

## International Honors Program (IHP)

IHP Health and Community:  
Globalization, Culture, and Care

### **Globalization & Health**

(IPBH3500 / 4 credits / 60 class hours)

**Fall 2024**

#### **Faculty:**

<b>Course Introduction: USA:</b>	John McGladdery
<b>Country Module, India:</b>	Abid Siraj, PhD
<b>Country Module, South Africa:</b>	Tessa Moll, PhD
<b>Country Module, Argentina:</b>	Sara Ardila-Gómez, PhD
<b>Comparative Module:</b>	John McGladdery, and Team

### **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 historical 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 & 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, historical, and ecological processes, focusing on how these 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-scalar, ranging from the broad and theoretical to the local and lived 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 impacts and intersects with the local.
- Assess the relationships between structural health disparities and processes of globalization, 'modernization', and nation-building.
- 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, personal *experiences* of globalization.
- Understand how global power-players help and/or hinder health equity.

## **Materials**

Required Reading (bring to Launch):

**Steger, Manfred B. 2023. *Globalization: A Very Short Introduction*. Sixth 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 processes and mutually constitute the dimensions in which globalization is manifested. Throughout the program, faculty and country programs may emphasize different aspects of globalization as outlined in Steger's analysis.

All other course readings will be available electronically. Students are responsible for accessing all required materials; electronic materials may be printed at the discretion of the student.

## **Format**

This course is organized into an introduction and four modules: 3 country modules and 1 final, comparative module. In each module you will have assignments given and graded by the faculty overseeing that segment of the GH class.

There will be one assignment in each country module, divided into two parts: (1) Draft 1: first submission of your response to the indicated prompt, approximately 2.5 pages (650-700); (2) Draft 2 (final submission), a revision of Draft 1 with developed ideas and new data, approximately 4.5 pages (1200-1300 words). Each prompt is specific to each country and may take the form of a paper, project, or activity.

The collection of your GH assignments will become your “GH Portfolio” and will constitute part of the final PH/GH Comparative Module assigned by the Program Director.

## **Submitting Assignments**

- Except for hardcopy assignments, all work for this course will be handed in electronically via Canvas. Assignment grades and feedback will also be distributed through Canvas. Assignments are due on the day/time indicated by your professor.
- Students may never use email to submit assignments, per SIT IT Policy.
- PLEASE UPLOAD 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 12-point Arial or Times New Roman font** (these are most legible for reading).
- 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, (Colby-Bottel, 1998, p.14), 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.
- 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 photographing or scanning any hard copy assignments (and keeping a copy in .jpg or .pdf).

## Evaluation

Assignment		Points
USA	Introduction: Discussion	0
India	Mod. 1: Images of Globalization (Draft 1)	10 (P/F)
	Mod. 1: Images of Globalization (Draft 2)	20
S. Africa	Mod. 2: Grounded Globalization (Draft 1)	10 (P/F)
	Mod. 2: Grounded Globalization (Draft 2)	20
Argentina	Mod. 3: University Newsletter (Draft 1)	10 (P/F)
	Mod. 3: University Newsletter (Draft 2)	20
Comparative Module: Critical Comparative Portfolio Analysis		10
<b>Total Possible</b>		<b>100</b>

## Grading Scale

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.

## Tips for Success

- 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 and according 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 (those of classmates, staff, lecturers, and local constituents engaged with the visit). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

## Course Schedule

This course is organized into an introduction class and four subsequent modules. See the program calendar distributed at the start of each country program for corresponding dates of class sessions.

***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.***

### Washington DC, USA

Faculty: **John McGladdery**

### Course Introduction

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### Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
<b>GHI</b>	Intro: Debriefing basic concepts from the readings	Review of required text	Steger, Manfred B. 2020. Globalization: A Very Short Introduction. Sixth Edition. Oxford: Oxford University Press. Chapter I

### Globalization & Health Course Readings

As a general rule, readings and other preparations for class consist of no-cost open-source or library accessible documents available online. Students must download these readings on their own; they will not be provided with hard copies of these web resources, but students are welcome to print them on their own. The readings will provide an overview of fundamental Globalization concepts and inform material introduced by local faculty in each country. Please be prepared to discuss the course readings in the first Globalization and Health class.

