CSP 53.1 and 53.2
Working Toward the Healthy City: Environment, People, and Health
Spring 2012

Course Information

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<tr>
<th>CSP 53.1</th>
<th>CSP 53.2</th>
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<tr>
<td><strong>Time:</strong> 11:30-12:25 MWF</td>
<td><strong>Time:</strong> 1:30-2:25 MWF</td>
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<td><strong>Location:</strong> 209 Johnson Hall</td>
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<td><strong>Units:</strong> 4</td>
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**Instructor:**
Victor M. Polanco, PhD MPP
Campus Address: 1882 Campus Road (UEPI)
Campus Phone: 323-259-2991
Campus e-mail: polanco@oxy.edu

**Office Hours:**
Time and Day: Tuesday and Thursday 10:00-11:30 a.m. or by appointment
Location: UEPI Office

**Course Description:**

Can cities and metropolitan areas grow in ways that are healthy, socially just, and environmentally sustainable? This interdisciplinary course explores these relationships and posits that good urban governance coupled with empowered communities can help lead the way toward healthier built environments (i.e. places where we live, work, and play). By the end of the course, students should be able to articulate whether cities and metropolitan regions can grow in ways that are healthy, socially just, and economically sustainable.

**Course Objectives:**

In addition to helping students with their writing, we hope to sharpen their critical reading and thinking ability. By completing the class assignments, readings and active classroom participation student will be able to:

1. Understand public health and planning history evolution and significant movements to the present, and historical and current theories on the relationship between the built environment and public health.
2. Identify contemporary features of the built environment such as patterns of development, parks, public works projects, houses, and transportation systems that reflect past efforts to influence health, and use methods developed by architects, urban planners, and public health professionals, sociologists and anthropologists to address current health impacts of the built environment.
3. Understand specific environmental vectors including air, water, chemical toxicants and how they are facilitated or impeded by the built environment
4. Identify ways in which social, cultural and economic factors affect human health through the medium of the built environment; specifically to understand the history of health disparities as imbedded in built environment and health decisions

**Course Grading:**

1. Participation: 20% (attendance 5%, class participation 5%, leading a section 5%, radio perspective 5%)
2. Out of Class events: 5% (Toxic Tour [TBA], UCLA Complete Streets [March 2], CicLAvia [April 15], other)
3. Written Assignments: 50% (4 short assignments 20%, research essay benchmarks 5%, written paper 25%)
4. Individual Presentation: 5%
5. Quizzes: 10% (4 quizzes)
6. Final: 10%
Class Structure and Participation:

All students are expected to read the assigned readings before each class and participate substantively in the discussions. In order to promote lively discussion and full engagement, it is requested that no electronics (laptops, PDAs, cell phones, iPods, cameras, recorders, etc.) be turned on or used during class. Students should meet with the instructor individually early in the semester to discuss their interests and set possible topics for the written and oral assignments.

- Attendance is required.
- Late papers are not accepted without verifiable hardship.
- Laptops and other recording devices are not permitted in class.
- Students are encouraged to seek extra writing assistance from the CAE (Center for Academic Excellence). Library, Ground Floor.
- Assignments need to be turned at the beginning of class and uploaded to the class Moodle site.

*Course Participation*

Includes class attendance; discussion participation in class; and attending one required field trip in October. During the semester, all students are required to sign-up for one post-grading consultation with the instructor. This course is built around class discussions. Someone who speaks or contributes infrequently earns a C in participation. Someone who speaks regularly, asks questions, and offers opinions earns a B. For an A in participation, the student speaks in a productive way, seeks to engage classmates in discussion, and contributes to a community of learning (i.e. improves the class for others).

*Classroom Environment*: Mutual respect and tolerance will further everyone’s learning experience. Students are encouraged to express themselves openly with the expectation that their voices and opinions will be heard. In the spirit of mutual respect, students should turn off beepers or cell phones before class, arrive on time, and notify the instructor in advance of any necessary early departures.

Written and oral presentations:

1. **Leading a Class Discussion and Presentation**: Groups of 3 students will lead two class sessions during the semester. The presentation should draw from both the readings, other literature, and from personal experience. Extra consideration given to the first volunteers. Group assignments will be discussed in the second session of the course. If you decide to use powerpoint slides as part of your presentation, please do not just read your slides.

