backgrounds for Thinking About Health



© UN Photo/UNHCR/Glenna Gordon

Migration and displacement is about crossing borders, whether geographical or social, visible and invisible. Discussion on this theme might include: What are borders? What does it mean to “cross” a border? What are some of the ways migrants and displaced persons might experience such a transition, whether it’s national, regional, cultural, social? How might the border-crossing experience differ if you did or did not know you could return home again? If you did or did not have a passport? If you or a family member with you were sick? What is it like to experience armed border controls and guarded walls, and how might that affect sense of self? This discussion might be combined with the themes related to on stressors and psychological resilience as well as emergency humanitarian responses.



\*Biemann U. **Suspended in the Post-Humanist Lapse: Contained Mobility.** AntiAtlas des Frontières (blog) 2013.

<http://www.antiatlas.net/en/2013/09/27/suspended-in-the-post-humanist-lapse-contained-mobility-ursula-biemann>.

In this blogpost, artist and video essayist Ursula Biemann describes her 2004 award-winning film, *Contained Mobility*, which uses digital technology to imagine the real-life efforts of refugee Anatol K. Zimmermann’s attempts to become a citizen of the European Union. More than a journey, the narrative considers what it means to listen to a refugee’s story, and how the problem of crossing borders shapes migration identity.

View Part 1 of *Contained Mobility* on YouTube (10:59 minutes): <https://www.youtube.com/watch?v=jyUB-VbNfrcl>



\*Biemann U. “**Writing Video—Writing the World: Videographies as Cognitive Medium,**” *Transit* 2008. 4(1).

<http://transit.berkeley.edu/2008/biemann>.

More on Biemann’s focus on what it means to produce a “border videography.”



\***Border Crossing Deaths: A Public Health Crisis along the U.S.-Mexico Border.** American Public Health Association (APHA) 2009.

<http://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2014/07/24/08/56/border-crossing-deaths-a-public-health-crisis-along-the-us-mexico-border>.

This policy brief summarizes the health risks that cause unnecessary death for migrants at the Mexico-U.S. border and identifies key points for action

by governments, border control agents, health care professionals, and schools and educational programs.



von Schubert K. **Checkpoints and Chances: Eyewitness Accounts from an Observer in Israel-Palestine.** Quaker Books 2005.

<http://www.amazon.com/Checkpoints-Chances-Eyewitness-Accounts-Palestine/dp/0852453663>.

This is a published collection of the author's blog-posts during her work as a volunteer international observer for Quaker Peace and Social Witness between 2002 and 2004. It includes examples of the health-related effects of daily encounters with armed border controls.



\*Santora M. **Future Doctors, Crossing Borders; Lessons in East Harlem's Culture, Diet and Health.** *New York Times* 2004.

<http://www.nytimes.com/2004/08/18/nyregion/future-doctors-crossing-borders-lessons-in-east-harlem-s-culture-diet-and-health.html>.

This story about a medical students' guided walk through the neighborhoods around their hospital illustrates how urbanized migration and poverty shapes health. The story could be used to encourage classroom conversations at the secondary school or undergraduate level about taking a similar walk with open eyes through other neighborhoods across America.