

International Honors Program

IHP Health and Community

Track 2

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.

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. You may opt in or out of getting hard copies.

Methodology

This course is organized into an introduction and four modules. You will have local faculty in each program location who will teach the classes for module delivered in that country program. Your local faculty will give and grade the assignments for their module. All local faculty have collaborated and normed assignment expectations, rubrics, and grading. The collection of your GH assignments will become your “GH Portfolio” and will be the basis for the final Comparative Module Four 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 via Moodle. 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 Moodle site. Assignments are due the day assigned, uploaded to Moodle. Grades will be returned via Moodle as well.

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.

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

Name_Country_NameOfAssignment.doc
 e.g. Josslyn_South Africa_GlobalLocalArtifact.doc

For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL 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

<u>Assignment</u>	<u>Points</u>
Launch Module: Global/Local Artifact USA	0
Global/Local Artifact Vietnam	10
Country Module Assignment Vietnam	20
Global/Local Artifact South Africa	10
Country Module Assignment South Africa	20
Global/Local Artifact Argentina	10
Country Module Assignment Argentina	20
Comparative Module: 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
GHI	Intro: Debriefing basic concepts from the readings	Review of required text	Steger book (as part of the pre-departure readings)

Field Activities and Guest lectures associated with this Country Module:

Neighborhood Day explorations, Case 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.

The analysis should be clearly health related. 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
 - 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'?

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 these grades consisting of an A, A-, B, or no credit. This is a simplified grading system, designed to assure that you do a minimum of B level work on these fundamental assignments. 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: Hanoi, Vietnam

Lectures and Readings

Session	Lecture Topic	Key Concept	Readings
GH2	Vietnamese culture in the 21 st century – A blended culture	Globalization, Americanization, westernization, traditional religions, internationalism, integration, economic and cultural dimensions of globalization	<p>Vu Van Hau. 2007. “Impact of globalization on the religious life in Vietnam nowadays.” <i>Social Sciences Information Review</i>, 1: 2. Pp. 33-38.</p> <p>Aditiany, S.. 2016. “The influence of French Colonialism on Vietnam’s culture.” <i>International Journal of Business and Economic Research</i>, 14: 2. Pp. 761-771.</p> <p>Steger, Manfred B. 2017. <i>Globalization: A Very Short Introduction</i>. Fourth Edition. Oxford: Oxford University Press. Chapter 3.</p>
GH3	Contemporary health issues through the lens of globalization and the environment	SARS, tobacco, ecological globalization, climate change, greenhouse effect; population; global environmental degradation	<p>Pang, T & Guindon, G.E. 2004. “Globalization and risks to health.” <i>EMBO reports</i>, 5. Pp. S11–S16.</p> <p>Rocklov, I., et al. 2014. “Local research evidence for public health interventions against climate change in Vietnam.” <i>Global Health Action</i>, 7. Pp. 1-3.</p>
GH4	Globalization, technology and E-/M-health mobile health: possibilities and challenges	Economic globalization, ecological globalization, internet, M-health (mobile health), electronic health, telemedicine, GINI index/health disparities	<p>Slomian, J., et al. 2014. “Opportunity and challenges of eHealth and mHealth for patients and caregivers.” <i>Austin J Public Health Epidemiol</i>, 1, 2, 1009. Pp. 1-2.</p> <p>Wootton, R. & Bonnardot, L. 2015. <i>Telemedicine in low-resource settings</i>. <i>Frontiers in Public Health</i>, 3: 3. Pp. 1-3.</p> <p>Dang, L.T., et al. 2016. “Perceptions of the feasibility and practicalities of text messaging-based infectious disease surveillance: a questionnaire survey.” <i>JMIR Mhealth and Uhealth</i>, 4: 2. Pp. 1-11.</p>

Field Activities and Guest lectures associated with this Country Module:

GH2 Politics Guest Lecture,

GH3 Lac Village Visit, Case Studies

GH4 Lac Village Visit, Case Studies, Visiting OPC Offices in Hanoi

Assignments:

Global/local Artifact: Vietnam

In light of your observations, as well as concepts and theories from lectures and readings, complete the Global/Local Artifact Assignment. See full instructions listed under Global/Local Artifact USA (p.4).