2. **Written Assignments (Essays)**: At least 15-20 “finished pages” required for this seminar (excludes drafts). Acquiring the ability to meet a paper deadline is a necessary academic survival skill. Papers must be submitted at the beginning of class on each due date. Never miss class in order to finish a paper. Late papers will lose 5 points (half of a letter grade) each late day, including Saturdays, Sundays, and holidays. You should also upload an electronic copy to the class Moodle web page. Please save your documents using the following format: CSP#LnameFname.doc
   - Assignment #1 -- due by **beginning of class M Jan 30**
   - Assignment #3 -- due by **beginning of class W Mar 21**
   - Assignment #4 -- due by **beginning of class M Apr 16**

3. **Final Research Report**: Students will complete a research essay on a topic that demonstrates the connections between built environment and health. The paper should be 10-12 pages in length, double spaced, left justified with bibliographic citations and should be submitted (uploaded) to Moodle using the following format:
   - CSP#LnameFname.doc prior to exam week. Again, students are strongly encouraged to select a narrow topic of policy relevance from which larger conclusions may be drawn. Ideally, you will pick a topic new to you that is different from your presentation topic. In the final two sessions of the semester, students will complete a 5X5 presentation – 5 minutes and up to 5 powerpoint slides to explain key arguments on your paper. Please DO NOT just read your PowerPoint.

   Benchmarks:
   - (1) Identify your topic and 2-3 possible questions: **F Feb 10**
   - (2) Narrow topic and complete 3 steps: **F Feb 24**
   - (3) Annotated bibliography: **F Mar 9**
   - (4) Draft outline: **F Mar 23**
   - (5) Detailed outline: **F Apr 6**
4. **Radio Perspective**: Every student is expected to prepare a 2 minute (~117 second) oral “Perspective” on BE&H. The student will either read the perspective piece aloud or play an edited recording to the entire class and participate in constructive critique. The Perspective may be tied to the same topic as the written report or presentation, but should work on a personal, emotional (versus intellectual) level. Humans have learned from story-telling for thousands of years; this method of communication is a second tool for influencing policy change. For examples of perspectives go to: [http://www.kqed.org/pgmArchive/RD62/20061231/week](http://www.kqed.org/pgmArchive/RD62/20061231/week).

**Plagiarism Policy**

You are expected to read Oxy’s [Academic Ethics](http://www.oxy.edu/x8000.xml) and [Academic Misconduct](http://www.oxy.edu/x8000.xml) in the Occidental College Student Handbook, or online at [http://www.oxy.edu/x8000.xml](http://www.oxy.edu/x8000.xml). In addition, it is important to understand that “[p]lagiarism occurs when the ideas, organization, or language of another are incorporated into one’s work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student’s own words, any ideas or information that is not common knowledge must be acknowledged in a reference”. Please make sure to read the complete plagiarism policy: [http://www.oxy.edu/x8196.xml](http://www.oxy.edu/x8196.xml)

**Disability-Related Needs**

"Accommodation of disability-related needs is available on request. Students with documented disabilities who are registered with Disability Services are required to present their accommodation verification card to the instructor at the beginning of each semester or as soon as possible thereafter. Students who experience significant physical or mental impairments can contact Disability Services at (323) 259-2969 to learn about available services and support.”

**Core Seminar FAQs**

*How important is class attendance?* Absolutely essential. We create community through participation. More than three absences will result in a lowering of your participation grade. Documented family emergencies, serious extended illnesses, and required Occidental activities will not count as absences. In case of flu symptoms, take care of yourself and others and do not come to class or office hours. Please see: [http://departments.oxy.edu/emmons/live/ColdVsFlu.pdf](http://departments.oxy.edu/emmons/live/ColdVsFlu.pdf)

*What is the best way to prepare for class?* Read materials in advance of class and make a note of the main idea(s) and key terms as well as any questions you want to raise about the readings. Think about how one day’s readings connect with broader themes and other course materials. Come to each class prepared to share at least one comment or question about the readings. Bring the assigned reading to class with you.

*How will my writing be evaluated in this class?* There are two scales of evaluation that you will receive during the Spring semester. The first is your letter grade for the class, based on the components described above, including your graded essays. The second is a rubric score, based on a couple of early short writing assignments, using Occidental's 6-point scale of writing competency (3/9/12). (You will also receive a rubric score based on your 55-minute timed writing exercise—graded by a team of anonymous readers). Your 3 rubric scores (1 in Fall and 2 in Spring) will determine whether you need to take further writing classes at Oxy in your sophomore year.

**Required Texts**


*Please be aware that you are required to attend three lectures that are part of the CSP Lecture Series. They will take place in Thorne Hall during the 11:30-12:25 class period:

**CSP LECTURE SERIES #1**—Leo Chavez (University of California, Irvine, Scholar of Cultural Studies of Immigration)—February 3.

**CSP LECTURE SERIES #2**—Martha Dina Arguello (Physicians for Social Responsibility, Los Angeles)—February 27.

**CSP LECTURE SERIES #3**—John Slaughter (Former Occidental College President and Christopher Commission Member, Los Angeles)—April 9.

- Additional readings will be added in electronic form and made available online and/or on Moodle.
- A series of films relevant to the course will be incorporated to syllabus and screened during and/or after class time.
- A “Toxic Tour” field trip will be tentatively scheduled for a Saturday in March.

