

Semester:	<b>Spring 2017</b>
Course Number:	<b>10:775:101</b>
Course Title:	<b>Introduction to Planning, Policy and Health</b>
Course Day and Time:	<b>Online</b>
Location:	<b>Online</b>
Course Instructor:	<b>Tim MacKinnon</b>
Contact Information:	<b>tmmck197@ssw.rutgers.edu</b>
Office Hours and Location:	<b>By appointment only</b>
Required Text:	<b>There is no textbook for this course</b>
Additional Materials:	<b>Readings and Videos are on Sakai</b>

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## **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.

## **SAS Core Curriculum Learning Goals**

- Understand the bases and development of human and societal endeavors across time and place (h)
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization (m)
- Apply concepts about human behavior and social behavior to particular questions or situations (n)

## **Public Health Learning Outcomes**

*Students Will:*

1. Think critically in public health
2. Effectively communicate public health information
3. Utilize information literacy skills in public health

## Course Overview

***Planning:*** the act or process of making or carrying out plans; specifically: the establishment of goals, policies, and procedures for a social or economic unit <city planning> <business planning>.

***Policy:*** prudence or wisdom in the management of affairs; a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions; a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body.

***Health:*** the condition of being sound in body, mind, or spirit; especially: freedom from physical disease or pain b: the general condition of the body <in poor health> <enjoys good health> flourishing condition: well-being.

[All three definitions source to [Merriam-Webster.com](http://Merriam-Webster.com)]

## Course Overview:

This online course offers a non-technical introductory level overview of the overlapping fields of public health, public policy, and urban and regional planning. Through a series of readings and video talks from Bloustein School professors, along with moderated threaded discussions of relevant policy topics across of number of different policymaking areas, students are engaged with substantive policy issues, as well as how these issues and fields intersect in terms of planning for our society's current and future well-being. In addition, through insights and examples about the creation, execution, and evaluation of policy decisions in these complementary areas, this course introduces students to common policy formation and decision-making processes.

**\*\*PLEASE NOTE:** the video content is best viewed in Mozilla Firefox. Internet Explorer, Google Chrome, and Safari work as well but for functionality Mozilla is the optimal browser. Also, note that each video has a link provided in the event that they do not load in Sakai.

## Course Requirements and Structure:

The key elements of the course are simple and direct: You must fully and timely participate in 14 weeks of online learning activities from January 17<sup>th</sup> through May 10<sup>th</sup>, 2017. A critical issue with any course is assuring timely progress, and we have done our best to balance your class participation schedule to accommodate your real-life scheduling demands. Through the course, the on-line sessions are opened on Tuesday morning of each week of the course and remain open through the following late Monday night. Because there is a sequence and pacing to learning, **the sessions must be completed on schedule**. There are three kinds of "weeks." Most are professor-driven, in which you'll view a video of an interview with a Bloustein faculty member about their research, the content of which forms the subject matter for that week. In addition, each guest professor has assigned some companion readings to complement her or his interview. At the end of each of those 10 weeks there will be either one or two 10-question multiple-choice quizzes. Each quiz is worth 10 course points.

## ***Threaded Discussions***

The second kind of week is a threaded discussion, in which you will participate in a week-long moderated discussion. By “participate,” we mean that during those three weeks on a daily basis you should consider the policy issue being debated and express your thoughts and opinions in the ongoing forum by logging in, checking the discussion, and contributing. Your contribution may be directly relevant to the question at hand, or it may suggest an “out-of-the-box” approach to a policy solution, or it may point in a seemingly unrelated but surprisingly productive direction. Much like legislative policy debates, if you present a good and efficient policy approach, your fellow participants will support you; if you present something silly and pointless, you’ll get the opposite reaction. In a lot of ways, it’s an expression of democracy. As noted, there will be three threaded discussion weeks over the semester. For each, the discussion will start on the topic stated in the syllabus, and will then be guided by me. While the threaded discussion will begin with a given question, I may take the discussion in different directions, depending on the students’ interests, and students are encouraged to introduce relevant external material that will drive the conversation in alternative, while productive, directions.

Each of the three threaded discussion assignments will raise an issue question and provide a pro and con set of resources, typically videos or short readings. Your task for that week is to review the issue and given resources, contemplate the policy question at the heart of the issue, understand your own reasoning, understand the implications of your perspective, and then take and support a position. You will then generate a concise statement of your position on that issue and, in your group’s Sakai page Discussion Forum,<sup>1</sup> express that opinion. Engage with your forum on the merits of each other’s positions; argue in favor of your own and those with whom you agree; argue against those with whom you disagree. You may refer to material in or from outside the course (with proper citation, so others can check it). And of course all discussion must be respectful, especially in regards to disagreement.

