

Globalization and Health

IPBH 3500 / 4 credits / 60 class hours

International Honors Program IHP Health and Community Track 1 - HCB

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.

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.

The globalization and health course will be organized around key overarching themes, featuring relevant topics in each country context. The course will offer a critical analysis of globalization as a set of complex political, economic, cultural and ecological processes, focusing on how these processes intersect with issues of health and wellbeing. Local faculty in each country will build on the foundational framework offered in the pre-departure reading assignment, *Globalization: A Very Short Introduction by Manfred Steger*, through active engagement with that text and additional locally relevant texts and lectures. Together, we will critically evaluate the role of institutions, corporations, and governments as part of the workings of globalization that exacerbate/ameliorate health inequities. 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 experience 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.

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, etc.)
- 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.

Materials

Required Readings (Students must purchase this book; approximate cost = \$7.00-12.00 USD): Steger, Manfred B. 2017. *Globalization: A Very Short Introduction*. Fourth Edition. Oxford: Oxford University Press.

This book is not a textbook 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. Through 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.

All other country-specific course readings will be electronically available via the course Dropbox site. Hard copy country-specific course readings will be distributed in-country, except in the case of the USA where the reading was the book noted above and information was sent to you as part of your pre-departure assignments.

Methodology

This course is organized into an introduction and 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) one assignment of approximately 1,000 words, recurring in each country, generally submitted by the second week of the country program, (2) one larger assignment of approximately 1,250 words, specific to each country, that will take the form of a paper, project, or activity submitted towards the end of the country program.

NB: All work for this course will be handed in electronically on the flash drives provided. This collective work will become the GH Portfolio for the final Comparative Module assignment.

Assignments

Assignments (except for hard copy assignments) should be submitted via the course’s flash drive. The flash drive should contain 4 country folders to classify assignments. Please do not create any subfolders inside the country folders and do not password protect your documents. Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font. The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

The flash drive should be labeled with the student's code name (tape and sharpies are provided). Code names are set up at the launch in DC. You will keep the same code name throughout the semester. IF FACULTY CANNOT IDENTIFY WHOSE FLASH DRIVE IT IS BEFORE OPENING IT, THEY WILL CONSIDER THE ASSIGNMENT NOT HANDED IN. You may not turn in your work on someone else's flash drive—be prepared to replace the flash drive provided if it is lost or broken.

Please include your code name on every page of the assignment itself in the header, and the file name should have the following naming convention:

CodeName_Country_NameOfAssignment.doc

e.g. Basil_India_EssayEffectsofGlobalization.doc

For hard copy assignments, submit the original. KEEP A COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean scanning or photographing any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

See end of syllabus for late work and make-up assignments policies.

Evaluation and Grading Criteria

Assignment	Points
Launch Module: Global/Local Artefact USA; Neighborhood Activity	0
Global/Local Artefact India Country Module #1	10 20
Global/Local Artefact South Africa Country Module #2	10 20
Global/Local Artefact Brazil Country Module #3	10 20
Comparative Module #4: Critical Comparative Portfolio Analysis	10
Total Possible	100

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

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
GH1	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 Study Day, Immigrant Health site visit, Globalized Economies Guest Lecture

Assignments:

Global/local Artifact USA

The Global/Local Artifact assignment will repeat in each country. Continue to refer back to this page for directions and the grading rubric. This is thus a building assignment—be as detailed as you can in each country context. At the US program launch, we will review this assignment and practice it together.

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 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 about 1,000 words and should include these three points:

1. Description of an artifact that demonstrates a local experience of a global process
 - o 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).
 - o 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.
 - o 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
 - o Describe why you consider this artifact to be global/ transnational and (using your Steger book) explain which domain/s it flows within or among.
 - o 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
 - o 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?
 - o 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'?

The faculty and staff will assist you should you have questions about this assignment as you progress through the semester. It should be evident that your understanding of globalization and health develops and becomes more sophisticated over the course of the semester. These assignments, along with your module assignments listed in the rest of the syllabus, will become part of your overall portfolio of GH assignments that you will use for your Module 4 assignment at the end of the semester.

