

## International Honors Program (IHP)

IHP Health and Community:  
Globalization, Culture, and Care

## Globalization & Health

(IPBH3500 / 4 credits / 60 class hours)

**Spring 2025**

### 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.

Manfred Steger states that, “Globalization occurs as much in peoples’ heads as it occurs in the world ‘out there’”. 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. Together, we will critically evaluate the role of institutions, corporations, and governments as part of the workings of globalization that exacerbate/ameliorate health inequities, and we will learn how globalization and its affects are perceived by common people in 3 continents. 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, postcolonialism, 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**

All course readings will be available electronically. Students are responsible for accessing all required materials.

## **Format**

This course is organized into four country modules, including one overarching comparative module. In each module you will have assignments given and graded by the faculty overseeing

that segment of the GH class, journalling and comparative synthesis presentations will occur across all four countries.

## **Course Schedule**

This course comprises one introduction class and three subsequent country cycles. 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.***

## **USA**

## **Lectures and Readings**

<b>Session</b>	<b>Preparation</b>
<p style="text-align: center;"><b>GHI</b></p> <p>Introduction to Public Health <i>Pillars and Principles of Primary Health Care</i>  <i>Assets based approach</i></p>	<p><b><u>Required</u></b></p> <p>CDC National Center for Health Statistics, District of Columbia <a href="https://www.cdc.gov/nchs/pressroom/states/dc/DCI.htm">https://www.cdc.gov/nchs/pressroom/states/dc/DCI.htm</a></p>

## **India**

## **Lectures and Readings**

<b>Session</b>	<b>Preparation</b>
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<p style="text-align: center;"><b>GH 2</b></p> <p>Globalization Institutions wielding power. World Bank, IMF, WTO, UN, and WHO</p>	<p><b>Required</b></p> <p>Dasgupta. B. 1997. "SAP: Issues and Conditionality." <i>Economic and Political Weekly</i>, 17-24, 1091-1104.</p> <p><b>Suggested</b></p> <p>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.</p>
<p style="text-align: center;"><b>GH 3</b></p> <p><b>Globalization and Redrawing the Indian Political Discourse</b></p> <p><i>Globalization's influence Indian Politics</i></p>	<p><b>Required</b></p> <p>Joseph, S. 2007. "Neoliberal Reforms and Democracy in India." <i>Economic and Political Weekly</i>, pp3213-3218.</p>
<p><i>Impacts of recent political movements.</i></p>	<p><b>Suggested</b></p> <p>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></p>
<p style="text-align: center;"><b>GH 4</b></p> <p><i>Globalization and Indian Culture: The New Paradoxes?</i></p>	<p><b>Required</b></p> <p>Chattewrjee, S. 2005. "Global Images: 'Realism' Contra 'Culture?'" <i>Economic and Political Weekly</i>, 477-489.</p>

## South Africa

## Lectures and Readings

Session	Preparation
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<p style="text-align: center;"><b>GH 5</b></p> <p style="text-align: center;"><b>Democracy, health and rights</b></p> <p><i>The relationships between the population, the state, and health?</i></p> <p><i>Biological and therapeutic citizenship, neoliberalism &amp; the Washington Consensus, and debt.</i></p>	<p><b>Required</b></p> <p>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.</p> <p><b>Suggested:</b></p> <p>Robins, S. (2006). From "rights" to "ritual": AIDS activism in South Africa. <i>American Anthropologist</i>, 108(2), 312-323.</p>
<p style="text-align: center;"><b>GH 6</b></p> <p style="text-align: center;"><b>Global health and imaginary of 'Africa'</b></p> <p><i>Imaginaries about different countries or parts of the world shaping public health responses</i></p> <p><i>Medicoscapes (and Appadurai's 'scapes' more broadly) and imaginaries</i></p>	<p><b>Required:</b></p> <p>Hörbst, V. &amp; 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.</p> <p><b>Suggested:</b></p> <p>Schatz, E., &amp; Seeley, J. (2015). Gender, ageing and carework in East and Southern Africa: A review. <i>Global public health</i>, 10(10), 1185-1200.</p>
<p style="text-align: center;"><b>GH 7</b></p> <p style="text-align: center;"><b>Mobility and Health</b></p> <p><i>Globalization flows - stoppages, limitations, blocks for whom?</i></p> <p><i>Reproductive travel, global care chains, mobility regime</i></p>	<p><b>Required</b></p> <p>Chekero, T. &amp; 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.</p> <p><b>Suggested</b></p> <p>Coe, C. (2016). Orchestrating care in time: Ghanaian migrant women, family, and reciprocity. <i>American Anthropologist</i>, 118(1), 37-48</p>

