

**MIGRATION AND HEALTH:  
MEXICAN MIGRATION FIELD RESEARCH AND TRAINING PROGRAM  
Fall Quarter 2011**

Undergraduates register as: LATI 122A  
Graduate students register as: LATI222A or Directed Reading with Prof. Zúniga

Class meetings: **Thursdays, 9:00am-12:00pm, ERC 115**, Center for Comparative Immigration  
Studies (CCIS), (ground floor, Eleanor Roosevelt College Academic Administration Building)  
Locator map: <http://ccis.ucsd.edu/about/directions/>

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*Co-Instructor:*  
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*Advisor:*  
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Division of Global Public Health, UCSD; Co-Director/Education, UC Global Health Institute

The MMFRP is a unique, three-course opportunity for undergraduate and graduate students who want an in-depth, hands-on research experience focused on international migration and health.

The Migration and Health course specifically is designed to give hands-on, community-based field research experience in Mexico and the United States. Including:

- Experience working with a multidisciplinary research team of undergraduate and graduate students from both countries.
- Extensive, direct guidance and training from professors at UCSD, SDSU, and partner institutions in Mexico.
- Opportunities to explore how public policies, economics, and culture on both sides of the border affect the health of migrants to the U.S. and of family members who are left behind.
- Learning how to gather and analyze both qualitative and quantitative data using the latest social science and biomedical methods
- The opportunity to have your work published as a professional journal article.

For undergraduates, this program, with its unique research and scientific writing opportunities, is excellent preparation for graduate school as well as a career in teaching, public health, non-governmental organizations, and law. For graduate students, the program can be used to satisfy an international field experience requirement, obtain data for a thesis project, and expand one's publications record.

During Fall Quarter 2011 students will be trained in field research methods and how to conduct fieldwork in other cultural settings. In Winter Quarter 2012 students will conduct field interviews in a high-migration town in rural Yucatán, México, and its satellite communities in Los Angeles and Orange County. In Spring Quarter (optional), students will analyze the field data they collected and co-author journal articles based on these data.

## Requirements

1. You will be expected to participate in several group projects. The class will be divided into four “health issue/writing groups,” each consisting of 4-5 students, that will specialize in a migration and health subject (chronic diseases, infectious diseases, mental health, and substance abuse) to be addressed in a journal article that will be submitted to a peer-reviewed journal in any related discipline (e.g. public health, anthropology, sociology, etc). The group projects will include standardized survey questionnaires and in-depth interviews, and design of related culturally and contextually-specific questions to be administered in Mexico to returned migrants from the U.S., non-migrants in Mexico, and migrants interviewed in the U.S., as well as a guide for conducting in-depth qualitative interviews with experienced migrants to the United States. These instruments will be used to collect data during the field research in Tunkás, Yucatán, México (January 22-February 3, 2012) and in Los Angeles and Orange Counties during the rest of February, after our fieldwork in Tunkás. This will be the third time the MMFRP has studied Tunkás and its U.S. satellite communities; previous studies were done in 2006 and 2009. The standardized survey questions to be used in January 2012 will be pre-tested by students interviewing each other as well as migrants during the Fall Quarter.
2. There is a short written assignment due at the first class meeting in September. Please refer to the “summer instructions” email for specific instructions.
3. In addition to the written assignment based on summer readings, there will be three other written assignments: (a) *a reverse-engineering exercise*, in which you will take one of the health-related chapters published in previous MMFRP-based books and identify its main and subsidiary points, analyze how the argument was constructed using different types of data, and suggest how the chapter could have been improved; (b) *a mock interview study*, in which you conduct and record an interview, which you then transcribe, code and critique your performance as an interviewer; and, (c) *a literature review* in which your group will summarize the major findings and debates in the existing academic literature pertaining to your group’s topic; and Assignments (a) and (c) will be graded on the chapter group’s collective effort; assignment (b) and the “summer” assignment will be graded on an individual basis. **There is no mid-term or final.**
4. At the end of the quarter, your chapter group will make an oral presentation to the rest of the class on your research questions, hypotheses, and how you expect to test them using the evidence gathered during the fieldwork.
5. Since LATI 122A/222A - FPM 289A is taught as a seminar rather than a lecture course, you should come to class prepared to participate actively in seminar discussions, having done all of the required readings carefully, and thought about questions that should be discussed in class. Expect to be called on if you do not initiate your participation.

