International Development: Critical Perspectives on Theory and Practice
Public Health Track

COURSE DESIGNATOR MSID 4001
NUMBER OF CREDITS 4 credits
Language of Instruction English
Contact Hours 60 hours (20 Common Topics, 40 Track)

COURSE DESCRIPTION
This track forms a part of the larger MSID 4001 course and aims at introducing students to Thailand’s health system, population health and development, public health practices, and additional social phenomena influencing past and ongoing public health in Northern Thailand. Different dimensions of public health problems and responses will be interrogated.

INSTRUCTOR
Stephanie Koning, PhD Candidate, Departments of Population Health Sciences and Sociology, University of Wisconsin-Madison. Stephanie.koning@gmail.com

COURSE OBJECTIVES
• To provide students with an overview of the global and local public health issues that have influenced the health and development of Thailand.
• To give students conceptual tools to analyze specific development problems, policies, and projects that they experience in their host country, agency, and community.
• To encourage students to reflect thoughtfully about different aspects of development and how they relate to public health innovations and projects.

METHODOLOGY
The course will integrate course lectures and readings with group discussions and interactive excursions outside of the classroom in order to thoroughly interrogate course topics and prepare students for rich follow-up independent studies and internships. Course requirements include class participation, a term paper, and a final examination, each of which will be discussed further in class. Class participation will include leading discussions on course readings and doing small group projects and presentations for the eighth week of class.

COURSE PREREQUISITES
None

REQUIRED READING/MATERIALS


### Grading

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100: Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92: Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>87-89: Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
<td>83-86: Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C-</td>
<td>70-72: Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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<tr>
<td>C</td>
<td>73-76:</td>
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<tr>
<td>D+</td>
<td>67-69:</td>
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<tr>
<td>D</td>
<td>60-66:</td>
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<tr>
<td>F</td>
<td>0-59:</td>
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Summary of how grades are weighted:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class attendance and participation</td>
<td>5%</td>
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<tr>
<td>Focus papers (3)</td>
<td>15%</td>
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<tr>
<td>Final paper draft</td>
<td>5%</td>
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<tr>
<td>Final paper</td>
<td>30%</td>
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<tr>
<td>Overall grade</td>
<td>55%</td>
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45% of the grade will be determined by assessments done in the Common Topics section of this course.

### Assessments

**Written assignments**
Assignments can be typed or written. If a student’s writing is not legible, that student will be asked to resubmit the assignment.

**Final paper drafts must be typed.** Every submitted assignment must include at the beginning:

- Student name
- Title of assignment
- Date
- Course name

Written assignments should be Times New Roman, 12-point font, and double-spaced. All papers more than one page long should include subtitles for paper sections.

**Class attendance and participation**

**Attendance and general participation:** Students are expected to attend lecture each day. Each unexcused absence will result in a 2%-point reduction. Students must communicate with instructor before class if they want the absence to be excused and decisions will be based on the instructor’s discretion. Students are additionally expected to contribute to daily discussions in the classroom. If students are not voluntarily contributing to discussion, the instructor may direct discussion questions to individual students. Additionally, the instructor may have the students complete additional in-class assignments to evaluate reading and participation levels if deemed necessary, which could include pop quizzes or in-class written summaries of lectures. If it is apparent that a student has not adequately prepared for class, a 1%-point reduction will be taken. It is important to note that low participation in the course will additionally have negative impacts on a student’s ability to adequately complete other course requirements.

**Focus papers**

Three focus papers are assigned for the 5 weeks that the public health track group meets together in class, each 3-4 pages, double-spaced. These will be written reflections based on personal observations drawn from the course material, field studies, and experiences outside of the academic schedule. Students are not expected to use formal citations or do additional reading for these assignments, but this is welcome if they would like to. Students are, however, expected to cite specific instances, readings, etc., that they have been exposed to during the course. Most important will be incorporation of personal and field observations. For the sake of the assignment, *field observation is an analytical account of something the student has seen, heard, read, or experienced in the past week that includes reflections on an aspect of development and/or public health and how it is manifested in Thailand. Additionally, personal observation is a written record, grounded in experience, of the student’s journey. It can contain description, exploration of issues, reflection, the posing of questions, personal perspectives, and analysis of your thoughts, feelings, and observations; and the focus is on the ways in which a particular aspect of development impacts the student and her or his values* (italicized text adapted from MSID manual).

Focus papers will be evaluated based on the following criteria:

- Relevance to MSID curriculum
- Quality of description
- Quality of analysis
- Use of theory-experience dialogue
- Evidence of growth
- Quality of writing
- Response to all components of prompt

**Focus paper 1**

The first focus paper will consist of six short (half-page) journal entries (one per day for six selected days within the first two weeks of the track course) regarding reactions to personal experiences that integrate what the student is learning inside and outside of the classroom. *Students should include specific examples of what they have observed or experienced with their host families or elsewhere outside of the classroom and reflect on how they relate to current public health issues in Thailand, and/or other material discussed in the track course or track readings.*

**Focus paper 2**

Reflect on how social equity and health have come up in course material and your personal experience during the course. Include in your reflection an example of an individual or people group that you have encountered who/that has struggled with this issue, your understanding of the important social issues that relate to the situation (including any questions you have), and how you relate to this situation personally. *Students must choose an individual or people group that they have personally met in Thailand or*
have talked with someone about personally while in Thailand (they should not simply write about a people group based on course readings or discussions).

Focus paper 3
Choose a disease or other health issue and discuss a specific aspect of the disease etiology, treatment, or management that demonstrates the interaction between biological and social factors. Reflect also on how this interaction could be considered in a local public health research project or intervention in order to improve the current health situation (e.g., how could health promotion, disease prevention, or disease treatment or management be better studied or addressed) that has not already been covered in class. This reflection can include important questions that arise from this issue and how to go about seeking answers to those questions. Students should be as specific as possible in their observations and ideas for this paper, but this is not a research paper—students are expected to synthesize ideas from coursework with personal ideas and observations in order to formulate original ideas that are not simply summaries of lecture notes or readings.

Final presentations and papers
For the final research paper, students are expected to choose a public health problem or issue in Thailand to discuss in depth that has not already been thoroughly covered in class. Paper topics must be pre-approved by the instructor. In the discussion, the student needs to adequately explain: (1) the biological or medical nature of the public health issue, (2) important past and ongoing social factors contributing to the issue, (3) current responses by relevant players/stakeholders, and (4) ongoing challenges posed to public health practitioners and policy makers trying to address the problem. In addition, students are expected to use at least one conceptual model from coursework in their explanation of two or more of the above points. More information on paper details and grading will be discussed in class. Examples of paper topics include a health care delivery issue, or health promotion or disease prevention strategy. Students will need to sign up for a time to meet with the instructor outside of class during the sixth or seventh week, during which they will be expected to share an outline of their paper and finalize their paper topic. Paper drafts will be due at the end of the eighth week and final drafts will be due at the end of the final week. Final papers should be 11-13 pages, double-spaced, 12-pt Arial, Times New Roman, with subheadings. In order to receive an A or B on this paper, students must submit a well-written paper that follows the above guidelines, adequately cites primary literature outside of course readings (10 or more sources), and includes well-labeled section titles that provide a clear roadmap for the paper topics. An A grade will be reserved for the students that produce exceptionally well-written papers.

For the final class period that concludes the course, the students are expected to do an oral presentation overviewing the content of their final research papers. Expectations for the presentations will be discussed in more detail during the eighth week of class.

COURSE SCHEDULE

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<th>WEEK 1-3</th>
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<td>Common topics</td>
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<th>WEEK 4</th>
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<tr>
<td>Orientation and Introduction to Course Topics &amp; Approach</td>
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<tr>
<td>- Biosocial framework</td>
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<tr>
<td>- Introduction to global and local public health practice</td>
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<td>- Thai traditional medicine</td>
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Readings:
Reimagining Global Health: An Introduction: Chapters 1-3.
WEEK 5

**Medicine and public health delivery in Thailand: Past & present**
- Historical influences in modern medical and public health practices
- Rural healthcare delivery development and implementation in Thailand
- Healthcare delivery models
- Healthcare coverage schemes

**Readings:**

**Written assignments**: Focus Paper 1

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**WEEK 6**

**Responding to Thailand’s population and health transitions**
- Public Health Case Study: HIV/AIDS
- The demographic and epidemiological transitions

**Readings:**
- *War in the blood: sex, politics and AIDS in Southeast Asia*. Chapters 1-2, 9-22

**Written assignments**: Focus Paper 2
**Need to meet with instructor regarding paper topic**

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**WEEK 7**

**Tackling persistent, emerging, and neglected public health problems**
- Thailand’s aging population
- The non-communicable disease crisis
- Mental health

**Readings:**

**Written assignments**: Focus Paper 3
WEEK 8

Public health solutions through human rights and social change
- Inequalities and infectious disease
- Integrating necessary interventions, systems, and policy reform
- Health promotion for vulnerable populations
- Values and action in global health

Written assignments: Research paper draft due

Readings:
Reimagining Global Health: An Introduction: Chapters 9, 11-12.

WEEK 9

Spring break

WEEK 10-15

Internship/research phase

WEEK 16

- Wrap-up discussion: Final thoughts on global health values and actions
- Final paper presentations
- Final paper submission

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.