Session	Preparation
<p align="center"><b>GH 8</b></p> <p align="center"><b>Inequalities in care in Argentina.</b></p>	<p><b><u>Required</u></b></p> <p>Faur, E., Pereyra, F. Caring for children and the elderly in Argentina: A grammar of class and gender inequalities, Women's Studies International Forum, 72, 2019: 25-31. <a href="https://doi.org/10.1016/j.wsif.2018.11.004">https://doi.org/10.1016/j.wsif.2018.11.004</a></p>
<p align="center"><b>GH 9</b></p> <p align="center"><b>Migration and care in Argentina.</b></p> <p align="center"><i>Immigrants in Argentina's care workforce. Challenges of providing care for elderly immigrants.</i></p>	<p><b><u>Required</u></b></p> <p>Mallimaci Barral, AI, Magliano, MJ. Aging Migration in Argentina: The Passage of Time as an Analytical Dimension. Convergencia [online].30, e21497. Epub 11-Dic-2023. <a href="https://doi.org/10.29101/crcs.v30i0.21497">https://doi.org/10.29101/crcs.v30i0.21497</a>.</p>
<p align="center"><b>GH 10</b></p> <p align="center"><b>Justice globalism and social movements in Argentina.</b></p>	<p><b><u>Required</u></b></p> <p>Seca, V. &amp; Stacchiola, O. 'Las juventudes' rising: Argentina's local, global and innovative youth activism [Online]. The Sociological Review Magazine. (2022, April 5). <a href="https://doi.org/10.51428/tsr.apqy4099">https://doi.org/10.51428/tsr.apqy4099</a></p>
<p align="center"><i>Solidarity across borders, global justice, and transnational advocacy networks.</i></p> <p align="center"><i>HIV activism.</i></p>	

### Public 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. The readings will provide an overview of fundamental Public Health concepts and inform material introduced by local faculty in each country.

## 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	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.

## Evaluation

Assignment		Points
<b>USA</b>	Introduction: Workshop US constructs that go global.	20
	Class Assignment	20
<b>India</b>	Essay	20
	Journal Handin 1	5
	Journal Handin 2	15
	Journal Summary	20
	CSP Presentation (Grp)	20
<b>South Africa</b>	Essay	40
	Journal Handin	20
	Journal Summary	20
	CSP Presentation (Grp)	20
<b>Argentina</b>	Essay	40
	Journal Handin	20
	Journal Summary	20
	CSP Final Presentation (Grp)	100

<b>Total Possible</b>		400
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## **Assignments**

In each country students will keep a journal, construct a journal summary, and do a comparative synthesis presentation. Local faculty set their own assignments as well.

### **India Assignments**

The World Bank (WB) and the International Monetary Fund (IMF) initiated the Structural Adjustment Program, aiming to prevent another global financial depression and recession. Many middle- and lower-income countries chose these SAPs as a means to emerge from financial crises and reestablish new development trajectories. In the 1990s, India was among the countries that chose the Structural Adjustment Program (SAP) as a quick solution to alleviate financial strain while adhering to the conditions discussed in class. Write two papers based on insights from PH and GH classes, site visits, and dinner table discussions with your homestay families. We expect you to complete the first draft under GHI India (In-class Assignment) (20 marks, 2 pages, 90 minutes), including the following prompts.

#### **GHI India The Structural Adjustment Program (SAP) (90 minutes, 2 pages, 20 pts)**

- 1 List the major components and conditions of the Structural Adjustment Programme. (10 points, 5 marks)
- 2 Describe the benefits-if any- of SAP for Indians (5 marks).
- 3 Explain how the SAP impacted health provisions. (1 page, 10 marks).

#### **GH2 India Essay Assignment (20 Marks 4 pages):**

Identify and describe how the pervasive effects of the SAP, and other consequences of globalization, continue to impact the provision of preventive, curative, rehabilitative, promotive and palliative health services in India generally and/or the areas of India that you have visited or been exposed to.