6. Due to the small size of our field research team and the complexity of the project, attendance at all class meetings (and being in the seminar room, ready to start, at 9:00 am each Thursday is absolutely essential, both to your success in the program and to the success of the program itself. We ask that you do not schedule any conflicting activities during the academic year. Any unavoidable absence (e.g., due to medical or family emergencies, out-of-town job interviews) must be cleared with the Faculty Program Director by e-mail in advance of the class meeting.

## **Grading**

- 10% summer reading assignment
- 15% health issue/writing group 'reverse-engineering' written assignment
- 15% individual 'mock interview' written assignment
- 20% health issue/writing group 'literature review' written assignment
- 15% health issue/writing group in-class presentation
- 25% individual class participation (including practice interviews)

## **Office Hours**

Office hours for Dr. Zúñiga, Shira Goldenberg and David Keyes will be by appointment.

## **Required Readings**

All of the readings will be available as a shared collection on Google docs. To get the link to this, as well as other information, visit the MMFRP blog at <http://ccis.ucsd.edu/mmfrpblog/>.

The following books based on previous MMFRP field studies will be distributed to you free of charge:

- Cornelius, Wayne A., David FitzGerald, and Pedro Lewin Fischer, eds., *Mayan Journeys: The New Migration from Yucatán to the United States* (Boulder, CO: Lynne Rienner Publishers, 2007)
- Cornelius, Wayne A., David S. FitzGerald, Pedro Lewin Fischer, and Leah Muse-Orlinoff, eds., *Mexican Migration and the US Economic Crisis: A Transnational Perspective* (Boulder, CO: Lynne Rienner Publishers, 2009).
- FitzGerald, David Scott; Rafael Alarcón Acosta, and Leah Muse-Orlinoff. *Recession Without Borders: Mexican Migrants Confront the Economic Downturn*. La Jolla, CA and Boulder, CO: CCIS and Lynne Rienner Publishers, 2011.

## READING AND WRITING ASSIGNMENTS

### Summer Readings:

- Cornelius, Wayne A., David FitzGerald, and Pedro Lewin Fischer, eds., *Mayan Journeys: The New Migration from Yucatán to the United States* (Boulder, CO: Lynne Rienner Publishers, 2007), paying special attention to the chapter by Prelat & Maciel.
- Cornelius, Wayne A., David S. FitzGerald, Pedro Lewin Fischer, and Leah Muse-Orlinoff, eds., *Mexican Migration and the US Economic Crisis: A Transnational Perspective* (Boulder, CO: Lynne Rienner Publishers, 2009), paying special attention to the chapter by Paola Pérez, et al.
- Adler, Rachel H. 2007. *Yucatecans in Dallas, Texas: Breaching the Border, Bridging the Distance*. (Boston: Allyn & Bacon).

### Summer Assignment:

The first two books will give you a sense of the type of research that MMFRP has carried out in previous years (keep in mind, of course, that this year's program will have a narrower focus on public health issues) while the Adler will give you a sense of the everyday lives of Yucatecan migrants living in the United States. We would then like you to bring to the first day of class a 1-2 page double-spaced document in which you discuss your reactions to the readings. Focus primarily on the MMFRP books, though you can make reference to the Adler as well, telling us what you found most surprising, confusing, stimulating, and contrary to your expectations.

