Course Number: 10:775:101:01
Course Title: Introduction to Planning, Policy, and Health
Course Day and Time: Tues 6:10 PM to 9:00 PM
Location: MI 100
Course Instructor: Dr. Alan Cander
Contact Information: alan.cander@rutgers.edu 848-932-2757
Office Hours and Location: Wed 1PM to 6PM CSB 259, or by appointment
Required Text: There is no textbook for this course
Additional Materials: All readings are on Sakai

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

COURSE OVERVIEW
In the United States, in 2017, we tend to take our water and sewer supplies - and our health and our cities and their infrastructure functioning well and safely - for granted! We assume that our water will always be clean and safe, that our toilets will always flush, and that our plumbing and sewer systems will not fail. However, what would happen if our water and sewer systems failed? What would we do if we did not even have public water and sewer systems or safe septic systems? What would we do if we lived in an area with little or no access to decent physicians, nurses or medical care and no public health initiatives and no funding or money to start any? What would we do if faced with rapid change and possibly displacement because of development and redevelopment? What would we do – what would our government do - to ensure public safety in the face of public health threats and rapid changes in our urban areas? Would we adopt new policies, laws, and programs to address these types of issues? What would we have to consider in adopting policies to address pressing issues? Furthermore, consider the following:

- What if your only means of transportation was with your own two legs or by horse?
- What if there were 12 of you living in three tiny rooms in a tenement with no heat?
- What if your neighborhood was so congested that you could fit more than 200,000 people in a single square mile? Under those conditions, New Brunswick would contain over one million people! What would life be like?
- What if your 10-year old child worked in a dangerous, dimly-lit factory and could not go to school because your family needed the money and there were no laws prohibiting her from working.
- What if you and your spouse/partner worked 12 hours per day, seven days every week, all year - every year - just to make rent?
- What if you were 31 and - because of tuberculosis, cholera, typhus, and influenza - and unrelenting stress - your life expectancy was 48?
- What if you had never even seen a toilet?
- In such circumstances, does a government "owe" its citizens anything?
In fact, well into the late 19th century many Americans had to worry about getting sick because they lacked virtually all of the above. Indoor plumbing was a luxury. When nature called one made a trip to the outhouse and the black widow spiders that frequented them. Comprehensive medical care was still in its infancy and knowledge about the origin and spread of many common infectious diseases was relatively primitive. Cities were filthy, congested, and disease-ridden. Life was unimaginably harsher than it is today.

In this course, we will learn how public health-related policies and urban planning have addressed the provision of basic water and sewer services to maintain a reliable public health system from before 1800 until the present. We will look at historical and modern examples from the United States and other countries, including developing ones, to showcase the many factors that determine public health outcomes and the associated challenges facing planners and public policy makers. We will also look at the urban redevelopment/urban renewal process in the United States. The readings provide interesting, relatable means to explore these factors, practices, and challenges.

**SAS CORE CURRICULUM LEARNING GOALS**

On completion of this course, the student will be able to/have met the following SAS Core Curriculum Learning 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.

**SPECIFIC COURSE OBJECTIVES**

Through taking this course students will:

- Gain an understanding of the history of American public health initiatives and aspects of urban planning and related policymaking initiatives
- Understand the primary arguments favoring public sector intervention in health matters
- Ascertain the difference and importance of both preventative and curative health systems
- Understand the interconnectedness of public health and urban planning and the need for policymaking that reflects that interconnectedness
- Gain an understanding of the environmental, infrastructural, political, financial and sociocultural (class, gender, race) norms that determine health outcomes relative to preventative health policies and which also influence aspects of urban planning and policymaking and their interface
- Gain an understanding of the historical successes and continuing challenges in health care delivery systems
- Gain an understanding of the historical and continuing challenges in urban planning
- Gain an understanding of the historical and continuing challenges in designing policies that address public health and urban planning problems
- Become familiar with the different actors shaping public health systems, urban planning, and policymaking

