



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

# International Development: Public Health & Traditional Andean Medicine

## Course Details

**Course Designator & Number: ECDR 4003**

**Number of Credits: 4**

**Language of Instruction: Spanish**

**Contact Hours: 60**

**Instructor: On-Site Faculty**

## Course Description

Students will critically analyze theories of development, and the impact of development models throughout the world, but specifically Latin America and Ecuador. They will address development theories, assumptions of development, and alternatives to development through the lens of social entrepreneurship. This course starts by investigating the concept of globalization within international development and its prevalence in Latin America, and in particular Ecuador. There is an emphasis throughout the course on contrasting Western thinking with Andean thought processes and connecting the global to the local. The course will have a multidisciplinary approach, and will focus on how individuals, institutions, events, and ideas are connected.

Students will begin to address social, economic, cultural, and environmental determinants of health as a mechanism for understanding the main health problems in Ecuador. There is an emphasis throughout the course on contrasting Western thinking and medicine with Andean worldviews and ancestral medicine. The course will discuss intercultural health processes to improve the health conditions of diverse cultural groups. The course will focus on the indigenous movement in Ecuador and the recovery of the Andean culture as it relates to health and traditional health practices. Understanding the new Ecuadorian constitution, which includes the right to health, will lead into discussions of the complex political and social dimensions of health. A comparative analysis of health reform processes in Ecuador and the

United States will allow the students to identify the contrasting dimensions in the search to improve the collective health in both countries.

## Course Objectives

- Use a multidisciplinary approach to evaluate historical and current development theories in Ecuador, Latin America, and globally, and understand how they impact the public health field.
- Critically analyze the public health system in Ecuador and how ancestral and Western health systems work together and separately.
- Understand the relationship between global and local, as well as how Western and Andean concepts contrast with each other in development and public health.
- Identify how individuals, institutions, events and ideas are connected in relationship to health in Ecuador.

## Methodology

This course will consist of lectures, discussions of key topics and assigned readings, and student presentations. Discussions will include guiding questions, as well as discussions and reflections on previous topics to ensure students are understanding all concepts. Several field visits to areas outside of Quito will be included in the course. Each visit will include a pre-departure session to explain the importance of the sites, the actual visit, and a debrief session to discuss observations and reflections.

## Course Prerequisites

Completion of 4 semesters of Spanish.

## Required Reading / Materials

### International Development

- Autoritarismo competitivo. Un concepto necesario a la hora de estudiar los regímenes híbridos. Pp.121-124.
- Caetano, Gerardo, Camilo López y Carlos Luján. 2019. Regionalismos, políticas exteriores y liderazgos internacionales en el Siglo XXI. América Latina y la mirada de los académicos de la región: La estructura del sistema mundial y de la región en los próximos diez años. En América Latina frente a la reconfiguración global. San José: Flacso. Pp.90-97.
- Castells, Manuel. 2014. El impacto de internet en la sociedad: una perspectiva global. Revista Cambio # 19 ensayos claves acerca de cómo el internet está cambiando

nuestras vidas. El poder de la comunicación: la autocomunicación de masas y la transformación de la política. OpenMind BBVA. pp.142-145.

