

# POLI 189B: Global & Community Health Policy in Practice

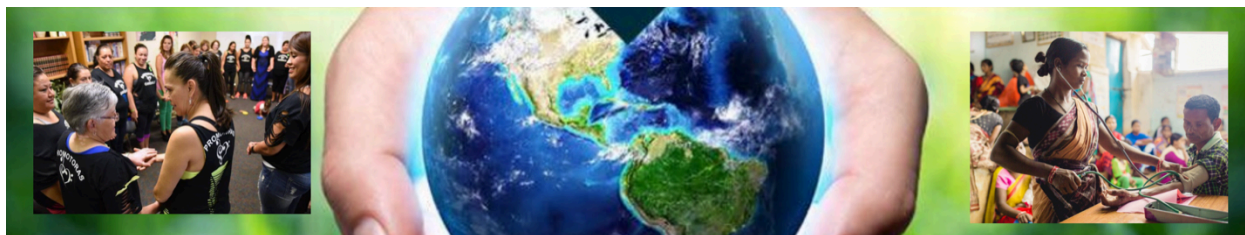
LECTURE Tu & Th: 1:30 - 3:05 PM | SECTION Tu 8:00 - 9:35 AM

Instructor: Matt Sparke, [mssparke@ucsc.edu](mailto:mssparke@ucsc.edu), Office hours Mondays, 1:30 – 3:30 or by appt

Right Livelihood College at TISS/Mumbai: [Swati Banerjee](mailto:Swati.Banerjee@tiss.edu), [sbanerjee@tiss.edu](mailto:sbanerjee@tiss.edu).

Right Livelihood College at UCSC: David Shaw, [daveshaw@ucsc.edu](mailto:daveshaw@ucsc.edu)

Canvas website: [canvas.ucsc.edu](https://canvas.ucsc.edu) | Right Livelihood online community: [rightlivelihood.ning.com](https://rightlivelihood.ning.com)



## Course Description

This course in global and community health politics examines how to strengthen health systems by developing and practicing lessons from global health policy studies to compare, contrast and communicate opportunities for community health worker integration and intervention. The key politics questions running through the course concern whether and how community health work can be integrated with the policies and practices of global health agencies, national health programs, public health administration, and public health systems more generally, including 'health in all policies' approaches to local government.

The course has three key components:

1. Global & Community Health Policy Research, Education & Politics (GCH-PREP): This component introduces the overarching course themes - global and community health delivery and diplomacy, policy contextualization, and community health worker policies and practices - through lectures, readings, videos, and discussions. The core focus running through these materials concerns the challenges and opportunities of involving community health workers to improve global and community health delivery and diplomacy, including the policy implications for/of CHW education and mentoring.
2. Global & Community Health Learning Exchanges and Practices (GCH-LEAP): The second component involves the practical application of the policy lessons reviewed about community health workers. Working within the model of collaborative online international collaboration (COIL), this practice part of the course will involve collaboration with students in Mumbai, India to co-produce global & community health documentaries and guides designed to address the opportunities and challenges for community health workers in American and Indian contexts in the aftermath of COVID.

3. Global & Community Health Policy Meta-Learning (GCH-META): The third component of the course will involve reflection on the learning from the global exchange and collaboration. We will analyze both the documentary output as well as its underlying design in relation to questions about community inclusivity and global sustainability as well as personal responsibility as they all relate to the political contextualization of community health worker programming. Students will work in this final part of the course to practice communicating their learning about global and community health politics to external audiences (*e.g.* local government agencies, graduate schools and employers) beyond UCSC.

## Learning Objectives

Students who participate in all the activities and discussions, and who complete all the course readings and assignments satisfactorily, will:

1. Learn interpretative, historicizing and analytical skills for contextualizing both health problems and community-based policy responses;
2. Understand the origins, development and nature of the policies and practices of integrating community health workers into health systems and the power relations shaping health outcomes in community contexts;
3. Compare global health policies across national contexts, developing cross-cultural awareness and communication skills about local community challenges;
4. Engage debates over global development politics with attention to the opportunities of South to North and South to South learning as well as some of the problems with more traditional North to South knowledge dissemination dynamics;
5. Develop experience and capacity in international collaboration and project management, including associated skills in intercultural communication;
6. Practice inclusive design skills to frame projects that address societal challenges with care for both marginalized communities and the environments they inhabit;
7. Connect scholarship on community health workers with the practical skills of developing video materials designed to contribute to community health worker mentoring;
8. Develop and demonstrate coherent written and audio-visual arguments regarding global and community health politics using evidence and logic.
9. Critically evaluate written and audio-visual arguments regarding global and community health politics using evidence and logic.
10. Practice communicating personal learning and skills to external audiences with reflective writing.