**READINGS**

All required readings are on our class SAKAI SITE UNDER RESOURCES. You **MUST** complete all of the readings prior to each class meeting in order to understand the lectures and our class discussions. I will call on students to discuss the readings. The readings are often challenging, but they are almost always interesting and often eye-opening. I welcome, and expect, your questions. That enriches the learning.
What to Concentrate On in the Readings:
Keep in mind the following when reading the materials:
 What problems or issues are explored?
 Who are the important actors or players?
 Who is shaping policies and plans and what organizations and institutions are involved?
 Who benefits from policies and programs and who does not?
 What societal and sociocultural factors - such as race, gender, religion, cultural norms, politics, social class, and financing - are influencing or shaping policies and outcomes?

REFLECTION PAPERS
Per the schedule of readings and assignments in this syllabus you will be writing 2 one-page, single-space, 12-point font Reflection Papers. They will be numerically graded on a 100-point scale. Both Reflection Papers are due BOTH IN CLASS IN HARD COPY AND ON SAKAI by 6:00PM on the due dates, which are indicated on the Class Schedule, contained in this syllabus. Both Reflection Papers are to be written with a focus on the applicable readings but may refer briefly to our prior readings, if you find them useful or relevant. One page means a maximum of one side of a page. In these papers, there is no right or wrong answer, but you must do the following:
 Spend about 3/4 of the paper synthesizing what you believe to be the main themes, narratives, and arguments from that week's readings (do not just summarize the readings); and
 Spend about 1/4 of the paper intelligently providing your own substantive thoughts and opinions about the readings, which can include agreement, disagreement, shock, anger, disgust, sadness, etc. - but make sure you explain what about the material evoked that response from you.
 Write at the college level, which means you need to carefully proofread and edit your work.

Your Reflection Paper grades will be based on the totality of the following factors:
 Adhering to the above 3/4 and 1/4 breakdown (see above) and writing at the college level.
 Content that demonstrates your grasp of the material, main themes, and related planning, policy, or public health concepts.
 Quality, clarity and flow of your writing, including word usage, grammar, spelling, sentence structure, and paragraphing, because those components affect clarity and content.

Remember, just because you followed the directions and format and did what you consider to be your best work on the Reflection Papers does not necessarily mean that you will earn “A” grades. To earn “A” grades you have to work hard to produce “A” quality work. Significant errors in punctuation, grammar, spelling, syntax, and related problems (generally three or more errors) will demonstrably detract from the quality, content, clarity, and intelligibility of the Reflection Papers. A student whose Reflection Paper exhibits these problems will tend to earn a lower grade. In brief, I expect you to write at the college level in clear, concise language. It is your responsibility to proofread and edit, or revise, your work before turning it in to ensure that you are doing that. That may mean rewriting the paper, or portions of it, a couple of times. Writing is rewriting.

QUIZZES (QUIZ 1 AND QUIZ 2)
You will be taking two online quizzes (via our class Sakai site) – Quiz 1 and Quiz 2 - by the dates indicated on the Class Schedule contained in this syllabus. Quizzes 1 and 2 are each 20-question multiple choice quizzes based on the assigned readings AND the lectures.
EXAM 1
Exam 1 is entirely in class and will consist of a combination of short answer questions, a few long answer questions, and multiple-choice questions. It is graded on a 100-point scale. Exam 1 is based on the first half of the semester. I will provide a Study Guide well in advance of the exam.

EXAM 2
Exam 2 will consist of an in-class portion with a combination of short answer questions, a few longer answer questions, multiple-choice questions, and a take-home essay question. Exam 2 is graded on a 100-point scale. The in-class portion counts for 70 of the 100 points and the take home portion counts for 30 of the 100 points. I then add the two scores together; they are not weighted. Exam 2 is based on the second half of the semester. I will provide a Study Guide well in advance of the exam.

NO EXTRA CREDIT
There are no extra credit opportunities in this class.

