

FALL 2021
International Honors Program
IHP Health and Community
Track 2

Globalization and Health
IPBH 3500 / 4 credits

PLEASE NOTE: This syllabus is representative of the anticipated Fall 2021 program. 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/public safety may change some course content. With global public health responses rapidly unfolding, some readings and content will necessarily be added/adapted closer to the start of the semester.

Course Description

In this course, students will learn about public health with a pre-departure review of basic concepts in globalization, and comparative field experiences in VietNam and South Africa. 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. By learning with local globalization and health experts in each program location, the class will explore critical questions, threaded across the arc of the semester. 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 program location 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 location, critical observation, discussions with community organizations and leaders, field visits, lectures from local experts, 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 required course readings will be electronically available at the start of the semester. Hard copy required course readings will be distributed as you arrive to each location, except in the case of the first class where the assigned reading is 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 as you travel. Students are responsible for downloading reading materials and can print optional readings at their own discretion.

Methodology

This course is organized into one pre-departure module, two field-based modules, and a final comparative assignment module. You will have local faculty in each program location who will teach the classes for module delivered in that site. 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 Critical Comparative Portfolio Analysis assignment given and graded by the Program Director.

There will be two types of assignments for this class: (1) two recurring assignments, each of approximately 1,000 words, recurring in each module, generally submitted by the 2nd and 4th weeks of your time in each location, (2) one larger assignment of approximately 1,250+ words, specific to each location, that will take the form of a paper, project, or activity + analysis and will be submitted toward the end of your time in each location.

NB: All work for this course will be handed in electronically via Canvas. 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 Canvas site. Assignments are due the day assigned, uploaded to Canvas. Grades will be returned via Canvas 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_MappingHealthcareSystem.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

Assignment	Points
Module 1 Global/Local Artifact USA (Practice the assignment with US content)	0
Module 2 Global/Local Artifact VietNam	10
Module 2 Critical Issue Analysis VietNam	15
Module 2 Major Assignment VietNam	20
Module 3 Global/Local Artifact South Africa	10
Module 3 Critical Issue Analysis South Africa	15
Module 3 Major Assignment South Africa	20
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 four modules. See program calendar for corresponding dates of class sessions.

Module I: Globalization and Health Pre-departure Lecture/Conversation

Lectures and Readings

Session	Lecture Topic	Key Concept	Readings
GH Intro 1	Intro: Debriefing basic concepts from the readings	Review of required text. Connections to COVID-19 global realities.	Review of the Steger book (as part of the pre-departure readings). Steger, Manfred B. 2017. <i>Globalization: A Very Short Introduction</i> , 4th Edition. Oxford: Oxford University Press.
GH Intro 2	The World Health Organization and Environmental Health Concerns	The development of the WHO accelerated the process of globalization through their policies and programs. What is the WHO and its main approaches to policy? What are the partnerships between the WHO, our US CDC, and Climate Change Scientists? How are these partnerships relevant to the post-COVID-19 world?	Review websites: https://www.who.int/health-topics/climate-change https://www.ucsusa.org/climate https://www.cdc.gov/climateandhealth/policy.htm Milman, O. 2020. "Pandemic side-effects offer glimpse of alternative future on Earth Day 2020" in <i>The Guardian</i> . April 22, 2020 online. Additional current news articles will be added for readings at this class.

Assignments

Global/local Artifact: USA

The Global/Local Artifact assignment will repeat in each program location. Continue to refer back to this section for directions and the grading rubric. Be as detailed as you can in each context. At the program start, 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

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
<p>Does not make a meaningful attempt at addressing the assignment;</p> <p>Has multiple inaccuracies and/or needs supporting details;</p> <p>Supporting ideas and context are provided superficially but not accurate or are not 'unpacked' or examined;</p> <p>Limited or no connections to case studies are made;</p> <p>Paper is not poorly written or falls far short of the word requirement.</p>	<p>A reasonable description however has factual errors;</p> <p>Needs more accurate and necessary details;</p> <p>Ideas/examples are not well 'unpacked' or contextualized;</p> <p>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);</p> <p>Paper is acceptably written but not done well or does not meet the word requirement.</p>	<p>A reasonably thorough description with few significant factual errors;</p> <p>Provides some accurate and necessary details;</p> <p>Ideas/examples could be more 'unpacked' and properly contextualized;</p> <p>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);</p> <p>Paper is well-written and meets the word requirement.</p>	<p>A clear and thorough description with few significant factual errors;</p> <p>Provides accurate and necessary details;</p> <p>Ideas/examples are 'unpacked' and well contextualized;</p> <p>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);</p> <p>Paper is well-written and meets the word requirement.</p> <p>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.</p>

Module 2: VietNam

Lectures and Readings

Session	Lecture Topic	Key Concept	Readings
GH 1	Vietnamese culture in the 21st century – A multifaceted 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>
GH 2	Contemporary health issues in 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>
GH 3	Globalization and the origins of cooperation	Cooperation and globalization as emergent dynamics. What is the role of international health cooperation at this time? How does his apply to VietNam?	<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>Steger, B. Manfred. 2017. "The cultural dimension of Globalization." <i>Globalization, A Very Short Introduction</i>, 4th ed. pp. 80-91. Oxford: Oxford University Press.</p>
GH 4	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>
GH 5	Globalization, Cultural Values, and Healthcare	Ideologies of globalization and healthcare values in a post-COVID-19 VietNam. Impacts of global health orgs on people's health/wellbeing in VietNam?	<p>Additional current articles will be added for readings at this class.</p> <p>Steger, B. Manfred. 2017. "Ideologies of Globalization: market globalism, justice globalism, religious globalisms." <i>Globalization, A Very Short Introduction</i>, 4th ed. pp 109-128. Oxford: Oxford University Press.</p>

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.5).