## Outline of student work and associated hours of work *per week*

Please note these are estimates of the time UCSC students will spend averaged over the 10 weeks of the quarter. Some of the associated assignments are nevertheless concentrated in particular weeks. For example, the write up reflections average 1 hour per week across the quarter, but this work will be concentrated in the last 2 weeks of the quarter when it will take about 5 hours each week.

1. Write-up reflections on learning, including peer review - 4 hour per week on average
2. Work on video planning, recording, and co-editing - 4 hours per week on average
3. Participate in all lectures and discussions - 4 hours per week on average
4. Complete watching movies - 1 hours per week on average
5. Complete readings - 2 hours per week on average

## Assessment of student work

The overall class is graded on a 1000-point scale which is comprised of the following components:

1. Written reviews on readings & research (200 points)
2. Written reflections on plans and peer reviews (50 points)
3. Written discussions of videos and other online materials (50 points)
4. Active contribution to synchronous lectures and group work (100 points)
5. Video work (including background lit research write-up) - see schedule (300 points)
6. Essay reflection on learning from project collaboration and personal work (300 points)

*We will use Canvas 'Assignments' page to apportion these points across all 6 component-grading 'Groups'.*

## Credits and Grade Scale

This is a 5 credit course. Since it is graded on a 1000 point scale, a 5 point quiz, for example, is worth 0.5% of your total % grade. This final total 1000 point grade is subsequently converted to the UCSC letter grade scale as follows.

>960=A+=4.0	800-829=B-=2.7	630-659=D=1.0
930-959=A=4.0	760-799=C+=2.3	600-629=D-=0.7
900-929=A-=3.7	730-759=C=2.0	<600=F=0.0
860-899=B+=3.3	700-729=C-=1.7	
830-859=B=3.0	660-699=D+=1.3	

## Background

This is an upper-division Politics elective offered by Professor Sparke in conjunction with his research and other teaching work on global health politics (including POLI 186 on *Global Health Politics*, and POLI 189 on *Pandemics, Policies and Community Health*). In addition, at least for the first three iterations it has been planned to include a collaborative international exchange and education component supported by UCSC's wider involvement in COIL-based innovations in teaching (COIL stands for Collaborative Online International Learning) and the Senate Committee on International Education. As such, the course also integrates the collaborative opportunities made possible by UCSC serving as a campus College for the global Right Livelihood Award network and the particular linkage this affords with another such campus node at the Tata Institute of Social Sciences in Mumbai, India (TISS).

### About the Right Livelihood Award and Right Livelihood College

To support the global comparative work and cross-cultural learning in this course it is based on a partnership with another node of the [Right Livelihood College](http://rightlivelihood.org) at TISS in Mumbai, India. The Right Livelihood Award – known as the 'Alternative Nobel' – is a prestigious prize given to people implementing courageous solutions to global problems. There are 184 laureates from 72 countries. The Right Livelihood Foundation also has a global network of campus affiliates – known as the Right Livelihood College – whose goal is to amplify the solutions of the laureates through research and education. There are 9 campuses in the network including our very own UC Santa Cruz and the Tata Institute of Social Sciences in Mumbai. For more information please visit [rlc-blog.org](http://rlc-blog.org), [rightlivelihood.org](http://rightlivelihood.org), and [rightlivelihood.ucsc.edu](http://rightlivelihood.ucsc.edu).

### About the Tata Institute of Social Sciences in Mumbai, India (TISS)

Since its inception in 1936, TISS has consistently worked for the promotion of sustainable, equitable and participatory development, social welfare, and social justice. The Right Livelihood College is based at the TISS Centre for Livelihoods and Social Innovation. The Centre develops meaningful livelihood initiatives for the poor and marginalised in the country, and has a M.A. Social Work program in Livelihoods and Social Entrepreneurship. During the Global Learning Exchange portion students in our politics senior seminar will work alongside TISS students in the second year of their two-year masters program.

