

HEALTH, ENVIRONMENT, AND PLANNING WINTER 2023

PLAN 432 / GEOG 432 / HLTH 420

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
PLAN 432 001 [LEC]	PHY 145	Thursdays 10 a.m. - 11:20 a.m.	Leia Minaker lminaker@uwaterloo.ca
GEOG 432 001 [LEC]		Thursdays 10 a.m. - 11:20 a.m.	
HLTH 420 001 [LEC]		Thursdays 10 a.m. - 11:20 a.m.	
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INSTRUCTOR / TA INFORMATION

Dr. Leia M. Minaker

Office: EV3 3239; Phone (519)888-4567 X 45615

Email: lminaker@uwaterloo.ca

Office Hour Booking:

<https://outlook.office365.com/owa/calendar/LeiaMinaker@uofwaterloo.onmicrosoft.com/bookings/>

Teaching Assistants:

TBA (see Learn for details)

COURSE DESCRIPTION

Calendar Description for PLAN 432

This course examines the relationship between the environment (built/physical, economic, social, political, and natural aspects) and population health. It focuses on conceptual and empirical links among current environment-health issues such as air quality, active transportation, injury prevention, climate change, and mental well-being. Emphasis is placed on the role of urban planners in collaboration with allied professionals (e.g., public health, engineering, law enforcement, architecture) in creating and maintaining healthy built environments to improve population health with a focus on key health issues.

Prereq: One of PLAN 233, HLTH/GSJ 260, ERS 253, GEOG 325

Calendar Description for GEOG 432

This course examines the relationship between the environment (built/physical, economic, social, political, and natural aspects) and population health. It focuses on conceptual and empirical links among current environment-health issues such as air quality, active transportation, injury prevention, climate change, and mental well-being. Emphasis is placed on the role of urban planners in collaboration with allied professionals (e.g., public health, engineering, law enforcement, architecture) in creating and maintaining healthy built environments to improve population health with a focus on key health issues.

Prereq: One of PLAN 233, HLTH/GSJ 260, ERS 253, GEOG 325

Calendar Description for HLTH 420

This course examines the relationship between the environment (built/physical, economic, social, political, and natural aspects) and population health. It focuses on conceptual and empirical links among current environment-health issues such as air quality, active transportation, injury prevention, climate change, and mental well-being. Emphasis is placed on the role of urban planners in collaboration with allied professionals (e.g., public health, engineering, law enforcement, architecture) in creating and maintaining healthy built environments to improve population health with a focus on key health issues.

Prereq: One of PLAN 233, HLTH/GSJ 260, ERS 253, GEOG 325

Recommended:

This senior level course assumes basic knowledge of the link between the built environment and health. Students who are unfamiliar with this relationship are strongly encouraged to complete the recommended readings prior to the start of the course.

Introduction

Planning and public health have a shared history: both professions emerged out of problems that grew out of the industrial revolution. This course will trace the history and evolution of both professions, academic disciplines, and will compare both theory and methods used. We will discuss particular health and planning issues (e.g., air pollution, physical activity, mental health and the built environment) as well as future cities. Increasingly, planning and public health organizations are realizing the importance of working together to improve urban health and equity. This course will provide an overview of the current issues in health and planning. This is a one term course with credit weight 0.5.

LEARNING OUTCOMES

By the end of this course students should be able to:

Compare planning and public health perspectives on: history and evolution of the disciplines, theory, methods, power and jurisdiction
Identify and analyze interactions between natural and built environment characteristics and human health and disease
Demonstrate interdisciplinary collaboration skills and articulate the benefits of interdisciplinary group work

Articulate equity considerations of planning decisions and explain the extent to which equity may or may not be important in planning

Gather and synthesize evidence and develop data-driven predictions of future urban trends. Frame results of the synthesis to develop recommendations for healthy city building for different audiences.

TENTATIVE COURSE SCHEDULE

Learning Modes:

This class will take a flipped classroom approach. This type of approach is designed to increase student engagement during class. In-person classes occur Thursdays from 10am-11:20am in PHY 145. In-person class activities will rely on the assumption that you have completed readings and engaging in online lecture materials.

Online lecture material covers conceptual and empirical examples/case studies of environment and health relationships. Online materials, media sources (videos, news stories), discussions, and activities will be used to highlight the application of course concepts to practice.

Students are responsible for completing the required readings each week, and for keeping informed about course information through LEARN. There is no required text, and all readings are available through Perusall. Readings have been selected to provide a balance of breadth and depth into important course concepts.

