



International Honors Program

IHP Health and Community

Globalization and Health

IPBH 3500 / 4 credits / 60 class hours

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.

Course Description

Globalization is a contested term that means different things to different people, depending on their disciplines, ideologies, and the effects of globalization processes on their daily lives. Despite the common impression that globalization is a product of Euro-American 'modernity', many argue that global interconnectedness and transnational flows have long been fostered by international trade, conquest, colonialism, development, migration, exploration and other forms of travel. Similarly, while the term 'globalization' (sometimes mistaken as a synonym for 'westernization') is often understood exclusively in terms of European and North American forces, many scholars point to the ability of individuals and groups outside this geopolitical context to shape our increasingly interconnected world.

We will frame this course with a critical analysis of globalization as a set of complex political, economic, and social processes. You will be introduced to key aspects of the processes of globalization particularly focusing on how these processes intersect with issues of health and wellbeing, broadly construed. Using local content in each country we visit, you will critically evaluate the role of institutions, corporations, and governments as part of the workings of globalization that exacerbate health inequities, as well as ameliorate these conditions. We will debate the role of colonialism, the nation-state, and ethnocentrism in defining the type of healthcare available in different societies and people's access to resources. Learning will be multi-faceted: ranging from the theoretical to the lived local experience. You will have active engagement with local faculty in each country, critical observation at each location, discussions with community organizations and leaders, field visits, lectures from local experts and faculty, collaborative learning, group discussions, and critical reflection.

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Methodology

This course is organized into four Modules. In each Module you will have assignments given and graded by the faculty responsible for teaching that segment of the GH class. The collection of your GH assignments will become your GH Portfolio and will be the basis for the comparative module four assignment given and graded by the Program Director.

There will be two types of assignments for this class: (1) There are two ongoing portfolio entries that will be the same in each country and, (2) there is one larger country module assignment per country that will take the form of papers, projects, or activities. NB: All work for this course, including all portfolio entries and country module assignments, will be handed in electronically on the flash drives provided. This collective work will become the GH Portfolio for the final comparative module four assignment.

Materials

The reading requirements were distributed to you prior to the program and assigned as part of your pre-departure assignments.

Required Readings (Students must purchase this book; approximate cost = \$12.00):

Steger, Manfred B. (2013). *Globalization: A Very Short Introduction*. Third Edition. Oxford: Oxford University Press.

This book is not a text book for the course but will be referred to and drawn upon at various points during the semester. In this clear and succinct introduction to globalization, Steger argues that while globalization can be studied from many different perspectives (e.g. cultural, economic, political, ecological), in practice these different dimensions are interconnected and mutually constituting. Similarly, while different lectures, faculty and country programs may emphasize different aspects of globalization, a significant aim of this course is that students will come away with a solid grasp of the interconnectedness of various dimensions of globalizing processes.

Other country-specific course readings will be distributed in-country. Local faculty will work with the Country Coordinator to arrange for copies of readings to be distributed.

Learning Outcomes

The *Globalization and Health* course comprises 60 class hours of instruction and field experience (4 credits). Upon completion of the course, students will be able to:

- Contrast theories of the contested concepts of globalization, and articulate clear examples of how the global intersects with and impacts the local;
- Assess the relationships between structural health disparities and globalizing, 'modernizing', and nation-building processes;
- Evaluate the interrelationships between governance, neoliberalism, development, and healthcare practices;
- Differentiate among key organizations and institutions, their roles in globalization, and the manner in which they can cooperate to address key issues;
- Illustrate the linkages between local, national, international and transnational processes with respect to key transitions in political economy (colonialism, post-colonialism, nation-building, neoliberalism and so on).
- Synthesize observations from multiple countries to reflect on the interplay of global and local in healthcare policy and practices, as well as local experiences of globalization.
- And, understand how all of these powers work together to help or hinder health equity.

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Course Schedule

This course is organized into an introduction class and four subsequent modules. See program calendar for corresponding dates of class sessions.