### About the respective roles of Professors Sparke and Bannerjee

[Professor Sparke](#) is serving as sole instructor responsible for the UCSC course, including the syllabus, the readings, and the grading of all exams and written assignments of the UCSC students, as well as the final assessment of the audio-video presentations they co-develop with the Indian students from TISS. He will give all the lectures except those that he jointly presents or facilitates with/about Right Livelihood Laureates alongside Professor Bannerjee. [Professor](#)

[Bannerjee](#) is serving respectively as the sole instructor responsible for the work and grading of the work of the TISS course with which the UCSC course will be linked through the COIL project. She additionally brings to the course her own expertise in post-colonial development politics and 'post-development' policy-making, including the role therein for inclusive design as a way of innovating social policies in ways that re-valorize subjugated communities and their knowledge. Reciprocally, Professor Sparke brings his expertise in global health politics, global health diplomacy, and the challenges of health systems strengthening under conditions of neocolonialism and neoliberalism.

### About the role of David Shaw

As the Coordinator of the Right Livelihood College at UC Santa Cruz, David Shaw works within the Institute for Social Transformation to facilitate transformative educational and research innovations that leverage UCSC's role within the wider international [Right Livelihood College](#) network. Within this course, David's role is to support the collaborations between the Santa Cruz and Mumbai students by facilitating their identification of shared thematic project foci, their inclusive design work in 4 person international partnership groups, and their audio-visual technical work on the documentaries. Additionally, when students present their final work in the course, David will facilitate access for Right Livelihood Fellows (either synchronously or asynchronously) so that each international student group can also benefit from international expert feedback in addition to the grading and feedback offered to the Santa Cruz and Mumbai students respectively by Professors Sparke and Bannerjee.

### Dialogue

The international discussion sessions of the course builds upon the importance of dialogue, especially through global conversation and exchange. It requires students to listen with the desire to understand one another across cultural and linguistic differences, to reflect on how our communications are structured by both global and local power relations that range from geopolitics of the world system to interpersonal, intersectional power relations of gender, ethnicity and race. It demands that we all choose our finest words, and to allow time to hear from each other. It also requires you to complete readings and assignments in advance so that you can make the best use of everyone's time. The quality of your experience will depend on what you put into it.

### Course Policies

*Student Well-Being:* Please reach out to me and ask for help at any time. The more you are proactive during a personal challenge or crisis, the more we can do to offer you support and accommodations. For additional resources for dealing with health and mental health crises please consult those listed on the [Student Health Center](#). Other support resources are available

through the campus offices of [CARE](#), & [Title IX](#). And for support with food, housing and other general needs consider going to [Slug Support](#).

*Diversity and Respect:* Discrimination of any kind will not be tolerated. In this class we embrace diversity, equity and inclusion in order to actively learn from diverse perspectives of all kinds.

*Disabilities Resources:* Your experience and full participation in this class is important. If you have already established accommodations with the university Disability Resource Center (DRC), please communicate your approved accommodations to me in order to discuss your needs in this course. If you have not yet established services through DRC, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing and physical impacts), you are welcome to [contact DRC](#) at email: [drc@ucsc.edu](mailto:drc@ucsc.edu) or by phone (831) 459-2089.

*Homework Policies:* Assignments for this course will be due on a weekly basis. Plagiarism and cheating violates the Student Conduct Code and will be treated accordingly. We appreciate that you will often participate collaboratively in lectures, engaging actively in discussions with classmates and instructors over the course materials. This interactive work is an important aspect of learning in the course. It is equally important to note, however, that in your written homework we expect you to submit assignment writing that is your own and neither copied nor directly adapted from the work of other students. You can certainly consult online materials, including journal articles. But because all scholarly work builds on knowledge that precedes us, it is also critical for you to cite the sources of ideas that are not your own. This allows your readers to further investigate the background of your arguments while simultaneously enabling them to understand what ideas you have added yourself as a scholar with integrity. Therefore, whenever your written work uses the ideas, closely paraphrases or quotes the work of others, you will be expected to provide appropriate citations and quotation marks. Resources to support your academic integrity are all easily available on the UC Santa Cruz library webpage. These include [guidelines for citing sources](#), [citing and using data and statistics](#), and [understanding plagiarism](#). If you have questions, please contact me before turning in your assignment.