### Assignment:

#### Prepare for Class Discussion (GHI):

**What are some of the different classical understandings of globalization? What are Steger's?**

## Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
<b>GH2</b>	Globalization Process: World Bank, IMF, WTO and UN Organization such as WHO	Bretton Woods Institutions, the UN and WTO accelerated the process of globalization through their policies and programs. What are these policies and how are programs globalizing India?	Dasgupta, B. 1997. "SAP: Issues and Conditionality." <i>Economic and Political Weekly</i> , 17-24, 1091-1104. Nayyar, D. (2019, November 9). The Future of Globalization: Learning from History. <i>Economics &amp; Political Weekly</i> . Vol. LIV, No 44. Pp 30-37. Steger, Manfred B. 2020. <i>Globalization: A Very Short Introduction</i> . Sixth Edition. Oxford: Oxford University Press. Chapter 2 & 3
<b>GH3</b>	Globalization and Redrawing the Indian Political Discourse	Why and in what ways does globalization influence Indian Politics? What are the impacts of recent political movements on people and health/wellbeing or opportunities to achieve health?	Joseph, S. 2007. "Neoliberal Reforms and Democracy in India." <i>Economic and Political Weekly</i> , pp3213-3218. Roa, M.(2017, September 06). <a href="#">Privatising District Hospitals Niti Aayog Side-lined Health Ministry for World Banks Advice</a> . <i>Scroll.in</i> . Retrieved from <a href="https://scroll.in">https://scroll.in</a> Steger, Manfred B. 2020. <i>Globalization: A Very Short Introduction</i> . Sixth Edition. Oxford: Oxford University Press. Chapter 4 Verma, R. 2019. "The Problem." Seminar, pp 1-2.
<b>GH4</b>	Globalization and Indian Culture: The New Paradoxes?	India, a country often known as orientalist, and culturally ancient, is at a crossroads. The clash between established culture and globalization is often oblivious but obvious.	Chattewrjee, S. 2005. "Global Images: 'Realism' Contra 'Culture?'" <i>Economic and Political Weekly</i> , 477-489. Steger, Manfred B. 2020. <i>Globalization: A Very Short Introduction</i> . Sixth Edition. Oxford: Oxford University Press. Chapter 5

## Assignments

## Country Module #I (India)

Manfred Steger states that, "Globalization occurs as much in peoples' heads as it occurs in the world 'out there'". Using your smartphone camera in safe and ethical ways, take pictures of things related to Health that you, subjectively, see as examples of Globalization in India. It could be peanut butter, a beauty product, a remedy, a billboard, a store .... Select three of them that, as you apply a normative lens, you see as exemplary of bad, neutral and good manifestations of Globalization (select a different photo for each of the three categories).

Obtain Informed Consent from adult members of your family by explaining to them what this assignment entails and tell them that you will use what they told you to discuss in class and to write down in this assignment. If sub-adults are present, be sure not to include what they say, as this would be unethical. First ask them what they think globalization is, and record their answer/s. Then give them a non-academic, broad and simple definition of what you think globalization is. Next show them the three pictures and engage in conversation about them. Do not give your normative opinion, just ask them what they think about this picture of xxx and globalization. Tell them your written piece will keep them anonymous but that other students will know that you are discussing this family's opinions. Tell them not to tell you anything they don't want you to share with class-mates, and to please text you if they change their mind and now want something to remain secret. End the conversation by asking what they think are the worst and best ideas or objects that globalization has brought to India. Then thank them.

Write a reflexive piece on “*An Indian family's interpretations of images of globalization.*” In the introduction speak to what the assignment will cover. In the first paragraph present how you define globalization when in conversation with ordinary citizens, and compare your definition to the definition/s given by your family. Note if their definition contains aspects referred to by Steger or other sources. Paste your first picture into the word document (If necessary, reduce its size by first uploading it to PowerPoint). Then present what your family thought of the image, noting if they have a different view and identifying an aspect/s resonating with Steger or another source's writing on globalization. In draft 1 present either 1, 2 or 3 of the selected pictures and reflections thereon, depending on how close your assignment comes to the word limit. In the final assignment present all three pictures and conversations and include more theory. Conclude by reflecting on what families themselves saw as the best and worst things globalization has brought.

**Draft #1** About 2-3 pages (approx. 650-700 words).

Write a reflexive piece on “*An Indian family's interpretations of images of globalization in India*”. (1 or 2 pictures). 10 marks Participation.

**Draft #2** Maximum 5 pages (approx. 1200-1300 words).

Write a reflexive piece on “*An Indian family's interpretations of images of globalization in India*”. (3 pictures with theoretical analysis). 20 marks.

