

# ASB 100 - INTRODUCTION TO GLOBAL HEALTH

## Course and Faculty Information

### Catalog Description:

Current global health crises, challenges; tools for describing health and disease; ecological, cultural, social, historical, political-economic factors; comparative health systems

### Detailed Description:

This course is about wondering where human population health comes from. Global Health scientists describe it and ask questions about its origins, diversity, and adaptability. In this course, we explore these big questions from the perspective of a population health construction framework. The overarching aim of this approach is to identify the components that together give rise to population health patterns across time and space. All species extract resources from their ecologies to protect the health of their populations. Since we, *Homo sapiens*, emerged in Africa ca. 200,000 years ago, we too have found ways to extract ecological goods to build environments for the benefit of our populations.

Our engineering tendencies, coupled with cultural complexity, caused the exponential growth of the world population since the inception of agriculture 10,000 years ago. We conquered ecological niches in all continents in spite of high rates of violence, illness and death, and extinction of entire cultural groups (e.g., 16th Century New World indigenous populations). Our world population grew from a few thousand around 50,000 years ago to its first 1 billion in 1804. Such a rapid population explosion took place before the discovery, implementation, and global diffusion of vaccines, antibiotics, microscopes, waste management, and water systems. It took 207 years from 1804 to 2011 for the world population to reach the 7 billion mark. Between 1975 and 2012, the net growth of one billion persons took place every 12, 13, or 15 years.

So we will ask, Why and how did humans become such astute engineers of population health? What are the main components of the sociocultural 'engines' that produce population health? How do these components shape the biology of our populations? How is the phenomenon 'population health' more significant than the sum of individual biological outcomes? Finding answers to these big questions is the impetus of Global Health Inquiry, Ethics and, Practice.

**Credits:** 3

**Prerequisites:** NONE

**Instructor:**

Lead Instructor: Monica Gaughan, PhD

**Contact Info:**

ASU Email: [monica.gaughan@asu.edu](mailto:monica.gaughan@asu.edu)

Phone: (480) 636-0120

**ASB 100 Weekly Office Hours:**

**Office hours are offered every weekday and Sunday. Feel free to use any of the regular office hours, or make an appointment with one of us. See the "Meet your Teaching Assistants" tab to learn more about them.**

Monday 9 to 10 AM <https://asu.zoom.us/j/83985986077>

Tuesday noon to 1 PM <https://asu.zoom.us/j/3766052618>

Wednesday 8 to 9 AM <https://asu.zoom.us/j/5768074952>

Thursday 10 to 11 AM <https://asu.zoom.us/my/dsandeford>

Friday 4 to 6 PM <https://asu.zoom.us/j/4211991237>

Sunday 8 to 9 PM <https://asu.zoom.us/j/84343268377>

**Technological Support:** If you experience technical difficulties with the course, you should contact: 1-855-278-5080.

**Add/Drop Dates:** Go to <https://students.asu.edu/drop-add> for details. Last day to drop/add without college approval is January 12, 2020

**Grade appeals:** Go to <https://catalog.asu.edu/appeal> for details. Student grade appeals must be processed in the regular semester immediately after the student submits a request.

**Prohibition of commercial note-taking services:** All contents of the lectures, including written materials distributed to the class, are under copyright protection - <https://www.asu.edu/aad/manuals/acd/acd304-06.html>.

## Course Pedagogical Goals

At the completion of this course, students will be able to:

1. Critically evaluate present-day Global Health solutions to population health problems
2. Distinguish between Global Health, the discipline, and population health, the phenomenon that Global Health scientists study.

3. List the main components of the population health construction framework.
4. Explain how the population health construction framework helps us to better understand the determinants of population health.
5. Describe the individual and population-level biological outcomes of determinants of population health.
6. Assess the World Health Organization's 2020 global health challenges from the point of view of the population health construction framework.

## Course Structure

The structure of each module is as follows:

- 3 learning objectives per module
- Several reading assignments per module
- Several videos per module
- A quiz for each module (6 and 7 are combined)

In addition, there are three graded assignments for which you are also expected to post responses to at least two of your classmates.

## Course Format

This class will be conducted as an online learning course, and activities will include but are not limited to, completing readings; viewing video mini-lectures; completing quizzes and analytic assignments. This is an accelerated 7.5 week course, which will proceed at a brisk pace. If you need any accommodation, please do not hesitate to contact your professor: [monica.gaughan@asu.edu](mailto:monica.gaughan@asu.edu).

## Reading Materials

All reading materials are available in each module's 'learning materials' section. The reading materials have been saved in PDF format.

## Course Assignments

A brief description of the course assignments is listed below. Specific details for each assignment can be located in the online course materials.

This course has four types of assignments:

### **1) Learning Materials (Reading and Viewing)**

**2) Quizzes** – There are a total of 6 quizzes at the end of each module. The learning objective of quiz questions is to demonstrate understanding of key concepts, and to think critically

about the material covered in the module. The modules relate to one another, and so concepts from earlier modules may be used in later quizzes.

**3) Analytic Assignments** -These assignments should be posted on Canvas to your Group.

These analytic assignments are structured so that you must: 1) identify a global health issue; 2) collect data about that issue; 3) analyze the information you find; and 4) report your findings. See the instructions, rubrics, and instructions for the assignments in the Modules.

**4) Peer feedback** - Students are expected to comment on the assignments of two of their peers for each assignment. These comments should be posted on Canvas to your Group.

## Submitting Assignments

All three analytic assignments must be submitted in canvas to the Group to which you are assigned; and to Canvas.

Assignment due dates follow **Arizona Standard time**. Click the following link to access the [time converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

## Help

For technical support, call the ASU [HELP DESK](#) at (855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down. You **MUST** be logged in with your azurite to access the material.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](#), [Google](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor
- create a study and/or assignment schedule to stay on track
- read and apply the '[how to read efficiently guide](#)' and the '[how to answer study questions guide](#)'
- access [ASU Online Student Resources](#)

## Grading

Your grade will be determined based on the following grading schema:

Grade	Percentage
A+	100% - 97%
A	<97-94%
A-	<94-90%
B+	<90-87%
B	<87-84%
B-	<84-80%
C+	<80-77%
C	<77-70%
D	<70-60%
E	<60%

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades will be available in the Gradebook for the quiz as soon as you complete it online.

## Canvas Gradebook

Each of the 10 columns in the Canvas Gradebook represents 100 possible points. Therefore, each column is worth 10% of your final grade.

6 quizzes      10% each

3 Assignments    10% each    This measures the quality of your three assignments

Timeliness      10% total    This measures: 1) the timeliness of your 3 assignment submissions; and 2) the timeliness and adequacy of your responses to your colleague's assignments (for a total of 6 responses to classmates).

## Late or Missed Assignments

Notify the instructor ([monica.gaughan@asu.edu](mailto:monica.gaughan@asu.edu)) if an urgent situation arises and you are unable to submit an assignment or complete a quiz on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Communicating With the Instructor

### Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

***All instructor correspondence will be sent to your ASU email account. When you send emails to Monica Gaughan or your Group teaching assistant, please only use your asu email address.***

## ASU Online Course Policies

View the [ASU Online Course Policies](#)

## Accessibility Statements

View the [Accessibility section](#) to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.