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 September 2, 2010

1. ACADEMIC UNIT: School of Transborder Studies

2. COURSE PROPOSED: TCL 321 Transborder Community Development & Health 3

3. CONTACT PERSON: Name: Norma A. Valenzuela Phone: 480 965-9426

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 — See and paragraph in syllabus

(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.

TCL 321 meets the criteria for a General Studies designation in Social and Behavioral Science because requires the study of social and behavioral scientific theories and principles as well as the understanding of research methods used in disciplines like public health and community development. I respectfully request approval of TLC 321 as a course with General Studies designation.

CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses:

Is this an unsaturation course?: ☑ No ☐ Yes; Is it governed by a common syllabus?

Carlos Vélez-Ibáñez

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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.
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>1. Course is designed to advance basic understanding and knowledge about human interaction.</th>
<th>TCL 321 syllabus; table of contents of required book</th>
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<td>X</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
<td>TCL 321 syllabus; table of contents of required book</td>
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<td>• POLITICAL SCIENCE</td>
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<td>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).</td>
<td>TCL 321 syllabus; table of contents of required book</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>TCL 321 syllabus; table of contents of required book</td>
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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>
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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>
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<tr>
<td>1. To characterized the social determinants of health; to identify differences in health between different population groups; to characterize community resources and design of health promotion programs; course content emphasizes in the connection between community development in the context of the U.S. southwest's borderlands</td>
<td>- The course will include readings discussing and characterizing the influence of ethnicity, gender, immigration, culture, and the built environment on the health status of urban and rural communities.</td>
<td>TCL 321 syllabus; table of contents of required book</td>
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| 2. Course content emphasizes the study of health behaviors such as in sociology of health | - Health literacy and health seeking behaviors  
-To discuss whether health is a rational choice  
-Barrier to access and to use health care (institutional, financial, cultural and language)  
-Cultural health competence  
-Build environment and health behaviors  
-Community development and practice | TCL 321 syllabus; table of contents of required book |
| 3a & 3b Course emphasizes the distinct knowledge based of the social and behavioral sciences | - Community empowerment, healthy and unhealthy advocacy  
-Assessment of data analysis techniques used in readings.  
-Understanding of the data construction and analysis in selected community organizing and building using several case studies. | TCL 321 syllabus; table of contents of required book |
| 4. Application of some of the most common measurement used in public health | - Comparison of health indicators among different population groups (prevalence, incidence, ratios and rates)  
-To compute prevalence of health and health risk behaviors using PASW | TCL 321 syllabus; table of contents of required book |
TCL 321 Transborder Community Development and Health

CATALOG DESCRIPTION
Emphasizes core concepts and practices relevant to local community development and health, including community health indicators and models.

COURSE DESCRIPTION
As evidence about the influence of social factors on health outcomes expands, public health professionals become more interested in understanding how social capital and community resources can be used in the design of health promotion programs. Until fairly recently, public health professionals focused mainly on the proximate causes of morbidity and mortality and paid little attention to the fundamental issues that lead to those expressions of poor health. The underlying factors of disease and death include poverty, isolation, marginalization, exclusion and other factors that are best addressed by collective action rather than individualized medical intervention. Social epidemiologist, urban planners, and other public health advocates (i.e. promotoras and community advocates) have long recognized the power that lies within communities to advance the health and well being of the public. There is a growing body of literature documenting and theorizing these experiences, and we will explore some of this literature in this course. This course is designed as a structured overview of the connection between community development and health in the context of the U.S. southwest’s borderlands. The course will include readings discussing and characterizing the influence of ethnicity, gender, immigration, culture, and the built environment on the health status of urban and rural communities. The course will also study and apply some of the methods and instruments used more frequently by practitioners in the promotion of public health among transborder communities.

General Studies: SB

EVALUATION
Attendance: Student’s participation during class time is an important component of the class so attendance is mandatory. Students with 3 or more unjustified absences must drop the course.

In-Class Participation: Readings are assigned for each session and students are expected to read the material in preparation for the class. Each student must demonstrate familiarity with the material by summarizing and critiquing the assigned readings and must be ready to engage in class discussions and activities. Students will complete several in-class activities designed to complement the readings assigned for each class.

Exams: An exam based on journal articles/textbook readings is scheduled for October 6th. The exam will include multiple choice, short answer and essays items. A final assignment is given in lieu of the final term exam.

Lab: During the semester students will have the opportunity to learn basic measurement techniques used in epidemiology and public health, as well as to apply them in the assessment of community health outcomes. Student should complete two labs exercises.

Assignment and poster presentation: An assignment is planned during the semester. This assignment is planned as team work (no more than 3 students). As part of this assignment students will complete a preliminary health assessment of the community of their choice and from that assessment, identify vulnerable populations and strategies that could promote health more effectively. The assessment will be conducted using publicly available health statistics, public documents, and interviewing key informants within the community. A report and a poster should be prepared for submission.
GRADING POLICY
All requirements will be scored on a 100 point scale and then weighted according to the proportion of the grade: midterm (30%), lab (20% each), assignments and poster (25%), attendance and in-class exercise (5%). See table below for details about conversion of points to final grades.

