ARIZONA STATE UNIVERSITY

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 11/4/2010

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

2. COURSE PROPOSED: SSH 403 Cross-Cultural Studies in Global Health 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth and Alex Brewis Slade 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. (Please submit one designation per proposal)

   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 ☐

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: ASB 443
   Is this a multisection course?: ☑ No ☐ Yes; Is it governed by a common syllabus? _________

   Alexandra Brewis Slade                       Chair/Director (Print or Type)
   __________________________________________________________________________

   Date: ______________________________________________________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
MEMO
To: University General Studies Council
From: Alexandra Brewis Slade, Executive Director SHESC
Re: Summer 2011 General Studies Effective Date
Date: November 4th, 2010

Dear General Studies Council,

We would like to respectfully request that, if approved, the general studies designation of L for SSH 402/ASB 403: Cross Cultural Studies be effective for Summer 2011.

Cordially,

[Signature]

Alexandra Brewis Slade, PhD
Executive Director
Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <em>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</em></td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

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|     |    | CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence | syllabus pp. 5, 6, 7 |

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

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|     |    | CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams | syllabus pp. 4-7 |

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
# CRITERIA

<table>
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<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<td>✗</td>
<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
</tr>
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</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process—and label this information "C-4".
<table>
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<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>
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<tbody>
<tr>
<td>C-1 and C-3</td>
<td>This is a writing intensive course that integrates field modules, journal writing, and written and oral reflection statements</td>
<td>syllabus pp. 4-7 highlighted green</td>
</tr>
<tr>
<td>C-2</td>
<td>Students are required to integrate lectures, readings, field/site visits into answering their field modules and reflection assignments.</td>
<td>syllabus pp. 5, 6, 7, highlighted purple</td>
</tr>
<tr>
<td>C-4</td>
<td>The modules assignments are spread through the course so students will have timely feedback in order to help them do better on subsequent assignments. Students will also get feedback on their journals and written reflection in order to better prepare them for their final oral reflection assignment.</td>
<td>syllabus pp. 5, 6, 7, highlighted yellow</td>
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Cross-cultural Studies in Global Health (3 hours)
SSH 403 / ASB 443
Master Syllabus

Course Goals
This course seeks to build a comparative, critical, culturally-focused, and experientially-based understanding of contemporary global health challenges. It is based on three premises.

1) First, to understand the dynamics of globalization and the implications of ecological, political, economic, and social changes on health issues worldwide, it is necessary to have some firsthand experience of how these issues are experienced in diverse settings.

2) Second, one of the most powerful ways to develop critical insights to health experiences in the US (for example, health disparities of minorities), is through the comparison with perspectives gained from the different histories, social settings, and experiences of other countries.

3) Third, just as health problems can cross national boundaries, so can solutions: many of the most innovative and potentially effective answers to contemporary health challenges in the US may lie elsewhere, if we have the knowledge to recognize and apply them. This course particularly – although not exclusively – focuses on the health of indigenous people, considering such issues as how global and local circumstances structure their health experiences, and how different cultures understand and solve health problems.

This course is part of our core curriculum for our global health degree and is the central course that is offered as part of our required study abroad program. This course will be taught in New Zealand, Australia, Fiji, China, London, and Guatemala. The theoretical framework we apply (drawn mainly from Anthropology) works well in all – but within each specific country context, field-based activities and local lectures will complement the broader theoretical issues with different case studies that highlight particular features of the sites we visit.

Wherever we are, though, we will be considering the dynamics of health and disease on a global scale and then analyzing them from both individual and populational perspectives. During the course, students will interact with health officials at the national and local levels, learn directly about traditional healing and ethnobotany from local practitioners, explore the local ecology to discover how it influences both disease risk and how people respond to ill-health, and investigate the roles of global, regional, and local histories and economics in understanding contemporary health profiles. We will also examine the subsistence, diet and nutritional concerns and knowledge of local people, and trace the development, functioning, and challenges of public health systems. As local and global health cannot be understood outside of the frameworks of history, ecology, politics, culture, and society, the first part of the course will also give a thorough grounding in each of these for the focus country.
Course Objectives

By the end of the program students will:

1. Understand the basic prehistory, history, ecology, political systems, health systems, and cultural dynamics of the country and region of interest, including how they interact, and the global, regional, and local historical, ecological, and social contexts of disease.

2. Explain the relationship between long-term processes related to colonialism and the contemporary health of indigenous populations.

3. Specify how social forces become manifest as disease.

4. Identify parallels and differences between health history of indigenous peoples and minorities in the US versus other country cases, and their social and political implications.

5. Analyze health problems stemming from the political-economic setting of vulnerable and underserved populations.

6. Assess the impact and probable sustainability of community-based programs related to health improvement.

7. Identify and evaluate social justice and practical issues related to health care delivery in resource-poor settings.

8. Critically evaluate the responsibility of nations, institutions, communities, and individuals in creating and effectiveness in reducing health inequities.

9. Explain the local ethnomedical healing system(s), and its relationship to local health patterns.

10. Be able to address relationships between subsistence, diet, fertility, mortality and health and their local ecological setting.

11. Undertake health-related service learning activities with a goal to benefit the local people.


Course Format

These objectives will be met by a combination of fieldtrips and class lectures and discussions, with concepts related to specific objectives explored and applied through the use of field modules particular to each country. The basic format is that the course begins with a week of intensive lectures, designed to give a reasonably comprehensive overview of the prehistory, history, ecology, political systems, health systems, and culture of the country, followed by a set of lectures that provide the necessary theoretical tools. The remainder of the course is focused on field-based modules, where students work with local experts to solve specific field-based problems sets that apply the theoretical tools to address local issues. These modules rotate across different field locations through the country, addressing a different set of concepts and problems at each.
Prerequisites
Students are required to have taken ENG 101, 107 or 105. It is also recommended students complete ASB/SSH 100: Introduction to Global Health before enrolling in this course.

