



C E

Students will be required to prepare presentations to argue a specific case and defend it to an "opponent" and the class. The presentation of about 7 minutes (excluding "opponent" and class discussion) should show a good understanding of a selected topic and the ability to put it in perspective. Furthermore, it should be presented in a concise yet comprehensive manner. Content (40%), handout (20%), form of presentation (both slides and the presentation itself, 20%) and response to the "opponent" and queries (20%) will influence the grade. Topics will be assigned at the beginning of the course.

F D

A 1,500-word discussion paper will be required. This paper should cover a specific topic and needs to show a solid understanding of and reflection on the topic assigned. The topic may be the same as the presentation topic. Grading is based on formal correctness (10%), logical coherence of the outline and quality of reasoning (30%) and content (40%). The paper must be complemented by a succinct summary of no more than 250 words (20%). Inappropriate citation will lead to a mark reduced by at least one grade level. Topics will be assigned at the beginning of the course.

D C

Each week the instructor will post a discussion prompt (either a question or topic) on FlipGrid that relates to the week's corresponding topics and readings. Students are responsible for posting a 30-second video response to the prompt that a) presents a clearly articulated position on the prompt and b) explicitly relates the position to a position presented in an assigned reading that week. Grading is based on the quality of reasoning presented in your response (50%) and the clear logical connection to a position presented in one of the weekly readings (50%). The purpose is to analyse critically specific approaches to the global health issue under discussion and as such you are encouraged to avoid composing and reading a script in your responses. Your response should be posted prior to the meeting time of the third class session each week so that your responses may be incorporated into our class discussion during that session.

A

Develop an advocacy statement to give voices to a local vulnerable population in your

CIEE promotes experiential learning that requires class attá

This week's discussions will focus on comparing different systems for safeguarding health care. Today's introductory session will focus on critically discussing the demographics and challenges in the United States in relation to organizational structures that support health care at county, state and national levels.

Majid, E., Friedman, A. B., Kulkarni, C. S., Murray, C. J. L. (2008). The reversal of fortunes: trends

Shimazono, Y. (2007). The state of the international organ trade: A provisional picture based on integration of available information. World Health Organization.

J DMRQ

Class: 4.5 Health vulnerability and adaptation to climate change

This class will introduce students to institutions, entities and titi