Introduction to Planning, Policy and Health
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Building Healthy, Safe, Livable Communities

SYLLABUS

SPRING SEMESTER, 2012

Instructor: Joseph I. Donald, PP/AICP (jdonald@rci.rutgers.edu)

Meeting times and location: Monday & Wednesday (3:55 p.m. – 5:15 p.m.)
Douglas Campus – Hickman Hall, Room 114
New Brunswick, NJ 08901

Office Hours: By Arrangement
Edward J. Bloustein School of Planning and Public Policy
Civic Square Building, Room 551
(Building is next to the State Theater)
33 Livingston Avenue
New Brunswick, NJ 08901
COURSE DESCRIPTION

Introduction
The twentieth century witnessed a significant population shift in the United States from mostly natural rural environments to predominantly built urban environments. After World War II, the built environment became characterized by local community design that incorporated large interstate highways, sprawling urban communities, and daily life that centered on commuting and driving for the most rudimentary daily routines. A primary outcome of this type of community design has been its contribution to declining physical activity, increase in rates of obesity, and an increase in other lifestyle and health related pathologies. This semester’s coursework will assess sustainable practices in urban development as a tool for building healthy, safe and livable communities.

Objectives
By the end of this course, students will be knowledgeable on:

1. Where public health and planning intersect
2. How to integrate health and lifestyle enhancements into a comprehensive plan
3. The value of qualitative food and nutrition choices to building a health community
4. How public relations and advertising affects health policy
5. Integrating design alternatives for safe and healthy communities
6. Role of government in regulatory and legislative functions
7. Ways of framing health issues in policy and planning
8. Recognizing where healthy community design is working

ASSIGNMENTS & OTHER EXPECTATIONS

Attendance & Class Participation
Attendance and class participation is strongly encouraged, especially when guest speakers are scheduled. The class format has been designed to be varied and to provide ample opportunity for student engagement and interaction. Throughout the semester, students will experience lectures, group discussions, class projects, guest speakers, audio-visual content, and student presentations. Please note that attendance and participation will count towards 30% of your overall grade. If a student has two or more unexcused absences it will be reflected in both their respective grades for attendance as well as participation. Regarding the latter, this grade will automatically drop to 70% for the semester.

Tardiness
If a student arrives 15 minutes or more after the class has commenced, the student will be considered absent for that class. If a student leaves class 15 minutes or more prior to the completion of the class, the student will be considered absent for that class. Late arrivals and early departures require permission from the course instructor. In the case of major inclement weather a late arrival penalty will be waived if the student notifies the class instructor of his or her status prior to the commencement of class either by text messaging or by telephone. A contact number will be provided at the start of the semester.

Midterm Assignment:
You are required to explore the potential constraints on consuming a healthy diet in an economically distressed community. You will be required to figure out how to cost-effectively provide for a family of four, living on a monthly household budget of $1,600, with a diet that includes at least 2 servings of fruits.

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1 For the purpose of this exercise ‘Economically Distressed Areas’ within the State of New Jersey are those municipalities (or a considerable portion therein) that qualify for inclusion on the list of municipalities that are eligible for the Municipal (Urban) Aid Program. See the following links: [http://www.nj.gov/dca/lgs/muniaid/09_aid/ua_fy10_pub_notice.htm](http://www.nj.gov/dca/lgs/muniaid/09_aid/ua_fy10_pub_notice.htm); [http://www.nj.gov/dca/lgs/muniaid/aidmenu.shtml](http://www.nj.gov/dca/lgs/muniaid/aidmenu.shtml)
and 3 servings of vegetables every day. Note: Fixed monthly household expenses are: Rent (incl. utilities) – $950 and Travel Costs – $150. You will be required to provide a description of the community of your choice, visit the local food markets, and assess what is available to local residents who must rely upon public transportation or walking. How much does the food cost in comparison with food markets in neighboring communities? Are there price fluctuations? What is the quality of the goods and produce being offered for sale? What constraints, if any exist? Can the household budget sustain the targeted dietary requirements? If not, why not and what alternatives do you recommend? What programs or tax benefits are available to supplement the family budget? If the family qualifies for any programs or tax benefits you must provide the guidelines you used to establish your determination. Feel free to create a four member family structure of your own choosing (i.e. single mother with three children – add ages; grandparent living with two adults and a child; husband and wife with two dependents – identify). Comparison charts and tables, photographs can be submitted within the body of your report where appropriate, to support your conclusions. Your observations, analysis and final recommendations should also draw on the readings and information gleaned from the coursework. You will be required to submit at minimum, a five (5) page report of your findings, by Friday, March 9, 2012. Your bibliography and references should be appended to your report and are not considered for inclusion as part of the five (5) page minimum.