This course will use Learn to disseminate course material, as a communication tool, and post grades. Users can login to LEARN using your WatIAM/Quest username and password via:

<http://learn.uwaterloo.ca/> (<http://learn.uwaterloo.ca/>)

SCHEDULES

Office Hours

My office hours are Mondays 10:00am – 12:00pm EST/EDT. You can book an office hour visit by clicking [here](https://outlook.office365.com/owa/calendar/LeiaMinaker@uofwaterloo.onmicrosoft.com/bookings/) (<https://outlook.office365.com/owa/calendar/LeiaMinaker@uofwaterloo.onmicrosoft.com/bookings/>). The Teaching Assistant is also available and ready to help during their office hours. TA office hours will be posted on LEARN.

Office hours are there for you to ask questions or discuss issues that you are experiencing in the course. [So please come see your TA or Dr. Minaker if you require assistance or clarification. We are here to help.](#)

Sequence of Course Topics

(There may be minor adjustments from time to time in sequence and date). Students are responsible for all of the topics listed below. Sections in readings that are not included in this list are not covered in the course classes are not required for examinations or assignments. Students will be notified via LEARN of any changes.

Module	Class date	Topics	Assessments and Due Dates	Course Weight
1	Jan 12	Module 1: Introduction to the course, Equity		

2	Jan 19	Module 2: History and Evolution of Planning and Public Health	Activity 1 (Jan 19) Perusall Reading Engagement (RE) 1 (Jan 19)	2% 2%
3	Jan 26	Module 3: Theory in Planning and Public Health	Activity 2 (Jan 26) Perusall RE 2 (Jan 26) Discussion 1 (OP Jan 25, RPs Jan 27)*	2% 2% 6%
4	Feb 2	Module 4: Methods in Planning and Public Health	Activity 3 (Feb 2) Perusall RE 3 (Feb 2)	2% 2%
5	Feb 9	Module 5: Power and Jurisdiction in Planning and Public Health	Activity 4 (Feb 9) Perusall RE (optional) (Feb 9) Discussion 2 (OP Feb 8, RPs Feb 10)	2% 2% 6%
6	Feb 16	Module 6: Cardiovascular, muscular, and skeletal systems and the built environment	Activity 5 (Feb 16) Perusall RE 4 (Feb 16)	2% 2%
NO CLASS: READING WEEK FEB 20-24				
7	Mar 2	Module 7: Digestive System and the built environment	Activity 6 (Mar 2) Perusall RE 5 (Mar 2)	2% 2%
8	Mar 9	Module 8: Nervous System and the built environment	Activity 7 (Mar 9) Perusall RE 6 (Mar 9) Discussion 3 (OP Mar 8, RPs Mar 10)	2% 2% 6%
9	Mar 16	Module 9: Respiratory system and the built environment	Activity 8 (Mar 16) Perusall RE 7 (Mar 16)	2% 2%

10	Mar 23	Module 10: Climate change and physiological systems	Activity 9 (Mar 23)	2%
			Perusall RE 8 (Mar 23)	2%
			Discussion 4 (OP Mar 22, RPs Mar 24)	6%
11	Mar 30	Module 11: Future Cities and human health	Activity 10 (Mar 30)	2%
			Perusall RE 9 (Mar 30)	2%
			Discussion 5 (OP Mar 23, RPs Mar 25)	6%
12	April 6	Module 12: Course Synthesis	Activity 11 (April 6)	2%
			Perusall RE 10 (April 6)	2%
			Assignment (April 10);	25%
			Discussion Group peer evaluation (April 10)	5%

*OP = Original Post; RPs = Response Posts

TEXTS / MATERIALS

No materials required.

There is no required text book for this course. Required readings are available via Perusall, listed on Learn and in the Course Reserves where possible.

STUDENT ASSESSMENT

Component	Value
Reading Engagement (Perusall)	20%
Discussions	30%
Activities	20%
Assignment	25%
Peer evaluation	5%

There are four components you will be graded on in this course:

- Reading Engagement (10 weeks x 2% each = 20% of your overall mark)
- Discussions (5 weeks x 6% each = 30% of your overall mark)
- Assignment (25% of your overall mark)
- Activities (11 weeks x 2% each (lowest mark dropped) = 20% of your overall mark)
- Discussion group peer-evaluations (5% of your overall mark)

Short Term Absence Declarations

Short-term absence declarations will be dealt with in the following ways:

1. If your declared absence coincides with a Reading Engagement due date, the Reading Engagement will be dropped and your grade will be reweighted to be out of 9 rather than 10 Reading Engagements.
2. If your declared absence coincides with a Discussion due date, the Discussion will be dropped and your grade will be reweighted to be out of 4 rather than 5 discussions.
3. If your declared absence coincides with an Activity, the Activity will be dropped and your grade will be reweighted to be out of 10 rather than 11 Activities.
4. If your declared absence coincides with your Assignment, you will have a 48-hour extension on the Assignment. If you have a partner for the Assignment, BOTH partners will need to submit a self-declared absence at the same time to qualify for the 48-hour extension.