Course Introduction: Washington, DC, USA

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GHI	Intro: Debriefing basic concepts from the Readings	Review of Required text	Steger book (as part of the pre-departure readings)

Field Activities and Guest lectures associated with this Country Module:

Neighborhood Day explorations, Case Studies, Immigrant Health Site Visit.

Portfolio Entry #1: Global/local Artifact, USA

A version of this portfolio entry assignment will repeat in each country. Continue to refer back to this page for directions and the grading rubric.

In light of concepts and theories from lectures and readings, you will collect and analyze an artifact (a piece of evidence) in the launch city that illustrates a local experience of global processes. This recurring set of portfolio entries will facilitate tracking transnational flows and discontinuities and thus illustrate the linkages between local, national, and transnational healthcare processes as we travel from place to place. It will also encourage critical evaluation of globalization, health disparities, and the local healthcare experiences/ practices, starting with the USA. Your ability to analyze should become stronger over the course of the semester.

** You must do more than track a physical object as it or its components move globally—you need to press your analysis beyond this show how the artifact you have chosen exemplifies or can represent the political, economic, cultural, technological, or ideological processes that make its meaning, use, and deployment matter within the local context. You must make clear connections to Health and Community topics and concerns. Consider: how does that artifact produce people, as much as people produce it?

Your analysis should be 400-500 words and should include these three points:

1. Description of an artifact that demonstrates a local experience of a global process
 - Your artifact may be an experience (e.g. participating in group activity), a practice (e.g. observing a religious service), or a physical material (e.g. a food).
 - You may present the artifact as a piece of physical evidence such as a train ticket, a photograph, or artistic rendering, or you may describe it in a few sentences. All artifact descriptions must include information about when and where you encountered the artifact.
 - How does this artifact relate to another program component (reading, site visit, guest/ faculty lecture, etc.) pertaining to local experiences or processes?
2. A brief but thoughtful analysis of how the artifact represents and/or is an actual example of a global/ transnational processes
 - Describe why you consider this artifact to be global/ transnational and (using your Steger book) explain which domain/s it flows within or among.
 - For example, you might consider one or more of the following questions: Where does it flow to and from? How does it move? What people are involved in its movement? What barriers, or regulatory mechanisms, might influence the rate or direction of its flow? How does this artifact contribute to the production of localities, personhoods, the norming of western culture, etc.
3. A brief but thoughtful analysis of how the artifact is local/ localized

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- Describe why you consider the artifact to be 'local' and how it fits within the local physical or social landscape. In what ways does its presence there make a difference to the lives of the people in that locality?
- For example, you might consider one or more of the following questions: How is the artifact expressed differently here than in its place of 'origin'? How does it change to accommodate distinctively local conditions, materials, values, or processes? What people are involved in localizing it? How does it take on local characteristics or 'flavor'?

Portfolio Entry Grading Rubric: This rubric will be used by all course faculty for all recurring portfolio assignments

0-1 Points	2-3 points	4-5 points
Does not make a meaningful attempt at addressing the prompts; needs further details; no supporting ideas or context are provided; connections to course content are missing or in appropriate	A mechanically sufficient entry; provides sufficient details for clarity; supporting ideas and context are provided superficially but not 'unpacked' or examined; limited connections to course content are made	A particularly thoughtful and/or original entry; provides rich and necessary details; ideas and experiences are fairly 'unpacked' and properly contextualized; connections to course content are thoughtfully made

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Country Module One: Hanoi, Vietnam