Grading Rubric

Except for in the US where the assignment is ungraded, the assignment will be graded as achieving one of these grades consisting of an A, A-, B, or no credit. This is a simplified grading system, designed for a quicker turn around by the professor to get your papers back to you. Consider this as a version of a "credit/no credit" assignment, in which there is a graduated expression of how well the "credit" has been achieved.

0 Points- No credit	8.5	9.0	9.5 or 10 points
Does not make a meaningful attempt at addressing the assignment;	A reasonable description however has factual errors;	A reasonably thorough description with few significant factual errors;	A clear and thorough description with few significant factual errors;
Has multiple inaccuracies and/or needs supporting details;	Needs more accurate and necessary details;	Provides some accurate and necessary details;	Provides accurate and necessary details;
Supporting ideas and context are provided superficially but not accurate or are not 'unpacked' or examined;	Ideas/examples are not well 'unpacked' or contextualized;	Ideas/examples could be more 'unpacked' and properly contextualized;	Ideas/examples are 'unpacked' and well contextualized;
Limited or no connections to case studies are made;	Connections to the case study topic need to be made more clearly (questions will still remain about this, but those questions can be identified in the paper);	Connections to the case study topic are clearly made but not as well thought out (questions will still remain about this, but those questions can be identified in the paper);	Connections to the case study topic are clearly and thoughtfully made (questions will still remain about this, but those questions can be identified in the paper);
Paper is not poorly written or falls far short of the word requirement.	Paper is acceptably written but not done well or does not meet the word requirement.	Paper is well-written and meets the word requirement.	Paper is well-written and meets the word requirement. In addition to the above, a 10-point paper is excellent, has a little something extra that sets it apart, and shows effort beyond the basic requirements.

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?	Dasgupta, B. 1997. "SAP: Issues and Conditionality." <i>Economic and Political Weekly</i> , 17-24, 1091-1104. Steger, B. Manfred. 2017. "Globalization in history: is globalization a new phenomenon?" <i>Globalization, A Very Short Introduction</i> (4 th ed., pp. 18-37) 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> , 6, 56-62. Steger, B. Manfred. 2017. "The political dimension of globalization." <i>Globalization, A Very Short Introduction</i> (4 th ed., pp 62-79). 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?	India, a country often known as orientalist, and culturally ancient, is at a crossroads. 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> , 477-489. Steger, B. Manfred. 2017. "The cultural dimension of globalization." <i>Globalization, A Very Short Introduction</i> (4 th ed., pp. 80-91). Oxford: Oxford University Press.

Field Activities and Guest lectures associated with this Country Module:

GH2 Guest lectures (Azim Khan lecture, Caste lecture, Public Health System lecture)

Field activity- Private hospital, generic vs branded lecture and visit at MSF)

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.

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.

Assignments:

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 Global/Local Artifact USA (p.4).

Country Module Assignment #1:

In 1,250 words (5+ typed pages), write an essay entitled: “The effects of globalization on my Indian homestay family.” The paper will be a comprehensive, elaborative, and creative attempt to argue in about the effects of globalization while contextualizing it with local paradigms.

Globalization has turned out to be a highly-contested field in recent years. Its proponents have addressed it as one of the best things to happen to the world, 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 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.

This assignment is worth 20 points.

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

<i>Session</i>	<i>Lecture Topic</i>	<i>Key Concept</i>	<i>Reading</i>
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. 2012. "Negotiating ARV prices with pharmaceutical companies and the South African government: A civil society/legal approach." <i>Negotiating and navigating global health: Case studies in global health diplomacy</i> . Pp. 351-372.
GH6	How the International Community has Shaped Post-Apartheid South Africa and the Implications for Mental Health	What was the Influence of the international community during the transition to democracy and how has this shaped what democracy has, and has not, meant for poorer South Africans? How is the happiness or 'misery' of a country measured? What is the social, emotional and psychological toll of unemployment on the individual?	Klein, N. 2007. "Democracy born in chains: South Africa's constricted freedom." <i>The shock doctrine: The rise of disaster capitalism</i> . Pp. 194-217.
GH7	Globalization, Global Health and Media Representation : Ideas of 'Africa' and some implications for responses to illness and disease on the continent	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 like Ebola.	Livingston, J. 2012. "Neoplastic Africa." <i>Improvising medicine: an African oncology ward in an emerging cancer epidemic</i> . Pp. 29-51.