## Grading Rubric: Country Module #1 (India)

Points	Poor	Not Good	Below Average	Good	Excellent
<b>Discussion</b>	Topic was not discussed.	Topic was discussed but in a manner that was incoherent.	Topic is clearly discussed, but unsophisticated / reflections are superficial.	Discussion is clear and interesting, demonstrating that significant thought has been given to the topic.	Discussion is clear and interesting. Significant thought has been given. Insights are original and nuanced. Multiple perspectives given.
	0-5.75	6-6.25	6.5-6.75	7-7.25	7-7.5
<b>Integrates program components, experiences, and readings</b>	Does not cite evidence from program components, experiences, or readings.	Integrates minimal evidence from program components, experiences, and readings. References are missing.	Integrates limited evidence from program components, experiences, and readings. Referencing is inconsistent or sloppy.	Utilizes evidence from program components, experiences, and readings. Most sources have been correctly referenced.	Utilizes strong and insightful evidence from program components, experiences, and readings. Referencing is correct and complete.
	0-5.75	6-6.25	6.5-6.75	7-7.25	7-7.5
<b>Writing Style</b>	Writing style incomprehensible. Many 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 errors present.	Writing style includes compelling language, no spelling/ grammar errors present.
	0-1.5	1.75	2	2.25	2.5
<b>Components</b>	Assignment was turned in late or is incomplete.	Assignment is missing several components.	Assignment is missing some components.	Assignment addresses all components.	Assignment strongly fulfills all components outlined in prompt.
	0-1.5	1.75	2	2.25	2.5



## Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
<b>GH5</b>	Democracy, health and rights	How has the transition to democracy changed the relationships between the population, the state, and health? Key terms include biological and therapeutic citizenship, neoliberalism & the Washington Consensus, and debt.	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.
<b>GH6</b>	Global health and imaginary of 'Africa'	How do imaginaries about different countries or parts of the world shape public health responses to disease in these areas? Key terms include medicoscapes (and Appadurai's 'scapes' more broadly) and imaginaries	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), 182–202.
<b>GH7</b>	Mobility and health	While globalization is often described in terms of 'flows', what are the stoppages, limitations, blocks – and for whom? And what are the implications for health? Key terms include reproductive travel, global care chains, mobility regime	Chekero, T. & Ross, F.C. (2018) "On paper" and "having papers": Zimbabwean migrant women's experiences in accessing healthcare in Giyani, Limpopo province, South Africa, <i>Anthropology Southern Africa</i> , 41(1), 41-5.

## Assignments

## Country Module #2 (South Africa)

## Essay: Globalization: theory on the ground

**Draft #1** About 2-3 pages (approx. 650-700 words).

Reflect on your first impressions of globalization processes in South Africa. Drawing on the theories of globalization presented in M. Steger's *Globalization: A Brief Introduction*, answer the following:

1. How do you imagine that [your topic] has been affected by processes of globalization? Here you **must** draw on and cite Steger.
2. How is your topic related to or important to health and well-being generally? How do you imagine this is related specifically in South Africa?
3. Why did you select this topic? Relatedly, how did this topic (or what you have thus far seen, experienced, or learned) surprise you and why?

4. Look at the program ahead. What site visit, guest lecture, or what panel will you speak to in the coming weeks to test your theories (i.e. your answers to Questions 1-3)?

As an example: You might hear an unfamiliar song on the radio and ask about the artist and style of music. It's 'John Cena' by Sho Majozi. You do a quick Google search, and discover that she's from Limpopo, sings in Tsonga, Swahili, and English, and her music is in the Gqom style that originated in Durban. What does this tell us about globalization? How does globalization relate to music (in industry, mobility, styles and inspirations, etc...)?

Topics to choose from include:

- Marriage & dating
- "Healthy" food
- Housing
- Energy and electricity
- Art & Music
- Fertility & reproductive choices
- Education
- Child-rearing & parenting
- Water
- Media (such as TV, films, or social media)
- Employment
- Tradition & Culture

\*\*You are welcome to suggest a topic, but you must clear it with the Faculty beforehand.