ATTENDANCE, ABSENCE, LATE PAPERS, MISSING EXAMS, ACADEMIC INTEGRITY
- I take attendance. Please come to class and please be on time. Unexcused absences and chronic lateness will affect your Attendance and Class Participation Grade. Remember, we only meet once a week so if you miss class you miss a lot. You are responsible for getting the notes from another student. The only excused absences are documented and valid personal illnesses or personal or family emergencies. If you are legitimately sick and miss a class, or know in advance that you will miss a class, please use the RU absence reporting website, which is located online at http://sims.rutgers.edu/ssra/. Any unexcused, invalid, or undocumented absences will negatively affect your Class Participation Grade.
- Late Response Papers will not be accepted and will receive zero grades. The only exception is a verified illness or personal or family emergency.
- You must show up for and take the Exam 1 and Exam 2 on the dates and times posted in the syllabus. Failure to do so will result in zero grades. The only exception is a verified illness or personal or family emergency.
- Evidence of plagiarism or any other violation will result in a zero grade for that assignment. Please refer to the section in this syllabus entitled Academic Integrity.

CLASS PARTICIPATION
Class participation counts for 10% of your grade. The class participation grade you earn is based on a combination of attendance and active class participation. Therefore, please note the following:
- I take attendance at every class.
- I value a learning environment that encourages engagement between professor and student and between students. Therefore, I strive to establish a dialogue with the class and strongly value active participation. High levels of engagement enhance the learning environment. Specifically, that means listening attentively and raising your hand to answer questions, to ask questions, and to offer your reasoned opinions or comments that reflect your understanding of the class readings and lectures. I will keep track of your active participation and it will be reflected in your class participation grade.
- Excessive lateness, falling asleep in class, texting, using your laptop for non-class related activities, excessive conversations with other students during lectures, reading materials for
other courses, working on assignments for other courses, reading the newspaper, and other behavior that is disruptive, rude, or inconsiderate and that detracts from the learning environment will lower your class participation grade.

- Invariably there is some level of discretion in determining what you have earned in class participation, but I strive to be as fair and equitable as possible.

**RULES OF THE ROAD/CLASSROOM ETIQUETTE - INCLUDING ELECTRONICS**

- Read the entire Syllabus. You are responsible for its contents.
- If you miss a class you are responsible for getting the notes from another student.
- Raise your hand if you want to ask a question, provide an answer, or make a comment.
- Be civil and polite to your fellow students during discussions and throughout the class period in terms of demeanor and language. Do not interrupt others while they are speaking.
- There really is no such thing as a dumb question in my class. This may be a cliché but I mean it. You are here to learn and think critically! If you do not understand the material ask away!
- If you raise your hand and give a wrong answer that wrong answer will not lower your class participation grade. We all make mistakes, especially when we are learning new material.
- If I am wrong or incorrect please feel free to correct me. Doing so will not lower your class participation grade or hurt you in any manner. Like you, I do not want do provide wrong or incorrect information. Like you, I am human. No one is perfect.
- Cell phones must be turned off or silenced during class except during breaks. iPads, laptops, and other electronic equipment may only be used for note-taking purposes or to look up something pertaining to the class discussion or class materials. If I catch you violating this rule I will ask you to shut off your appliance. I am serious. I have made students turn off their electronics. If you persist, I will ask you to leave the class and you will receive a zero for class attendance for the day. Such behavior is rude and terribly distracting to your fellow students.
- If you fall asleep in class you will be asked to leave. Period. This is terribly disruptive to the class. If you have to leave because you fell asleep you will be very embarrassed.
- If you are truly sick and/or so exhausted that you will likely fall asleep in class then I prefer that you simply not come to class. This will avoid disrupting the class and will lessen the chance of getting other students sick.
- You may not do homework or engage in reading for other classes while this class is in session (please refer to CLASS PARTICIPATION, above).
- You are welcome to eat small, unobtrusive snacks and drink beverages while class is in session. Please eat full meals before class starts. Our classroom is not a dining hall.

**CHECK THE CLASS SAKAI SITE FREQUENTLY**

Like most professors, I post announcements, including changes in schedule, on our class website (which is on Sakai) under Announcements. You are responsible for reading and understanding the content of these announcements.

