

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 965-0739.
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

Awareness Areas

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

- 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 / SOS 414

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

Keetu Kuntigh
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 9/17/09

New

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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus item 1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	syllabus item 2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	

Course Prefix	Number	Title	Designation
SSH / ASM	414	Urban & Environmental Health	SB

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	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.	Reading list shows an emphasis on social science approaches and methods; specific weekly activities include human subjects discussion and training. Course goal #1.
2	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.	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.
3 & 4	The course has students learn about, then apply, several distinct methods particular to inquiry the social sciences	Reading list; Weekly lecture topics; course goal #2, course explanation on page 1-2.

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 quantitative 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)

Week	Topic	Assignments
August 24 and 26	Intro, Goal Setting	CDC epidemiology course

August 31 and Sept 2	Literature Searches and problem identification	Human subjects training completed
Sept 9	Problem refinement	Literature Search
Sept 14 & 16	Human subjects, Ethics	
Sept 21 & 23	Methods Selection: Social network interviews, ethnographic interviews.	
Sept 28 & 30	Methods Selection: body image and psychometric tools.	
October 5 & 7	Sampling	
October 12 & 14	Final Design Decisions	Group Proposals Due
October 19 & 21	Data Collection	
October 26 & 28	Data Collection	
November 2 & 4	Data Collection and Data Entry	Data Entry Completed
November 9 & 11	Analysis	
November 16 & 18	Analysis	
November 23 & 25	Interpreting Results	Group summaries of findings due
November 30 & December 2	Student Presentations	
December 7th	Student Presentations	Individual Projects Due

Coursework

Grades will be assessed based on:

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

Final grades are assessed as:

A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
Fail	<59.5

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.nwcphp.org/docs/infectious/launcher.html>. Be sure to print out and save a copy of your certificate of completion!

By Week 2:

- Blaine. 2008. Does depression Cause obesity? A Meta-analysis of Longitudinal Studies of Depression and Weight Control. *Journal of Health Psychology*, Vol. 13, No. 8, 1190-1197
- Booth KM, Pinkston MM, Poston WSC. 2005. Obesity and the built environment. *J Am Diet Assoc* (2005) 105:110-17.
- Brewis A, Gartin M. 2006. Biocultural construction of obesogenic ecologies of childhood: Parent-feeding versus child-eating strategies. *Am J Hum Biol* 18(2):203-213.
- Brewis AA, McGarvey ST, Jones J, Swinburn BA. 1998. Perceptions of body size in Pacific islanders. *Int J Obes* 22(2):185.
- Christakis, N. and J Fowler 2007. The spread of obesity in a large social network over 32 years. *NE J Med* 357:370-379.
- Diez Roux, A.V. 2007. Integrating social and biological factors in health research: a systems view. *Annals of Epidemiology*, 569-74.
- Dressler, William W, K. Oths, R Ribeiro, M Balieiro, and J Dos Santos. 2008. Cultural consonance and adult body composition in urban Brazil. *American Journal of Human Biology* 20:15-22.
- Egger, G and B Swinburn. 1997. An 'ecological' approach to the obesity pandemic. *British Medical Journal* 315:477-80.
- Kreiger, Nancy. 2005. Embodiment: a conceptual glossary for epidemiology. *J Epi Comm Health* 59:350-355.
- Brown P and J Sweeney 2009 The Anthropology of Overweight, Obesity, and the Body. *AnthroNotes Spring 2009* (vol 30/1) pp 6-12.
- 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.
- Greenwood, DJ, et al. 1993. Participatory action research as a process and as a goal. *Human Relations* 46:175-92.
- Muennig P, Jia H, Lee R, Lubetkin E. 2008. Perceived ideal body weight as an independent predictor of mental and physical health. *American Journal of Public Health* 2008; 98 (3):501-6.
- Muennig, Peter and Kara Keating Bench. 2008. Obesity-associated stigma and physiological markers of stress:evidence from the Dominican Republic. *Stress and Health* 24.
- Newell B, Proust K, Dyball R, McManus P. 2007. Seeing obesity as a systems problem. *NSW Public Health Bull.* Nov-Dec;18(11-12):214-8

- Pimple, K.D. 2002. Six domains of research ethics: A heuristic framework for the responsible conduct of research. *Science and Engineering Ethics* 8:191-205.
- Puhl, R.M, & Heuer, C.A. 2009. The stigma of obesity: A review and update. *Obesity*. Jan 22.
- White, M. 2007. Food access and obesity. *Obesity Reviews* 8:99-107.

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

ANTHROPAC, Analytic Technologies: download reference manual and program from <http://www.analytictech.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.