*Deadlines and Late Work:* Please check in Canvas for all due dates and plan your schedule accordingly. All work is submitted via Canvas which will record the time of submission. Assignments and sub-components that are late will be marked down 1 point for each day (1 min - 24 hours) that it is late unless prior arrangements have been made. In addition, an assignment that was turned in on time but had to be recalled and resubmitted because it was not submitted in the recommended PDF or Word format also counts as a late submission, and the penalty for late submission will apply.

*Student Conduct:* Instructors are responsible for maintaining a positive learning environment in the classroom and in the online learning space of a course. Students whose behavior is disruptive either to the instructor or to other students may be asked to leave the course and/or a discussion or assignment. Please consult [this webpage](#), for more information on how UCSC defines and responds to misconduct.

*Academic Integrity:* Academic communities are founded on honesty, civility, and integrity. As members of our UCSC academic community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity, professional honesty, and personal conduct. Plagiarism, cheating, and other misconduct are serious violations. We understand plagiarism to include any use of another person's language, ideas, or materials in a way that presents them as your own without properly acknowledging and citing their sources. We expect you to know and follow the [university's policies on cheating and plagiarism](#). At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not copy or mislead others about what is your work. Plagiarism is a serious matter, easy to detect, and violations of UCSC standards of academic integrity can result in serious penalties, including expulsion from the university. Resources to support your academic integrity are all easily available on the UC Santa Cruz library webpage. These include [guidelines for citing sources](#), [citing and using data and statistics](#), and [understanding plagiarism](#). If you have questions, please contact me before turning in your assignment.

*Other support:* Remember other support resources are available through the campus offices of [CARE](#), & [Title IX](#). And for support with food, housing and other general needs consider going to [Slug Support](#). But you should also feel free to contact the instructor [msparke@ucsc.edu](mailto:msparke@ucsc.edu) and ask for additional advice and help at any point whatsoever.



## Weekly Schedule

### Week 1 Overview, introductions, context, and purpose

Seminar: This week we'll introduce each other, review the syllabus and assignments, and have an introduction to Global and Community Health including a discussion of *Bending the Arc*.

#### Before lecture 1

Watch:

- *Bending the Arc* (video, 1h 42m) - click [here](#) for free access via UCSC library

#### Before lecture 2

Read:

- Thomas, Caroline, and Martin Weber. 2004. 'The Politics of Global Health Governance: Whatever Happened to "Health for All by the Year 2000?".' *Global Governance* 10 (2): 187–205. <http://www.jstor.org/stable/27800521>
- Benatar, Solomon. 2016. 'Politics, Power, Poverty and Global Health: Systems and Frames.' *International Journal of Health Policy and Management* 5 (10): 599–604. doi: 10.15171/ijhpm.2016.101.
- Matthew Sparke, 2018, 'Globalisation and the Politics of Global Health,' in Colin McInnes et al eds. *The Oxford Handbook of Global Health Politics*, Oxford: Oxford University Press
- WHO. 1978. "Declaration of Alma-Ata," ([link](#))
- "Cange Declaration: PIH's First HIV Patients Advocate for Equal Access to Treatment." 2001. Partners In Health. ([link](#))

#### Homework

Watch for next class:

- Video intro of Prof. Swati Banerjee
- Sightsavers. 2019. "Trachoma in Turkana." ([link](#))
- Ripple Effects. 2018. "The Last Mile is the Longest." ([link](#))

Submit:



- Course agreement form
- Introduce yourself via writing
- Graded Canvas discussion of how one of this week's readings relates back to Bending the Arc #1 (rubric with scoring components in Canvas)

## Week 2 Political Conditions of Global and Community Health

Before lecture 1: Please read:

- *WHO Guideline on Health Policy & System Support to Optimize Community Health Worker Programmes*, WHO: Geneva, 2020 ([link](#))
- Chorev, Nitsan. 2013. 'Restructuring Neoliberalism at the World Health Organization.' *Review of International Political Economy* 20 (4): 627–666. doi: 10.1080/09692290.2012.690774.
- Sparke, Matthew. 2020. "Neoliberal Regime Change and the Remaking of Global Health: From Rollback Disinvestment to Rollout Reinvestment and Reterritorialization." *Review of International Political Economy*.