Country Module Assignment Vietnam:

“Concept Proposal”

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

From the class lectures, guest lectures, site visits, and other program components, identify and describe a health challenge you have noticed in a particular community and discuss how it is related to and affected by globalization. Then propose and design an intervention that will address the identified health issue. The intervention can be uniquely designed by you, or can involve innovations to an existing intervention that needs drastic improvements to lead to more effective outcomes.

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

Title

1. Abstract / Summary

2. Purpose / Rationale / Problem Statement

3. Description

3.1. Goals / Objectives

3.2. Approach

4. Outcomes

The total writing should be around 1,250 words long (about 4-5 pages)

Country Module Assignment Vietnam: Grading Rubric

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

Country Module: Cape Town, South Africa

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH5	Race, place, and empire	Thinking globalization from “the South”, transnational historical perspectives, colonial medicine, racialization & “race science”	<p>Erasmus, Zimitri. 2017. “This Blackness.” In <i>Race Otherwise: Forging a New Humanism for South Africa</i>. Johannesburg, SA: Wits University Press.</p> <p>Comaroff, Jean. 1993. “‘The Diseased Heart of Africa’: Medicine, Colonialism, and the Black Body.” In <i>Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life</i>, ed. by Shirley Lindenbaum and Margaret Lock. Berkeley, CA: University of California Press. 305-329.</p> <p><u>And, required, choose one:</u></p> <p>Hörbst, V. & Wolf, A., 2014. ARVs and ARTs: Medicoscapes and the Unequal Place-making for Biomedical Treatments in sub-Saharan Africa. <i>Medical Anthropology Quarterly</i>, 28(2), pp.182–202.</p> <p>Flikke, R., 2016. South African eucalypts: Health, trees, and atmospheres in the colonial contact zone. <i>Geoforum</i>, 76(C), pp.20–27.</p>
GH6	Indigenous medicine and the politics of knowledge	Thinking through the relations – economic, political, historical - between “biomedicine” and “traditional medicine”; politics of knowledge, medical pluralism, bioprospecting, knowledge economies	<p>Green, Leslie. 2012. Beyond South Africa’s “indigenous knowledge – science” wars. <i>South African Journal of Science</i>. 108(7/8): 1–10.</p> <p><u>Recommended:</u></p> <p>Kelly, A.H. & McGoey, L., 2018. Facts, power and global evidence: a new empire of truth. <i>Economy and Society</i>, 47(1), pp.1–26.</p>
GH7	Rights, social movements and health	Democracy and right to health movements and activisms, models for global/local encounters (Appadurai’s “scapes”; Nuttall’s “entanglements”), biological citizenship and therapeutic citizenship	<p>Robins, S., 2010. “Long live Zackie, long live”: AIDS activism, science and citizenship after apartheid. <i>Journal of Southern African Studies</i>, 30(3), pp.651–672.</p> <p><u>Recommended:</u></p> <p>Harris, B. et al., 2014. Adverse or acceptable: negotiating access to a post-apartheid health care contract. <i>Globalization and Health</i>, 10(1), pp.35–14.</p>

Field Activities and Guest Lectures associated with this Country Module:

GH5: Lectures on pre-colonial and colonial history, lectures on housing and political economy, visit to Lwandle Labour Museum

GH6: Visit to the Rondevlei Nature reserve, guest lectures with herbalists and on African religion and African healing systems

GH7: Visits with NGOs, such TAC and SWEAT, and fishers union, hospital visits

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: South Africa

Movements, people, and ideas

In our first lecture, we explore a set of ideologies that traveled, pushing the migrations of people in different pathways and intersections that shape present-day systems of oppression. By our final lecture, we explore a different set of mobile ideologies – human rights – that have moved, moved people, and shaped social movements. Thus, this set of classes have in many ways been about the intersections and flows of ideas and people — flows that are not always experienced in the same way, and encounter uneven terrains and stops and starts of penetration in certain contexts.

In this essay, I want you to explore these dual themes of ideas and human mobility, health intersections, and uneven terrains of globalization in the South African context using a story or conversation from someone that you have encountered in your weeks here. What does that person's story or what you learned about their life, their activism, their health concerns tell us about globalization and health? What surprised you or was unexpected? Unpack that surprise. Why was it surprising and what does that tell you about global imaginaries between the US and Southern Africa?

