



ARIZONA STATE UNIVERSITY

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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 10/30/08

1. ACADEMIC UNIT: Kinesiology

2. COURSE PROPOSED: KIN 194 Forager to Couch Potato: The Obesity... 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Tannah Broman Phone: 965-2901

Mail Code: 0701 E-Mail: Tannah.Broman@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

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-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.

Please refer to attached course description, justification and syllabus.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

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

Lawrence Mandarino
Chair/Director (Print or Type)

Chair/Director (Signature)

Date:

Revised + Resubmit Jan 09

Arizona State University Criteria Checklist for

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
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.	Justification: Section 2 & 3 and Syllabus: #1		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 60%; vertical-align: top;">           This course emphasizes the study of social behavior such as that found in anthropology, cultural geography, history, sociology and social psychology.         </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	This course emphasizes the study of social behavior such as that found in anthropology, cultural geography, history, sociology and social psychology.	Justification: Section 1, 2 & 3 and Syllabus: #2
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	This course emphasizes the study of social behavior such as that found in anthropology, cultural geography, history, sociology and social psychology.				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Justification: Sections 2 & 3 and Syllabus: #3		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Justification: Sections 2 & 3 and Syllabus: #4		
<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>					
<ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>					

Course Prefix	Number	Title	Designation
KIN	194	Forager to Couch Potato: The Obesity & Diabetes Epidemics	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)

ARIZONA STATE UNIVERSITY  
Department of Kinesiology  
KIN 194

*Forager to Couch Potato: The Obesity & Diabetes Epidemics*

Course Description

In today's society, obesity and type 2 diabetes exact an enormous human and economic toll. The obesity and type 2 diabetes epidemics may be the product of an incongruity between our genetic heritage as hunter-gatherers and our current sedentary lifestyle. This class will provide a general overview of the evolution of obesity and type 2 diabetes and will evaluate the impact of global cultural exchange on physical activity behaviors. Moreover, it will address the historical, cultural, environmental, and anthropological factors that contributed to the evolution of advantageous genotypes that protect against the development of obesity and diabetes. Additionally, it will how examine how social forces have perpetuated our sedentary lifestyle and how the cultural shift towards inactivity has increased the prevalence of the aforementioned diseases. Lastly, it will recommend solutions for re-engineering environmental and social institutions to increase physical activity.

ARIZONA STATE UNIVERSITY  
Department of Kinesiology  
KIN 194

*Forager to Couch Potato: The Obesity & Diabetes Epidemics*

**Justification for Establishment of KIN 194 as a Social and Behavioral Course**

This course is divided into 3 distinct sections.

Section 1

This section of the course provides a physiological overview of obesity and related conditions as well as population trends in the prevalence of these conditions. In addition, it examines how the human body, as a result of environmental pressures, has genetically evolved to conserve energy and how that evolution has led to an increase in the prevalence of obesity in a number of societies.

Section 2

This section of the course addresses the historical, cultural, environmental, and anthropological factors that contributed to the evolution of the advantageous genotypes discussed in the first section. In addition it addresses how our genetic evolution has failed to keep pace with the rapid cultural and economic evolution of societies from hunter-gatherer to industrial. A series of case studies demonstrates how global cultural exchange has exacerbated this phenomenon.

Section 3

This section of the course addresses the role of the self, the family, school, work and the health care system as sociological mediators of the major contributing factor to obesity and type 2 diabetes – inactivity. It will explore the individual and social determinants of physical activity and apply concepts such as conformity, persuasion, and social loafing to foster a better understanding of the role group and social processes play in physical activity behavior. Using this social scientific base, this section will reflect on the influence of specific social institutions and examine models which would better align these social institutions with the goal of creating a physically active society.

**ARIZONA STATE UNIVERSITY**  
**Department of Kinesiology**  
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**Required Textbook**

All texts have yet to be determined however, all or part of the following texts will be utilized in conjunction with this course:

McElroy, M. (2002). Resistance to exercise: A social analysis of inactivity. Human Kinetics.