Field Activities and Guest Lectures associated with this Country Module:

GH5' Taking HAART film, HIV Panel, Young Men's Panel, Young Mothers' Panel, Homestay Panel, TB Hospital visit,

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, 'Colored' 'Culture', Dr. Zwelethu Jolobe's Guest Lecture on Democracy in South Africa

Assignments:

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 Global/Local Artifact USA (p.4).

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

Your assignment is to write a reflection piece between 1,200 to 1,400 words, in which you reflect on what democracy has and has not meant to people in South Africa. You will ground your arguments and reflections in material from the GH lectures and other program content as well as from informal conversations that you are expected to initiate with locals such as members of your homestay families, program staff, or anyone that you meet out and about exploring.

Some possible questions you could try asking locals include:

- How did the ending of apartheid change your life? (if they are older) or How do you think your life under democracy is different from what your parents was under apartheid? (if they are younger)
- Are there any things that you think democracy should have changed which have not changed?
- Do you think anything has gotten worse since the abolition of apartheid, and if so, why?
- What are your hopes for the future of South Africa?

Their responses should inform your reflection but do not limit yourself to simply reproducing what they said. Try to understand what your respondent said by drawing on insights from the lectures, panels or site visits and at least one of the required readings from GH while in South Africa. Please also try to avoid making any grand overall judgements but rather approach the topic from multiple perspectives.

Country Module Assignment #2: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Discussion	Topic was not discussed	Topic was discussed but in a manner that was unclear and Confusing.	Topic is clearly discussed, yet discussion is unsophisticated and reflections are superficial.	Discussion is clear and interesting, demonstrating that significant thought has been given to the topic.	Discussion is clear and interesting, demonstrating that significant thought has been given to the topic. Insights are original and nuanced. More than one perspective is given.
Integrates program components and readings	Does not cite evidence from program components or readings.	Integrates minimal evidence from program components and readings. Referencing are missing.	Integrates limited evidence from program components and readings. Referencing is inconsistent or sloppy.	Utilizes evidence from program components and readings but not exceptionally well. Most sources have been correctly referenced.	Utilizes strong and insightful evidence from program components and the readings. Referencing is correct and complete.

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	Globalization and its impact on health systems	<ul style="list-style-type: none"> -Health Systems are an expression of how societies exercise Human Rights -There are many dimensions of universal health systems in the world and Latin America *Affordability *Geographic access *Cultural access -There are relations between investing in of health care and economic development. 	<p>Cotlear, D. "An Anatomy of Progressive Universal Health Coverage Reforms in Low- and Middle- Income Countries. Universal Health Coverage (UHC): Making progress towards the 2030 targets." <i>World Hospitals and Health Services</i>, Vol. 54, No. 1. Pp. 9-13</p> <p>Rigoli, F. "South American malaise: universal health systems in unequal societies." (in press, http://capacidadeshumanas.org/). Pp. 1-11</p>
GH9	Globalization and the origins of cooperation	<ul style="list-style-type: none"> - Cooperation and globalization are emergent patterns and may have evolutionary dynamics - Inter-country cooperation is a new and probably exceptional fact - There is a need of mapping the crowded environment of international health cooperation 	<p>Kickbusch, I., Silberschmidt, G., Buss, P. 2007. "Global health diplomacy: the need for new perspectives, strategic approaches and skills in global health." <i>Bulletin of the World Health Organization</i>, Vol. 85, No. 3.</p> <p>Buss, P., Tobar, S. 2018. "Health Diplomacy in the Political Process of Integration in Latin America and the Caribbean." <i>Oxford Research Encyclopedia of Global Public Health</i>.</p>
GH10	Global dimensions of cities and health	<ul style="list-style-type: none"> -Rapid urbanization is transforming life and health in the entire developing world. - Both social determinants and social structures are expressed in the city through many dimensions Urban violence (including traffic accidents) are among the main causes of death and burden of disease 	<p>WHO. 1993. <i>The Urban Health Crisis: Strategies for Health for All in the Face of Rapid Urbanization</i>. Pp. 5-18</p> <p>Rigoli, F. 2017. "Violence in South America, a public health issue." <i>Health to the South</i>.</p>

Field Activities and Guest lectures associated with this Country Module:

GH8 Butantan Institute and Primary Health Care Clinic

GH9 Organic Farmers' Market

Assignments:

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 Global/Local Artifact USA (p.4).

