INTERNATIONAL DEVELOPMENT
PUBLIC HEALTH TRACK

COURSE DESIGNATOR: MSID 4001
LANGUAGE OF INSTRUCTION: Spanish

NUMBER OF CREDITS: 4 credits
CONTACT HOURS: 60 hours

ACADEMIC DIRECTION AND CURRICULUM DESIGN
Dolores López BA, MSC, PhD (c)
José Suárez Torres MD., M.P.H., Ph.D

ACADEMIC SUPPORT
Emilia Castelo / Ismael Charpentier

COURSE DESCRIPTION
The course aims to provide a critical view of development as well as the impacts and contradictions of modernity / progress / development of Western civilization as the civilization paradigm, expressed in the development models that have been implemented at the level of Latin America. The course also aims to reflect on the cultural content of the worldviews of the West and those of Andean cultures, critically analyzing the global and local impacts, in order to understand the plural relationships of multicultural societies, the strong contradictions and critical moments.

An important point is the reflection of interculturalism as a process of construction of a different society, where conflict is expressed in power relations that need to be overcome.

Students will integrate the different theoretical components in explaining the impacts of development are analyzed in different academic products presented during the course.

The students will participate in the following track:

PUBLIC HEALTH TRACK
Examine health care systems, the management and prevention of disease, and the philosophical approaches to health care, including the role of traditional medicine. Specific topics for discussion include women’s health, children’s health, HIV education, and rural vs. urban health care facilities.

LEARNING OUTCOMES
• To train university students in themes of Public Health, observing the environmental, social, cultural and economic health determinants, through theoretical and field observation approaches, in order to understand complex scientific questions and participatory processes in the search for solutions of many health problems in poor communities.

• To understand different worldviews in relation to health, disease and their determinants, as well as in relation to the demanded health services (western, indigenous traditional and other alternative medicines).

• To identify the impacts of development on the epidemiological transition and the organization of health services, and to search for possible alternatives at local and national levels.

• To understand the complex political dimensions of Public Health based on the discussions of updated Constituent Assembly of Ecuador.
FIELD TRIPS

1. TO OTAVALO, COTACACHI and VALLE DEL CHOTA COUNTIES:
   Objectives:
   • To observe the traditional medicine practices and health interrelations within health system.
   • Analyze how culture and ancestral knowledge of medicine are interrelated with the social determinants of health

2. TRIP TO Coastal Region:
   Objectives:
   • To learn about ecological, social and epidemiological dimensions of tropical diseases in agro exportation plantation zone, the national services of control and eradication of tropical diseases, including diagnostic techniques.

3. URBAN OBSERVATION IN QUITO
   Objectives:
   • To observe public and private health services.

METHODOLOGY

The course will be conducted through lectures, seminars, field trip observations, community participation with emphasis on the analysis of public health system.

The students will be evaluated by written essays, take home exams, and a final oral presentation, in Spanish.

COURSE PRE-REQUISITES

Four semesters college-level Spanish, or the equivalent

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>A-</strong></td>
</tr>
<tr>
<td><strong>B+</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
</tr>
<tr>
<td><strong>B-</strong></td>
</tr>
<tr>
<td><strong>C+</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
</tr>
<tr>
<td><strong>C-</strong></td>
</tr>
<tr>
<td><strong>D+</strong></td>
</tr>
<tr>
<td><strong>D</strong></td>
</tr>
<tr>
<td><strong>F</strong></td>
</tr>
</tbody>
</table>
SUMMARY OF HOW GRADES ARE WEIGHTED:

<table>
<thead>
<tr>
<th>Participation</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 Track</td>
<td>15</td>
</tr>
<tr>
<td>Presentation Oral 1</td>
<td>15</td>
</tr>
<tr>
<td>Essay 2 Track</td>
<td>15</td>
</tr>
<tr>
<td>Presentation Oral 2</td>
<td>15</td>
</tr>
<tr>
<td>Final exam Track</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