**Draft #2**     Maximum 4.5 pages (approx. 1,200-1300 words).

Follow-up on **Draft #1**, drawing from faculty feedback to complicate your initial impressions, demonstrating improved accuracy in understanding (factual knowledge), and nuanced cultural contextualization (critical thinking). Here are two options for essay questions to frame your thinking:

- How has a feature of globalization affected your chosen topic? For example, you could explain some of the relationship between enduring income inequalities, exacerbated by neoliberal economic policies, have affected how people approach parenting? Or, how has global connectivity via Internet and social media impacted ideas of "good" parenting. And how does this relate to health?
- Based on what you have experienced, how do South Africans reflect and navigate different challenges or benefits of globalization? For example, how do people you have encountered reflect "hybridization" in their accommodation of modernity and tradition? How do they negotiate this hybridity in their day-to-day life? Or, how is this contested over different generations?

While **Draft #1** was more of a reflective sketch, **Draft #2** should frame an argument, backed by evidence (garnered through classes, IHP program experiences, or conversations with homestay families). Again, you must cite Steger AND one of the readings from GH South Africa. Discussions with people you encounter throughout your time here should inform your reflection but do not limit yourself to simply reproducing what they said. Try to understand what your respondent(s) said by drawing on insights from the lectures, panels or site visits and readings. Please also try to avoid making any grand overall judgements but rather approach the topic from multiple perspectives.

**Grading Rubric: Country Module #2 (South Africa)**

	Poor	Not Good	Below Average	Good	Excellent
<b>Discussion</b>	Topic was not discussed.	Topic was discussed but in a manner that was incoherent.	Topic is clearly discussed, but unsophisticated / reflections are superficial.	Discussion is clear and interesting, demonstrating that significant thought has been given to the topic.	Discussion is clear and interesting. Significant thought has been given. Insights are original and nuanced. Multiple perspectives given.
	0-5.75	6-6.25	6.5-6.75	7-7.25	7-7.5
<b>Integrates program components, experiences, and readings</b>	Does not cite evidence from program components, experiences, or readings.	Integrates minimal evidence from program components, experiences, and readings. References are missing.	Integrates limited evidence from program components, experiences, and readings. Referencing is inconsistent or sloppy.	Utilizes evidence from program components, experiences, and readings. Most sources have been correctly referenced.	Utilizes strong and insightful evidence from program components, experiences, and readings. Referencing is correct and complete.
	0-5.75	6-6.25	6.5-6.75	7-7.25	7-7.5
<b>Writing Style</b>	Writing style incomprehensible. Many 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 errors present.	Writing style includes compelling language, no spelling/ grammar errors present.
	0-1.5	1.75	2	2.25	2.5
<b>Components</b>	Assignment was turned in late or is incomplete.	Assignment is missing several components.	Assignment is missing some components.	Assignment addresses all components.	Assignment strongly fulfills all components outlined in prompt.
	0-1.5	1.75	2	2.25	2.5

## Buenos Aires, Argentina

Faculty: **Dr. Sara Ardila-Gómez**

**Country Module**

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### Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
<b>GH8</b>	Poverty and inequalities	Poverty and inequalities and their relationships with neoliberalism and	Riggirozzi, P. (2020) Social Policy,

	in Argentina and its place in regional and global geopolitics	post-neoliberalism. Also, we will analyze the Argentinean social welfare system, social determinants of health, and social <i>determination</i> of health. Keywords: Keywords: Post Neoliberalism, IMF, Structural Adjustment, Social Determinants of Health, poverty, inequality. <i>Site visit to greater Buenos Aires, site visit to CESACs. Case studies activities</i>	Inequalities and the Battle of Rights in Latin America. Development and Change. March 2020, 51 (2): 506-522.
<b>GH9</b>	Argentinean geopolitics	The political and cultural dimensions of globalization. The place of Latin America in the global governance system and the development of alliances between Latin American States. The achievements and challenges of the reconfiguration of Latin America as a region (and its current crisis), emphasizing the concept of citizenship, the issue of migration, and the fulfillment of social rights. Key concept: Geopolitics. South to south cooperation. <i>Panel discussion with immigrants, site visit to CESACs. Case studies activities</i>	Herrero, MB., Loza, J, Belardo, MB (2019). Collective health and regional integration in Latin America: An opportunity for building a new international health agenda. Global Public Health, (6-7), 1–12.
<b>GH10</b>	Justice Globalism. Social movements in Argentina	Economic and ideological dimensions of globalization, and the responses of civil society in Argentina and Latin America. Keywords: Post Neoliberalism, IMF, Structural Adjustment, Social Determinants of Health, poverty, inequality <i>Site visit to Ex-ESMA, Case studies activities, meeting with “jóvenes por el clima</i>	Cárdenas, S. (2010) Human Rights in Latin America: A Politics of Terror and Hope. Chapter 4. Transnational Networks (pp. 102-131), University of Pennsylvania Press.