- Centurión, Diosnel. 2006. Ventajas y riesgos del internet como canal de comunicación democrática. Revista Internacional de Investigación en Ciencias Sociales IRUNDÚ 2 (1). pp. 87-104.
- CEPAL (Comisión Económica para América Latina y el Caribe). 2007. El aporte de las mujeres a la igualdad en América Latina y el Caribe: X Conferencia Regional sobre la Mujer de América latina y el Caribe. Naciones Unidas.
- Estermann, Josef. 2012. Crisis civilizatoria y vivir bien. Polis (en línea), 11 (33). Pp.2-7.
- FAES (Fundación para el Análisis y los Estudios Sociales). 2018. América latina: una agenda de libertad. FAES.
- Ford, Elaine. 2019. El reto de la democracia digital: hacia una ciudadanía interconectada. Lima. pp.57-62.
- Fraga, Eugenia. 2013. El problema de la identidad en los estudios poscoloniales. Clasificación racial, historias de las minorías, reconocimiento intercultural. Revista Astrolabio. 11. Pp.397-401.
- Moser, Caroline. Distinto enfoques de políticas hacia las mujeres del Tercer Mundo.
- Oyarzún, Lorena. 2018. Los desafíos de la globalización en américa latina: ¿estado o región? Universum, 33 (1). Disponible a través de: <https://scielo.conicyt.cl/pdf/universum/v33n1/0718-2376-universum-33-01-00164.pdf>
- Quijano, Aníbal. 1992. Colonialidad y Modernidad/Racionalidad. En Perú Indígena. Lima. pp.11-16.
- Quijano, Aníbal. 2006. Don quijote y los molinos de vientos en américa latina. Lima. pp.347-353.
- Quiliconi, Cintia y Lorena Herrera-Vinell . 2019. El retorno al regionalismo abierto: ¿Alianza del Pacífico como alternativa del menú regional latinoamericano? Ciclos políticos y económicos del regionalismo post-hegemónico. En América Latina frente a la reconfiguración global. San José: Flacso. Pp.137-141
- Scholte, Jan Aart. 2010. Gobernar un mundo más global. Gobernanza Policéntrica. En Las múltiples caras de la globalización. Ediciones BBVA. pp.131-135.
- Zuinaga de Mazzei, Soraya 2015. El enfoque de la geopolítica en el contexto de las relaciones internacionales en el nuevo milenio. Revista Venezolana de Análisis de Coyuntura, 11 (1). Pp.11-32.
- Zuinaga de Mazzei, Soraya 2015. Enfoques Contemporáneos De La Geopolítica En El Contexto De Las Relaciones Internacionales Posguerra Fría. El enfoque de la geopolítica

en el contexto de las relaciones internacionales en el nuevo milenio. Revista Venezolana de Análisis de Coyuntura, 11 (1). Pp.22-27.

### **Globalization & Health**

- Palomino, P, et al. LA SALUD Y SUS DETERMINANTES SOCIALES Desigualdades y exclusión en la sociedad del siglo XXI. Revista Internacional de Sociología. Vol. 72, extra 1, 71-91, junio 2014.
- Oliver, T. The politics of public health policy. Annu. Rev. Public Health 2006. 27:195–233.
- Hoffman, B, Health Care Reform and Social Movements in the United States. Am J Public Health. 2003; 93:75–85.
- Braveman, P. The Social Determinants of Health: It's Time to Consider the Causes of the Causes. Public Health Reports. 2014 Supplement 2 / Volume 129, pp 19-30.
- Bambra, C. et al. Tackling the wider social determinants of health and health inequalities: evidence from systematic reviews. J Epidemiol Community Health. 2009.

### **Cultural Determinants & Intercultural Health**

- Salaverry, Oswaldo. 2010. "Interculturalidad en Salud". Revista Peruana de Medicina Experimental y Salud Pública (Instituto Nacional de Salud). 27(1). Pp.80-93.
- Menendez, Eduardo Luiz. 2016. "Salud intercultural: propuestas, acciones y fracasos". En: Ciênc. saúde coletiva, vol.21, n.1. Pp.1413-8123.
- Yáñez, José, 2002. Yanantin: La filosofía dialógica intercultural del Manuscrito de Huarochirí. Quito: Abya-Yala. pp.28-42.  
[https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1512&context=abya\\_yala](https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1512&context=abya_yala).
- Huarcaya, Sergio. 2015. A Performativity, Performance, and Indigenous Activism in Ecuador and the Andes. Cambridge University Press.
- Bainbridge, Emma. 2002. Indigenous Mobilization in Ecuador.
- Ortiz, Pablo. 2011. 20 años de movimiento indígena en Ecuador. Entre la protesta y la construcción de un Estado plurinacional. En Movimientos indígenas en América Latina: resistencia y nuevos modelos de integración. IWGIA. pp 73-88.
- Constitución de la República del Ecuador 2008. Artículos Saberes ancestrales.
- Salomon, Frank. 1980. Los señoríos étnicos de Quito en la época de los incas. Otavalo: IOA.
- Murra, John. 1975. Formaciones económicas y políticas del mundo andino. Lima: IEP. pp.49, 214, 299.

<https://www.academia.edu/33580573/John-Murra-1975-Formaciones-economicas-y-politicas-del-mundo-andino.pdf>.