Before lecture 2: Please read:

- Mukherjee, Joia. 2018. *An Introduction to Global Health Delivery: Practice, Equity, Human Rights*, chapter 8, available for free online [here](#).
- Sparke, Matthew. 2017. "Austerity and the Embodiment of Neoliberalism as Ill-Health: Towards a Theory of Biological Sub-Citizenship."
- Farmer, Paul, Arthur Kleinman, Jim Kim, and Matthew Basilio. 2013. *Reimagining Global Health: An Introduction*. Ch 4 (Health for All)

### Homework

Watch for next week:

- 4 short videos with Right Livelihood Laureates and community organizations

Submit:

- Write short (2-3) page essay on how neoliberalism and neoliberal policy norms condition access to health services and community health workers (rubric with scoring components in Canvas)

## Week 3      Health Delivery Policy in Community Context

### Before lecture 1: Please read:

- Ryan I. Logan (2020) 'A poverty in understanding': Assessing the structural challenges experienced by community health workers and their clients, *Global Public Health*, 15:1, 137-150, DOI: 10.1080/17441692.2019.1656275
- Saprii, L., Richards, E., Kokho, P., & Theobald, S. (2015). Community health workers in rural India: analysing the opportunities and challenges Accredited Social Health Activists (ASHAs) face in realising their multiple roles. *Human resources for health*, 13(1), 1-13.
- Yasobant, S., Bruchhausen, W., Saxena, D., Memon, F. Z., & Falkenberg, T. (2021). Who could be One Health Activist at the community level?: A case for India. *Human Resources for Health*, 19(1), 1-11.

### Before lecture 2:

Please read:

- Farmer, Paul, Arthur Kleinman, Jim Kim, and Matthew Basilio. 2013. *Reimagining Global Health: An Introduction*. Ch 6 (50pp)

Please watch:

- 4 short videos with Right Livelihood Laureates and community organizations

By Sunday at 11:59pm Submit:

- Graded Canvas discussion of 4 short videos
- Write short (maximum 2-page) summary of political-economic structural challenges faced by CHWs specifically, comparing and contrasting examples from US and India (rubric in Canvas)

## Week 4      International Engagement and Inspiration

Section: By the end of this week we will have met our Indian COIL counterparts, cultivated a field of mutual aid and learning, and brainstormed inspiring project ideas **about the**

**components** required to make a useful documentary about community health worker best practices.

Before lecture 1: Please read:

- IDEO. 2015. *The Field Guide to Human Centered Design*. Chapter 1: An introduction to Human Centered Design (17pp) and Chapter 2: Inspiration (17pp)
- Parson, Laura, and Jessica Weise. "Postcolonial Approach to Curriculum Design." In *Teaching and Learning for Social Justice and Equity in Higher Education*, pp. 93-116. Palgrave Macmillan, Cham, 2020.[https://link.springer.com/chapter/10.1007/978-3-030-44939-1\\_6](https://link.springer.com/chapter/10.1007/978-3-030-44939-1_6)
- Matthew Sparke, 2007, "Everywhere but always somewhere: Critical geographies of the Global South," *The Global South*, 1(1): 117 – 126.

Before lecture 2:

Please submit

- List your top three components via online survey, and then join discussion. This is not anonymous and the results will be shared with the class so that we may develop our groups.

Join discussion with COIL counterparts on local examples of community dispossession and health challenges.

## **Week 5      International Engagement and Ideation**

Section: By the end of section each student will have committed to a group, and determined a weekly group meeting time.

Seminar: Looking at our survey results; tips for doing a literature review; overview of design thinking; design group meeting.

Before lecture 1:

Please read (in Canvas)

Our survey results; tips for doing a literature review; overview of design thinking; group meeting design notes.

And

- IDEO. 2015. *The Field Guide to Human Centered Design*. Chapter 3: Synthesis (12pp)

### Before lecture 2:

#### Submit

Individual background research review. Before your group meeting you need to do a short literature review around a subject you draw inspiration from. Specifically, you need to find, read, write a summary of 1 article to present at your group meeting this week. Be sure to highlight key quotes and concepts from the literature. You may also try to dive deeper into the stakeholder voices / case study represented in your article through further research. Finally, your group should 1) bring together all your key concepts and quotes, 2) visually represent them, and 3) upload this to the class website so that 4) each student can give feedback on your work prior to our next class.