The format for the summary report must be written in Times New Roman, 12 point font, 1.5 spacing with 1 inch margins. Please include your name, class, professor’s name, title of the report, and date in the top header and page numbers in the footer of each page.

Final Project:
By the end of the Spring 2012 semester student within the class will be required to develop a video production of a Public Service Announcement (PSA). You should select a video platform that you are comfortable with - preferably Vimeo or Youtube (they’re both free for basic videos, they allow comments to be recorded, and they track the number of plays). Please ensure that you adhere to the Terms of Service for the platform you use.

You will be required to produce a persuasive three to five minute video that raises awareness of an issue, has the potential to stimulate action, is compelling and addresses a topic area selected from the course materials and readings. A one page proposal for your PSA video must be provided to your course instructor by Wednesday, February 29, 2012. Your proposal is required to be type written, provide a clear identification of the topic area and question or concern(s) to be addressed, provide a brief outline of the approach to your video production (i.e. interviews, on-location discussions/Q&A; recording of events / activities), provide an overview of your proposed production techniques (i.e. video platform considered; powerpoint, photographs and images, type of narration; video and/or other ancillary equipment to be used), and additional resources that you will require to complete this project.

Once the video has been completed it should be published and posted to your newly created channel. Please allow enough time for online comments (at least 20) to be provided prior to the presentation of your video to the entire class on either April 23rd, April 25th or April 30th. At which time, you should be prepared to provide a brief overview and respond to questions from the instructor and other students. The final schedule for presentations will be released following class discussion and agreement between students and the course instructor. All students are required to attend the presentations of the final class projects and be prepared to participate.

Creativity of your video production is key!!

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Last Edited January 5, 2012
End of Semester Deliverables for the Final Project Includes:

• A copy of your video on a DVD
• A minimum five (5) page report addressing the project goal(s); strategies employed in producing the Public Service Announcement; market segment or target group which video is aimed at influencing; specific production steps; logistical problems encountered; lessons learned; division of labor provided by additional support; marketing approach(es); any unintended consequences that resulted; at least 20 comments on your video channel (can include family and friends); a critique of the value/experience(s) gained from the project; your personal opinion of the success or failure of the message developed - if you consider the message to have been unsuccessful, provide your opinion of how it could have been modified to produce a better result.
• Name of your video channel
• URL to your video channel

The format for the summary report must be written in Times New Roman, 12 point font, 1.5 spacing with 1 inch margins. Please include your name, class, professor’s name, title of the report and date in the top header and page numbers in the footer of each page.

Assignments
All assigned readings and related quizzes should be completed BEFORE the class.

GRADING & POLICIES

Grade Distribution Important Deadlines
The grading policy for this course will be clearly discussed at the start of the semester. Questions will be entertained and openly discussed. All assignments will be assigned a numeric and/or letter grade. The percentage weights for the grades will reflect the following distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Assignment</td>
<td>20%</td>
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<tr>
<td>Final Report</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
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Note: Midterm Assignment is due by March 9, 2012.

Academic Misconduct:
Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. All students are expected to know, understand and abide by the Rutgers standards of academic integrity explained at http://academicintegrity.rutgers.edu/. The Rutgers University Policy on Academic Integrity is fully and strictly enforced by the Bloustein School. Any allegation of dishonesty will be thoroughly investigated and reported to the Dean’s office. All written work should be an original product written for this course only. Plagiarism or other forms of academic dishonesty will not be taken lightly, as it represents academic dishonesty and may result in penalties that can range from failing an assignment/exam, suspension, or expulsion from the university. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable. The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach. When in doubt about plagiarism, paraphrasing, quoting, or collaboration with others, consult the class instructor.

Course materials:
Course materials, including this syllabus, readings, exams, announcements and other important information, can be found in this syllabus and will also be included on the course page in the Sakai
system. As a matter of basic responsibility, students should check the Sakai site daily, since announcements, new material and quizzes will appear on it throughout the semester. The instructor will bear no responsibility for a student’s lack of awareness of material, including schedule changes, announced in class and posted on the site. Supplemental handouts may be distributed in class during the semester.

**Missing a Quiz:**
Make up quizzes are given only if the following procedure has been followed: 1) the student contacts the course instructor prior to the final date for completion of the quiz and explains why he/she will be unable to complete the quiz and 2) the course instructor determines that there is just cause and gives the student permission to miss and subsequently make up the quiz. **Warning:** There are very few explanations that meet the “just cause” criteria.