You must use at least one reading from our class to make your argument. In doing so, do not merely quote the article; instead, use it to help your argument. How does what you learned or your analysis challenge or support the arguments of the article?

Requirements:

Assignments must subscribe to standard conventions of academic writing. Assignments must draw arguments from more than one academic text from the module. They are to be correctly referenced with author and publishing year embedded within the text, or as footnotes, and full citation at the end of the document. Unsubstantiated opinion will not be accepted. Assignments must follow a clear narrative structure as follows:

- Introduction, problem statement, and theoretical approach (200 words)
- Argument, analysis, and evidence or case study (part I and II, 850 words)
- Conclusion, summary, and avenues for further research (200 words)
- References (not included in word count)

Country Module Assignment South Africa: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Describe the global health issue.	Reaction to a specific encounter was not detailed or 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.
Integrates program components and readings	Does not cite evidence from program components or readings	Integrates minimal evidence from program components and readings	Integrates limited evidence from program components and readings	Utilizes evidence from program components, and readings but not exceptionally well	Utilizes strong and insightful evidence from program components and the readings.
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: Buenos Aires, Argentina

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH8	Geopolitics in Argentina	In this class we will analyze the political and cultural dimensions of globalization. We will discuss the place of Latin America in the global governance system and the development of alliances between Latin American States for the building of regional blocs. We will also discuss the achievements and challenges of the reconfiguration of Latin America as a region (and its current crisis), emphasizing the concept of citizenship, and the fulfillment of social rights. Also, the topic of immigration in Argentina will be analyzed. Key concept: Geopolitics	Grugel, J., Riggirozzi, P. (2018) Neoliberal disruption and neoliberalism's afterlife in Latin America: What is left of post-neoliberalism? <i>Critical Social Policy</i> , 1-20. Steger, M.B. 2017. "Chapter 4: The political dimension of globalization. In <i>Globalization. A very short introduction</i> . 4 th edition. Oxford: Oxford University Press. Pp. 62-79.
GH9	Change for: Inequalities in megacities: The case of Buenos Aires Metropolitan area.	In this class we will explore the economic dimension of globalization. For doing so, we will analyze from a population's perspective the connections between inequalities and health outcomes. Key concepts: inequalities, social determinants of health.	ECLAC (2010) Regional Panorama. Latin America. Megacities and Sustainability. ECLAC: Santiago de Chile. (pp. 95-108). Salvia, A.; Rubio, B. (2017) Social Inequality in Contemporary Argentina: Magazine of the International Sociological Association, vol. 7 Steger, M.B. 2017. "Chapter 3: The economic dimension of globalization." In <i>Globalization. A very short introduction</i> . 4 th edition. Oxford: Oxford University Press. Pp. 38-61.
GH10	Justice Globalism. Social movements in Argentina.	In this class we will analyze the economic and ideological dimension of globalization, and the responses of civil society in Argentina toward it. Key concepts: Neoliberal Economics, IMF, Structural Adjustment.	de Souza Santos, B. (2006) Globalizations. Theory, Culture and Society, 23: 393-399 Steger, M.B. 2017. "Chapter 7: Ideologies of globalization: market globalism, justice globalism, religious globalisms." In <i>Globalization. A very short introduction</i> . 4 th edition. Oxford: Oxford University Press. Pp. 109-128.

Field Activities and Guest Lectures associated with this Country Module:

GH8 History GL, Argentine Identity GL, Panel with Immigrants, Visit to Primary Health Care Centers.

GH9 Sanitary Sovereignty GL, Site Visit to the Greater Buenos Aires Rural Visit

GH10. Science and Human Rights GL, Site Visit to Ex-ESMA.

Assignments:

Global/local Artifact: Argentina

In light of your observations, as well as concepts and theories from lectures and readings, complete the Global/Local Artifact Assignment. See full instructions listed under Global/Local Artifact USA (p.4).

Country Module Assignment: Argentina

Strategy proposal to solve GH problems in Argentina

Based on **one of the problems analyzed during your time in Argentina**, design a proposal of a strategy in order to contribute to solve or reduce that problem in Argentina.