- Oberem, Udo. 1981. "El acceso a recursos naturales de diferentes ecologías en la Sierra ecuatoriana (Siglo XVI)". En Contribución a la historia ecuatoriana, editado por Segundo Moreno y Udo Oberem, pp.45-72. Otavalo: IOA.
- El Emilio. 2019. "La medicina de los incas fuentes de sabiduría ancestral". El Emilio. 30 de abril.  
<http://www.emilio.org.ar/la-medicina-de-los-incas-fuente-de-sabiduria-ancestral/>.
- Kanterewicz, Magali. 2015. "Salud intercultural: Discursos y prácticas de los procesos de salud/enfermedad/atención entre los shuar de Morona Santiago". Tesis de maestría en Antropología, FLACSO-E.  
<https://repositorio.flacsoandes.edu.ec/bitstream/10469/8681/2/TFLACSO-2015MK.pdf>.

### Health Inequalities & Health Reform in Ecuador

- ISAGS (Instituto Suramericano de Gobierno en Salud). 2012. Ecuador - Actualización de: Sistemas de Salud en Suramérica: Desafíos para la universalidad, la integralidad y la equidad. Ligia Giovanella, Oscar Feo, Mariana Faria y Sebastián Tobar (Organizadores). Rio de Janeiro, ISAGS.
- López-Cevallos, Daniel y Chunhuei. 2010. Health care utilization in Ecuador: a multilevel analysis of socio-economic determinants and inequality issues. Health Policy and Planning. 25. Pp.209–218.
- Granda, Maria y Wilson Giovanni Jimenez. 2019. The evolution of socioeconomic health inequalities in Ecuador during a public health system reform (2006–2014), International Journal for Equity in Health. 18:31. Pp.1-12.
- Malo-Serrano, Miguel, and Nicolás Malo-Corral. 2014. Reforma de salud en Ecuador: nunca más el derecho a la salud como un privilegio. Rev Peru Med Exp Salud Publica. 31(4). Pp.754-61.
- INEC. 2013. "Análisis principales causas de morbi-mortalidad 2013" Abril.
- Fundación Cimas. SILC, Bases de datos de mortalidad en el Ecuador. 2016.

### Health Inequalities & Health Reform in the United States

- Mokdad, A. H., Ballestros, K., Echko, M., Glenn, S., Olsen, H. E., Murray, C. J. L. (2018). The State of US Health, 1990-2016. JAMA, 319(14), 1444.
- Obama, B. United States Health Care Reform Progress to Date and Next Steps. JAMA.2016;316(5):525-532.doi:10.1001/jama.2016.9797 Published online July 11, 2016.

- Orszag, P. US Health Care Reform Cost Containment and Improvement in Quality. JAMA August 2, 2016 Volume 316 , Number 5.
- Manchikanti, L. S. Helm li, R. M. Benyamin, and J. A. Hirsch, “Evolution of US Health Care Reform.,” Pain Physician, 2017.

## Grading

### Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	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

Letter Grade	Score or Percentage	Description
		agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Written abstracts and bibliographical reviews	15%
Focus Paper #1	15%
Oral presentation #1	10%
Focus Paper #2	15%
Oral presentation #2	10%
Focus Paper #3	15%
Oral Presentation #3	10%
Final exam	10%
<b>Overall grade</b>	<b>100%</b>

## Assessment Details

### Attendance and Participation

This course requires that students participate in class discussions. Students are expected to bring comments, questions and written products to share with the professor and classmates. Student progress will be assessed through active participation, written essays, group work,

bibliographic reviews, exams and oral presentations. Absences from classes must be duly justified.

### **Written Abstracts and Bibliographical Reviews**

Students should review the course readings, and make a summary of them, following the guide for Bibliographical Reviews. Those summaries will be shared with the rest of the students using the course GoogleDocs file, and discussed in class, as part of the learning process.

### **Focus Paper #1**

This paper will focus on indigenous world views, and how colonization affected them. It should integrate the concepts of lectures and readings (Units 1 to 3) and the observations done during the field excursion to San Clemente and El Chota Valley.

### **Oral Presentation #1**

In class presentation corresponding to Focus Paper #1. Students will present what they wrote in their paper.