Reading Engagement (worth 20% of your overall mark):

Perusall will be used to collate and assess your engagement with course readings. A key part of your course experience involves learning through reading a more purposeful engagement with materials assigned. Rather than reading on your own, we will be using Perusall – a software designed for collaborative reading where you will be annotating, questioning, and commenting on the assigned readings in groups of students related to your assigned tutorial. The completion of readings and your level and quality of engagement establish your grade.

Discussions (worth 30% of your overall mark):

Throughout the term, there will be 5 weeks of online discussions (see **Discussions Descriptions** in Learn). Each discussion week will be worth 6% of your overall mark (3% for your original post, 3% for your responses). Group discussion boards have been created and you will stay in the same discussion group throughout the term so you can get to know some of your peers.

Assignment (worth 25% of your overall mark):

There is one assignment in this course, due April 10th, 2023 at 11:59pm (see **Assignment Instructions** in Learn). The Assignment can be completed along OR with a partner. If you choose to complete the Assignment with a partner, you will complete two additional components for the assignment: a partnership contract, and; an additional “partnership reflection”). Note: Your partner MUST NOT be in the same program as you.

Activities (worth 20% of your overall mark):

Activities will happen every class from January 19th to April 6th. Of the 11 activities we will complete, each will be worth 2% towards your final grade, with your lowest mark being dropped. Activities will be based on the module readings and online lecture materials, and will take a variety of different forms, including but not limited to: readiness assurance tests, participating in discussions with your peers, creating concept maps, and think-pair-share activities. The point of

the Activities is to 1) ensure that you are familiar with each week's materials, and 2) encourage you to deepen your understanding of the topic in real time. To ensure that students who are feeling ill or have emergency situations are not penalized for missing class, you may instead complete a "Remote Activity" option, which will include an up to 1-page reflection on questions posed at the beginning of each week.

Discussion Group Peer Evaluation (worth 5% of your overall mark):

At the end of the term, you will be asked to give each of your discussion group members a grade out of 5 and provide constructive feedback by April 10, 2023 at 11:59pm. The mean score from the rest of your group members will determine your mark out of 5. More instructions about how to submit this feedback will be delivered nearer to the end of term.

ASSESSMENTS

The Discussions Description and Reflections Description can be found under the *Syllabus and Assessments* content section in Learn. Activities will be described each class during class time.

Student Evaluation

The professor determines the content and establishes the grading rules for all assignments.

The teaching assistants grade discussions and assist the instructor with grading course work.

The apportionment which makes up the final grade is:

<i>Course Component</i>	<i>Percentage</i>
<i>Reading Engagement (Perusall)</i>	<i>20%</i>
<i>5 Discussions (each worth 6%)</i>	<i>30%</i>
<i>11 Activities (lowest mark dropped for a total of 10 Activities counted, each worth 2%)</i>	<i>20%</i>
<i>Assignment</i>	<i>25%</i>
<i>Peer Evaluation</i>	<i>5%</i>

When determining a student's final grade in the course, the professor will examine the record of each individual student's achievement; the final grade may be adjusted to take into account extenuating and compassionate circumstances and the student's general pattern of achievement in the course.

Requirements, Grade Penalties and Special Considerations:

All penalties that could be assessed in the course must be specified here. Instructors are free to introduce penalties to ensure appropriate quality in student work.

1. Readability and Clarity: Students are expected to present well organized, and properly written work. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate.
2. Computer Use: Assignments must be completed by using a computer. Assignments may not be accepted or penalties assessed if a computer is not used.
3. Lateness penalty: all assignments are due on the date set by the professor. Teaching assistants are NOT allowed to change the due dates. The first day an assignment is late brings about a 10% penalty. An additional 10% penalty is assessed for each additional late day. A student's assignment more than 4 days business days late will not be accepted and a grade of zero will be recorded for that assignment.
4. Requests for exemptions or compassionate considerations: are to be discussed with the professor in advance or as soon as possible. Requests for extensions AFTER the due date will not be considered.

ASSIGNMENT SCREENING

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

ADMINISTRATIVE POLICY

Intellectual Property: For further information on IP related to teaching, please see https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf (https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf) and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, <https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external> (<https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external>) . The following text is recommended:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CEE provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Declaring an absence: Regardless of the process used to declare an absence, instructors maintain agency over decisions regarding course component accommodations.

Self-declared absences (for flu-like illness, short-term 48 hour self declared absences) must be submitted through Quest.

Absences requiring documentation (e.g. Verification of Illness Form, bereavement, etc.) - send your documentation to env-vif@uwaterloo. Do not send documentation to your advisor, course instructor, teaching assistant, or lab coordinator. Submission to env-vif@uwaterloo.ca () will notify all of your instructors of your absence. Students taking courses in Arts that require accommodation, should reach out to those instructors independently.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/> (<https://uwaterloo.ca/campus-wellness/>) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.