Essay Grading Rubric: Impact of Globalization on the Indian Health System

1. Introduction (10 points) ○ Provides background information on globalization and the Indian health system.
  - Engages the reader and establishes the context for the essay.
2. Content and Analysis (40 points) ○ Provides a comprehensive overview of globalization and its impact on the Indian health system.



- Offers detailed analysis supported by relevant data, examples, and evidence. ○ Demonstrates a substantive understanding of the topic and its implications.
  - Addresses both positive and negative impacts of globalization on the health system.
3. Organization and Structure (15 points) ○ Logical flow of ideas with clear transitions between paragraphs. ○ Well-structured with an introduction, body paragraphs, and a conclusion.
    - Each paragraph contributes to the overall argument and is well-developed.
  4. Use of Observation and Conversation (10) ○ Personal observation and conversation add authenticity to the theory and analysis presented.
  5. Clarity and Coherence (15 points) ○ Clarity of expression and effective communication of ideas.
    - Consistent use of terminology and concepts.
    - Cohesive argumentation and logical progression of ideas.
  6. Critical Thinking and Evaluation (10 points) ○ Offers insightful analysis and critical evaluation of the impact of globalization on the Indian health system.
    - Considers alternative perspectives and acknowledges limitations.
    - Draws well-supported conclusions based on the evidence presented.
  7. Conclusion (5 points) ○ Summarizes key points and restates the thesis. ○ Offers a thoughtful reflection on the broader implications of the topic.
    - Leaves the reader with a clear understanding of the essay's main arguments.
  8. References and Citations (5 points) ○ Properly cited sources using a consistent citation style ○ Includes a bibliography or reference list with all sources used in the essay. Total: 100 points

**Grading Rubric: South Africa) Essay Country Module #2 (South Africa) Essay: Globalization: theory on the ground**

**Essay response** About 3-4 pages (approximately 800-1000 words).

Select a topic within the following categories:

- Maternal health (may include: pre-natal, labour & delivery, post-natal, pregnancy, termination of pregnancy)
- Infant health & feeding
- Mental health
- Housing & health
- Environmental & health
- Nutrition (across the lifespan including child nutrition, Type 2 Diabetes)

Using assigned readings, lecture material, experiences both off and on programme, and discussions with homestay families, addressing the following questions in an essay:

1. How has [your topic] been affected by processes of globalization?

2. How do people in South Africa experience and/or navigate the changes brought on by globalization in regard to the topic?

You must cite at least one assigned or recommended reading from GH in South Africa. You are not expected to cite or use readings or sources that have not been provided, but you may use sources from other coursework in the programme. You are expected to reference data (such as conversations with homestay families, experiences on programme, or information from any IHP classes) to support your argument. The essay should be structured as follows:

**Introduction:** What is your topic? Provide one-sentence where you state your argument (the answer to question 1).

**Body of the essay:** Provide the data, stories, information where you elaborate on your answer to question 1. THEN Provide the data, stories, information where you answer question 2.

**Conclusion:** Summarize your paper and argument.

### 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	7.25-7.5
<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	7.25-7.5

<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

## Assignment: Argentina GH Essay

### Country Module Assignment : Media Note about activism in global health

Based on the activity we will undertake during GH 10, write a brief media note on the role of activism in pursuing equity in global health. Consider the alliances between different actors, and emphasize the lessons learned from the Global South.

Instructions for Writing the Media Note on Activism in Global Health Equity:

**Length:** The note should be between one and two pages long.

**Title:** Create a compelling and attention-grabbing title.

**Content:**

- Include a brief description of the material your group produced during the class activity.
- Highlight two core ideas on the role of activism and transnational activist networks in the pursuit of equity in global health.
- Incorporate one or two concepts discussed in GH sessions 8-10.
- Provide one or two examples of activism from the program activities, ensuring that at least one example is from Argentina.