**Assigned Readings**

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<tr>
<th>Week 1</th>
<th>General Introduction to Healthy Cities, Built Environment, Natural Environment, and Health</th>
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<tr>
<td>M Jan 23</td>
<td>Introduction to the class. Discussion of the syllabus, readings, and assignments.</td>
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<td>W Jan 25</td>
<td>Toward the Healthy City: Chapter 1—Some Challenges for Healthy City Planning</td>
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<td>F Jan 27</td>
<td>Urban Sprawl and Public Health: Preface (xi-xvii)</td>
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<tr>
<th>Week 2</th>
<th>General Introduction to Healthy Cities, Built Environment, Natural Environment, and Health</th>
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<tr>
<td>M Jan 30</td>
<td>Toward the Healthy City: Chapter 2—Retracing the Roots of City Planning and Public Health</td>
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<tr>
<td>W Feb 1</td>
<td>Urban Sprawl and Public Health: Chapter 3—The Evolution of Urban Health</td>
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<tr>
<td>F Feb 3</td>
<td><strong>CSP LECTURE SERIES #1</strong>—Leo Chavez (University of California, Irvine, Scholar of Cultural Studies of Immigration) <em>Where</em>: Thorne Hall <em>Time</em>: 11:30-12:25 (REQUIRED)</td>
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**The Impact of Community Design on Health**


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<tr>
<th>Week 3</th>
<th>Food Environment, Air Quality, Water Quantity &amp; Quality</th>
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<td>M Feb. 6</td>
<td>Making Health Places. Chapter 3—Food Environments</td>
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<td>W Feb 8</td>
<td>Urban Sprawl and Public Health: Chapter 4—Air Quality</td>
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Week 4  **Physical Activity, Sprawl and Health**
M Feb 13  Urban Sprawl and Public Health: Chapter 5—Physical Activity, Sprawl, and Health

F Feb 17  **TIMED WRITING EXERCISE**—Administered in the CSP class. The exercise’s topics will refer to the summer reading (Twilight: Los Angeles 1992) and may refer to some lectures in the CSP Lecture Series. The general theme is “citizenship”.


Week 5  **Transportation, Energy, and Health**
M Feb 20  President’s Day—No class
W Feb 22  Urban Sprawl and Public Health: Chapter 8—Mental Health (pgs 140-148)

Week 6  **Housing Policy as Health Policy**
M Feb 27  **CSP LECTURE SERIES #2**—Martha Dina Arguello (Physicians for Social Responsibility, Los Angeles)
*Where*: Thorne Hall  *Time*: 11:30-12:25 (REQUIRED)


F Mar 2  Library Session (Tentative)

Week 7  **Special Populations/Schools as Important Built Environments/Mental Health**
M Mar 5  Urban Sprawl and Public Health: Chapter 10—Health Concerns of Special Populations
W Mar 7  Making Healthy Places: Chapter 14—Healthy Schools


F Mar 9  Urban Sprawl and Public Health: Chapter 8—Mental Health

Week 8  **Spring break (March 12-16)**

Week 9  **Strategies for Healthy Places**
M Mar 19  Making Healthy Places—Chapter 18—Policy and Legislation for Healthy Places
W Mar 21  Making Healthy Places—Chapter 20—Measuring, Assessing, and Certifying Health Places
F Mar 23  Toward the Healthy City:  Chapter 7—Health Impact Assessment


Week 10  Social Capital, Equity, Happiness
M Mar 26  Urban Sprawl and Public Health:  Chapter 9—Social Capital, Sprawl, and Health

Week 11  Climate Change and Disasters

Week 12  Health for All
M Apr 9  CSP LECTURE SERIES #3—John Slaughter (Former Occidental College President and Christopher Commission Member, Los Angeles)  Where: Thorne Hall  Time: 11:30-12:25 (REQUIRED)

Urban Sprawl and Public Health:  Chapter 11—From Urban Sprawl to Health for All


Week 13  Healthy Urban Development
M Apr 16  Toward the Healthy City:  Chapter 4—Toward a Politics of Healthy City Planning
W Apr 18  Toward the Healthy City:  Chapter 5—Reframing Environmental Health Practice
F Apr 20  Toward the Healthy City:  Chapter 5—Reframing Environmental Health Practice

Week 14  Politics and Struggles/Urban Policy Making
M Apr 23  Toward the Healthy City:  Chapter 6—Healthy Urban Development
W Apr 25  Toward the Healthy City:  Chapter 8—Planning Healthy and Equitable Cities
F. Apr 27  Toward the Healthy City:  Chapter 8—Planning Healthy and Equitable Cities

Week 15
M Apr 30  Class Presentations
W May 2  Class Presentations (LAST DAY OF CLASSES) and wrap up.

Finals Week
Tu May 8  Final Exam for CSP 53.1 from 8:30-11:30 am
Th May 10     Final Exam for CSP 53.2 from 8:30-11:30 am