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### Week 1 (September 22): Overview of Public Health Issues Affecting Mexican Migrants and Stay-at-Homes, Part I: HIV and Other Infectious Diseases, Sexual and Reproductive Health, & Substance Abuse

Course overview: María Luisa Zúñiga, Wayne Cornelius

Discussion leaders: María Luisa Zúñiga, Alfonso Rodríguez (CDC), Shira Goldenberg

### Readings to be done prior to class:

- Wayne A. Cornelius and Micah Gell-Redman, "Migration and Health," *FACTS Reports*, October 2010.

**In class:** Students will sign up for first and second preference for a health issue/writing group assignment

## Week 2 (September 29): Overview of Health Issues Affecting Mexican Migrants and Stay-at-Homes, Part II: Chronic Diseases, and Mental Health

Discussion leaders: María Luisa Zúñiga, Enrico Marcelli, SDSU

**Readings to be done prior to class:** Please note that for this week's readings, you should choose one reading from each topic to read (you are welcome to read more if you would like), giving you a total of four articles.

### *Chronic diseases*

- Kaplan MS, Huguet N, Newsom JT, McFarland BH. The association between length of residence and obesity among Hispanic immigrants. *American Journal of Preventive Medicine*. 2004;27(4):323-326.
- Holmes, MM, and Marcelli, EA, "Neighborhoods and Systemic Inflammation: High CRP among Legal and Unauthorized Brazilian Migrants," under review.

### *Mental health*

- Breslau J, Borges G, Tancredi D, et al. Migration from Mexico to the United States and Subsequent Risk for Depressive and Anxiety Disorders: A Cross-National Study. *Arch Gen Psychiatry*. 2011;68(4):428-433.
- Calvario R, Duncan W, Enriquez D, López G, Salgado H. Migration and Mental Health in a Binational Mixteco Community (Forthcoming). In David FitzGerald et al., eds. *The Wall Between Us: An Indigenous Community in Mexico and the United States*. Boulder, CO: Lynne Rienner Publishers.
- Familiar I, Borges G, Orozco R, Medina-Mora M-E. Mexican migration experiences to the US and risk for anxiety and depressive symptoms. *Journal of Affective Disorders*. 2011;130(1-2):83-91.

### *Infectious diseases*

- Hirsch JS, Higgins J, Bentley ME, Nathanson CA. The Social Constructions of Sexuality: Marital Infidelity and Sexually Transmitted Disease-HIV Risk in a Mexican Migrant Community. *Am J Public Health*. 2002;92(8):1227-1237.
- Goldenberg S, et al. (2011), "Contraception and Sexuality in a Migrant Community," in David FitzGerald, et al., eds. *Recession Without Borders*.

### *Substance abuse*

- Borges G, Breslau J, Orozco R, et al. A cross-national study on Mexico-US migration, substance use and substance use disorders. *Drug and Alcohol Dependence*. 2011;117(1):16-23.

- Borges G, Medina-Mora M, Orozco R, et al. The Mexican migration to the United States and substance use in northern Mexico. *Addiction*. 2009;104(4):603-611.

**In class:** Students will be assigned to health-issue groups

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### **Week 3 (October 6): The Art and Science of Formulating and Asking Survey Questions of Mexican Migrants**

Discussion leaders: Wayne Cornelius, David Keyes, María Luisa Zúñiga, Shira Goldenberg

#### **Readings to be done prior to class:**

- Floyd J. Fowler, *Improving Survey Questions* (Thousand Oaks, CA: Sage Publications, 1995), pp. 8-45.
- Boynton PM, Greenhalgh T. Selecting, designing, and developing your questionnaire. *BMJ*. 2004;328(7451):1312 -1315.

**In class:** Discuss Tunkás survey instrument options and research questions

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### **Week 4 (October 13): Qualitative Research and Community-Based Participatory Research**

Discussion leaders: Wayne Cornelius, María Luisa Zúñiga, David Keyes, Shira Goldenberg

#### **Readings to be done prior to class:**

- Kirsti M. Qualitative research: standards, challenges, and guidelines. *The Lancet*. 2001;358(9280):483-488.
- DiCicco-Bloom B, Crabtree BF. The qualitative research interview. *Medical Education*. 2006;40(4):314-321.
- Sullivan, Marianne et al. 2001. “Researcher and Researched-Community Perspectives: Toward Bridging the Gap.” *Health Education & Behavior* 28(2):130 -149.

