



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.

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 final Comparative Module 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 assignment.*

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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.

You may also review this brief Lancet article comparing relevant countries:

<http://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2814%2960075-1/fulltext>

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.

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	Review of Required text	Steger book (as part of the pre-departure readings)

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	concepts from the Readings		
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Field Activities and Guest lectures associated with this Country Module:

Neighborhood Day explorations, Case Study Day, Immigrant Health site visit, Globalized Economies Guest Lecture, US International Reproductive Health Policy Guest Lecture.

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 to 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 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
 - 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'?

Global/local Artifact 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
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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: Delhi, India

Lectures and Readings

Session	Lecture Topic	Key Concept	Readings
GH2	Globalization Process: World Bank, IMF, WTO and UN Organization	Bretton Woods Institutions and UN Organization and subsequent development of WTO accelerated the process of globalization through their policies and programs. What are these policies and how are programs globalizing India? What conflicts and successes have arisen?	Helleiner, E. (2015). India and the Neglected Development Dimension of Bretton Woods. <i>Economic and Political Weekly</i> , 29, 31-39. Steger, M.B. (2013). Chapter 3: The economic dimension of globalization. In: <i>Globalization. A very short introduction. 3rd Ed.</i> (pp. 37-59). Oxford: Oxford University Press.
GH3	Globalization and Redrawing the Indian Political Discourse	Why and in what ways does globalization influence Indian Politics? How has the last election cycle changed? What are the impacts of recent political movements on people and health/wellbeing or opportunities to achieve health? Explore tensions around who gets to drive the political process and values in Indian politics... Indians or global hegemonic forces?	Pandey, G. (2016). Dreaming in English: Challenges of Nationhood and Democracy. <i>Economic and Political Weekly</i> , LI, 6, 56-62. Steger, M.B. Chapter 4: The political dimension of globalization. In: <i>Globalization. A very short introduction. 3rd Ed</i> (pp. 60-73). Oxford: Oxford University Press. Patnaik, P. (2014). Neo-liberalism and Democracy. <i>Economic and Political Weekly</i> , XLIX, 15, 56-62.
GH4	Globalization and Indian Culture: The New Paradoxes?	Content Summary: India, a country often known as orientalist, and culturally ancient, is at a cross roads. The clash between established culture and globalization is often oblivious but obvious. What are the clash points and how are new culture and values trickling into the system inwardly and outwardly?	Chattewrjee, S. (2005). Global Images: 'Realism' Contra 'Culture'? <i>Economic and Political Weekly</i> , December 24, 5497-5504. Steger, B. Manfred. (2013). Chapter 5: The cultural dimension of globalization. In: <i>Globalization, A Very Short Introduction</i> (pp.74-86). Oxford,UK: Oxford University Press.

Field Activities and Guest lectures associated with this Country Module:

GH2 Visit to Dehat NGO & Private Hospital. Guest lectures Dr Azim Khan, Caste System, Public Health System, Community Action for Health, and Generic vs Branded.

GH3 Visit to District Hospital, Community and Primary Health Center and also observe immunization during rural Visit, Visit in Private Hospital, NAAZ Foundation, National Commission on Dalit Human Rights (NCDHR) visit.

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GH4 Visit to Slum, Visit to Private Hospital, Naaz Foundation Visit, Rural visit and National Commission on Dalit Human Rights (NCDHR) visit. Lecture on Caste System, Indian System of Medicine, Folklore and women health, colonial history.

Portfolio Entry #2: Global/local Artifact, India

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 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:

Assignment: Write a 4-5-paragraph essay entitled: “The effects of globalization on my Indian homestay family”

Globalization has turned out to be a highly contested field in recent years. It has been addressed as one of the best things to happen to the world by its proponents, while opponents have considered it as neo-imperialism. Despite its challenges, the positive role it has played in changing the lives of millions of people around the world is commendable. However, India is the first country outside

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US that proffers more reasons to assess the impact of globalization and neo-liberalism, and its incidental effects in ways which are conventional and non-conventional within the gamut of community life, family and individuals. Delhi (national capital of India) is a cosmopolitan city-state that is a testimony of globalization and its impact upon every sphere of life. The homestay families are the people with whom students' interaction happens first and the most. Therefore, it is empirically viable to explore and to carry out an impact assessment and understand various effects these families have of globalization in their informal and formal every-day discussion at evening tea or dinner table.

The paper will be a comprehensive, elaborative, and creative attempt to argue in 700-800 words (about 3-4 pages) about the effects of globalization while contextualizing it with local paradigms.

Country Module Assignment #1: Grading Rubric

Points	0-13	14-16	16-18	18-20
Analysis of Globalization	Demonstrated limited understanding of globalization	Plausible hypothesis, limited evidence	Supported argument drawing on multiple sources/experiences	Well-supported argument incorporating multiple domains of globalization in a local context
Interpretation of Data	Uneven application or understanding of data	Plausible interpretation of indicator data	Solid description of indicator data	Comparison and analysis are bolstered by discussion of indicator data
Creativity	No creativity	Minimal creativity without explanation	Creatively included a variety of materials	Very creative by including a variety of materials, with explanations
Presentation	Rambling or incomplete prose with errors	Comprehensible with minor errors only	Clear prose with few errors	Compelling and concise prose

Country Module Two: Cape Town, South Africa

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH5	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. How have these key recent historical events impacted upon the South African state's willingness and ability to provide its citizens with the drugs they need?	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.
GH6	Pentecostal Christianity and spiritual	Recent decades have seen the proliferation of Pentecostal Christianity in many parts of the so-called 'Global South'. In what senses might this	Vásquez, M. (2009). The Global Portability of Pneumatic Christianity: Comparing African and Latin American Pentecostalsisms.