Lectures and Readings

Session	Lecture Topic	Key Concept	Readings
GH2	Globalization and its impact in Vietnam.	Four dimensions: economic, political, cultural, ecological; three types of globalism: market, justice, and religious; the blind scholars and the elephant.	Vu Van Hau. (2007). Impact of globalization on the religious life in Vietnam nowadays. <i>Social Sciences Information Review</i> , 1, 2, 33-38 Schmidt, U. (2004). Vietnam's integration into the global economy – achievements and challenges. <i>Asia Europe Journal</i> , 2, 63-83
GH3	Globalization and health issues in Vietnam	HIV/AIDS, SARS, Ebola, MERS, influenza, tobacco, obesity, malnutrition, non-communicable diseases; ecological globalization, climate change, greenhouse effect; population; global environmental degradation	Matsuda, S. (1997). An introduction to the health system in Vietnam. <i>Environ Health Prev Med</i> , 2, 3, 99–104 Pang, T & Guindon, G.E. (2004). Globalization and risks to health. <i>EMBO reports</i> , 5, S11–S16 Rocklov et al. (2014). Local research evidence for public health interventions against climate change in Vietnam. <i>Global Health Action</i> , 7, 1-3
GH4	Globalization, technology and electronic/mobile health: possibilities and challenges	Economic globalization, ecological globalization, internet, mobile health, electronic health, telemedicine, health disparities	Slomian J et al. (2014). Opportunity and challenges of eHealth and mHealth for patients and caregivers. <i>Austin J Public Health Epidemiol</i> , 1, 2, 1009, 1-2 Wootton, R. & Bonnardot, L. (2015). Telemedicine in low-resource settings. <i>Frontiers in Public Health</i> , 3,3,1-3 Dang L.T. et al. (2016). Perceptions of the feasibility and practicalities of text messaging-based infectious disease surveillance: a questionnaire survey. <i>JMIR Mhealth and Uhealth</i> , 4, 2, 1-11. doi: 10.2196/mhealth.4509.

Field Activities and Guest lectures associated with this Country Module:

GH2 Neighborhood Day, Introduction to Vietnam Guest Lecture

GH3 H'mong Village Visit, Meeting with HIV Self-Support group, HIV/AIDS in Vietnam Guest Lecture

GH4 Neighborhood Exploration, Visiting OPC Offices in Hanoi

Portfolio Entry #2: Global/local Artifact, Vietnam

In light of your observations, as well as concepts and theories from lectures and readings, complete the Global/Local Artifact Assignment. See full instructions listed under Portfolio Entry #1.

Portfolio Entry #3: Free entry.

This is a recurring assignment—and it will be graded as CREDIT / NO CREDIT.

You will do this here and in each subsequent country. This assignment MAY NOT be combined with the free write journal entry you will do in your Public Health class.

Be as creative as you like. You can use words, drawings, or other mediums of expression. Just be sure that the meaning and intent of the entry is clear and comprehensible to the local faculty who will grade this assignment. Connect the materials from this Country

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Module to the experiences you are having in the field. Demonstrate that you can meaningfully connect class concepts to observations you have made or experiences you have had.

Some ideas:

- Write a response to a specific reading. Did you agree or disagree with the author's perspective? What evidence or experiences are you encountering that shape your opinion?
- Write a letter to a professor or teacher at your home university that synthesizes some of the most pertinent concepts you have learned.
- Make a cross-country comparison on a topic of your choice. Narrow your ideas by focusing in on a very specific topic.
- Focus this entry on exploring some of the worldviews you have encountered. How do these worldviews shape the local community's understanding of globalization?
- Reflect on how what you are learning here will matter to your life back home. How would you explain this to a friend?
- Think about what you have not yet learned – what are some big questions you have related to globalization in this country? How will exploring these questions help you to develop your own understanding of the local context, as well as your own positionality as a student studying globalization?

Free Entry Grading Rubric: This rubric will be used by all course faculty for all recurring Free Entry assignments. The assignment is CREDIT / NO CREDIT

0 Points- No credit	5 points- Credit
Does not make a meaningful attempt at addressing the prompts; needs further details; supporting ideas and context are provided superficially but not 'unpacked' or examined; limited connections to course content are made	A clearly thoughtful and/or original entry; provides rich and necessary details; ideas and experiences are fairly 'unpacked' and properly contextualized; connections to course content are thoughtfully made

Country Module Assignment #1:

"Concept Proposal"

Observe and identify a typical local health issue due to globalization that you have witnessed in Vietnam and design a locally appropriate intervention to address that issue.

From the class lectures, guest lectures, site visits, and other program components, identify and describe a health challenge you have noticed in a particular community and discuss how it is related to and affected by globalization.

Then propose and design an intervention that will address the identified health issue. The intervention can be either an innovative one or an existing one but needs drastic improvements that might lead to more effective outcomes.

Your writing should be in form of a concept note proposal, which typically has the following lay-out:

Title

1. Abstract / Summary
2. Purpose / Rationale / Problem Statement
3. Description
 - 3.1. Goals / Objectives
 - 3.2. Approach
4. Outcomes

The total writing should not exceed 800 words (about 2-3 pages)

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Country Module Assignment #1: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Observation and identification of issue	Did not identify an issue	Issue described is unclear and confusing	Issue described is clear, yet unsophisticated and unsupported by examples	Issue identified demonstrates an understanding of globalization on health with good examples	Issue identified shows a deep understanding of globalization on health well supported by examples
Connect to course components	Does not site evidence from program components	Integrates minimal evidence from program components	Integrates limited evidence from program components	Utilizes evidence from program components, but not exceptionally	Utilizes strong and insightful evidence in the issue and intervention
Intervention design and analysis	Does not demonstrate a clear understanding of an intervention	Intervention is not relevant and inappropriate for the context	Limited understanding of an intervention; lack of adequate support for the intervention	Demonstrates an understanding of an intervention; intervention is relevant but does not take into account feasibility	Strong understanding of a public health intervention; the intervention is relevant, feasible and creative
Components	Assignment was turned in late or is missing most parts	Assignment is missing two or more parts	Assignment is missing one part	Assignment addresses all parts	Assignment strongly fulfills all parts

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Country Module Two: Cape Town, South Africa

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH5	Pentecostal Christianity and spiritual (in)security in a globalizing world	Recent decades have seen the proliferation of Pentecostal Christianity in many parts of the so-called 'Global South'. In what senses might this phenomenon be related to the neo-liberal generation of economic and spiritual precarity and the promises of health, wealth and personal protection and success that Pentecostal churches offer?	Vásquez, M. (2009). The Global Portability of Pneumatic Christianity: Comparing African and Latin American Pentecostals. <i>African Studies</i> . 68(2): 273-286
GH6	When Rights Collide	What happens when the intellectual property rights of pharmaceutical companies are seen as being at odds with rights to health and access to medicines? Limitations to 'the market' logic in drug research and development. Case study into the Treatment Action Campaign versus the Pharmaceutical Manufacturers Association.	Colvin, C.J. & Heywood, M. (2010). Negotiating ARV Prices with Pharmaceutical Companies and the South African Government. In: Roskam, E. & Kickbusch, I. (Eds.) <i>Negotiating and Navigating Global Health</i> (pp. 351-372). Singapore: World Scientific Publishing Co. Pte. Ltd.
GH7	Contemporary Notions of Africa: why is cancer often not viewed as an African issue?	How do imaginaries about different countries or parts of the world shape global public health responses to disease in these areas? The racialization of illness in Africa – the invisibility of cancer and the hyper-visibility of other illnesses, including Ebola and mental illness.	Livingston, J. (2012). Neoplastic Africa. In: <i>Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic</i> (pp. 29-51). Durham and London: Duke University Press.

Field Activities and Guest Lectures associated with this Country Module:

GH5 Religion and Health Panel, Mosque Site Visit, Sangoma Site Visit, Traditional Systems of Healing Guest Lecture, Neighborhood Day, Youth Panel

GH6 HIV Activism in South Africa TAC panel, Religion and Health Panel, Hospitals and Clinic Site Visits, Traditional Systems of Healing Guest Lecture, Child and Maternal Health Guest Lecture, Youth Panel

GH7 History of SA Guest Lecture, The Racial City Guest Lecture, Mental Health and Psychiatric Care in SA Guest Lecture

Portfolio Entry #4: Global/local Artifact, South Africa

In light of your observations, as well as concepts and theories from lectures and readings, complete the Global/Local Artifact Assignment. See full instructions listed under Portfolio Entry #1.

Portfolio Entry #5: Free entry (see full instructions listed under portfolio entry #3)

Be as creative as you like. You can use words, drawings, or other mediums of expression. Just be sure that the meaning and intent of the entry is clear and comprehensible to the local faculty who will grade this assignment. Connect the materials from this Country Module to the experiences you are having in the field. Demonstrate that you can meaningfully connect class concepts to observations you have made or experiences you have had. You may use some of the prompts listed for Portfolio Entry #3.

Country Module Assignment #2: Mapping the Local in the Global

In the South Africa lectures for Health and Globalization, we have focused on the way in which *ideas* about the world and our place in it are circulated around the globe and how these ideas relate to organizational and personal responses to global health issues.

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Your assignment is to pick a specific idea, assumption, or belief that you have encountered in South Africa (either in your homestay families, through South Africa media, on your time on the academic program, or elsewhere) and trace the global circuits of production, circulation and consumption that led to your encounter with it here, in this 'local' context. You should tell the story of how the idea you are interested in is both *shaped by* and potentially *shapes* global dimensions and movements of politics, laws, people, other ideas, and objects. It is fine to use one of the ideas explicitly looked at in the classes (such as property rights or race) or to select an entirely new idea. You may use visual representations in your assignment to clarify your argument but the main focus will be in an 600-800 word narrative of the 'global genealogy' of your local idea of interest.

Country Module Assignment #2: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Mapping experience of health condition and/or its treatment	Did not identify a relevant idea	Story of the idea is unclear and confusing	Story is clear, yet unsophisticated. Makes some connections between the idea and how it shapes and is shaped by global processes.	Story demonstrates appreciation of relevant elements that shape/ are shaped by idea.	Story demonstrates appreciation of relevant elements that shape and are shaped by the idea, as well as connections between these elements.
Integrates program Components	Does not cite evidence from program components	Integrates minimal evidence from program components	Integrates limited evidence from program components	Utilizes evidence from program components, but not exceptionally well	Utilizes strong and insightful evidence in both the map and the explanation
Writing Style	Writing style is not comprehensible. A number of spelling and grammar mistakes are present	Writing style is confusing and mistakes are present	Writing style is straightforward and not compelling. Some mistakes may be present	Writing style is fluid, language is somewhat compelling. No mistakes present	Writing style includes compelling language, no spelling/ grammar errors present
Components	Assignment was turned in late or is missing most components	Assignment is missing several components	Assignment is missing some components	Assignment addresses all components	Assignment strongly fulfills all components outlined in prompt

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Country Module Three: Buenos Aires, Argentina

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH8	Inequalities in Global Cities: The case of Buenos Aires	Explore the impact of neoliberal policies in Buenos Aires Metropolitan Area. Analyze the inequalities within Buenos Aires City and between Buenos Aires City and the Greater Buenos Aires. Key concepts: Neoliberal Economics, IMF, Structural Adjustment.	Parizeau, K. (2015). Re-presenting the city: waste and public space in Buenos Aires, Argentina in the late 2000s. <i>Environment and Planning A</i> , 47, 284-299 Steger, M.B. (2013). Chapter 3: The economic dimension of globalization. In: <i>Globalization. A very short introduction</i> . 3 rd Ed. (pp. 37-59). Oxford: Oxford University Press.
GH9	Geopolitics in Argentina	The place of Latin America in the global governance system and the development of alliances between Latin American States for the building of regional blocs. We will discuss the achievements and challenges of the reconfiguration of Latin America as a region (and its current crisis), emphasizing the concept of citizenship, and the fulfillment of social rights. Key concept: Geopolitics.	Noy, S. & Voorend, K. (2016). Social Rights and Migrant Realities: Migration Policy Reform and Migrants' Access to Health Care in Costa Rica, Argentina, and Chile. <i>Int. Migration & Integration</i> 17, 605-629. Steger, M.B. Chapter 4: The political dimension of globalization. In: <i>Globalization. A very short introduction</i> . 3 rd Ed (pp. 60-73). Oxford: Oxford University Press
GH10	Land use in Argentina: food production and climate change	Analyze the connections between changes in land use, food patterns and climate change in Argentina. Key concepts: food security, food sovereignty, climate change, world trade.	Bonilla-Moheno, M. et al. (2014). Globalization and land use in Latin America. <i>Newsletter of the global land project</i> , 10, 5-7. Steger, M.B. (2013). Chapter 6: The ecological dimension of globalization. In: <i>Globalization. A very short introduction</i> . 3 rd Ed (pp. 87-102) Oxford: Oxford Univ Press.

Field Activities and Guest Lectures associated with this Country Module:

GH8 Visit to Primary Health Care Centers + Neighborhood day, Visit to "La Matanza" (Coop. La Juanita).

GH9 Panel with Latin American Immigrants in Argentina for the discussion of access to rights, focusing on health care and social security; Visit to Primary Health Care Centers + Neighborhood Day.

GH10 Rural Visit, Visit to Primary Health Care Centers + Neighborhood Day.

Portfolio Entry #6: Global/local Artifact, Argentina

In light of your observations, as well as concepts and theories from lectures and readings, complete the Global/Local Artifact Assignment. See full instructions listed under Portfolio Entry #1.

Portfolio Entry #7: Free entry (see full instructions listed under portfolio entry #3).

Be as creative as you like. You can use words, drawings, or other mediums of expression. Just be sure that the meaning and intent of the entry is clear and comprehensible to the local faculty who will grade this assignment. Connect the materials from this Country

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Module to the experiences you are having in the field. Demonstrate that you can meaningfully connect class concepts to observations you have made or experiences you have had. You may use some of the prompts listed for Portfolio Entry #3.

Country Module Assignment #3:

Based on **one** of the site visits or activities (for example, visit to La Matanza, panel with immigrants, rural visit) write an article for the newsletter of your university about your key learning points about the place of Argentina in the globalized world (how Argentina is influenced by global forces –economic, cultural, ideological, political, environmental-, but at the same time, how Argentina also influences those global forces and/or resists them).

You should show and explain your own perspective and understanding, but it should be supported (for example, by observations, readings, class discussions, etc). It is also important to highlight the changes of your own perspective before knowing Argentina, and now that you know it. Add also some questions (2-3) you have about the Country in the Global Context.

The article should be between 600 and 800 words and should be written for the audience of students of your university (simple language, not academic, understandable for people with different backgrounds).

What should be included in the article:

1. A title that catches your audience
2. Name and describe the main aspects that you learned about Argentina in the globalized world (how it is influenced by global forces and how it influences them).
3. Relate those aspects with one of the program activities.
4. Name and describe changes in your perspective about Argentina.
5. Your questions about the Country in the Global Context.

Country Module Assignment #3: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Elements	<i>Did not complete elements of assignment, turn in on time</i>	<i>Did not complete elements of assignment, turn in on time</i>	<i>Completed some elements of assignment (2-3), turned in on time</i>	<i>Completed some elements of assignment (4), turned in on time</i>	<i>Completed all elements of assignment, turned in on time</i>
Coherence	<i>The elements of the article do not relate to each other. The language used is not appropriate for the audience</i>	<i>A few elements (2) of the assignment are related. The language used is not appropriate for the audience</i>	<i>Some elements (3) of the article are related. The language used is appropriate for the audience</i>	<i>Almost all the elements (4) of the article are related. The language used is appropriate for the audience</i>	<i>All the elements of the letter are related. The language used is appropriate for the audience</i>
Integrate course components	<i>Does not integrate concepts from program components</i>	<i>Integrates minimal concepts from program components</i>	<i>Integrates a limited number of concepts from program components</i>	<i>Integrates some Concepts from a few program components</i>	<i>Integrates a number of concepts from all program components</i>
Organization	<i>The article is dis-organized and inhibits an understanding of student's ideas</i>	<i>The article lacks Organization; does not connect statements with examples</i>	<i>The article is somewhat organized, but is difficult to discern key ideas</i>	<i>The article is organized, but does not address a variety of ideas.</i>	<i>The article fluidly addresses the statements and relate them with examples.</i>

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Analysis	<i>Overall analysis is weak and limited to cursory conclusions, no reference to globalization, assumptions are not addressed</i>	<i>Observations do not connect to globalization themes, but some reference to globalization remains, assumptions not addressed</i>	<i>Utilizes observations to draw weak conclusions about globalization, does not address assumptions</i>	<i>Utilizes observations to draw conclusions about globalization, addresses assumptions, does not discuss additional questions to explore</i>	<i>Utilizes observations to draw insightful conclusions about globalization, explores assumptions, notes additional questions to explore</i>
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Comparative Module Four: Buenos Aires, Argentina

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH I I	Discussion on the comparative aspects of the PH and GH class experiences	Arc of personal learning across the PH and GH classes	None.

Assignment: PH/GH Comparative Auto-Ethnography, Individual Self-Assessment of Learning

This assignment is shared between the PH and GH classes and is worth 10 points in each class (total of 20 points, evenly distributed between the two classes).

Assignment worksheet:

Student name: _____

For this assignment you will complete three steps:

1. **Review your PH and GH work for the semester**
2. **Complete an Individual Self-Assessment Rubric**
3. **Write narrative learning analyses to demonstrate the merit of your self-assessment**

Helpful Hints:

This assignment is meant to get you reflecting and thinking—not to do new research. Just build on what you have. The only new writing you will do is your responses to the questions in Step Three.

Don't make this harder than it needs to be! Have a little fun with it!

Step One: Review your PH and GH work for the semester

This first portion of the assignment has no written component—the idea is to get you thinking about your own work, analyzing your experiences, and strategizing how you will assess and demonstrate your learning in steps two and three.

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Step One is a comparative, reflective activity. Compile, compare, and reflect upon the PH and GH portfolios of assignments you have built throughout the course of the semester. The idea is to review your work with an eye towards developing a more holistic sense of your learning across the two classes and the four countries.

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Questions you may ask yourself when reviewing your work include:

1. How do your portfolios of assignments demonstrate your learning?
2. What has changed in your understanding of public health, globalization, everyday experiences of health, wellbeing, disease, or illness?
3. What interplay have you noticed between public health and globalization?
4. What connections have you been able to make between local experiences and national or global policies/trends?
5. Have you noticed that your own work took on a certain theme or interest?
6. What are you passionate about and how has that impacted your foci this semester?

Next, you will complete the self-assessment in Step Two. You will assess your reflexivity and overall intellectual engagement, the ways in which you have made connections between public health and globalization, and integrating the experiences you have had in all four countries with the content of the two classes in your learning.

Step Two: Complete an Individual Self-Assessment Rubric

Complete this individual self-assessment rubric. Give yourself points you feel are fair and accurate for each row, then a total at the bottom right. In Step Three you will offer a comparative analysis of your work across the semester to demonstrate the merit of your self-assessment.

Critical Comparative Portfolio Analysis Grading Rubric

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Course Syllabus

SIT Study Abroad

School for International Training



Toll-free 888 272-7881 | Fax 802 258-3296
 studyabroad@sit.edu | studyabroad.sit.edu

Points	0-3	3-4	4-5	5-6	
Reflexivity and Intellectual Engagement	Student does not reflect on own experiences as learning develops	Student minimally reflects on learning, does not develop lines of inquiry across the semester	Student reflects on own learning meaningfully, makes an attempt at developing lines of inquiry across the semester	Student reflects on own learning in critical and creative ways, develops clear lines of inquiry across the semester	Grade for Reflexivity and Intellectual Engagement: _____ / 6
Retrospectively integrate PH and GH course materials to demonstrate interplay of concepts, and real life impact	Cannot demonstrate interplay of PH and GH concepts, or real life impact	Can minimally demonstrate interplay of PH and GH concepts, make some attempts to show how these concepts translate to real life impact	Can meaningfully demonstrate interplay of PH and GH concepts to show a few examples of how these concepts translate to real life impact	Can deeply demonstrate interplay of PH and GH concepts to show well developed understanding of how concepts translate to real life impact	Grade for Integrates PH and GH course concepts: _____ / 6
Integrate GH and PH with overall IHP learning to demonstrate comparisons among countries and disciplines	Cannot demonstrate comparisons relevant to PH or GH among different countries and disciplines	Can minimally demonstrate comparisons relevant to PH or GH among different countries and disciplines	Can meaningfully demonstrate comparisons relevant to PH or GH among different countries and disciplines with a few compelling examples	Can demonstrate thoughtful, organized comparisons relevant to PH or GH among different countries and disciplines with compelling or creative examples	Grade for Organization and Support: _____ / 6
Effort				Give yourself up to 2 points for effort	Grade for Effort: _____ / 2
				ADD YOUR POINTS AND GIVE YOURSELF A FINAL GRADE	TOTAL: _____ / 20

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Step Three: Write narrative learning analyses to demonstrate the merit of your self-assessment

Respond to each question—no more than 500 words per question, **plus** artifacts or copies of assignments as required by the prompt.

Helpful Hints:

For questions 2 and 3, choose assignments you have produced this semester and other artifacts (items, photos, or other items that you have collected along the way) and organize them so that they tell a story of your learning.

For questions 2 and 3, include a snapshot of your portfolio assignments or artifacts (or a copy/paste of your assignment/writing) so I can see the items you reference when I read your analysis.

Remember: Don't make this harder than it needs to be! Have a little fun with it!

1. Be reflective—what have you learned by comparing public health and globalization across the semester? How has your learning in the PH and GH classes contributed to a more sophisticated understanding of how public health and globalization are related? Where does this learning leave you in your personal sensibilities about the critical issues in both public health and globalization?
2. Select 2 portfolio assignments from each of your PH and GH portfolios (total of 4 assignments you completed) that demonstrate your intellectual engagement and integration of the content of these classes into a broader set of interrelated ideas. The assignments you choose should allow you to build out an analysis that incorporates comparisons between countries, as well as comparisons between the two classes and perspectives taught in each class. The goal is to demonstrate that you have developed an understanding of how public health and globalization are interrelated and mutually impactful. Include a snapshot of your portfolio assignments or a copy/paste of writing so I can see the assignments when I read your analysis.
3. Select 2 or 3 “artifacts” that are meaningful to you – these should be items that specifically relate to your journey of learning about and understanding the interplay of public health and globalization in the countries we have visited. These “artifacts” can be photographs that you have taken, pieces of personal writing, or other items you have collected on the way. These are not full portfolio entries, but could be excerpts from your classwork. Include a snapshot of your artifacts or a copy/paste of writing so I can see the artifacts when I read your analysis. Analyze the artifacts to show how they offer a narrative of reflective learning across the semester. For example, you may include three photos you took that represent how macro forces of globalization play out in everyday experiences of health... or you may include a photo of a train ticket and a bit from a journal entry to demonstrate how one particular excursion encapsulates your learning or inspired it. The goal here is to show integrated, holistic learning that draws on your classes, but also your semester experience at large.

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Evaluation and Grading Criteria

Assignment	Points
Launch Module: One Portfolio Entry; Neighborhood Activity	0
Country Module 1: Two Portfolio Entries, 5 points each	10
Country Module 1: Assignment #1	20
Country Module 2: Two Portfolio Entries, 5 points each	10
Country Module 2: Assignment #2	20
Country Module 3: Two Portfolio Entries, 5 points each	10
Country Module 3: Assignment #3	20
Comparative Module 4: Critical Comparative Portfolio Analysis	10
Total Possible	100

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

Note: Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.

Expectations and Policies

Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow. The Fellow will act as a TA for the class and will keep attendance. Missing one class means a small makeup assignment (as determined by the

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faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Keep in mind that IHP is an experiential program and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Late Work

All work for this class must be submitted by the end of the 3rd week of each country program to allow time for the local faculty to grade the assignment and return it before students leave the country. Any grade disputes must be settled before the program leaves the country, no exceptions. Exact deadlines for assignments will be confirmed in class. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements or at the beginning of class. Late work will only be accepted with the consent of the instructor *prior* to the deadline and will result in a lowering of the grade one full step (for example, from a B to a B-) per day, as per SIT's policy. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students, faculty, and visitors are expected to *keep cell phones, laptop computers, and other devices out of sight, sound, and mind* during class sessions – except under extenuating circumstances that have been discussed in advance with the faculty member.

Class Preparation

This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Academic Integrity

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work, using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.

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General Considerations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.

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