### **Focus Paper #2**

This paper will address concepts on general international development, the processes of globalization and glocalization (impact at the local level). It should integrate the concepts of lectures and readings (Units 4 to 7) and the observations in the field excursion to Pedro Moncayo and Pambiliño.

### **Oral Presentation #2**

In class presentation corresponding to Focus Paper #2. Students will present what they wrote in their paper.

### **Focus Paper #3**

The third paper will focus on the specific Social Entrepreneurship & Microfinance topics discussed in Units 9-19. It should integrate the concepts of lectures and readings (Units 9 to 19) and the observations done during the field excursion to Otavalo, Cotacachi.

### **Final Exam**

The final exam will be open book. It will focus on a set of questions provided by the professor, given two weeks prior to the exam, on the core concepts of the course



# Course Content

## Unit 1

### Development Assumptions: Modernity, Eurocentrism, & Colonialism Interculturality: Civilization and Barbarism—The Case of America Indigenous Worldviews & Western Knowledge

- Readings:
  - Quijano, Aníbal. Colonialidad y Modernidad/Racionalidad en Perú Indígena. Lima. 1992, pp.11-16.
  - Fraga, Eugenia (2013) EL PROBLEMA DE LA IDENTIDAD EN LOS ESTUDIOS POSCOLONIALES. CLASIFICACIÓN RACIAL, HISTORIAS DE LAS MINORÍAS, RECONOCIMIENTO INTERCULTURAL. Revista Astrolabio, (11) (fecha de Consulta 12 de diciembre de 2019) El Problema De La Subalternidad Y Las Minorías pp.397-401.
  - Josef, Estermann “CRISIS CIVILIZATORIA Y VIVIR BIEN.” Polis (en línea), 33. 2012, Publicado el 23 de marzo de 2013, consultado el 19 de abril de 2019. URL: <https://journals.openedition.org/polis/pdf/8476> pp.2-7.
  - Quijano, Aníbal. “DON QUIJOTE Y LOS MOLINOS DE VIENTOS EN AMÉRICA LATINA”pp.347-353.

## Unit 2

### Women’s Rights, Gender Equality, & Equity in Latin America & Its Contributions in the International Context

- Reading:
  - Moser, Caroline “Distinto enfoques de políticas hacia las mujeres del Tercer Mundo.”
  - CEPAL (Comisión Económica para América Latina y el Caribe) (2007), El aporte de las mujeres a la igualdad en América Latina y el Caribe: X Conferencia Regional sobre la Mujer de América latina y el Caribe (LC/L.2738 (CRM.10/3), Santiago.

## Unit 3

### Excursion to San Clemente, Valle del Chota, & Otavalo

- To learn about the worldview and reality of indigenous and Afro-Ecuadorian peoples in San Clemente, Imbabura province, and the Chota Valley
- To learn about development and gender
- Reflections and observations from the excursion to San Clemente, Chota Valley, and Otavalo
- Assignments:
  - Focus Paper #1
  - Oral presentation #1

## Unit 4

### European Dominance, Modernity, & Postcolonial Criticism

### Latin American Development; a Comparative Perspective on Globalization & Mundialization

- Readings:
  - Varios Autores, 2010. LAS MÚLTIPLES CARAS DE LA GLOBALIZACIÓN. Ediciones BBVA. Ediciones (en digital) Gobernanza Policéntrica pp. 131-135.
  - Oyarún, L. 2018. LOS DESAFÍOS DE LA GLOBALIZACIÓN EN AMÉRICA LATINA: ¿ESTADO O REGIÓN? UNIVERSUM, 33 (1). Disponible a través de: <https://scielo.conicyt.cl/pdf/universum/v33n1/0718-2376-universum-33-01-00164.pdf>
  - La estructura del sistema mundial y de la región en los próximos diez años pp. 90-97.
  - Varios Autores, 2019. AMÉRICA LATINA FRENTE A LA RECONFIGURACIÓN GLOBAL. Ediciones FLACSO.
  - Ciclos políticos y económicos del regionalismo post-hegemónico pp.137-141.