### Country Module Assignment #3: Grading Rubric

<b>Points</b>	<b>0-25</b>	<b>26-35</b>	<b>36-40</b>
<b>Elements</b>	Did not complete elements of assignment	Completed some elements of assignment	Completed all elements of assignment
	0-3.5	3.5-4.5	4.5-5

<b>Coherence</b>	The elements of the media note do not relate to each other.	A few elements of the media note are related (internal coherence).	All the elements of the article are related (internal coherence).
	0-3.5	3.5-4.5	4.5-5
<b>Integrate course components</b>	Does not integrate concepts from program components	Integrates a limited number of concepts from program components	Integrates a sufficient number of concepts from program components
	0-7.5	7.5-9	9-10
<b>Organization</b>	The note is disorganized and inhibits an understanding of student's ideas	The note is somewhat organized, but is difficult to discern key ideas	The note fluidly addresses the statements and relate them with examples.
	0-7.5	7.5-9	9-10
<b>Analysis</b>	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 insightful conclusions about globalization
	0-7.5	7.5-9	9-10

## Journals

(20pts: India, S. Africa, Argentina)

You will keep three journals – one each for PH, PH and GH. Each journal is specific to its course, and should not be used for general note-taking. At the end of each workday, students should go over notes taken during the day, and recall relevant conversations that pertained to the synthesis topic from the perspectives of the relevant courses. Some days students will enter journal points for only 1 course, other days they will enter for all 3. Journal entries should be dated, and must always note the source of any opinions or data. Select 8 to 10 entries that relate to critical issues for each course (cut the others out and paste them into another document in case you need to refer back to them in the next country. We will grade only the first 10 observations and reflections we see) Select those observations that raise important questions that, through deep reflection (involving comparing and contrasting differences among countries relating to different contexts, and sometimes involving quick internet searches. EG looking up the total spend on Health in India vs the US, comparing deaths to Covid with deaths to TB, or

comparing age pyramids for US, India and South Africa. If you come across an issue that will take too long to get answers for via internet or asking homestay families, select a different observation to submit to us – but don't leave an issue for which answers, or partial answers, can quite easily be found as a question that is left dangling)

Entries do not have to be written in complete sentences – however, double-entry format is expected.

When discussing entries with your PD, Visiting Faculty or other students, you must be able to elucidate the meaning. Indicate a comparison when noting a nuance between presented facts, presented opinions or between facts/opinions and principles/ policies/legislation.

Students must submit double-entry journals as word documents.

Workshopping sessions for your journals will be scheduled during RME and Write, Reflect, & Consult sessions. Students should have their laptops and/or physical journals in these sessions and in times created for group reflection.

### **Journal Grading:**

The first submissions will be graded on a participation basis, and feedback will be given to enable students to proceed with journals going forward. (5 Marks)

Grading is on the basis of:

1. Inclusion of significant details (8 / 20 pts)
2. Relevance of details (to the course) (4 / 20 pts)
3. Depth of reflections, interpretations, codes (8 / 20 pts)

(Observations all thoroughly interrogated, demonstrating progress towards understanding)

NB: Inclusion of details not relevant to the focus project and/or the focus of the course will result in lower grades. The emphasis is on quality and not on quantity. Sometimes you will learn something crucial, but it has no relevance to your focus topic in a specific course. Note that down somewhere else and bring it up in a class discussion. The journaling process should not keep you up for hours each night, - it should take 15 to 30 minutes a day. We suggest you stay over in class for a bit each day to do this. Think:

- **G&H Journal** – What did I learn about the play of global power and influence, that relates to my focus project?
- **PH Journal** – What did I learn about a Health System that relates to my focus project. – PH Journal?
- **HCC Journal** – What did I learn about health, culture, and community relating to my focus project?

## Journal Summary

(India, S. Africa, Argentina = 20pts each)

In the last couple of days in each country, you will be given time to summarize the data and findings in each of your three journals. These two-page journal summaries will be graded by local/visiting faculty. One page will be dedicated to summarizing the most pertinent data, that will be noted in point form, acknowledging sources. (The data will comprise facts presented or observed, and/or opinions shared with you) The other page will be dedicated to comparison and analysis of the most significant finding, and will be written in full sentences. While we encourage co-operative learning and sharing of data, these summaries are to be done as individuals.

Grading is on the basis of:

1. Inclusion of significant data (10 pts)
2. Depth of comparison and analysis (10 pts)

## Comparative Synthesis Project

(USA - 20 points, India – 20 points, S. Africa - 20pts, Argentina - 100pts )

During the final days in each country, your Comparative Synthesis Project (CSP) team will present its findings of the month's work, and fellow students and faculty will have the opportunity to ask you questions and make comments regarding your research.

At the end of the USA week we conduct a workshop in which your groups meet together and share what they know about USA and DC, then present back for 10 minutes to the rest of the group.

