ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 09/16/09

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: ASM 414 Urban and Environmental Health 3 (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu;alex.brewis@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 995-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas
- Literacy and Critical Inquiry—L □
- Mathematical Studies—MA □ CS □
- Humanities and Fine Arts—HU □
- Social and Behavioral Sciences—SB □
- Natural Sciences—SQ □ SG □

Awareness Areas
- Global Awareness—G □
- Historical Awareness—H □
- Cultural Diversity in the United States—C □

(Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: SSH 414

Is this a multisection course?: □ No □ Yes; Is it governed by a common syllabus?

Keith Kuntigh  
Chair/Director (Print or Type)

Date: 09/16/09

Rev. 1/94, 4/95, 7/98, 4/00, 1/02
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.
   - syllabus item 1

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - syllabus item 2

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   - syllabus item 3

4. Course illustrates use of social and behavioral science perspectives and data.
   - syllabus item 4

### THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSH / ASM</td>
<td>414</td>
<td>Urban &amp; Environmental Health</td>
<td>SB</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course emphasizes the process of how we learn about human behavior, and applies a range of methods designed specifically to study human behavior from anthropology in particular.</td>
<td>Reading list shows an emphasis on social science approaches and methods; specific weekly activities include human subjects discussion and training. Course goal #1.</td>
</tr>
<tr>
<td>2</td>
<td>The course leads students through the process of how we study human behaviors relevant to understanding health and the environment; students work together to design and execute a focused project with human participants. Main approach is drawn from anthropology.</td>
<td>Reading list shows that a majority of readings are by social scientists, especially anthropologists; methods applied are those most commonly used in anthropology, such as survey, interview, cultural modeling, and social network analysis. Course goal #2.</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>The course has students learn about, then apply, several distinct methods particular to inquiry the social sciences</td>
<td>Reading list; Weekly lecture topics; course goal #2, course explanation on page 1-2.</td>
</tr>
</tbody>
</table>
Urban and Environmental Health
SSH 414/ASM 414
3 credit hours
Fall 2009

Instructor: Alexandra Brewis Slade. Alex.Brewis@asu.edu
TA: Debbie Williams. Deborah.L.Williams@asu.edu
Mon/Weds 2-3:30pm EDB 208

This 3-credit course uses a combination of seminar-style discussions, lectures, laboratories, and fieldwork to explore and integrate theoretical and practical application of social sciences approaches (including anthropology, sociology, demography, and human geography) to the trans-disciplinary understandings of the environmental contexts of human health, particularly in urban contexts or with processes related to urbanization as key factors. It is not about urban or environmental health per se, but rather about how we can use tools from social science to address transdisciplinary questions in that domain. The course therefore emphasizes the fundamentals of the research process that takes place between idea and publication. The main theoretical approaches we apply that allow us to consider “what makes people in cities healthy or unhealthy” across different levels of analysis are drawn from the approaches biocultural anthropology, environmental justice, and political ecology/economy. We apply mixes of qualitative and qualitative methods, as appropriate to the questions we ask.

This course requires people to contribute fully to the collaborative process that is doing research. This means people will not only attend regularly, but will turn up prepared to contribute and display professionalism and generosity as they relate to each other. We meet in two time blocks each week – one is usually used for lectures and discussion, and the other for hands-on activities and ideas development or working in groups. The course thus emphasizes skills totally essential to anyone entering health or environmental careers – teamwork and an understanding of how to work together in a diverse groups to achieve goals. We do some of our work in groups, as is often how things get done in the “real world” but students also produce a substantive individual piece of the project as their final paper. This type of course requires flexibility and generosity to work effectively, as we are all in this together and will be working on evolving projects as we go. Thus some of the traditional “knowing what will happen” is not going to be evident. For example, reading assignments will be added as we proceed. However, to make sure this works for all of us we will work this out as we go along, just assume there will be a number of additional reading assignments each week and plan accordingly.

Across the course we will together to develop 1-3 research questions, collect, collate data, and analyze and interpret results. While the core concepts learned in the course are somewhat constant, the topical focus and exact research activities of the course changes with the focus project selected each time the
course is offered. This semester we will be developing a set of related projects that will test how perception of obesity is configured within social networks and how this shape’s an individual’s ideas about their body and susceptibility to body image distortion or depression or other negative impacts. This draws off a project the global health students had a lot of fun doing this summer that was looking at globalized fat stigma (http://shesc.asu.edu/small_world_big_bodies).

When taught on the ASU Tempe campus, our activities are currently linked to one of two large ongoing research projects managed by the School of Human Evolution and Social Change that are being conducted in neighborhoods near to ASU: The South Phoenix project (http://shesc.asu.edu/node/544) and/or the Urban Vulnerability to Climate Change project (http://shesc.asu.edu/node/552). These are large, collaborative federally funded projects using social science techniques and theories to understand health vulnerability at the community level, and give students access to the skills of a wide variety of social scientists. In previous semesters we have conducted a multi-sited comparative study of local people’s perception of water quality, climate change, and health based at our fixed study abroad sites in Brisbane Australia, Wellington New Zealand, Suva Fiji, Cochambamba Bolivia, London England, and also Phoenix (for those on our school’s study abroad programs) and the Border Antibiotic Therapy project (http://shesc.asu.edu/node/352).