**Due in class:** Reverse-engineering assignment

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## **Week 5 (October 20): Qualitative Interviewing and Data Analysis**

Discussion leaders: María Luisa Zúñiga, Shira Goldenberg, Fátima Muñoz, UCSD

- Goldenberg S, Shoveller J, Ostry A, Koehoorn M. Youth sexual behaviour in a boomtown: implications for the control of sexually transmitted infections. *Sexually Transmitted Infections*. 2008;84(3):220 -223.
  - Gerald L. “Feeling blue” in Spanish: A qualitative inquiry of depression among Mexican immigrants. *Social Science & Medicine*. 2008;67(2):228-237.
  - Willms DG, Best JA, Taylor DW, et al. A Systematic Approach for Using Qualitative Methods in Primary Prevention Research. *Medical Anthropology Quarterly*. 1990;4(4):391-409.
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## **Week 6 (October 27): Research Ethics and Considerations for the Protection of Vulnerable Populations**

Discussion leader: María Luisa Zúñiga Dena Plemons, UCSD

### **Readings to be done prior to class:**

- Rhodes R. Rethinking Research Ethics. *The American Journal of Bioethics*. 2010;10:19-36.
- Silverman H. Protecting Vulnerable Research Subjects in Critical Care Trials: Enhancing the Informed Consent Process and Recommendations for Safeguards. *Annals of Intensive Care*. 2011;1:8.
- Complete CITI online ethics tutorial and bring certificate to class:  
<https://www.citiprogram.org/>

### **In class:**

- Presentation on International Migration minor
- Small group exercise to develop bullet-point guide for obtaining informed consent

**Due in class:** Mock interview assignment

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## **Week 7 (November 3): Introduction to Epidemiology and Quantitative Analysis**

Discussion leader: María Luisa Zúñiga, Shira Goldenberg, Micah Gell-Redman, Ph.D. candidate, Dept. of Political Science, UCSD

### **Readings to be done prior to class:**

- Nahmias SB, Nahmias D. Society, sex, and STIs: human behavior and the evolution of sexually transmitted diseases and their agents. *Annals of the New York Academy of Sciences*. 2011;1230(1):59-73.
- Centers for Disease Control. Multiple-Serotype Salmonella Gastroenteritis Outbreak After a Reception—Connecticut, 2009. *JAMA: The Journal of the American Medical Association*. 2010;304(14):1547 -1549.

**In class:** Discuss questionnaire items pertaining to your health issue in group meetings

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## **Week 8: November 7-10, Monday through Thursday): Joint Training with Colegas de Yucatán**

We will conduct practice interviews; and our colleagues from Yucatán will make short presentations on their own research; we will discuss logistics and procedures to be used in the fieldwork in Yucatán. Plan to attend as many of these joint training sessions as possible during the week. Training sessions will run from 10:00 am-3:30 pm, Monday, Tuesday, Wednesday, and Thursday. This is a critical training week; please put it on your calendar now. There is NO CLASS MEETING on Friday, Nov. 11, the Veteran's Day holiday. This is free time to visit informally with our colegas.

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## **Week 9 (November 17): Putting it all together**

Students will conduct practice interviews with each other; discuss possible revisions to the questionnaires; receive a briefing on current social, economic, and political conditions in Yucatán; and be trained on electronic data collection.

**Due in class:** Literature review

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**(November 24): NO CLASS -- THANKSGIVING HOLIDAY**

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**Week 10: (December 1): Student Presentations on Health Issues**

Health issue/writing groups will orally present the primary questions their group is going to ask, their preliminary hypotheses, and the kinds of survey and qualitative evidence they will collect in Yucatán and southern California to answer their questions.

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**Week 11 (December 5-9): Finals**

No class meetings or assignments