Note:

- Presentations should be professional in tone, similar to a conference paper presentation. They should be divided into 5 sections, perhaps with a different person handling each section (although this can vary). Structure for the **India** and **South Africa** Presentations are as follows:
  1. Introduction: State the topic and indicate the structure of the presentation (1 min, 1 pt)
  2. Global Influences on [Topic] (6 pts)
  3. How Health System/s engage [Topic] (6 pts)
  4. How communities and cultures engage with [Topic] (6 pts)
  5. Conclusion (1 pt)

In **Argentina** we present our Final Synthesis and explain the Methods we used:

1. Introduction: State the topic and indicate the structure of the Presentation (1 min, 10 pts)

2. Methods (20 pts)
3. Global Influences on [Topic] (20 pts)
4. How Health System/s engage [Topic] (20 pts)
5. How communities and cultures engage with [Topic] (20 pts)
6. Conclusion (same student as Introduction) (10 pts)

Hints:

- Data obtained is not a “finding”! You should be able to differentiate clearly between data and analysis/interpretation and make sure that there is a “healthy” proportion between the two (data should and can be more ample than interpretation, but interpretation— i.e. understanding/presentations of the results—should take at least one third of your presentation. Comparative Synthesis Project presentations should also demonstrate cultural humility and respect for the point of view and dignity of informants, research participants, and other teachers, whether formal or informal.
- References to readings, connections made with learned concepts and models are also required.
- Students must reflect continuously on the ethical implications of their research methods and findings.
- The presentations should be visual and innovative presentation techniques are welcome, but time should not be spent on audience participation exercises and “polish” should not come to the detriment of the content.
- Respect the time restriction.
- For additional grading criteria you can check the rubric. The Presentation is a collective work, and each team member should participate. You will be graded based on your collective performance.

**Presentation Requirements:** You and your group have substantial creative freedom to craft your presentations to best fit your projects, as long as your presentations address the following topics (in no particular order):

- Introduction that explains the evaluation of the research question
- The contextual elements which allow to understand the significance of the local findings
- Methodologies used (Argentina presentation)
- The theoretical framework that allows you to make sense of the findings in a comparative perspective

- Basic findings and discussion of evidence (remember, recorded data is not a finding, interpretations are!)
- Evaluation of methodological and/or theoretical approaches.
- What ethical issues were negotiated during the course of the research?
- What were the limitations of this research?
- Thorough discussion of conclusions in a way that brings together argument and evidence.

**USA** Considering the (brief!) time in Washington DC, your group will workshop and then present a preliminary sketch (without visuals) of your Comparative Synthesis Project. 8 minutes (+2 min Q&A)

**India** India is the first country where you will have collected information on your topic outside of the United States. You will start to use a comparative frame to create testable generalizations and to understand better the weight of the particular contexts. At the end of the country program your group will present the state of your research project, incorporating your findings. The presentation is an excellent chance to practice your presentation skills with visual aids. This time you will start to build a theoretical framework, using concepts, models and theories learned during the program. 20 minutes (+8 min Q&A)

**S. Africa** Towards the end of the South Africa program, your group will present on the main findings thus far. The structure follows the same as above, with the exception that the comparative element will cover the US, India, and South Africa. 30 minutes (+8 min Q&A)

**Argentina** In this final group presentation, you will share your findings and analysis with fellow students, faculty, and other members of the learning community. You may use any medium to present your research, so long as all required components are included.

The presentation should include your main insight and research results in Argentina, as you have done before. An additional aspect of this presentation, however, is to also compare from across the entire semester as a cumulative and comparative whole. This presentation should demonstrate your learning path and highlight similarities, variations or oppositions in certain notions/issues/practices/problems and solutions between countries. It is essential to demonstrate how the overall learning inform your understanding of relevant comparable issues in the United States and of your own position in the world. 40 minutes (+8 min Q&A)



## 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 indocument 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, (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.
- 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 GHotograGHing or scanning any hard copy assignments (and keeping a copy in .jpg or .pdf).
- **Assignments that are not easily legible will be returned ungraded.**

## Expectations & 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 **and** faculty. Missing one class, excused or unexcused, 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. Work is to be submitted via Canvas on the day on which it is due. Assignments submitted past the deadline ***without prior notification / justification to the instructor*** may be penalized one full grade 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.