**Course Objectives**

Through a combination of written examinations, quizzes, assignments and evaluations of case studies, students will:

1. Demonstrate an understanding of obesity, type 2 diabetes and the physiological mechanism underlying these conditions.
2. Demonstrate an understanding of human genetic evolution (particularly as it relates to regulation of energy balance) and how environmental demands help drive that evolution.
3. Demonstrate an understanding of the differences between hunter gatherer societies, agricultural based societies and westernized societies with respect to prevalence of obesity and type 2 diabetes.
4. Evaluate the impact of global cultural exchange on physical activity behavior and consequently, on the prevalence of obesity and type 2 diabetes.
5. Demonstrate an understanding of the role of social institutions in physical activity behaviors and understand how to promote physical activity through social interactions and interventions.

## **Course Requirements**

*Blackboard*—All students will be required to use the Blackboard learning system to obtain quizzes, exams, correspondence from the instructor, grades, etc. Instructions for signing on to Blackboard will be discussed on the first day of class. It is the student's responsibility to make sure they complete all online quizzes by the date specified. Blackboard will be used extensively for class communication so it is imperative that students check the announcements daily.

*Assigned Readings*—Assigned readings should be completed by the date specified in order to facilitate an easier understanding of material covered in lecture.

*Online Quizzes*—There are 6 online open-book, open-note quizzes designed to ensure you are current with the assigned readings. These quizzes are to be completed by the date and time specified.

## **Exams**

There will be 3 multiple choice exams for this course.

## **Grading**

<b>Assignment/Exam</b>	<b>Points Possible per Assignment/Exam</b>	<b>Total Points Possible</b>
Online Quizzes (6)	10	60
Exams (3)	100	300
<b>Total</b>		<b>360</b>

## **Grading Scale**

<b>Percentage</b>	<b>Grade</b>
97-100	A+
93-96.9	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
70-76.9	C
60-69.9	D
>60	E



## Schedule

Week	Lecture Topic
	<b>MAIN TOPIC: What is obesity?</b>
1	What is normal body weight? Body composition, gender differences, age-related changes Concept of energy balance
	Normal appetite regulation, molecules and psychology, neuropeptides involved in regulation of appetite
	<i>Video: Supersize Me</i>
	<b>MAIN TOPIC: From Your Genes to You</b>
2	Genotype & Phenotype What is the human environment? (#2)
	<i>Video: Nova – Cracking the Code of Life</i>
	<b>MAIN TOPIC: Basics of Evolution Theory</b>
3	The gene protein paradigm Natural selection & other ways organisms evolve
	<i>Video: DNA from the Beginning (2)</i>
	<b>MAIN TOPIC: Evolution of Obesity (#2)</b>
4	Possible scenarios and mechanisms General trends in current populations, populations most affected
	<i>Video</i>
	<b>MAIN TOPIC: Complications of Obesity</b>
5	Metabolic syndrome. Dyslipidemia, cardiovascular disease, hypertension, atherosclerosis, diabetes, polycystic ovary disease. Type 2 diabetes
	<b>EXAM #1</b>
	<b>MAIN TOPIC: Environmental &amp; Lifestyle Risk Factors (#2 &amp; #3)</b>
6	Hunter gatherer to couch potato – what are the implications? Hunter Gatherer Societies Agricultural Based Societies
7	Westernized Societies Puzzling prevalence trends Thrifty genes?
	<b>MAIN TOPIC: The Crossroads of Biology and Culture: Case Studies (#2, #3 &amp; #4)</b>
8	Traditional Aboriginal Australians Citizens of the United States
	<i>Video</i>
9	Chinese Japanese Nauruans
10	Arizona Pima Indians <i>Video: 60 Minutes</i>

	<b>EXAM #2</b>
	<b>MAIN TOPIC: Determinants of Physical Activity (#1, #2, #3 &amp; #4)</b>
<b>11</b>	Demographic and Cultural Factors
	Attitudes and Behavior
	Social Influence (Conformity, Compliance and Persuasion)
	Group Processes and Group Behavior (Social Facilitation and Social Loafing)
	<b>MAIN TOPIC: The Role of Social Institutions (#1, #2, #3 &amp; #4)</b>
<b>12</b>	The Changing American Family
	<i>Video: Honey We're Killing the Kids</i>
	School Physical Education in Crisis
<b>13</b>	Modifying Workers
	Prevention and the Health Care System
	<i>Video:</i>
	<b>MAIN TOPIC: Transforming Social Institutions (#1, #2, #3 &amp; #4)</b>
<b>14</b>	Interventions: School
	Interventions: Worksite
	Interventions: Health Care Settings
<b>15</b>	Interventions: Community
	Interventions: Public Policy
	<b>EXAM #3 (FINAL EXAM)</b>