## Assignments

### Country Module #3 (Argentina)

University Newsletter

Based on your experience in Argentina (inside and outside the classroom and program activities) chose an example to analyze the relationship between inequalities and health, and how it is related with local and global forces. Analyze the problem and responses at different levels towards it (from the state, civil society etc.). The paper must fit the formal of a newsletter article.

Also add some questions (at least one) you have about the example analyzed, from the perspective of globalization.

The article should be approximately 1,200 words and should be written for the audience of students at your university (simple language, not academic, understandable for people with different backgrounds).

What should be included in the article (not necessarily in this specific order):

1. A title that catches your audience
2. Description of the example you will analyze.
3. Explanation of what this exemplifies an inequality.
4. The specificity of this problem in Argentina.
5. The relationship of this problem with global and local forces.
6. Possible (or actual) responses to this problem, from at least one social actor (i.e civil society, national state, international organizations).
7. At least one concept of “globalization” that serve as a lens to understand this problem,
8. Your questions about the analyzed example... Discussion and Concluding statement

### Country Module Assignment #3: Grading Rubric

<b>Assessment</b>	<b>Weak/Failing</b>	<b>Below average</b>	<b>Average</b>	<b>Very good</b>	<b>Excellent</b>
Title	No title	Good Title doesn't grab attention		Good title, somewhat interesting	Excellent title, grabs attention
	0	0,5		0.75	1
Description of example	No description of example/s	Some description not clear	Example described but not succinct. Significant details missing	Example described but not succinct. Some essential details missing	Example/s succinctly described in excellent detail
	0-1	1.25	1.5	1.75	2
Explain the inequality in Argentina context	Inequality not explained at all	Inequality not well explained in Argentina Context	Inequality in Argentina context explained but not clearly	Inequality explained in Argentina context	Inequality explained in Argentina context linking to example/s
	0-2	2-2.5	2.75-3	3.25-3.5	3.75-4
Explain the relationship to global and local forces	Global/local forces not mentioned	Global/local forces mentioned, not related to example	Global/local forces mentioned, and related to example	Relationship to specific global forces explained	Relationship to specific global forces clearly explained

	0-2	2-2.5	2.75-3	3.25-3.5	3.75-4
A response from a specified local person/organisation	No local response mentioned	Local response mentioned, but not related to the issue	Local response given, not clearly related to the issue	Local response clearly stated, related to the issue with source described	Local response clearly stated, related to the issue with source described
	0-1	1.25	1.5	1.75	2
Describe which aspect/s of Globalization apply	Aspect of Globalization not mentioned	Aspect of Globalization mentioned but not related to the issue		Aspect of Globalization explained but not well crafted into the article.	Aspect of Globalization explained in interesting and informative way.
	0-1.75	2-2.5	2.5	2.75	3
Internal Coherence & Tone	The elements of the article do not relate to each other. The language used is not appropriate for the audience	A few elements of the assignment are related. The language used is not appropriate for the audience	Some elements of the article are related. The language used is appropriate for the audience	Almost all the elements of the article are related. The language used is appropriate for the audience	All the elements of the article are related. The language used is appropriate for the audience
	0-1	1.25	1.5	1.75	2
Organization	The article is dis-organized and meanings are unclear.	The article lacks Organization. It does not connect statements with examples	The article is somewhat organized. It is difficult to discern key ideas	The article is organized, but does not address a variety of ideas.	The article fluidly addresses the statements and relates them with examples.
	0-1	1.25	1.5	1.75	2

## PH/GH Portfolio Module

## Semester Conclusion

Faculty: John McGladdery & Team

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Session	Lecture Topic	Key Concept	Reading
<b>In-class Workshop</b>	Comparative Aspects of PH and GH class experiences	Arc of personal learning across the GH/PH courses	See instruction below for: 1) Portfolio: Compile and Review 2) Growth Artifact 3) Portfolio Self-Assessment

## Assignment:

The following comprises the PH/GH Portfolio Module, a self-reflexive assignment shared between the PH and GH classes. The final product is worth 10 points each in respective PH and GH classes. Most will take place in a scheduled Workshop with your peers, with some basic preparation beforehand as homework. The final product will consist of:

- 1) **Portfolio** (compiled before Workshop)
- 2) **Growth Artifact** (frontispiece, minimal preparation at home, completed in Workshop)
- 3) **Portfolio Self-Assessment** (completed in Workshop)

All components of the Portfolio Module should be submitted as a single .doc or .pdf file in Canvas. You can use an app like “PDF Compressor” to make your file size smaller, as needed.