For purposes of the threaded discussions, the grading rubric is as follows:

- 10 = excellent and sustained, well-developed and well-expressed contribution across the entire week-long forum that advances, productively contradicts, or indicates a potentially informing new direction with regard to the research question;
- 8-9 = very good, original thought along the lines of a 10 score, but not quite there, i.e., a bit more to go or only a partial excellent effort;
- 5-7 = good/average/compliance; you got by, and that’s o.k., but not much original thought;
- 1-4 = you just got barely got by with the minimum participation, or “faux” participation, and if it is on the lower end of this range it is more of a gift, because it should probably be a zero
- 0 = there’s obviously a problem and you should contact me.

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<sup>1</sup> Contingent upon class size, I may or may not randomly assign students to one of two discussion groups so that group size is limited to about 15-20 students per group. If created, the groups will be named Group 1 and Group 2.

## Short Exercise

The third kind of week is a short exercise; you will read a news article and write a short essay following the guidelines set forth on page 7 of this syllabus.

## Class Outline by Week

Unit	Dates	Topic	Assignments
1	1-17-2017 until 1-23-2017	<b>Introduction to Planning, Public Policy and Health: Professor Marc Weiner and Professor Michael Greenberg</b>	<b>Video:</b> How public health, geography, history, transportation, economic development, and information analysis and presentation work together to increase our understanding of how the world works and how to formulate policy: <b>Readings:</b> 1. Polsby, Chapter 4 "On the Distinctiveness of the American Political System." 2. Kingdon, Chapter 2 "Describing the Comparisons." 3. Greenberg, Preface and Introduction, "A Quick Walk through a Framework of Six Environmental Policy Criteria," <b>Video Lecture:</b> <i>Introduction to Planning, Public Policy, and Public Health: Decentralized Public Policy Authority and Local Public Policy Preferences</i> (Weiner). <b>Video Lecture:</b> <i>Overview of The Six Critical Factors that Drive Public Policy Formation</i> (Greenberg). <b>Quiz</b> (10 points).
2	1-24-2017 until 1-30-2017	<b>Overview of Public Health: Professor Dona Schneider</b>	<b>Lecture</b> , voice over PowerPoint: <i>Planning, Policy and Health: A Quick History</i> . <b>Readings:</b> 1. Morbidity and Mortality Weekly Report, "Ten Great Public Health Achievements – United States, 1900-1999," Center for Disease Control and Prevention (April 2, 1999, Vol. 48, No. 12). 2. Coburn, "Confronting Challenges in Reconnecting Urban Planning and Public Health" (2004) American Journal of Public Health. <b>Quiz</b> (10 points). <b>Lecture</b> , voice over PowerPoint: <i>Achievements in Public Health – United States – 20<sup>th</sup> Century</i> . <b>Quiz</b> (10 points).
3	1-30-2017 until 2-6-2017	<b>Land Use and the American City: Professor Frank Popper</b>	<b>Readings:</b> 1. EcoCity Cleveland – "Smart Growth: Moving beyond our 'post-industrial' mindset." Steve Reguare (2002-04). 2. Shelterforce: The Journal of Affordable Housing and Community Building: "Planning on Shrinking." Deborah E. Popper and Frank J. Popper (3/29/11). 3. The Herald News: Guest Opinion: "Some advice for 'subtracted cities' like Fall River." Deborah E. Popper and Frank J. Popper (3/29/11). 4. Communities and Banking: "New England and the Subtracted City" (Spring 2011). <b>Video Lecture:</b> <i>Shrinking and Subtracting Cities</i> . <b>Quiz</b> (10 points).
4	2-7-2017 until 2-13-2017	<b>Six Key Factors Driving Public Policy Formation</b>	<b>Exercise – Two Page Essay (10 Points)</b> - Follow Directions on the Weekly Sakai Page