The proposal should include:

1. To whom you will present the proposal, and why.
2. A brief description and contextualization of the problem selected, including its local and global components.
3. Your motivation for choosing that problem.
4. Why it is a relevant problem from local and global perspectives.
5. One concrete action that you propose to develop in order to contribute to the solution of reduction of that specific problem, including:
 - a. Name and description of the action (when/how/with whom/which resources you will need and how to get them).
 - b. Specifically, describe more in depth the allies you will search for the development of that action (local or global), why you want to include them, and how you will try to gain those allies to your project (why they will contribute, or how you will convince them to do so).
 - c. Possible obstacles or opponents to your action, and how to neutralize them.
6. Communicational resources you will use in order to make visible either the problem or your action plan (give concrete examples).

The proposal could be presented using the communicational strategy that is appropriate for the audience (for example, a policy brief, a poster for a campaign, etc.). In that case, it should have a short writing explaining the logic behind the proposal. If the format chosen is a traditional academic essay or paper, the length should be between 1200 and 1500 words..

Take into account that the language and form of the proposal should be appropriate to the person/organization to whom you will submit it.

Country Module Assignment Argentina: Grading Rubric

Points	0-12	13-14	15-16	17-18	19-20
Elements	Did not complete elements of assignment, did not turn in on time	Did not complete elements of assignment, turn in on time	Completed some elements of assignment (2-3), turned in on time	Completed some elements of assignment (4), turned in on time	Completed all elements of assignment, turned in on time
Coherence	The elements of the proposal do not relate to each other. The language used is not appropriate for the audience	A few elements (2) of the proposal are related. The language used is not appropriate for the audience	Some elements (3-4) of the proposal are related. The language used is appropriate for the audience	Almost all the elements (5) of the proposal are related. The language used is appropriate for the audience	All the elements of the proposal are related. The language used is appropriate for the audience
Integrate course components	Does not integrate concepts from program components	Integrates minimal concepts from program components	Integrates a limited number of concepts from program components	Integrates a few Concepts from a few program Components	Integrates a sufficient number of concepts from all program components
Organization	The proposal is dis-organized and inhibits an understanding of student's ideas	The proposal lacks Organization; does not connect statements with examples	The proposal is somewhat organized, but is difficult to discern key ideas	The proposal is organized, but does not address a variety of ideas.	The proposal fluidly addresses the statements and relate them with examples.
Analysis	Overall analysis is weak and limited to cursory conclusions, no reference to globalization, assumptions are not addressed	Observations do not connect to globalization themes, but some reference to globalization remains, assumptions not addressed	Utilizes observations to draw weak conclusions about globalization, does not address assumptions	Utilizes observations to draw conclusions about globalization, addresses assumptions	Utilizes observations to draw insightful conclusions about globalization

Comparative Module Four: Buenos Aires, Argentina

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. As long as the narrative you offer in Step Three supports the grade you give yourself on this rubric, **YOU WILL RECEIVE THE GRADE YOU ASSIGN YOURSELF.**

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 no more than 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.

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					

Expectations and Policies

Class preparation

This program is built upon the conviction that experiences result in deep insights and powerful learning. Course assignments are created to facilitate such first-hand learning opportunities. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is required. As a learning community, each one of us influences 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.

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.* There will be times when technology is needed for presentations or projects. Faculty will advise students of these times. Of course, students with accommodations are always welcome to have the technology needed.

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. *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.* 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.

Materials

All course readings will be electronically available from the first week. Hard copy of required course readings will be distributed once you arrive in each country, except in the case of the USA where the readings were sent to you as part of your pre-departure assignments. Students are responsible for downloading these materials and can print the optional readings at their own discretion. You may opt in or out of getting hard copies.

Policy on deadlines

Unless otherwise noted, coursework assignments are due on the day of the deadlines via Moodle (or on paper for a few assignments). Unexcused late work will result in a lower grade one full level per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are necessary circumstances. Exact deadlines for assignments will be confirmed by the instructor and provided to students at the start of each country program.

Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean taking photos or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

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; and 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 references or by use of footnotes.

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

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 Program Director or 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.