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 422 U.S.-Mexico Border Health 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Norma A. Valenzuela
   Phone: 480 965-9426
   Mail Code: 3502
   E-Mail: norma.valenzuela@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 □
   Humanities, Fine Arts and Design—HU □
   Social and Behavioral Sciences—SB □
   Natural Sciences—SQ □

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

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus — see first paragraph of 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 422 meets the criteria for a General Studies designation in Social and Behavioral Science because requires the comprehension and application of methods used to research cultural, public health, and community development issues and processes in the U.S.-Mexico Borderlands. I respectfully request approval of TCL 422 as a course with General Studies designation.

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

Is this an unscheduled course?: □ No □ Yes; Is it governed by a common syllabus? __________________

Carlos Vélez-Ibáñez
Chair/Director (Print or Type)

Chair/Director (Signature)

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>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>□</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. TCL 422 syllabus; table of contents of required book</td>
</tr>
<tr>
<td>X</td>
<td>□</td>
<td>2. Course content emphasizes the study of social behavior such as that found in: ANTHROPOLOGY, ECONOMICS, CULTURAL GEOGRAPHY, HISTORY, LINGUISTICS, POLITICAL SCIENCE, SOCIAL PSYCHOLOGY, SOCIOLOGY. TCL 422 syllabus; table of contents of required book</td>
</tr>
<tr>
<td>X</td>
<td>□</td>
<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). TCL 422 syllabus; table of contents of required book</td>
</tr>
<tr>
<td>X</td>
<td>□</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data. TCL 422 syllabus; table of contents of required book</td>
</tr>
</tbody>
</table>

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
--- | --- | --- | ---
TCL | 422 | U.S. Mexico Border 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.

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</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. Describe how global and transborder processes impact the demographic dynamic and the health of communities across the U.S. Mexico border</td>
<td>➢ Explore how the unique social and physical environments affects the health of the populations of the border communities</td>
<td>TCL 422 Syllabus</td>
</tr>
<tr>
<td>2. Health issues confronting the population of a binational context ➢ The implications of health policies and outreach programs on health and health-seeking behavior of the population in a transborder community</td>
<td>➢ consider the interaction between binational context and health; health status among populations of the U.S. border counties and Mexican border municipalities; ➢ Connection between industrialization, environmental issues, housing, population health status; ➢ Adaptive behaviors and health practices and the role of policy ➢ Association between migration and health</td>
<td>TCL 422 Syllabus</td>
</tr>
<tr>
<td>3b. To compute basic measurements of health risk behaviors variables &amp; descriptive analysis of health data.</td>
<td>➢ Assessment of data analysis techniques used in readings. ➢ Understanding of the data construction and analysis in selected case studies.</td>
<td>TCL 422 Syllabus</td>
</tr>
<tr>
<td>4. Application of concepts and models through the exploration of health disparities among transborder communities</td>
<td>➢ Comparison of health indicator among transborder communities</td>
<td>TCL 422 Syllabus</td>
</tr>
</tbody>
</table>
TCL 422 U.S.-Mexico Border Health

COURSE DESCRIPTION
This course is designed to help students in identifying and understanding the diverse and major health issues affecting Latino and Mexican populations in urban communities along the U.S.-Mexico border. This course will also examine how global and transborder processes impact the demographic dynamic and the health of these communities on both sides of the border. We will explore how the unique social and physical environment of this region affects public health and health-related behavior. Time permitting, this course will survey and analyze national health policies and programs toward the border as well as the package of "binational" solutions being proposed by border health policy-makers.

General Studies: SB

EVALUATION
Attendance and Class Participation: Readings are assigned for each session and students are expected to read this 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 discussion and activities. Attendance is mandatory. Exceptions will be made only for emergency situations. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class.

Seminar Facilitation: Using some of the assigned readings, the students will be asked to lead the discussion during two class sessions in the semester. The designated student will coordinate the class in collaboration with the instructor based on a previously designated article. Students can use any type of pedagogical resources to facilitate the class discussion.

Research paper: Students will write a critical essay (10-15 double-spaced pages) addressing a U.S.-Mexico border health issue. The essay should cite at least 10 journal articles and should be able to apply some of the quantitative techniques that they will learn during the labs sessions. The research topic should be defined after the first exam.

Exams: There will be two examinations during the semester.