- Group meeting: Have a meeting with your group. The goals are to 1) meet and build rapport, 2) do the inclusive design activity (identify key quotes and concepts from the literature, insight statements, problem statements, and opportunity statements, and) 3) determine how your group will share your findings on the class website by Friday.

Finish week's homework on Canvas by Sunday at 11:59pm:

- Annotated bibliography review of your video background literature review
- Each group should submit a link to your ideation work-in-progress
- Before next class, look at our course website for what each group came up with for their ideation and leave at least 3 comments.

## **Week 6      International Engagement and Reflection**

Section: The purpose of today's class is to engage in dialogue in order to reflect on our process thus far in terms of (1) what's going well and how we might get more of that, and (2) what challenges are we encountering - either with the process of our class or with the global and community health problems/solutions we're encountering? The last 30 minutes are dedicated to introducing the next step in the design process, and a brief group meeting.

### Before lecture 1: Please read:

- IDEO. 2015. *The Field Guide to Human Centered Design*. Chapter 4: Prototyping (18pp)

### Before lecture 2:

Meet with your group again: 1) Take the next step in the design process: ideation. Brainstorm and find out what the different ways of addressing the problem are. 2) Upload your latest groupwork to the class website.

Weekend Homework – Canvas Discussion:

- Before next class, look at each group's latest work and leave at least 3 comments.

## **Week 7      International Engagement and Production**

Section: 45m for mini presentations from students about their ideas followed by 45m for group meetings.

Before lecture 1: Please read:

- Final meeting with your group: 1) Develop your proof of concept or plan for your prototype. 2) Finalize your video.

Before lecture 2:

- Each group should submit their final video so that everyone can view it and write a response before the next class.
- Each student should watch each group's video and write a reflective response.

## **Week 8      International Reimagination *versus* Exception**

Section: Section this week is entirely dedicated to dialogue in both small and large groups using a World Cafe format. At the end we'll have an opportunity for an intercultural celebration and gift sharing.

Before lecture 1: Please read:

Before lecture 2: Please read:

- Barnett, Michael. "COVID-19 and the Sacrificial International Order." *International Organization* (2020): 1-20.

- Lopez, Patricia J., and Abigail H. Neely. "Fundamentally uncaring: The differential multi-scalar impacts of COVID-19 in the US." *Social Science & Medicine* 272 (2021): 113707.
- Schwartz, Brian D., Alexis Horst, Jenifer A. Fisher, Nicole Michels, and Lon J. Van Winkle. 2020. "Fostering Empathy, Implicit Bias Mitigation, and Compassionate Behavior in a Medical Humanities Course." *International Journal of Environmental Research and Public Health* 17 (7): 2169. <https://doi.org/10.3390/ijerph17072169>

### Homework

- Graded Canvas discussion #4 - focused on your own personal learning from the video project and how you can best communicate this learning to external audiences beyond the university.

## **Week 9 Representation & education**

Seminar: As a follow up to last week, when we reflected as a whole group together with our colleagues in India, today we'll be reflecting about how the course experience might apply to your future path.

### Before lecture 1: Please read:

- Mitchell, K. M., & Manzo, W. R. (2018). The purpose and perception of learning objectives. *Journal of Political Science Education*, 14(4), 456-472.
- Franco, J. (2020). Integrating the "Science" and "Practice" of Politics in a Single Course: A Proof of Concept. *Journal of Political Science Education*, 16(3), 277-299.

### Before lecture 2: Please read:

Submit:

- Reflect on your learnings this quarter and submit a draft by Friday.
- Peer review a draft learning reflections paper before our next class.

Suggested additional reading:

- Oxendine, Jeffrey. 2020. *You Don't Have to Be a Doctor: Discover, Achieve, and Enjoy Your Authentic Health Career*. Publish Your Purpose Press. Chapter 5: "Practical Experience / How is your experience transferable to your new path?"