## Unit 5

### Possibilities for Alternative Development in Latin America Geopolitics

- Social movements and political processes in Latin America (Ecuador, Mexico, Brazil, Chile, and Venezuela)
- Readings:
  - Varios Autores, 2018. AMÉRICA LATINA UNA AGENDA DE LIBERTAD 2018. FAES Fundación para el Análisis y los Estudios Sociales.
  - Autoritarismo competitivo. Un concepto necesario a la hora de estudiar los regímenes híbridos pp. 121-124.
  - Zuinaga de MAzzei, Soraya (2015). EL ENFOQUE DE LA GEOPOLITICA EN EL CONTEXTO DE LAS RELACIONES INTERNACIONALES EN EL NUEVO MUNDO. Revista Venezolana de Analisis de Coyuntura, XX (1). {fecha de Consulta 12 de diciembre de 2019} Enfoques Contemporáneos De La Geopolítica En El Contexto De Las Relaciones Internacionales Posguerra Fría pp 22-27.

## Unit 6

### Digital Ecosystem: A New Model of Social Interaction?

- Benefits offered by the Internet, IT, virtual reality, and social networks in the construction of citizenship and digital democracy.
- Readings:
  - Castells, M. 2014. EL IMPACTO DE INTERNET EN LA SOCIEDAD:UNA PERSPECTIVA GLOBAL. Revista Cambio # 19 ensayos claves acerca de cómo el internet está cambiando nuestras vidas. OpenMind BBVA. Centurión De, (S/F). El poder de la comunicación: la autocomunicación de masas y la transformación de la política. pp. 19-21
  - VENTAJAS Y RIESGOS DEL INTERNET COMO CANAL DE COMUNICACIÓN DEMOCRÁTICA. Revista IRUNDU <https://dialnet.unirioja.es/servlet/articulo?codigo=4814434> pp. 87-104.
  - Elaine, Ford. 2019. EL RETO DE LA DEMOCRACIA DIGITAL HACIA UNA CIUDADANÍA INTERCONECTADA.
  - Ciudadano 2.0 pp. 57-62.

## Unit 7

### Field Excursion to Pedro Moncayo

- Globalization and glocalization, agricultural modernization: expansion of flower plantation for exportation in Pedro Moncayo; social, environmental, cultural and gender impacts
- Local development alternatives from the people: local governments, public, private and community articulation to improve the living and health conditions of the people; case study Agroecological Demonstration Farm CINCA.

### Field Excursion to Pambilino

- Local alternative in agroforestry, cocoa production
- Visit the Ecological Reserve of Pambiliño (Mashpi).

## Unit 8

### International Development Presentations

- Assignments:
  - Focus Paper #2
  - Oral Presentation #2

## Unit 9

### Historical Overview of Basic Public Health Concepts Social Determinants of Health

- Readings:
  - Palomino, P, et al. LA SALUD Y SUS DETERMINANTES SOCIALES Desigualdades y exclusión en la sociedad del siglo XXI. Revista Internacional de Sociología. Vol. 72, extra 1, 71-91, junio 2014.
  - Oliver, T. The politics of public health policy. Annu. Rev. Public Health 2006. 27:195–233.
  - Hoffman, B, Health Care Reform and Social Movements in the United States. Am J Public Health. 2003;93:75–85.
  - Braveman, P. The Social Determinants of Health: It's Time to Consider the Causes of the Causes. Public Health Reports. 2014 Supplement 2 / Volume 129, pp 19-30.

- Bambra, C. et al. Tackling the wider social determinants of health and health inequalities: evidence from systematic reviews. *J Epidemiol Community Health*, 2009.

## Unit 10

### Cultural Determinants of Health & Intercultural Health

- Readings:
  - Yáñez, José, 2002. Yanantin: La filosofía dialógica intercultural del Manuscrito de Huarochirí. Quito: Abya-Yala. pp.28-42.  
[https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1512&context=abya\\_yala](https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1512&context=abya_yala).
  - Huarcaya, Sergio. 2015. *A Performativity, Performance, and Indigenous Activism in Ecuador and the Andes*. Cambridge University Press.
  - Bainbridge, Emma. 2002. *Indigenous Mobilization in Ecuador*.
  - testa y la construcción de un Estado plurinacional. En *Movimientos indígenas en América Latina: resistencia y nuevos modelos de integración*. IWGIA. pp 73-88.
  - Constitución de la República del Ecuador 2008. Artículos Saberes ancestrales.