Attendance
Active participation in all scheduled, program–related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Unless an absence is approved by one of the instructors or the program directors, students will lose 10% of their final grade for each day or part-day they fail to participate.

Required Reading
A reader containing articles and book extracts will be prepared for each course session, including all readings required for country background, core concepts, and the necessary background for completing the modules. All students must bring a copy of the reader with them on the program, as they will not be available in-country. All classroom and field activities are premised on students completing the assignment readings prior to class meetings.

Incompletes
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Late Assignments.
Any policy on late assignments, e.g., “Unexcused late assignments will not be accepted. Excuses for an assignment must be made an approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.”

Grade Appeals
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Course Schedule
Week by week (or day by day) outline of lectures/lab topics, readings and assignments or other landmark events.

Course Policies
List specific policies for the class (e.g., cell phone and laptop use in class), attendance, etc.
Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: 
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: 
http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Coursework and Grades Assessment
Final grades for the course will be assigned on basis of the following:

- 4 Written Field Modules, 15 points each (60 %)
- Reflection Journal, 15 points (10 %)
- Written & Oral Reflection Statement, 20 points (20 %)
- Participation, 10 points, (10 %)
Final grades are assessed as:

A    89.5-100
B    79.5-89.4
C    69.5-79.4
D    49.5-69.4
E    <49.5

Field Modules (60%) (5-7 pages, double spaced)

The modules relate core theoretical concepts with field activities, by addressing them through localized investigations. Please note that the field experts are available as resources to help students complete the module questions on their own, not to provide answers. The course will include four field modules and submission dates are staggered. An example of the topics covered in modules might be:

- History, Ecology, and Colonialism: Implications for Contemporary Health
- Local and Global Politics of Public Health Systems and Health Delivery
- Poverty and Health: Coping with Limited Resources
- Indigenous Knowledge, Ethnobotany, and Ethnomedical Systems
- Biodiversity, Sustainable Development, and Health
- Environmental Health Challenges in Urban Settings
- Traditional Subsistence, Market Integration, Diet, and Health
- Defining Health and Wellbeing in Local and Global Terms

The modules will be spread throughout the program as to allow for constructive feedback before completing subsequent modules. These modules rely heavily on short essay answers to complex inter-related ecological, environmental, cultural, and social issues related to global health. This is a writing-intensive approach to study that requires the student to have (1) a clear understanding of the question and responses and (2) the ability to formulate those responses in a concise and non-redundant manner. We believe that reading, writing and communication skills are critically important to succeeding both in university and in the workplace. Those who speak and write well are at a clear advantage.

Each module relates to a specific theme and/or geographical location and consists of (a) a background/introductory narrative, (b) related readings and other associated material, and (c) approximately 2-4 questions. The following guidelines are applied to grading and assessing your work:

1. Each question (comprised of all parts) should be answered clearly, succinctly, and legibly. Your response will be graded on appropriate content, grammar, and presentation. Do not repeat the question as part of your answer.

2. Any references other than from the readings listed with the module (a) are encouraged (to be included as citations in the body of the essay) and (b) must be included in a references section. Such references include all forms of personal communication (from lecturers, faculty members, field guides, etc).
Global Health Reflection Journal (10%) (1/2 to 1 page per day)
For this assignment you will need to start and maintain a personal health journal over the duration of your first days in country. The goal of this assignment is to help you prepare for your final reflection statement. After every module assignment you will be asked to turn in your journal for feedback.

In your journal you are to provide a daily chronicle or account of all your thoughts, experiences, and activities that are health-related (the journal will be thematically based upon the program’s focus). Be as comprehensive as possible, and pay real attention to every aspect of health throughout the day – such as who, what, when, where, how. Try to step outside of yourself and reflect on how and why you are navigating the “environment” of the country as you are. What does it say about your identity, that is your sense of membership of a group that has certain health-related practices? If you look carefully at what aspects of finding and selecting health-related products and services (i.e. food, medicine, health care, etc.) in your country versus the country you are in, this will give you some good clues about your own cultural identities around health. Think about what you do at home and how you understand what and what is or is not healthy (i.e. food, environment, exercise, etc.) and how you feel it defines your identity, where you live, and who you interact with. What does do these things tell you? Provide examples from both your home country and the country you are currently in. See the notes on how to write a reflection statement to give you some ideas about how to explore this in your journal.

Written reflection statement (10%) (5 pages, double-spaced)
In the last week of class you are required to turn in a reflection statement. Writing a reflection statement reveals one’s beliefs in a way that informs and shapes future actions. Each student will prepare a written reflection statement regarding their personal values and plans related to global health. How you tackle this challenge is up to you, but the statement should show (1) careful thought and clarity of expression, (2)
thoughtful integration of concepts and propositions we have explored in the class with one’s own personal philosophic and ethical positions, (3) engagement with issues of privilege and inequity, (4) the acknowledgement of doubts and the effort to resolve doubts, and (5) articulation with your longer term goals. 5 pages, double-spaced.

**Oral reflection statement (10%)**

The final assignment will be an oral reflection statement. Following instructor feedback on the written reflection statement, students will prepare and then orally present in class a short (<3 page, <5 minute) summary reflective statement on their personal values and plans in relation to global health.

**Participation (10%)**

Active participation in all scheduled, program–related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities.