I. Instructor & Office Hours

Frank A. Felder, PhD, Bloustein School of Planning and Public Policy
Associate Research Professor and Director of the Center for Energy, Economic and
Environmental Policy (CEEEP)
Office located in Civics Square Building, Room 249
ffelder@rci.rutgers.edu
Office Tel. 848 932 2750

For more information about the instructor go to http://bloustein.rutgers.edu/felder/

Office Hours: Thursdays and Fridays from 10 to 11 am; immediately before or after class, or by
appointment

II. Class Credit Hours and Class Days/Times/Location

3 credit hours
Section 3: Fridays, 11:30 to 2:30, HHB2 (Hardenbergh Hall)

III. Pre- and Co- requisites

There are no pre- or co- requisites for this class.

IV. Class Website

http://sakai.rutgers.edu

V. Course Catalog Description

Overview of public health, public policy, and urban planning with an emphasis on how these
fields intersect in a U.S. context.

VI. Course Synopsis

Students will learn about the fundamentals of planning, policy and public health, some common
methodological approaches, and delve into several timely case studies, including an extended
case study on climate change. Students will also be introduced to various theoretical approaches
to understanding these three disciplines.

Class is structured for participatory learning. Each class session will contain an informative and
interacting presentation of the week’s topic but not summarizing the assigned readings. Class
time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues. Guest
speakers, as appropriate, will present in their topic of expertise.
VII. SAS Learning Goals

Successful completion of this course satisfies the following SAS Core Curriculum Goals:

GOAL m: Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

GOAL n: Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

VIII. Core Competencies Addressed in this Course

In addition, after successfully completing this course, you will have developed the following core competencies:

1. The core subject matters and dynamics of the fields of planning, public policy, and public health and how they intersect; and
2. Methods of analyzing planning, public policy, and health policy issues, including analysis and evaluation from the perspective of the six key factors that drive public policy formation:
   (1) science;
   (2) elected officials and their staff;
   (3) other stakeholders, such as business, media, not-for-profits, and the public;
   (4) economics, i.e., costs and benefits;
   (5) ethics and morality; and,
   (6) practicality, i.e., time and flexibility.
3. Discuss the fundamental values and philosophy of public health, including its history as well as its contemporary global and societal functions.
4. Be able to plan, assess and evaluate public health research and policy interventions based on the best available evidence.
5. Describe the organization, financing, and delivery of health services and public health systems.

IX. Course Learning Objectives and Assessment

By the end of the class, successful students will be able to do the following:

1. Understand and use key terminology in planning, policy and health. Direct assessment includes two tests and the final examination. Indirect assessment is through class participation and small group discussions.
2. Identify, describe and apply key theoretical concepts to the study of planning, planning and health. Direct assessment is through the weekly one-page papers. Indirect assessment will be through small group discussions.
3. Analyze and evaluate important planning, policy and health challenges in the U.S. and international context using research, thought experiments, and the application of qualitative and quantitative research methodologies. Direct assessment is through the weekly one-page papers and the final examination. Indirect assessment is through small group discussions.

4. Present and communicate across a range of important planning, policy and planning topics. Direct assessment is through class participation, small group discussions, the weekly one-page papers, and the final examination.

X. Readings

Readings consist of leading governmental and institutional reports, academic papers, and reports from worldwide experts. They will be multidisciplinary and cover both substantive and methodological topics. All readings are available on Sakai. The reading details are provided below.

In addition, a Study Guide will be provided that contains specific questions on individual readings and lectures for preparation for the tests and final examination.

XI. Course Requirements and Student Assessment

Students will be assessed via one-page papers (50%), multiple choice tests (20%), a final examination (25%), and class attendance/participation (5%).

Extra credit opportunities are included in the course requirements. Up to 3 extra percentage points can be earned for class participation. Students are graded on the best 10 out of 12 papers and on the best of 2 out of 3 multiple choice tests. No additional extra credit will be available.

Paper Rubric

Students will write 12 one-page papers throughout the duration of the course. The top 10 grades will be counted. Each paper is worth 5 points. All papers must be turned in at the start of class in hard copy. No late or electronic assignments will be accepted.

5 points: paper follows the required format, proper citation of any materials (if required), well written, no grammatical errors, and completes all the elements of the assignment.

1 point will be deducted for each of the following: not following the required format, grammatical errors, unclear or poorly worded sentences, informal language, undefined or inappropriate abbreviations, missing or improper citation, not completing the required elements of the assignment, unprofessional appearance or presentation.

Total points from papers: 50

Test Rubric

Students will take three multiple choice exams outside of class via Sakai. Each test will consist of 10 questions based upon the readings and class materials. The questions will be straightforward and are designed to make sure you are completing and understanding the readings and grasping the materials presented in class. The tests must be completed within 15
minutes and during the assigned week. The test is open book and notes but you cannot have any assistance from another person. The top two scores will be recorded.

Total points from three tests: 20

Final Examination Rubric

Students will take a 3-hour final examination, scheduled during the final exam period. A detailed study guide will be provided several weeks prior to the examination. The examination is closed book and notes.

10 points on the final exam will be for 20 multiple choice/short answer questions (1/2 point each). 15 points will be on 3 short essays. Essays will be awarded 1 point for answering the question, 1 point for using key terms or concepts correctly, 1 point for clarity of expression, 1 point for organization, and 1 point for grammar and presentation.

Total points from the final exam: 25

Attendance, Punctuality, Participation and Professionalism Rubric

Students will be awarded 5 points for perfect attendance and punctuality. For every class missed or every two late attendances (no more than 10 minutes late, otherwise it is counted as an absence), 1 point will be subtracted. Students who participate in class and/or attend office hours may be awarded up to three additional points. See Section XIII for more details.

Total points for class participation etc.: 5 (plus possible 3 extra points)

Final Grading (sum of points of papers, tests, final exam, and attendance/participation etc.)

90 or greater: A
86-89: B+
80-85: B
76-79: C+
70-75: C
60-69: D
Below 60: F

XII. Academic Integrity

All members of our community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest, whether the effort is successful. A violation of academic honesty is a breach of trust, and will result in penalties, including possible suspension or expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructors. Please see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/ for further information. I use software to check for plagiarism on paper submissions.

Helpful Rutgers tutorials on the subjects of academic integrity and plagiarism are found at:
XIII. Attendance

Much of the learning in the course will take place in the class sessions. We will engage in numerous in-class group activities, and if you are not here, your absence will be missed both by me and by the classmates with whom you are working.

Accordingly, you are expected to attend and participate in all class sessions and to show up to class on time. If you have a legitimate reason for not attending (e.g., illness, family emergency, etc.), please use the University absence reporting website (https://sims.rutgers.edu/ssra) to indicate the date and reason for your absence. An email will be sent to me automatically. Absent extreme extenuating circumstances, notification should be sent at least twenty-four hours in advance, and absent extreme circumstances, you will not be allowed to make up missed in-class activities. No unexcused make-up tests or exams will be given.

XIV. Electronic Devices (Phones, Computers, Tablets)

Please be respectful of your fellow students and me – do not use your phone in class, even for catching Pokemons. Laptop or tablet use in class is allowable only in support of class activities. Appropriate uses include taking notes or referring to readings. Examples of inappropriate uses include (but are not limited to) checking email, Facebook, Twitter, or GChat.

XV. Accommodations for Disabilities and Medical Conditions

Rutgers University welcomes students with disabilities into all the University’s educational programs. See: http://disabilityservices.rutgers.edu.

To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form

XVI. Course Outline

Week 1: Introduction Planning, Policy and Health (Sept. 8)
Sept. 1, 2017

- Intersection of planning, policy and health
- Definition and descriptions of the fields of urban planning, public policy, and public health
- Objectives of these disciplines and practices?
- Common methodological tools used in these fields?
- Roles of science (physical and social) in these fields?

*Reading Week 1 (except for Week 1, should be completed prior to the lecture):*

*Week 2: Introduction to Public Health: The Example of Cholera and Other Epidemics (Sept. 15)*
  - Origins of public health
  - Disease propagation
  - Application of quantitative and mapping techniques

*Reading Week 2:*
  - Johnson, The Ghost Map (2006), selection

*Paper 1 (due at the beginning of class, hard copy)*

*Week 3: Introduction to Public Policy (Sept. 22)*
  - The public policy process.
  - Major categories of public policy.
  - Approaches and methodologies to evaluate policies.

*Reading Week 3:*

*Paper 2 (due at the beginning of class, hard copy)*

Write a 1 page paper (about 250 to 300 words) in which you identify and briefly describe three major public health problems. At least one of the problems must be an international one. Cite at least two references using the proper MLA format.

*Week 4: Introduction to Planning (Sept. 29)*
  - Description of urban planning.
  - Major urban planning approaches and types of plans.
  - Use of mapping and GIS in planning.
• Tools of planning.

Reading Week 4:

• One New York: The Plan for a Just and Strong City, Executive Summary, pp. 1-43.

Paper 3 (due at the beginning of class, hard copy)

Conduct a web search and find one example of the use of statistics in a public policy discussion or debate. Write a 1 page paper briefly describing the public policy issue, how statistics were used to inform the discussion, and whether and why you found the use of statistics in this situation helpful. Make sure you reference the material you use.

Test 1: take via Sakai during Week 4

Week 5: Social Contract Theory I (Oct. 6)

• Use of thought experiments.
• Social contracts theories of Hobbs, Rousseau and Locke.
• Use of social contract theory to think through the objectives of planning, policy, and health.

Reading Week 5:

• Social Contract Theory, Internet Encyclopedia of Philosophy

Paper 4 (due at the beginning of class, hard copy)

Walk around New Brunswick. In a 1 page paper, identify five different types of land use and briefly describe each one. Pick two types of land uses that are adjacent and discuss whether this is appropriate and the basis for your finding.

Week 6: Social Contract Theory II (Oct. 13)

• See bullets above

Reading Week 6:

• Social Contract Theory, Internet Encyclopedia of Philosophy

Paper 5 (due at the beginning of class, hard copy)

Select one of the social contract theories that we discussed in class and apply it to a policy, planning, or public health problem of your choice in a one-page paper. Your paper should briefly describe the policy/planning/public health problem, the social contract theory you are using, and how that theory can help clarify and think through how that problem should be addressed.

Week 7: Climate Change: Its Challenges for Planning, Policy and Health (Oct. 20)
Sept. 1, 2017

• Climate change and its causes.
• Cross cutting issues involving climate change, planning, policy and health.

*Reading Week 7:*

• IPCC Summary for Policymakers (2007)

*Paper 6*

In a one-page paper, which, if any, of these social contract theories do you find convincing? Provide and support your reasoning.

*Week 8: Climate Change and Energy Policy (Oct. 27)*

• Fossil fuels and greenhouse gases.
• Correlation vs. causation.
• Introduction to statistics (measures of central tendencies, measures of dispersion, signal vs. noise).

*Reading Week 8:*

• IPCC, Renewable Energy and Climate Change (2011)

*Paper 7*

In a one-page paper, identify and describe a climate change cross cutting issue involving policy, planning and health. Identify two possible solutions along with one advantage and disadvantage of each solution.

*Week 9: Climate Change and Public Health (Nov. 3)*

• Types of severe weather events and their causes.
• How climate change contributes to severe weather.
• Policy responses to severe weather.
• Contributing factors.
• Probability distributions.

*Reading Week 9:*

• IPCC, Human Health: Impacts, Adaptation, and Co-Benefits (2014)

*Paper 8*

In a one-page paper, identify, describe and evaluate two pieces of evidence in support of the case for climate change.

*Test 2: take via Sakai during Week 9*

*Week 10: Climate Change and Urban Planning (Nov. 10)*

• Population density.
• Flood maps.
• Flood insurance and the associated incentive problem.
• Equity vs. efficiency considerations.

Reading Week 10:
• Cities and Climate Change (2010), Executive Summary and Chap. 1-2, pp. 17-79.

Paper 9
In a one-page paper, identify, discuss and evaluate two arguments against the case for climate change.

Week 11: Immigration Case Study (Nov. 17)
• Deferred Action Childhood Arrivals (DACA).

Reading Week 11:
• DHS DACA Memo (2012)
• Local Insights from DACA (2015)

Paper 10
Select a major severe weather event that has occurred in the last decade or so. In a one-page paper, describe the event, its public health consequences, and what lessons can be learned from an urban planning perspective from that event to reduce such public health consequences in the future?

Week 12: Immunization Case Study (Nov. 22: NOTE CLASS IS ON WEDNESDAY)
• Types of public health interventions.
• Immunization policies.
• Precautionary principle.

Reading Week 12:

Paper 11
In a one-page paper, summarize the DACA issue. Do you support the President’s policy? Why or why not?

• Robert Moses and Jane Jacobs
• Gentrification
• Public transportation and personal vehicles
Reading Week 13:

- Jacobs vs. Mosses

Paper 12

Write a 1 page paper that researches one credible reference about the risks of immunization. Briefly summarize the reference? From your review, is more research needed on the risk of immunizations? Why or why not?

Test 3: take via Sakai during Week 13

Week 14: Course Wrap-up and Final Conclusions (Dec. 8)

- Review of major findings and conclusions
- Importance of interdisciplinary approach to planning, policy and public health
- Future directions for study and professional development

Reading Week 15:

- Study guide

FINAL EXAM: Cumulative final covering all course material per University Exam Schedule. Friday, Dec. 15, 12 noon to 3 pm.

XVII. Library and Other Resources

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started. The librarian who specifically supports the Bloustein School is Karen Hartman at Alexander Library. (http://libguides.rutgers.edu/profile.php?uid=24767)

Karen Hartman
169 College Avenue
New Brunswick, New Jersey 08901
848-932-6104
khartman@rci.rutgers.edu

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help; for information, check http://lrc.rutgers.edu. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: http://plangere.rutgers.edu/index.html.

Bloustein offers help with a variety of technology problems. For technology assistance at Bloustein, visit: http://policy.rutgers.edu/its/helpdesk/contact.php

Students are expected to take the initiative to become aware of Rutgers University and Bloustein policies regarding their academic work. See www.rutgers.edu/academics/catalogs for
the overall Rutgers catalog and the Bloustein website, including course descriptions and details about all degree programs: http://ejb.rutgers.edu.

For Rutgers Undergraduate Professional Schools Academic Policies (including Bloustein), see http://policy.rutgers.edu/academics/undergrad/ProfSchoolsPoliciesMarch2012.pdf