**Course Goals**

The goals for the course are that students will:

- Be able to explicate and apply a range of diverse theoretical approaches from the social sciences, relevant to environmental explanations of health, particularly in urban settings.

- Have practice in a range of methods for analyzing primary and secondary data related to understanding the human, especially cognitive and behavioral, dimensions of urban and environmental health, including spatial, ethnographic, social network, and interviewing/survey tools.

- Work as an effective member of a transdisciplinary research team.

- Have direct experience in the fundamental processes of urban-environmental health research with a socio-ecological focus, including identification and justification of a research problem, operationalization of the problem, analysis, and preparation of results for peer-review and publication.

- Demonstrate an ability to explicate the purpose and implications of social science research, using a specific project experience.

**Lecture and Laboratory Schedule (Subject to Change as Projects Evolve)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 24 and 26</td>
<td>Intro, Goal Setting</td>
<td>CDC epidemiology course</td>
</tr>
<tr>
<td>August 31 and Sept 2</td>
<td>Literature Searches and problem identification</td>
<td>Human subjects training completed</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>Sept 9</td>
<td>Problem refinement</td>
<td>Literature Search</td>
</tr>
<tr>
<td>Sept 14 &amp; 16</td>
<td>Human subjects, Ethics</td>
<td></td>
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<tr>
<td>Sept 21 &amp; 23</td>
<td>Methods Selection: Social network interviews, ethnographic interviews.</td>
<td></td>
</tr>
<tr>
<td>Sept 28 &amp; 30</td>
<td>Methods Selection: body image and psychometric tools.</td>
<td></td>
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<tr>
<td>October 5 &amp; 7</td>
<td>Sampling</td>
<td></td>
</tr>
<tr>
<td>October 12 &amp; 14</td>
<td>Final Design Decisions</td>
<td>Group Proposals Due</td>
</tr>
<tr>
<td>October 19 &amp; 21</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>October 26 &amp; 28</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>November 2 &amp; 4</td>
<td>Data Collection and Data Entry</td>
<td>Data Entry Completed</td>
</tr>
<tr>
<td>November 9 &amp; 11</td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>November 16 &amp; 18</td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>November 23 &amp; 25</td>
<td>Interpreting Results</td>
<td>Group summaries of findings due</td>
</tr>
<tr>
<td>November 30 &amp; December 2</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>December 7th</td>
<td>Student Presentations</td>
<td>Individual Projects Due</td>
</tr>
</tbody>
</table>

**Coursework**

Grades will be assessed based on:
- Individual Literature Search/ Annotated Bibliography 15%
  - Due September 11th, 5 pm via blackboard
- Group proposals (3-pages, single spaced) 15%
  - Due October 16th, 5 pm via email
- Data collection and management, based on completion and quality 15%
  - Due November 6th, 5 pm
- Group summaries of findings 15%
  - Due November 27th, 5 pm
- Individual Class Participation including Teamwork Skills 15%
- Final Individual Project 25%
  - Due December 8th, 5 pm

Final grades are assessed as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.4</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.4</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.4</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;59.5</td>
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</table>

**Class Readings and Other Materials**
An up to date set of readings with weekly assignments is given on the course blackboard site. Additional readings will be added as the course evolves.

**Week 1:** Each student who has not previously completed a course in epidemiology must complete the CDC or similar short course in epidemiology: [http://www.nwphp.org/docs/infectious/launcher.html](http://www.nwphp.org/docs/infectious/launcher.html). Be sure to print out and save a copy of your certificate of completion!

**By Week 2:**
Giles-Corti, B. & Donovan, R.J. 2002. The relative influence of individual, social and physical environment determinants of physical activity. Social Science and Medicine, 54, 1793-1812.

Week 3:
All students must also complete and submit certification for completion of the CITI human subjects http://www.citiprogram.org/ (takes < 2 hours) before week 3. Be sure to print out and save a copy of your certificate of completion!

**Additional Method Links**
RefWorks at ASU: http://www.asu.edu/lib/refworks/
Photovoice: www.photovoice.com
NVivo and Nud*ist: www.qsrinternational.com
Atlas.ti: www.atlasti.com
Stella: www.iseeststems.com
See also: Weller, Sue. 2008. Cultural consensus theory: Applications and frequently asked questions.

**Class Policies**
Academic Honesty. Students are responsible for their own academic behavior, and for making themselves fully aware of the University's policies: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm. Academic dishonesty includes using the uncredited work of others, but also tolerating or assisting dishonesty in others.

Disability Accommodations. If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

Extra Credit is not available. Late assignments and incompletes are only accepted with under dire, documented circumstances.