Labs: During the semester students will have the opportunity to apply selected tools and techniques in simulated practical situations. Student should submit two lab reports during the semester. SB-4

All requirements will be scored on a 100 point scale and then weighted according to the proportion of the grade: Exams (20% each), seminar conduction (10% each), Lab (10% each), In-class exercises and attendance (5 %), research paper (15 %). See table below for details about conversion of points to final grades.

COURSE MATERIALS


Selected Articles
COURSE OUTLINE

Section 1:
A Framework for the Study of Urban Health
Place and Health: The U.S. -Mexico Border
Reading: Freundemberg, Galea and Vlahov (2006): Chap 1: (pp.3-18)
Reading: Freundemberg, Galea and Vlahov (2006): Chap 2: (pp. 19-48)

Section 2:
U.S.-Mexico Border Communities (California, Arizona, New Mexico, and Texas) SB-4
Mortality rates and Premature mortality
LAB: Computer room

Section 3:
Access to Care SB-1
Cross Border Health Insurance
Reading: Freundemberg, Galea and Vlahov (2006): Chap 5 (pp. 85-105)

Section 4:
Social Environment and Health SB-3
Health and Security Issues
Reading: Freundemberg, Galea and Vlahov (2006): Chap 3 (pp. 49-60) & Chap 12 (pp 225-246)

EXAM

Section 5:
Health Profile in Arizona SB-4
Compute Prevalence of Health Behaviors and Chronic Diseases
Arizona Behavioral Risk Factor Survey
LAB: Computer room
Section 6: Social Environment and Health
Vulnerable Populations: Elders & Adolescents
The Forgotten Americans. (2000) Videorecording / produced and directed by Hector Galán ; a production of Galan Incorporated with Southwest Texas State University

Section 7: Food Nutrition and the Health of Urban Communities
Cancer Prevention
Reading: Freunderberg, Galea and Vlahov (2006): Chap 6 (pp.106-128)

Section 8: The Physical Environment and Its Effects on Health
Vector Borne Diseases
Reading: Freunderberg, Galea and Vlahov (2006): Chap 4 (pp.61-84)

Section 9: Cities and Infectious Diseases
Reading: Freunderberg, Galea and Vlahov (2006): Chap 11 (pp.209-224)

Section 10:
Healthy Borders: Intervention to Improve Community Health
Cities and the Health of the Public
Edited by Nicholas Freudenberg
Edited by Sandro Galea
Edited by David Vlahov

Table of Contents

Part I INTRODUCTION

A Framework for the Study of Urban Health Sandro Galea, Nicholas Freudenberg, David Vlahov

Changing Living Conditions; Changing Health: US Cities in the Last 50 years Nicholas Freudenberg, Sandro Galea, David Vlahov

Part II. DETERMINANTS OF HEALTH IN CITIES

The Urban Social Environment and Health Adam Coutts, Ichiro Kawachi

The Urban Physical Environment and Health Susan Klitzman, Thomas D. Matte, Daniel E Kass

Food, Nutrition and the Health of Urban Populations Ming-Chin Yeh, David Katz

Access to Quality Health Care in U.S. Cities: Balancing Community Need and Service System Survival Dennis Andrulis

Part III. LOCAL AND GLOBAL PERSPECTIVES ON CHANGING CITIES

Public Health in U.S. Cities: A Historical Perspective David Rosner

Cities, Suburbs, and Urban Sprawl: Their Impact on Health Howard Frumkin

Fifty Ways to Destroy a City: The Health Impact of Urban Destruction Mindy Fullilove

A Developing World Perspective: Health, Water and Sanitation in Urban Areas of Africa, Asia and Latin America and the Caribbean Gordon McGranhan and David Satterthwaite

Part IV. HEALTH OUTCOMES AND DETERMINANTS
Changing Patterns of Infectious Disease in U.S. Cities David Vlahov, Emily Gibble

The Challenge of Urban Violence and Disasters Kenneth J. Ruggiero, Amy Van Wynsberghe, Tomika Stevens, Dean G. Kilpatrick

Mental Health in the City Ezra Susser, Michaeline Bresnahan, Sandro Galea

Part V. NEXT STEPS: RESEARCH AND INTERVENTION

Methodologies for the Study of Urban Health: How Do We Best Assess How Cities Affect Health? Sandro Galea, Amy Schulz

Health Promotion in the City: The Science and Politics of Intervention Nicholas Freudenberg

Creating Healthy Cities: Where Do We Go from Here? David Vlahov, Sandro Galea, Nicholas Freudenberg