## **Wk 10      Conclusions**

### Before lecture 1:

Re-reading: Before completing your SETS review of the course this week, re-read the post-colonial critique of Western political science/social science curricula from week 4 and reflect on how the COIL collaborations and other work in this course offered an alternative.

- Parson, Laura, and Jessica Weise. "Postcolonial Approach to Curriculum Design." In *Teaching and Learning for Social Justice and Equity in Higher Education*, pp. 93-116. Palgrave Macmillan, Cham, 2020.  
[https://link.springer.com/chapter/10.1007/978-3-030-44939-1\\_6](https://link.springer.com/chapter/10.1007/978-3-030-44939-1_6)

### Before lecture 2:

Submit:

- Response to GLE student survey
- Response to SETs for 189B

Please note that according to [UCSC rules](#) "No examinations, tests, assignments, papers, final projects or final performances that result in more than 12.5 percent of the final grade (other than individual makeup exams) may be given during the last week of instruction."

## **Exam week**

Instead of a final exam, during official exam week finish and submit by Thursday at 11:59pm your fully revised written reflection (incorporating peer review feedback) on learning from project collaboration.



## Video Project Assignment description

Throughout the quarter we'll be engaging in the Inclusive Human Centered Design process with the guidance and support of Professor Swati Banerjee. Students from Santa Cruz and Mumbai will form groups and move through the design process to identify a health challenge, review what's been done to address this challenge to date, and identify potential solutions. The final product your group is responsible for is a short video made for a public audience. We'll be 'scaffolding' throughout the quarter so that every assignment builds on the last until your video is complete. As this is not a film class we do not expect the quality of your production to be professional quality and you need not use expensive equipment or editing tools. A smart phone and its built in editing functions are sufficient (although laptops will also make things easier); that said we know that many students are amateur filmmakers and we are prepared to be positively surprised.

### Process

During weeks 1-3 we'll be building our background knowledge of global and community health just among the class at UCSC.

In our first COIL lecture in week 4 we will meet our collaborators in India, brainstorm project ideas, and share our skill sets about filmmaking. As homework you'll fill out a survey to give additional input and pick your top three project choices. To give a sense of the sorts of project foci that we are looking for please consult the following list.

Comparative/collaborative project foci ideas:

Comparative examination of similarities and differences between community health workers in farmworker communities in peri-urban communities around Santa Cruz and Mumbai

Comparative examination of similarities and differences in CHW work in camps and squatter settlements in Santa Cruz and Mumbai

Comparative examination of similarities and differences in CHW work as it relates to COVID testing, contact tracing and vaccination enrollment

Comparative examination of similarities and differences in CHW work with communities deprived of health rights due to caste and/or immigration status.

Comparative examination of similarities and differences in CHW work as it relates to non-communicable diseases such as diabetes, obesity and CVD

Comparative examination of similarities and differences in CHW work as it relates to HIV/AIDS testing, and access to PreP and ARVs

Comparative examination of similarities and differences in CHW work with marginalized women in slums and informal camps in Santa Cruz and Mumbai (not lessons from members of Self Help Groups such as UDAAN)

Local knowledges in health and wellbeing. California and Indian native food ways, well-being, and medicine.

Health care for people living under threat of deportation or displacement.

Context-specific project foci ideas:

- Community health workers in the farmworker communities in the Watsonville / Salinas region of California. (Dr. Ann Lopez)
- Community health workers in urban Mumbai. (UDAAN)
- Ayurveda for global and community health - could be comparative, more likely just focused on Indian context.
- California native food ways, well-being and medicine.
- Health care for people living under threat of deportation in California

Further project resources and inspirations will be found at the following sites:

Community organizations based in the Mumbai region

- [UDAAN](#) - A Field Action Initiative of TISS for Dignified Livelihoods with Marginalized Women in Mumbai Slums - [video](#).

Community organizations based in the Santa Cruz region

- Center for Farmworker Families, Watsonville - [video](#)
- Indian Canyon, Hollister - [homepage](#), [facebook](#)
- Do No Harm Coalition - [homepage](#). Rupa Marya - [video](#), [biography](#).
- Second Harvest Food Bank, Watsonville

Right Livelihood laureates and organizations

- Vandana Shiva (India) - [biography](#). Navdanya - [homepage](#). [Food for Health Manifesto](#). [Manifesto on the Future of Food & Seed, and more](#).
- Nnimmo Bassey (Nigeria) - [biography](#). Health of Mother Earth Foundation [homepage](#).