## Unit 11

### Health Problems & Colonization

- Historical overview of development periods in Ecuador
- Impacts of conquest and colonization and other development periods on health and nutrition
- Historical overview of the health systems in Ecuador.
- Case studies of the impacts of development on health (1. Colonial hacienda and chronic undernutrition and endemic goiter; 2. Agro exportation process, migration, and tropical diseases; and 3. Cut flower production for exportation (pesticides) and health problems).
- Current challenges of the COVID19 pandemic on community and health services response.
- Readings:
  - Ecuador - Actualización de: *Sistemas de Salud en Suramérica: Desafíos para la universalidad, la integralidad y la equidad*/Instituto Suramericano de Gobierno

en Salud; Ligia Giovanella, Oscar Feo, Mariana Faria y Sebastián Tobar (Orgs). Rio de Janeiro, ISAGS, 2012.

- López-Cevallos, D. Health care utilization in Ecuador: a multilevel analysis of socio-economic determinants and inequality issues. *Health Policy and Planning* 2010;25:209–218.
- Granda, M. The evolution of socioeconomic health inequalities in Ecuador during a public health system reform (2006–2014), *International Journal for Equity in Health*. (2019) 18:31. <https://doi.org/10.1186/s12939-018-0905-y>.
- Malo-Serrano, M, and Nicolás Malo-Corral. Reforma de salud en ecuador: nunca más el derecho a la salud como un privilegio. *Rev Peru Med Exp Salud Publica*. 2014; 31(4):754-61.
- INEC, “ANÁLISIS PRINCIPALES CAUSAS DE MORBI-MORTALIDAD 2013,” Abril 2013, 2013
- Fundación Cimas. SILC, Bases de datos de mortalidad en el Ecuador. 2016.

## Unit 12

### Indigenous Ecuador

#### Is intercultural health possible?

- Yahyacks and ancestral medicine.
- Traditional diseases and practices; the case of traditional midwives
- Challenges and possibilities of integration of ancestral and western medicines
- Readings:
  - El Emilio. 2019. “La medicina de los incas fuentes de sabiduría ancestral”. El Emilio. 30 de abril. <http://www.emilio.org.ar/la-medicina-de-los-incas-fuente-de-sabiduria-ancestral/>.
  - Kanterewicz, Magali. 2015. “Salud intercultural: Discursos y prácticas de los procesos de salud/enfermedad/atención entre los shuar de Morona Santiago”. Tesis de maestría en Antropología, FLACSO-E. <https://repositorio.flacsoandes.edu.ec/bitstream/10469/8681/2/TFLACSO-2015-MK.pdf>.
  - Salaverry, Oswaldo. 2010. “Interculturalidad en Salud”. *Revista Peruana de Medicina Experimental y Salud Pública (Instituto Nacional de Salud)*. 27(1). Pp.80-93.

- Menendez, Eduardo Luiz. 2016. "Salud intercultural: propuestas, acciones y fracasos." En: Ciênc. saúde coletiva, vol.21, n.1. pp.1413-8123.

## Unit 14

### Comparative Analysis: Ecuador & the US

- Comparative analysis of health reform processes
- Intercultural relations in health systems
- Readings:
  - Mokdad, A. H., Ballestros, K., Echko, M., Glenn, S., Olsen, H. E. and Murray, C. J. L. 2018. The State of US Health, 1990-2016. JAMA, 319(14). Pp.1444.
  - Manchikanti, L. S. Helm li, R. M. Benyamin and J. A. Hirsch. 2017. Evolution of US Health Care Reform. Pain Physician.
  - Incorporar un análisis histórico de reforma de salud en Ecuador
  - Metropolitan Chicago Healthcare Council. 2004. Guidelines for health care providers interacting with american indian (native american; first nation) patients and their families.  
[https://www.advocatehealth.com/assets/documents/faith/cg-native\\_american.pdf](https://www.advocatehealth.com/assets/documents/faith/cg-native_american.pdf)

## Unit 15

### Health Presentations

- Assignments:
  - Focus Paper #3
  - Oral Presentation #3

## Policies

### Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & 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. This information can be found [on the Learning Abroad Center website](#).