
ENVD 4363

BUILT ENVIRONMENT & PUBLIC HEALTH

2012 SYLLABUS



Fall 2012, Location: ENVD 215: M/W 3:30-4:45 pm
Instructor: Kevin J. Krizek, 110 ENVD, Krizek@colorado.edu
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Course Web Site: <http://kevinjkrizek.org/courses/>

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1. BROAD OUTLINE FOR COURSE AND MODULES

The course is divided into five modules. Each module will last between two and four weeks and contains key assignments. The modules include:

1. Planning and Public Health Foundations
2. Built and Natural Environments
3. Other Environmental Considerations
4. Vulnerable Populations and Health Disparities
5. Health Policy, Tools, and Global Impacts

2. COURSE AIMS

OVERVIEW

Can the way places are planned and designed improve health? It seems obvious that there is such a link between environments and health but how important is it? What are the key health issues that should concern those in planning and related fields? Does the work of incorporating health issues into planning and design processes always add value? The connection between health and place is one of longstanding interest to urban planners and has also garnered much recent attention among the public. This seminar is oriented toward upperclassmen in the Environmental Design Program.

COURSE GOALS AND LEARNING OBJECTIVES

The course aims to demonstrate how to use the tools of urban planning and allied professions to promote better health. Those tools may at times have only a very modest effect but can be useful combined with the efforts of others (different professions, community members).

More specifically, the learning objectives are for students 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, public health professionals, sociologists and anthropologists to address current health impacts of the built environment.
3. Learn about oneself and the context in which others operate to better integrate that understanding when evaluating differing built environments, socioeconomic positions, social and cultural backgrounds, and health status.
4. Adopt new feelings, interests or values based on issues addressed throughout the semester.
5. Develop skills to identify studies and engage communities, critique methods and findings, and apply lessons from planning and public health research to current and future problems.
6. Integrate current evidence regarding the impacts of the built environment on health with information and perspectives from other courses and/or personal experiences.

3. LOGISTICS

READINGS

There will be one textbook used throughout the course: *The Built Environment and Public Health* by Russel Lopez. Jossey-Bass, 2012. (hereafter referred to as Lopez)

Other readings will be required, listed below in the readings section, and posted online. In general, you will be expected to read one chapter and one additional article or application in advance of most class sessions.

OTHER

CONTACTING THE INSTRUCTOR

The best way to communicate with Professor Krizek and get a quick response is by attending office hours (please see: www.kevinjkrizek.org, under "contact"). I will do everything within my power to be available during these times, although sometimes important meetings are scheduled at that time without my consent. E-mail is also a suitable medium for communication, although I apologize for rarely being able to provide you the immediate reply we have come to expect from this medium.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

ACADEMIC INTEGRITY

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

RELIGIOUS OBSERVANCES AND TIMELINESS

Short illnesses, family events, etc. should be addressed using the flexibility of being able to drop a single assignment. That is, assume you will be sick some time and don't wait until the end to hand in assignments; an illness of a day or two is not an excuse for a late paper. If you do have a significant illness that incapacitates for several weeks you need to inform the teaching assistants ASAP and provide appropriate documentation from a medical professional.

Campus policy regarding religious observances requires that we will make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Those with religious holidays that make it impossible to hand in something need to inform the Teaching Assistants in writing at least a week in advance. See full details at http://www.colorado.edu/policies/fac_relig.html

DISCRIMINATION AND HARASSMENT

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

TECHNOLOGY IN THE CLASSROOM

We will not evaluate participation, only outputs. However, when you are in the classroom, we expect you to be fully present. Using electronic devices (e.g., phones, laptops, tablets, and other gadgets capable of connecting to the internet or phone system) during class time—other than for taking notes—make it terribly difficult for you to be fully present. Unless you have explicit permission from me, you are expected to store such devices and use technology only for taking notes. Think of this as a plea, request or guideline that helps foster a respectful learning environment for all. It is a small class. The least we can do is listen to each other's perspectives. To learn more about why this is useful please see Professor Stephen Chew's five terrific short videos on metacognition: <http://www.samford.edu/how-to-study/>

4. COURSE REQUIREMENTS AND GRADING SUMMARY

There are five components to assessment, totaling 100 points.