Country Module Assignment #3:

Students are required to write an essay about inequalities and their consequences on health. After framing and pointing out the contemporary challenges these issues face, the paper should be a creative attempt to develop in 4-5 pages (approximately 1,250 words) suggestions of a possible solution to the problem at hand. The solutions could be local or transnational in nature. They may also be an example of best practices (from states or non-state actors) or examples of institution regulatory mechanisms. Graphics, drawings and images can be included to enrich the essay.

The assignment follows three steps:

1. Select one dimension of inequality, describing how this dimension has consequences on health, using one or many examples that may be common to many countries but were also evident during the Brazilian part of the trip. Examples: women's disenfranchisement and maternal health poor indicators; urban racism, violent lesions and mortality; poverty and access to health services.
2. Even if the topic is one of these dimensions, the essay is expected to reflect in how other dimensions of inequality are connected and reinforce (or not) the selected relationship, using the idea of multidimensionality of inequality. Examples: racism, poverty and violence; how women's disenfranchisement is expressed in poor communities.
3. As a final step, the essay asks the students to put themselves in the place of a NGO, an international agency, or a government policymaker (Secretary of health of a municipality? Minister of Social Development?) and propose the main lines of an initiative aimed to improve equality in the topic selected in the first step. It should be a feasible initiative, especially because it should have some benefits for the whole society. Examples: Youth centers (education, health and sports) targeting areas with violence, that improve safety, reduce hospital demand by traumatic lesions and reflect on better value of property around those centers.

Country Module Assignment #3: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Selecting a significant topic	Poor definition	Conventional/obvious	Interesting choice	Very relevant	Outstanding
Describing the rationale	No description	Simple but not clear	Complete but synthetic	Relevant for a wider context	Interesting way of thinking
Connecting the dots (global/local)	Not clear	Some relations are suggested	Strong connection	Use of concepts seen in class	A new insight
Expressing yourself in a clear, concise way	Difficult to understand	Loose ends	Compact document	Storyline with beginning, middle and end	Compelling piece

Comparative Module Four: São Paulo, Brazil

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH11	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).

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 a 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!

****NB*** All work (grading rubric, writing, and artifacts) should be submitted as ONE Word Doc or PDF file of a reasonable size. You can use an app like "PDF Compressor" to make your file size smaller, if needed.*

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

Step One is a comparative, reflective activity, it has no written component. 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—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.

Questions you may ask yourself when reviewing your work include:

1. How do the 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?

Step Two: Complete an Individual Self-Assessment Rubric

You will assess your reflexivity and overall intellectual engagement, the ways in which you have made connections between public health and globalization, and how you have integrated class content and your

experiences in all four countries into your learning process.

Copy and complete this individual self-assessment rubric. In “Step Three” you will offer a comparative analysis of your work across the semester to demonstrate the merit of your self-assessment. I will read your assignment and assess your work and grade. As long as I determine that the narrative you offer in Step Three supports the grade you give yourself on this rubric, *YOU WILL RECEIVE THE GRADE YOU ASSIGN YOURSELF.*

Critical Comparative Portfolio Analysis Grading Rubric/Worksheet

Directions: Each row addresses a learning objective to be assessed in this assignment. For each row, consider the grading rubric and the qualities associated with each point value. In the last column of the rubric worksheet, give yourself the points you feel are fair and accurate for that row. Then add the values in the last column to calculate your overall score for the assignment. Note: there is a total of 20 points available.

Points	0-3	3-4	4-5	5-6	YOUR GRADE
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	
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	
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	

Effort	Give yourself up to 2 points for effort.	
ADD YOUR POINTS AND GIVE YOURSELF A FINAL GRADE		

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

Respond to each prompt. You may either answer them one at a time or as a single flowing narrative. Your total response to Step Three should be 1200 - 1500 words, **plus** artifacts or copies of assignments as required by the prompt. You must submit artifacts.

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 of the interplay between 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 along 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.

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, case study days, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved by IHP staff, faculty, or fellow. 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 course grade. An example make-up assignment for missing a class could be a short summary of the required and suggested readings for the day's class. 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 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 or that the electronic device is part of a specific workshop. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

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 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.

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.