**Miscellaneous Policies:**
- Collegial and respectful conduct is expected in class (includes turning off cell phones, removal of ear phones).
- Classes will start and end on time unless an alternate schedule is discussed and agreed to by students and instructor – tardiness is not appropriate or acceptable unless an emergency exists.
- Late assignments will be accordingly penalized by a downward score of one letter grade. Assignments submitted more than one week after the due date and missing assignments will receive a failing grade.
- Should any student anticipate being absent from class because of religious observance, the course instructor should be notified at the earliest available opportunity to ensure that accommodation can be made for any work missed.
- Any student that has a disability that may prevent the full demonstration of class participation should contact the course instructor at the earliest available opportunity so that the appropriate accommodation, if necessary, can be made to ensure full participation and optimal educational opportunity.
- Lap tops are not required for use throughout the class meetings.

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3 https://sakai.rutgers.edu/portal
SYLLABUS

Weekly Overview:

1. MONDAY MEETINGS - will primarily comprise lectures.
2. WEDNESDAY MEETINGS - will primarily comprise discussions and student participation based on reading assignments and materials presented in class lectures.

WEEK 1 (Wednesday, January 18, 2012) Orientation and Course Overview
☐ Readings:
   · Measuring the Health Effects of Sprawl: A National Analysis of Physical Activity, Obesity and Chronic Disease. Smart Growth America Surface Transportation Policy Project, September 2003 http://www.smartgrowthamerica.org/report/HealthSprawl8.03.pdf (Read pages 13 to 21)

WEEK 2 (Monday/Wednesday, January 23 & 25, 2012) Governmental Leadership in Sustainability
☐ Readings:
   · Communities in Motion. Produced by the Mayor's Wellness Campaign http://www.mayorswellnesscampaign.org/images/stories/toolbox/community/CommunityinMotion.pdf

WEEK 3 (Monday/Wednesday, January 30, & February 1, 2012) Local Economic Resilience
☐ Readings:

WEEK 4 (Monday/Wednesday, February 6 & 8, 2012) Sustainable Land Use Planning & Natural Resource Preservation
☐ Readings:
   · Greetings from Smart Growth America: Americans Want Smarter Growth. Here’s How to Get There. http://www.smartgrowthamerica.org/SGBOOK.pdf

WEEK 5 (Monday/Wednesday, February 13 & 15, 2012) Culture, Arts and Entertainment
☐ Readings:

Last Edited January 5, 2012
Non-GMO Shopping Guide, Produced by Center for Food Safety.

From Creative Economy to Creative Society, by Mark J. Stern and Susan C. Seifert.
CREATIVITY & CHANGE; A collaboration of the Social Impact of the Arts Project and The
Reinvestment Fund, funded by The Rockefeller Foundation, January 2008.

WEEK 6 (Monday/Wednesday, February 20 & 22, 2012) Green Buildings and Housing

Readings:
- The Wisdom of Biophilia—Nature in Healing Environments, by Barbara J. Huelat. Published in
  http://www.aahid.org/pdf/JGB_V3N3_a03_huelat.pdf
- Building Biophilia: Connecting People to Nature in Building Design, by Judith Heerwagen,
  Ph.D., and Betty Hase, IIDA, ASID, Posted on: 03/08/2001

WEEK 7 (Monday/Wednesday, February 27 & 29, 2012) Water Related Infrastructure Systems

Readings:
  (Read pages 36 to 45)
  http://www.state.nj.us/drbc/BPSept04/entire.pdf

WEEK 8 (Monday/Wednesday, March 5 & 7, 2012) Energy from Non-Fossil Fuels

Readings:
  http://michaelpollan.com/articles-archive/why-bother/
- The End of Cheap Oil by Colin J. Campbell and Jean H. Laherrere; Scientific American, March
  1998,
  http://dieoff.org/page140.pdf
- The Peak Oil Debate, by Laurel Graefe; Federal Reserve Bank of Atlanta, Economic Review,
  http://www.frbatlanta.org/filelegacydocs/er0902_graefe.pdf

WEEK 9 (Monday/Wednesday, March 12 & 14, 2012) Spring Recess (No Class)

WEEK 10 (Monday/Wednesday, March 19 & 21, 2012) Environmental Justice

Readings:
- Addressing Community Concerns: How Environmental Justice Relates to Land Use Planning and
  Zoning - A Report by a Panel of the National Academy of Public Administration for the U.S.
  Environmental Protection Agency, July 2003 (Read pages 25 – 45)
WEEK 11  (Monday/Wednesday, March 26 & 28, 2012) **Sustainable Transportation & Mobility Systems**

- **Readings:**

WEEK 12  (Monday/Wednesday, April 2 & 4, 2012) **Quality Public Education**

- **Readings:**

WEEK 13  (Monday/Wednesday, April 9 & 11, 2012) **Public Health and Safety**

- **Readings:**

WEEK 14  (Monday/Wednesday, April 16 & 18, 2012) **Community Engagement**

- **Readings:**

WEEK 15  (Monday/Wednesday, April 23 & 25, 2012) **Group Presentations**

WEEK 16  (Monday, April 30, 2012) **Group Presentations**