(1) Best three of the four short assignments (e.g., 2 page memos) [3 x 10 points = 30 points]

(2) [Leading our seminar for no more than 30 minutes during one session on a particular topic; you will be responsible for helping us address a variety of “dear Abby type questions,”](#) listed below [20 points]

- (land use) So called sprawl might have a variety of beneficial public health outcomes. What are they and which ones are the strongest arguments?
- (transportation) What are the advantages of complete streets? What are the impediments? How successful have such initiatives been? Should every street be a complete street?
- (housing) What are the top two problems associated with housing in the US? What are three ways to remedy such? Is it working?
- (air quality) Consider how the quality of air differs across and within a metropolitan area. Does it vary even within a neighborhood? Over the past 3 decades is it getting better or worse? How and in what manner? What are key considerations for planning?
- (water) How bad is the pollution in drinking water? Does it differ across regions? Across metropolitan areas? Is it really a problem?
- (food) Quantify the magnitude and affects of food deserts. How bad is the problem in the US? Where is it the worst? What are best remedies (at at what cost)?
- (vulnerable populations) What specific populations are *most* at risk from a public health standpoint? In what manner? Is there a solution?
- (mental health) Is nature deficit disorder real? Present and argue for both sides then provide your own assessment.
- (social capital) What is the largest social equity problem in our modern day society in the Rocky Mountain West and how does public health relate?
- (environmental justice) Describe some of the methodological problems involved in measuring unequal environmental burdens
- (hia) Are HIAs really worth it? What are the biggest hurdles in administering such?

(3) [Preparing a term paper on a topic related to public health and the built environment](#) [30 points]

(4) [Providing peer review on other students’ term papers and outlines](#) [10 points]

(5) We will engage in a variety of in-class exercises throughout the semester. The exercises are not directly graded, per se. But, your participation in them is key. You are expected to participate in them—and the best way is to be both physically and mentally present. I reserve right to evaluate your overall spirit towards these exercises. [10 points]

The University prohibits me from allowing individual students to submit additional work for extra credit. In addition, I *do not* grant ‘incompletes’ unless they fully comport with University protocol.

SUBMISSION OF ASSIGNMENTS, FORM OF

All assignments must be submitted as hard copy, in paper, at the time specified in class (unless otherwise specified). If there is a printer melt-down and you need to email them the email should come before the start of class. The term paper and the peer review will be specified. Sorry, with almost 100 students in the other class I am teaching, this is for your protection to ensure that I am not dropping emails (which is inevitable) and therefore losing your assignment.

SUBMISSION OF ASSIGNMENTS, TIMING

In fairness to all students in our seminar, no late assignments will be accepted (read: this means “0” points will be assigned for work turned in after the deadline). The *only* exception is for documented family and/or medical emergencies. Thank you for respecting this edict.

5. TENTATIVE COURSE SCHEDULE

The content and schedule of various topics, readings and assignments for semester follows. This schedule is subject to change; we will provide you with adequate advance notice. Note: **Specific readings and dates for the assignments will change from the below.** I will always keep an updated version of the syllabus online and will also announce changes in class.

wk	Dates	Topics	Readings	Wednesday due dates
Planning and Public Health Foundations				
1	Aug 27,29	-roadmap -determinants	- Lopez: 1 - Frumkin	
2	Sep 5	-history -challenges	-Lopez: 2 - Coburn	
Built Environment				
3	Sep 10,12	-land use planning and urban design	-Lopez: 3 - Dannenberg	-Dear abby, sprawl is healthy -term paper topic due (on WED)
4	Sep 17,19	-transportation	-Lopez: 4,6 - Krizek	-Dear abby, complete streets - assignment #1: mapping health
5	Sep 24,26	-housing	-Lopez: 5 - Krieger/Higgins	-Dear abby, biggest housing problems
Other Environmental Considerations				
6	Oct 1,3	-food	-Lopez: 9 - USDA report (sumry, 6, app C)	-Dear abby food deserts -paper outline due (on WED)
7	Oct 8,10	-air quality -Spielman: Harlem Children's Zone on Asthma in NYC	-Lopez: 7	-Dear abby, air pollution -peer review due on outline
8	Oct 15,17	-water	-Lopez: 8	-Dear abby how bad is water -assignment #2
Vulnerable populations and health disparities				
9	Oct 22,24	-vulnerable populations	-Lopez, 10	-Dear abby, populations
10	Oct 29, 31	-mental health	-Lopez, 11 - Evans	-Dear abby, nature deficit -assignment #3
11	Nov 5,7	-social capital	-Lopez, 12	-Dear abby, social capital
12	Nov 12,14	-environmental justice	-Lopez, 13	-Dear abby, environmental -term paper draft due
13	Nov 19,21	-fall break		
Health policy, tools, and global impacts				
14	Nov 26,28	-assessment tools and data sources	-Lopez, 14	-Dear abby, HIAs -peer review due on paper
15	Dec 3,5	-health policy and programs		-assignment #4
16	Dec 10,12	-recap		-term paper due