Critical Issue Analysis: VietNam

This Critical Issue Analysis assignment will be recurring. Refer back to this section for directions and the grading rubric.

By the middle of each location in program, you will be expected to understand and be able to describe a critical issue at the intersection of globalization and health, how this issue is connected between the local and the global, any structural considerations that this issue highlights, and how this issue maps to actions by both government and civil society. In order to do this assignment well, you will need to be engaged in lectures, seek out information, talk with people, and be observant to learn about the healthcare system in each context.

This assignment will contain a visual plus about 1,000 written words. There are 3 required elements of the paper:

1. Draw a visual representation of the critical issue that shows the larger global context and the local realities.
2. In about 1,000 words, you explain the issue, how this issue is connected between the local and the global, any structural considerations that this issue highlights, and how this issue maps to actions by both government and civil society.
3. Be sure to address these two aspects in your work:
 - a. Why does this issue exist in this context and how did it develop into its current status?
 - b. What are the future possibilities for improving this critical issue? What would need to happen globally or local for this improvement to occur?

The faculty and staff will assist you should you have questions about this assignment as you progress through 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

This 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/examples are provided superficially but not accurate or are not	Ideas/examples are not well ‘unpacked’ or contextualized;	Ideas/examples could be more ‘unpacked’ and properly contextualized;	Ideas/examples are ‘unpacked’ and well contextualized;
	Connections to the required elements need to be made more clearly;	Connections to the required elements are	Connections to the required elements are clearly and thoughtfully made;

<p>'unpacked' or examined;</p> <p>Limited or no inclusion of required elements;</p> <p>Paper is not poorly written or falls far short of the word requirement.</p>	<p>Paper is acceptably written but not done well or does not meet the word requirement.</p>	<p>clearly made but not as well thought out;</p> <p>Paper is well-written and meets the word requirement.</p>	<p>Paper is well-written and meets the word requirement;</p> <p>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.</p>
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Major Assignment: VietNam

Your local faculty will distribute the major assignment upon arrival. The assignment will be 1,250 (min) to 1500 (max) words (4-5 typed pages). This assignment is specific to this field program, and will take the form of a paper, project, or activity analysis. Assignment details and rubric will be discussed in the first class and then paper themes will be reviewed by faculty in class well before the submission of final assignment. This assignment is worth 20 points. The rubric that follows is typical and shows the level of work expected.

Major Assignment Grading Rubric Example

Points	0-13	14-16	16-18	18-20
Analysis of Globalization and Health Intersections	Demonstrated limited understanding of globalization/health	Plausible hypothesis, limited evidence	Supported argument drawing on multiple sources/experiences	Well-supported argument incorporating multiple domains of globalization in a local health 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

Module 3: South Africa

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH 6	Race, place, and empire	Thinking globalization from “the South”, transnational historical perspectives, colonial medicine, racialization & “race science”	Erasmus, Zimitri. 2017. “This Blackness.” In <i>Race Otherwise: Forging a New Humanism for South Africa</i> . Johannesburg, SA: Wits University Press. 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. Flikke, R., 2016. South African eucalypts: Health, trees, and atmospheres in the colonial contact zone. <i>Geoforum</i> , 76(C), pp.20–27.
GH 7	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	Green, Leslie. 2012. Beyond South Africa’s “indigenous knowledge – science” wars. <i>South African Journal of Science</i> . 108(7/8): 1–10. Recommended: 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.
GH 8	International Community and Post-Apartheid South Africa and the Implications for Mental Health post-COVID-19	The influence of the international community during the transition to democracy and how has this shaped what democracy has meant for poorer South Africans? How is happiness or ‘misery’ measured?	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.
GH 9	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 shape global public health responses to disease in these areas? The racialization of illness in Africa – the in/visibility of illnesses. What is the perceived work of a democracy to respond?	Livingston, J. 2012. “Neoplastic Africa.” <i>Improvising medicine: an African oncology ward in an emerging cancer epidemic</i> . Pp. 29-51. Select local news articles published during our program weeks.
GH 10	Imagined Futures of Globalization post-Pandemic	Why and in what ways has the COVID-19 Pandemic resonated or challenged systems of capital and processes of Globalization?	Raposa, K. 2020. “The Post-Coronavirus World May be the End of Globalization” in <i>Forbes</i> . April 3, 2020 online.

			<p>Frum, David. 2020. "The Coronavirus is Demonstrating the Value of Globalization" in the Atlantic. March 27, 2020.</p> <p>Additional current news articles will be added for readings at this class.</p> <p>Steger, B. Manfred. 2017. "The economic dimension of globalization." <i>Globalization, A Very Short Introduction</i>, 4th ed. pp 38-61. Oxford: Oxford University Press.</p>
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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.5).

Critical Issue Analysis: South Africa

You are expected to analyze a critical issue at the intersection of globalization and health. See full instructions listed under Critical Issue Analysis VietNam (p.8).

Major Assignment: South Africa

Your local faculty will distribute the major assignment upon arrival. The assignment will be 1,250 (min) to 1500 (max) words (4-5 typed pages). This assignment is specific to this field program, and will take the form of a paper, project, or activity analysis. Assignment details and rubric will be discussed in the first class and then paper themes will be reviewed by faculty in class well before the submission of final assignment. This assignment is worth 20 points. The rubric that follows is typical and shows the level of work expected.

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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

Module 4: Critical Comparative Portfolio Analysis
Due at the end of the semester

Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH Synthesis	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.*

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.

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, or faculty. *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.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.