**COURSE GRADE BREAKDOWN/COMPONENTS**

All assignments and course grade components are graded on a 100-point scale.

20%................. Two Reflection Papers (to be turned in on Sakai) – each Reflection Paper is worth 10% or your grade
20%................. Exam 1 (all in-class and worth 100 points)
10%................. Class attendance and active participation
Two Online Quizzes – Quiz 1 and Quiz 2 (to be taken on Sakai) – each Quiz is worth 10% of your grade

Exam 2 (70-point in-class portion + 30-point take-home portion = 100 points)

A=90-100; B+=85-89.99; B=80-84.99; C+=75-79.99; C=70-74.99; D=60-69.99; F=59.99 and lower

I do not round grades up. For example, an 89.9 is still a B+.

An “A” is excellent and a “B+” is very, very good. An “A” or “B+” is not an entitlement just because you feel you worked hard or did your best. To earn them you have to produce very high quality work.

Unless there is a mathematical miscalculation I do not negotiate grades. If you find a mathematical miscalculation please make an appointment to see me during office hours or by appointment. I will not discuss grade miscalculations in the classroom.

ACADEMIC INTEGRITY
Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it. Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: http://academicintegrity.rutgers.edu/

CONTACTING ME
If you are experiencing difficulties with school primarily because of legitimate, documentable personal or family problems or illness contact me to discuss this as early as possible during the semester.

FOR STUDENTS WITH ACCOMMODATION NEEDS
I am strongly committed to assisting students with legitimate accommodation needs. If you are a student with legitimate needs please contact the Rutgers Department of Disabilities as soon as possible and bring the required documentation and papers for me to sign so that we provide accommodations.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Wk</th>
<th>Class</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2    | 9/12   | Philosophy/logic of government and public interventions  
Understanding policy, planning and health impacts.  
Greenberg and Schneider (2017) Ch.1 |
| 3    | 9/19   | Preventative health issues – your health and your environment  
Reflection Paper 1 on Johnson/Ghost Map readings due on Sakai by 6 PM and in class in hard copy |
| 4    | 9/26   | Preventative health issues – your health and your environment  
| 5    | 10/3   | Preventative health issues – your health and your environment  
On sanitation – do you know where your water goes? The toilet as man’s best friend. Creating sanitation systems in U.S. cities.  
| 6    | 10/10  | Preventative health issues – your environment and your health  
Quiz 1 on Units 1-6 due on Sakai by 10/12 by 9PM |
| 7    | 10/17  | Exam 1 – Entirely an In-Class Exam | No assignments |
| 8    | 10/24  | Dr. Cander’s lecture on Urban Redevelopment/Urban Renewal, Eminent Domain and Comprehensive Planning  
**Film:** The Pruitt Igoe Myth - excellent film on socioeconomic impacts of urban renewal, public housing programs, and suburbanization in St. Louis in the 1950s and 1960s | Greenberg and Schneider (2017) Ch.2  
Come to class, take good notes, and watch the film. |
| 9    | 10/31  | Preventative health issues – health and environment  
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/14</td>
<td>Curative health issues – who is responsible for health? Challenges to adequate health for all</td>
<td>Health impacts of the politics of class, race, and power.</td>
</tr>
<tr>
<td>11/21</td>
<td>NO CLASS – THANKSGIVING SCHEDULE</td>
<td>NO ASSIGNMENT</td>
</tr>
<tr>
<td>11/28</td>
<td>Curative health issues – who is responsible for health? Challenges to adequate health for all</td>
<td>Health impacts of the politics of class, race, and power. Health delivery services: hopes and inequalities</td>
</tr>
<tr>
<td>12/5</td>
<td>Curative health issues – who is responsible for health? Challenges to adequate health for all</td>
<td>Financing health for all</td>
</tr>
<tr>
<td>12/12</td>
<td>In Class Portion of Exam 2</td>
<td>Take the 70-Point In-Class Portion of the Final Exam</td>
</tr>
</tbody>
</table>