5	2-14-2017 until 2-20-2017	<b>Planning for People: Professor Anton Nelessen</b>	<b>Video Lecture</b> , Introduction and Overview - Professor Nelessen and Weiner and then watch all five parts. <b>Quiz</b> (10 points).
6	2-21-2017 until 2-27-2017	<b>Land Use/Design: Implications: Gentrification</b>	Follow the threaded discussion instruction on the Weekly Sakai Page
7	2-28-2017 until 3-6-2017	<b>Planning for Sustainability: Professor Clint Andrews</b>	<b>Readings:</b> 1. "The American Lifestyle on the Wrong Course," Douglas Farr (2008) <u>Sustainable Urbanism: Urban Design with Nature</u> . 2. "Urban Morphology and the Shaping of an Urban Ideal," Christopher G. Boone and Ali Modares (2006) <u>City and Environment</u> . <b>Video Lecture:</b> <i>Sustainability and Green Building</i> . <b>Quiz</b> (10 points).
8	3-7-2017 until 3-20-2017	<b>Community Development &amp; Social Policy: Professor Roland Anglin</b>	<b>Reading:</b> "The Ship of State: Framing an Understanding of Federalism and the Perfect Disaster." Roland Anglin, chapter in "Katrina's Imprint: Race and Vulnerability in America," ed. Keith Wiloo. (2010). <b>Video Lecture:</b> <i>Lessons from Hurricane Katrina: Federalism and Structural Racism</i> . <b>Quiz</b> (10 points).
9	3-21-2017 until 3-27-2017	<b>Sustainability: Societal Level Sustainable Food Production vs. Industrial Food Production.</b>	Follow the threaded discussion instruction on the Weekly Sakai Page
10	3-28-2017 until 4-3-2017	<b>Environmental and Economic Policy: Professor Joseph Seneca</b>	<b>Readings:</b> 1. The Environmental Literacy Council – "Externalities." 2. "Climate Panel Offers Ways to Raise Cash to Cope," Neil MacFarquhar, NYTimes, 11/5/2010. 3. "Climate Talks End with modest Deal on Emissions," John M. Broder, NYTimes, 12/11/2010. 4. "California Approves Stringent Pollution Curbs," Felicity Barringer, NYTimes, 12/16/2010. <b>Video Lecture:</b> <i>The Environment, the Economy, and Externalities</i> . <b>Quiz</b> (10 points). <b>Essay Topic Due</b> – April 3rd at 11:59PM
11	4-4-2017 until 4-10-2017	<b>Planning for New Jersey: Land Use and Affordable Housing Policy: Professor Stuart Meck</b>	<b>Readings:</b> 1. Galanter (1978) – Land Use: Public Health is the Bottom Line 2. Northridge (2002) - Sorting Out the Connections Between the Built Environment and Health: A Conceptual Framework for Navigating Pathways and Planning Healthy Cities. <b>Video Lecture:</b> <i>Planning and Zoning in New Jersey: An Overview</i> . <b>Quiz</b> (10 points). <b>Video Lecture:</b> <i>Affordable Housing in the U.S.: An Overview</i> . <b>Quiz</b> (10 points).

12	4-11-2017 until 4-17-2017	<b>Mental Health Policy: Professor Dawne Mouzon; and Professor Stephanie Curenton</b>	<b>Readings:</b> 1. Minority Populations and Health: Chapter 5 - Mental Health (Duane Thomas) <b>Video Lecture:</b> <i>Mental Health Policy: The Race Paradox</i> <b>Quiz</b> (10 points) <b>Readings:</b> 1. Article 7, Susan Black “Early Education, Later Success” 2. Article 8, Lisa Guernsey, “Don’t Dismiss Early Education as Just Cute; It’s Critical” 3. Article 13, Jayne Boyd-Zaharias, et al., “Class Matters—In and Out of School” <b>Video Lecture:</b> <i>Education Policy and Early Childhood Development</i> <b>Quiz</b> (10 points)
13	4-24-2017 until 5-1-2017	<b>Public Health: Motor Vehicle Safety, Policy Question: Seatbelts or Child Car Seats?</b>	Follow the threaded discussion instruction on the Weekly Sakai Page  <b>Essay Question</b> (25 points). May 1st at 11:59 PM
14	5-2-2017 until 5-8-2017	<b>Resources at the BLOUSTEIN SCHOOL: Professor Marc Weiner and Undergraduate Student Coordinator Christina Miller</b>	<b>Video Talk:</b> <i>EJB Major/Minor and Certificate Programs</i> (Miller). <b>Video Lecture:</b> <i>Decentralized Authority and Local Public Policy Preferences Revisited</i> (Weiner).

**Assessment** The following assignments will assess the course learning goals

### SAS Core Curriculum Learning Goals

- Understand the bases and development of human and societal endeavors across time and place (h)  
*Assessment tool here*
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization (m)  
*Assessment tool here*
- Apply concepts about human behavior and social behavior to particular questions or situations (n)  
*Assessment tool here*

### Public Health Learning Outcomes

*Students Will:*

1. Think critically in public health  
*Example: Three required reflection papers focus on synthesizing main themes and arguments. Students provide their own substantive thoughts and opinions. Active class participation is graded.*  
*(if rubric exists, link here)*
2. Effectively communicate public health information

*Example: Students will give a 10 minute presentation on their topic of choice during class.  
(if rubric exists, link here)*

3. Utilize information literacy skills in public health

*Example: Students must use and cite at least 3 scholarly sources in their final paper.  
(if rubric exists, link here)*

## Course Grading

A=90-100; B+=87-89; B=80-86; C+=77-79; C=70-76; D=60-69; F=59 and lower

### Example

60% ..... 12 Multiple Choice Quizzes (5 Points each)  
15%..... Three Threaded Discussion (5 points each)  
5% .....Short Essay (5 points)  
7.5%.....Essay Topic  
12.5%.....Final Essay

## 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/>

**Attendance and Cancellation of Classes:** In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information:

<http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>