COURSE MATERIALS
The textbooks *required* for this class are:

*Suggested* textbook:

Selected Articles
**Course Outline**

**Section 1**

The Concept of Community - Defining a Health Problem

*Reading:* Minkler, M (2005): Ch.1 (pp. 1-22)

*Reading:* Minkler, M (2005): Ch.2 (pp. 26-50)

**Section 2**

Addressing Disparities in Health - Health Literacy - Is Health a Rational Choice? - Health Care Access


*Reading:* Minkler, M (2005): Ch.4 (pp. 66-78)

**Section 3**

Teen Pregnancy – Measuring the Occurrence of Health Outcomes


**Section 4**

Community Building - Community Development and Practice - Ethical Issues and Practical Dilemmas in Community Organization


*Reading:* Minkler, M (2005): Ch.5 (pp. 82-96)

**Section 5**

Build Environment and Health - Food, Nutrition and Health - Active Living and Social Justice


**Section 6**

Premature Mortality along the U.S.-Mexico Border - Preventing Mortality from Intentional and Unintentional Injury

*Lab: Computer Room*


**Section 7**

Children, Adolescent and Elders - Prevention Program

*Reading:* Minkler, M (2005): Ch.12 (pp. 218-236)

Section 8
The art for community building and organizing - Media Advocacy
Reading: Minkler, M (2005): Ch.19 (pp. 346-364)
http://takebackthetap.org/ Food and Water Watch anti-bottled water campaign.

Section 9
Building community while assessing change - Community empowerment - Healthy and unhealthy advocacy
Reading: Minkler, M (2005): Ch.20 (pp. 368-385)
Peter Jennings Reporting-From the Tobacco File [videorecording/electronic resource]. c2004 (41 min)
The forgotten Americans. (2000). Videorecording / produced and directed by Hector Galán ; a production of Galan Incorporated with Southwest Texas State University

Section 10
Using Community Organizing and Community Building to Influence Policy
Reading: Minkler, M (2005): Ch.22 (pp. 405-418)
Table of contents for *Community Organizing and Community Building for Health* edited by Meredith Minkler

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<td>Acknowledgments</td>
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<tr>
<td>Introduction to Community Organizing and Community Building</td>
<td>- Meredith Minkler</td>
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<td>Improving Health through Community Organization and Community Building</td>
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<td>Meredith Minkler and Nina Wallerstein</td>
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<td>Social Action Community Organizing: Proliferation, Persistence, Roots,</td>
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<td>Community Building Practice: A Conceptual Framework</td>
<td>- Cheryl L. Walter</td>
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<td>- Ronald Labonte</td>
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<td>- Marc Pilisuk, Joann McAllister, Jack Rothman, and Lauren Larin</td>
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<td>Community Health Assessment or Healthy Community Assessment: Whose</td>
<td>- Trevor Hancock and Meredith Minkler</td>
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<td>- John L. McKnight and John P. Kretzmann</td>
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<td>- Lee Staples</td>
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<td>- Nina Wallerstein, Victoria Sanchez, and Lily Velarde</td>
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<td>Part V. Community Organizing and Community Building within and across</td>
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<td>Diverse Groups and Cultures</td>
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<td>Education, Participation, and Capacity Building in Community Organizing</td>
<td>- Lorraine M. Gutierrez and Edith A. Lewis</td>
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<td>Local Government and Resident Collaboration to Improve Health: A Case</td>
<td>- Galen El-Askari and Sheryl Walton</td>
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<td>Study in Capacity Building and Cultural Humility</td>
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<td>Community Organizing with the Elderly Poor in San Francisco's Tenderloin</td>
<td>- Meredith Minkler</td>
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Part VI. Building and Maintaining Effective Coalitions

Understanding Coalitions and How They Operate as Organizations - Abraham Wandersman, Robert M. Goodman, and Frances D. Butterfoss

Coalition Building to Prevent Childhood Lead Poisoning: A Case Study from New York City - Susan Klitzman, Daniel Kass, and Nicholas Freudenberg

Part VII. The Arts and the Internet as Tools for Community Building and Organizing

Harnessing the Power of the Internet for Advocacy and Organizing - Sonja Herbert

Using the Arts in Community Organizing and Community Building - Marian McDonald, Jennifer Sarché, and Caroline C. Wang

Part VIII. Measuring Community Empowerment

Participatory Evaluation: Building Community While Assessing Change - Chris M. Coombe

Community Building through Empowering Evaluation: A Case Study of Community Planning for HIV Prevention - Kathleen M. Roe, Kevin Roe, Christina Goette Carpenter, and Cindy Berenstein Sibley

Part IX. Influencing Policy through Community Organizing and Media Advocacy

Using Community Organizing and Community Building to Influence Policy - Angela Glover Blackwell, Meredith Minkler, and Mildred Thompson

Media Advocacy: A Strategy for Empowering People and Communities - Lawrence Wallack

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