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	(in)security in a globalizing world	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?	<i>African Studies</i> . 68(2): 273-286
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 Dr. Steven Robin's Guest Lecture on the 'Politics of Poo', Taking HAART film, Dr. Zwelethu Jolobe's Guest Lecture on Democracy in South Africa, HIV Panel, Young Men's Panel, Young Mothers' Panel, Homestay Panel, TB Hospital visit, Dr. Zwelethu's Democracy Guest Lecture, RMF Student Panel, Khetimpilo Site Visit, 'Colored' 'Culture' and Politics of the Oppressed Guest Lecture.

GH6 Sangoma Site Visit, Zwelethemba Neighborhood Day, HIV Panel, Young Men's Panel, Young Mothers' Panel, Homestay Panel, Case Studies

GH7 Historical Overview of SA Guest Lecture, Zwelethemba Neighborhood Day, HIV panel, Young Men's panel, Young Mothers' Panel, Homestay Panel, Bo Kaap Homestay Panel, 'Colored' 'Culture' and Politics of the Oppressed Guest Lecture, Mental Health Stigma Guest Lecture, RMF Student Panel.

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 have you 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.

Your assignment is to pick a specific idea, assumption, or belief that you have encountered in South Africa (either through South African media, on your time on the academic program, homestay families, 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

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Points	0-12	13-14	15-16	17-18	19-20
Idea and its story	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

Country Module Three: São Paulo, Brazil

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH8	Climate Change & Health – Efforts and Impacts	The ecological dimension of globalization	McMichael, A. J. (2013). Globalization, climate change, and human health. <i>The New England Journal of Medicine</i> , 368,14, 1335-1343 Government of Brazil. (2008). <i>National Plan on Climate Change, executive summary</i> , pp. 5-22
GH9	Food sovereignty & GMOs	The economic dimension of	Alonso-Fradejas, A. et al. (2015). Food sovereignty: convergence and contradictions, conditions and challenges,

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Course Syllabus

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		globalization.	<i>Third World Quarterly</i> , 36, 3, 431-448. DOI: 10.1080/01436597.2015.1023567 Masood, E. (2005). <i>The GM Debate – Who Decides?</i> London: The Panos Institute. Available@ http://panoslondon.panosnetwork.org/wpcontent/files/2011/03/gm_debate_reportwZacCL.pdf
GH10	Vaccines & Globalization	The cultural dimension of globalization	Larson, H. et al. (2012). The Globalization of Risk and Risk Perception - Why We Need a New Model of Risk Communication for Vaccines - <i>Drug Safety</i> , 35, 1053-159. doi:10.1007/BF03261991 Rezaie, R. et al. (2012). Innovative drugs and vaccines in China, India and Brazil. <i>Nature Biotechnology</i> , 30, 10, 923-926

Field Activities and Guest lectures associated with this Country Module:

GH8 Rural visit to Barra do Turvo and Agroforestry Project

GH9 Organic Farmers' Market

GH10 Butantan Institute and Primary Health Care Clinic

Portfolio Entry #6: Global/local Artifact, Brazil

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 Module to the experiences you are having in the field. Demonstrate that you can meaningfully connect to 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:

After learning about the globalization impacts on Health in the USA, India and SA write about a relevant aspect of the globalization process and its impact on Brazil and make a cross-country comparison on the topic of your choice. Which are the similarities, contrasts and connections between Brazil and the other countries you visited? Describe and evaluate similarities, and provide suggestions and comments on possible contrasts. The typed essay should be of 800-words minimum and 1000-words maximum and will have to be sent by email on December 1st. Graphics, drawings and images can be included to enrich your essay. Ideas and/or arguments should include bibliographic references of the material covered during the course, which should be listed at the end of your work.

Country Module Assignment #3: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Analysis of global health	Analysis of GH is not present	Analysis of GH is very poor	Analysis of GH is limited	Analysis of GH is present but limited	Analysis of GH is rich and deep

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Points	0-12	13-14	15-16	17-18	19-20
Organization	Organization is not present in the text	Organization is not present in the text	Organization in the text is very limited	A organized text	A very well organized text
Evaluations and suggestions	Did not present any evaluation or suggestion	Did not present any evaluation or suggestion	There is no connection between evaluation or suggestion and the issues presented in the text	There is limited connection between evaluation or suggestion and the issues presented in the text	There is a insightful evaluation and or suggestion presented
Bibliography	Bibliography is not present	Bibliography is not present	Bibliography is not related to the course	Bibliography is not complete according to those presented in the text	Bibliography is complete and related to the course

Comparative Module Four: São Paulo, Brazil

Lectures and Readings

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

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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.

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.

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?

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Next, you will complete the self-assessment in Step Two. You will assess your flexibility 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.

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Critical comparative Portfolio Analysis Grading Rubric

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

<u>Assignment</u>	<u>Points</u>
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
<u>Comparative Module 4: Critical Comparative Portfolio Analysis</u>	<u>10</u>
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 faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total

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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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Course Syllabus

SIT Study Abroad

School for International Training



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

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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