CLASS SCHEDULE

WEEK 1

- The emerging world culture and its Andean context.
- City tour. Program overview: objectives, content and methodology.
- Integration trip

WEEK 2

- Conversational Spanish; Spanish in context, and grammatical Spanish
- COUNTRY: Introduction: General presentation: objectives, content and methodology. Initial question: Ecuador: a rich or a poor country? The explanation of this paradox.
- The story. From the conquest to the colony 1500-1830
- D.Internacional: ethnic and cultural diversity in Ecuador (ethnic groups - miscenegenation?)
- The story. From the colony to the Republic prior to modernization (1830-1950)
- The oligarchic Republic to the recent crisis of neo-liberalism
- Modernity and Eurocentrism.
- Poverty and inequality as determinants of the country history and productive structure
- Civilization and barbarism, the case of America. Interculturality: social movements
- From the agro export model to the developmentalist Model
- Migration and urban marginality
- Multiculturalism vs interculturalism

WEEK 3

- Conversational Spanish; Spanish in context, and grammatical Spanish
- Neoliberalism and crisis of neoliberalism: The struggle for power
- Constitution: Individual and collective rights. The Intercultural and Indigenous movement in Ecuador
- The twentieth century: between the Liberal Revolution, oligarchic power, military dictatorships and democratic weaknesses (1895-2005)
• Application of multiculturalism: Is the intercultural orientation met? (Indigenous justice - Ancestral Health - Intercultural Education - etc.)
• The new development model: the Plan of Good Living
• The current juncture: Political Vision in Latin America within a global context
• The current juncture: Cultural Vision
• Student Workshop: Literature review and oral presentation - workshop preparation: General Packet readings.
• DI. Reading Workshop: General Packet. Parts I - II. Theories of Development
• AP. Reading Workshop: General Packet. Part IV Country Analysis
• Students Workshop: Bibliography Review - Country Analysis and International Development
• Student Workshop: Bibliography review: take home elaboration: Country Analysis and International Development

<table>
<thead>
<tr>
<th>WEEK 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>•</strong> Conversational Spanish; Spanish in context, and grammatical Spanish</td>
</tr>
<tr>
<td><strong>•</strong> TRACK: Introduction: Students presentation and their expectations for the track. Overview of the track: objectives, content and methodology.</td>
</tr>
<tr>
<td><strong>•</strong> Historical vision of the Public Health in Ecuador. Part 1</td>
</tr>
<tr>
<td><strong>•</strong> Historical vision of the Public Health in Ecuador. Part 2</td>
</tr>
<tr>
<td><strong>•</strong> Internship workshop</td>
</tr>
<tr>
<td><strong>•</strong> Bibliographical review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>•</strong> Conversational Spanish; Spanish in context, and grammatical Spanish</td>
</tr>
<tr>
<td><strong>•</strong> Historical and cultural perspectives on the social determinants of health</td>
</tr>
<tr>
<td><strong>•</strong> Neoliberal modernization and health</td>
</tr>
<tr>
<td><strong>•</strong> Maternal and Child-Health</td>
</tr>
<tr>
<td><strong>•</strong> Preparing final Spanish essay</td>
</tr>
<tr>
<td><strong>•</strong> The curriculum in intercultural education</td>
</tr>
<tr>
<td><strong>•</strong> COUNTRY: African Worldview: The Diaspora in Ecuador</td>
</tr>
<tr>
<td><strong>•</strong> MID–COURSE EVALUATION: Workshop: Reflections on intercultural relations</td>
</tr>
<tr>
<td><strong>•</strong> indigenous Worldview</td>
</tr>
<tr>
<td><strong>•</strong> VISIT TO POSSIBLE INTERNSHIP PLACES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>•</strong> Conversational Spanish; Spanish in context, and grammatical Spanish</td>
</tr>
<tr>
<td><strong>•</strong> OBSERVATION TRIP 1: NORTH: Traditional medicine: Analyze how culture and ancestral knowledge of medicine are interrelated with the social determinants of health</td>
</tr>
<tr>
<td><strong>•</strong> Integration and Reflections on field trip</td>
</tr>
<tr>
<td><strong>•</strong> Mental diseases</td>
</tr>
<tr>
<td><strong>•</strong> Essay 1: Guided elaboration</td>
</tr>
<tr>
<td><strong>•</strong> Students Workshop: Elaboration of essay 1 and essay oral presentation preparation</td>
</tr>
</tbody>
</table>
WEEK 7

- Conversational Spanish; Spanish in context, and grammatical Spanish
- Oral presentation essay 1
- Situation of VIH/SIDA in Ecuador
- The new constitution and its emphasis on public health
- Health Individual and collective rights
- Research methodology
- Research methodology workshop. Monograph plans
- TRIP 2: Quininde: Coastal Region: tropical diseases

WEEK 8

- Conversational Spanish; Spanish in context, and grammatical Spanish
- Integration and Reflections on field trip
- Essay 2 Orientation
- Orientation to essay 2
- Urban visit to a private clinic
- Research Methodology Workshop. Term paper plans
- Analysis of cancer situation in Ecuador
- Nutrition and security food in Ecuador
- Student Workshop: Bibliography Review: Essay 2 Preparation
- Essay 2 elaboration and essay oral presentation preparation
- DI: The global current culture and its Andean context Part II
- ESSAY 2 DELIVERY AND ORAL PRESENTATION
- PROGRAM EVALUATION. Questions delivery - take home.
- Logistic information: students placement in internships and families

WEEK 9

VACATION

WEEK 10

INTERNSHIP STUDENTS PLACEMENT

WEEK 11

FIELD WORK

WEEK 12

FIELD WORK

WEEK 13

FIELD WORK
### WEEK 14
**FIELD WORK**

### WEEK 15
**FIELD WORK**
- The students return to Quito

### WEEK 16
- Conversational Spanish; Spanish in context, and grammatical Spanish
- EVALUATION AND FINAL INTEGRATION
- Integration an reflections of field experience
- My role as manager of a socio-cultural change: Reflections on the internship
- Elaboration of the term paper and oral presentation preparation
- Oral presentations
- EVALUATION OF THE PROGRAM.
- Academic Delivery products

---

**REQUIRED READING MATERIALS**

- Cáceres, Efraín; Encuentros y desencuentros de Dioses y curanderos: 500 años en la Medicina Andina, pp. 16-43
- Declaration of Alma-Ata. International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978
- Kaplan, George A. The Poor Pay More - POVERTY’S HIGH COST TO HEALTH. September 2009
- Narvaez, Alberto y Narvaez, Eulalia. VIH/SIDA. La equidad en la mira. La Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, pp. 87-96
- Navarro, Vicente, Social Determinants of Health. International Journal of Health Services, Volume 39, Number 3, Pages 423-441, 2009
• Ramírez, René. Distribución alimentaria y problemas nutricionales en el Ecuador. Revista GESTIÓN de mayo del 2002 #95
• Rodríguez, Lily. La salud y los derechos sexuales y reproductivos en el Ecuador. En OP3/MSP/CONASA. La equidad en la mira. La Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, pp. 203-210
• Sociedad española de medicina familiar y comunitaria. PROGRAMA DE PREVENCIÓN EN SALUD MENTAL en Atención primaria. Fichas de resumen. Pp. 2-25

ANDEAN COSMOVISION

• Sánchez Jhon Anton. Artículo
• De la Torre, Luz María y Sandoval, Carlos. "Cosmovisión desde la óptica del pensamiento indígena andino” en “La reciprocidad en el mundo Andino” el caso del pueblo de Otavalo. Editorial Abya Yala, Quito. pp. 19-58.

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.