### 1) Portfolio: Compile and Review

This is not a written submission but a mental and preparatory exercise. Compile, read, and reflect upon the PH and GH portfolios of assignments (**Draft #2**) you have built throughout the course of the semester. After assembling together your PH/GH assignments, review all your work holistically, with an attempt to grasp how your perspective has grown across the two courses and the national and cultural contexts. Think about your own work, analyzing your personal experiences, and reminding yourself of lingering doubts or questions.

Questions to ask yourself when reviewing your work:

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?

### 2) Growth Artifact

Bring to the Workshop 1 or 2 artifacts that you have selected to represent your intellectual growth this semester. These items should relate specifically to the arc of your learning and your journey in understanding the holistic interplay between public health and globalization in the

places we have visited. These artifacts can be photographs, pieces of personal writing, garments, receipts, and other items you have collected along the way. **Please bring the artifact (or photo of it) to the Workshop and prepare the following answers for Workshop discussion:**

1. Reflecting back on your first PH and GH course sessions and what was new or already familiar to you in those sessions, how has your understanding of public and globalized health evolved over the trajectory of the entire semester? Where was your understanding on Day One and where is it now?
2. Is this a *quantitative* change, or a *qualitative* change?
3. How do the selected artifacts represent your *narrative* of personal intellectual growth?
4. How do the selected artifacts represent your *comprehension* of how public health and globalization shape the individual and collective wellness of people?

Example: three photos you took may represent how macro forces of globalization play out in everyday experiences of health... or you may include a train ticket and a bit from a journal entry to demonstrate how one particular excursion encapsulates your learning about the prevalence of traditional medicine.

**In Workshop:** After workshopping the full intellectual and potential representation of your artifacts with your peers in class, you will compose a caption or summary that encapsulates the artifacts' meaning(s). This, along with images of your artifacts, will become the frontispiece of your PH/GH Portfolio submission.



### 3) Portfolio Self-Assessment

To be done in the Workshop. Fill out and submit the rubric provided.

*Directions: Each row addresses a learning objective of your compiled PH/GH Portfolio. For each row, consider the criteria associated with each point value. In the last column of the rubric worksheet, give your Portfolio the points you feel are fair and accurate for that row. Finally, tabulate the values in the last column to calculate your overall score for your Portfolio. Note: there is a total of 20 points available.*

Points	0-3	3-4	4-5	5-6	Score
<b>Reflexivity and Intellectual Engagement</b>	Writing style is confusing or incoherent. Many spelling and grammar mistakes present	Writing style is straightforward and not compelling. Some mistakes may be present	Writing style is fluid, language is somewhat compelling. No mistakes are present	Writing style includes compelling language, no spelling/ grammar errors present	
<b>Interrelates concepts between GH and PH to demonstrate real life impact</b>	Does not demonstrate interplay of PH and GH concepts, or real life impact	Minimally demonstrates interplay of PH and GH concepts, makes some attempts to show how these concepts translate to real life impact	Meaningfully demonstrates interplay of PH and GH concepts to show a few examples of how these concepts translate to real life impact	Compellingly demonstrates interplay of PH and GH concepts to show well developed understanding of how concepts translate to real life impact	
<b>Reflects productive analytic comparison of PH and GH tools across countries and contexts</b>	Does not demonstrate comparisons relevant to PH or GH across different countries and contexts	Minimally demonstrates comparisons relevant to PH or GH across different countries and contexts	Meaningfully demonstrates comparisons relevant to PH or GH across different countries and contexts with a few compelling examples	Demonstrates thoughtful, organized comparisons relevant to PH or GH among different countries and contexts with compelling or creative examples	
<b>Effort</b>	Give yourself up to 2 points for effort.				
<b>TOTAL SCORE</b>					

## **Expectations and Policies**

### **Participation**

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation not 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 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. Keep in mind that IHP has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

### **Late Work**

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

### **Technology in the classroom**

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions—except where otherwise indicated and under extenuating circumstances that have been discussed in advance with the faculty member. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

### **Class Preparation**

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

### **Academic Integrity**

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to: obtaining or giving unauthorized aid on an examination; having unauthorized prior knowledge of the content of an examination; doing work for another student; having work

done by another person for the student; and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

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

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

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

### **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, Family Educational Rights and Privacy Act (FERPA), 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.