In our COIL lecture session in week 5 we'll all look at the survey results and commit to design groups. We suggest groups of 4 (2 UCSC + 2 TISS), but groups of 5 or 6 are ok too. It will be harder to schedule your weekly meeting if you have a larger group.

During week 5 you'll have your first weekly group meeting outside of class time. Before the meeting you need to do a short **literature review** around a subject you draw inspiration from. Specifically, you need to find, read, write a summary of 1 article to present at your group meeting this week. Be sure to highlight key quotes and concepts from the literature. You may also try to dive deeper into the stakeholder voices / case study represented in your article through further research.

Pro tip: Each student in your group can download Zotero, a free and easy to use bibliography reference manager, and create an account so that you can create a Zotero Group Library where all of your group's references can be accessed. You'll want to download the Zotero desktop app as well as the plugin for your browser.

During your first group meeting on week five we recommend you structure your meeting around these goals:

- 1) do icebreakers, get to know one another, and build rapport;
- 2) do the inclusive design activity: share your key quotes and concepts from the literature; brainstorm insight statements, problem statements, and opportunity statements; and;
- 3) create your first draft of your storyboard using Google Slides;
- 4) determine who will clean up the storyboard and upload it to the class website so that each student can give feedback on your work prior to our next class. You are also required to give feedback on 3 other groups before next class.

Google slides: We'll be using Google Slides to organize our films. It's an easy way to collaborate (each student can be responsible for individual slides) and also an easy way to share your project with the class for feedback. It's also a good way to start "storyboarding" your narrative for your final video.

What's a storyboard? Watch this 2m [video](#). A storyboard is a useful tool for the pre-production of a film. Making a video is much easier once you have a storyboard. The basic elements are 1) scene, 2) visual, and 3) audio. Here's an example:

- Scene: 1) rural farm fields; Visuals 2) b-roll of Salinas Valley agriculture combined with head-shots; Audio: 3) voice over narration from our group about the key concepts from our literature.
- Scene: 1) urban Mumbai; Visuals 2) b-roll of students walking in the streets talking with each other; Audio: 3) voice over narration from our group about the health problems facing our community.

We'll all arrive to our COIL class on week 6 having viewed and given feedback on each group's work. This will allow us to have a series of small-group and whole-group conversations to reflect on what patterns we're seeing from the literature on global and community health, and what we're learning from the human centered design thinking approach. This is a unique opportunity to learn with and from each other as a whole class.

During your group meeting on week 6 you should move into ideation.

- Again you should engage in icebreaker activities at the outset.
- We suggest you recap where you are in the process and what decisions your group has made to date. For example: Have you selected a geographic and thematic focus for your final video? Then review the problems facing your community. What support are they calling for and why?
- Next, and this may take the bulk of your meeting time, what ideas do you have for supporting the community with what they're asking for?
- Lastly, determine how you will add to your group storyboard for your final video.

The COIL class in week 7 will be a dedicated time for group meetings, and for 5 minute mini status updates from each of the groups.

During your group meeting outside of class on week 7 you should move into planning a potential future intervention (aka a prototype) and finalizing your video.

- Again you should engage in icebreaker activities at the outset.
- Discuss the input you received from your peers as well as what was learned in our last class dialogue. How does this improve or change the potential future intervention your group is recommending?
- Finalize your storyboard if it's not finalized already.
- Complete the remainder of your filming and editing.
- Your group needs to submit their final video by the Friday of week 7.
- Then, before class on Tuesday, each student should watch each of the videos from the other groups and give feedback on each of them.

By week 8 we will have finished the video project. Our class session will be a dialogue where we reflect on the videos and what we've learned through our learning exchange. We will close with an opportunity for our class to give gifts to our colleagues in India.

Our 4 lecture sessions in weeks 9 and 10 are dedicated to reviewing what the educational lessons are for all of us *as students of politics* from the readings, COIL collaborations and final video project assignment. Some new reflections based on reading from journals focused on Political Science learning objectives will be used to explore both the opportunities and limits of disciplinary knowledge formation, alongside the lessons about international politics,

comparisons, and power relations that have been both enabled and indexed through the COIL collaborations.