

Instructor: Mary Edwards

M, W 1:30-2:50pm (Room 223, 227)

Office: M204, Temple Buell Hall

Office Hours: Tuesday's, 10am-12pm and by Appointment

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Course Description:

This workshop will provide you with a range of professional experiences that are typical of urban planners, including conducting research and data analysis, synthesis, public engagement, project management and developing plans, policies and recommendations. The city of Peoria is the context for the workshop; the theme is health and the built environment; and the focus is on the delivery of professional products to the community. The workshop is designed as an experiential learning exercise in which you will actively engage with residents and decision-makers in the community to complete a number of projects, which may include a health impact assessment along with specific recommendations, a community asset map, neighborhood health profiles and neighborhood wellness plans and the development of a performance matrix to be used to evaluate new developments.

This course also explores the evolving role of health in urban planning and highlights historical and current theories on the relationship between public health and the built environment, prescriptions for healthy urban design and the major policy issues affecting urban health care today.

Course Objectives

1. To better understand the ways in which the built environment influences health and to be able to identify planning practices that promote healthy communities.
2. To better understand how health data influences planning decisions.
3. To learn to critically assess the planning challenges surrounding health and the built environment in the city of Peoria, while engaging in the planning process. This includes learning to make adjustments and adaptations to meet problems that arise.
4. To further develop professional communication skills--writing, editing, and proofreading skills; graphical skills; and presentation skills.
5. To develop project management skills.

6. To develop interpersonal and group management skills, including leadership (and “team-building”) skills and facilitation skills.

7. To produce professional quality products that can be presented to future employers as evidence of your planning experience and level of skill.

8. To use skills typically used by professional planners.

Course Grading

Grades for the course will be based upon:

-Class Attendance and field trips. Attendance at class sessions is critical, because our sessions will be used for substantive learning, and organizational and group working sessions. This is also a field workshop and participation in field trips to Peoria is essential. (20% of grade)

-Class/Team Projects and Deliverables. Team projects may include: neighborhood health profiles, various health assessments using audit tools, community asset maps, strategies and recommendations based on community asset mapping, and health assessments and healthy living strategy plans. (60% of grade)

-Self- and Peer-Evaluations. At the end of the semester you will complete a questionnaire evaluating your own performance and that of your peers in the class. (5% of grade)

-Course Journal. You will also keep a journal/notebook for the course. I expect you to write in the journal each week and include reading notes, class notes, group project notes, individual reflections (on guest speakers and site visits, for example) and your fieldwork notes and observations. You should also include your brainstorming ideas and concepts. By the end of the semester, your notebook should be full of text and conceptual diagrams and maps and other images. Notebooks will be collected once mid-semester and again at the end of the semester (15% of grade)

Grading Policies:

Assignments are due at the beginning of class on the due date. Late assignments will be graded down one letter grade per day (half a letter grade if turned in after class on due date). It is your responsibility to contact me if you miss an assignment. I will take into consideration assignments that are late due to unforeseeable circumstances.

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9

B	83-86.9	D+	67-69.9
B-	80-82.9	D	60-66.9

The general grading rubric for assignments is as follows:

An “A” assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented.

A “B” assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented.

A “C” assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. It is adequate work.

A “D” assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. It is inadequate work.

Course Policies:

Student Conduct: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in class in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: §1-102 [In the Classroom](#).

Academic Integrity: The UIUC Student Code (<http://www.admin.uiuc.edu/policy/code>) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited. Plagiarism is an extremely serious offense and violation of any plagiarism guidelines will result in a failing grade at the very least.*

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://www.disability.uiuc.edu/resourceguide>) for more information and inform the instructor of any requests at the beginning of the semester.

UP 494-ME– SPRING 2016 SUMMARY SCHEDULE OF SESSIONS

SESSION	WEEK	DATE	DAY	Topic
1	1	18-Jan	M	No Class
2	1	20-Jan	W	Introduction to the Course (2pm to ARCH Studio-301)
3	2	25-Jan	M	<i>Lecture: History of the River City</i> (with ARCH-223)
4	2	27-Jan	W	The Built Environment and Health (video)
6	3	1-Feb	M	Planning Initiatives in Peoria (with ARCH-301)
7	3	3-Feb	W	Design Guidelines (ARCH Presentations-301)
8	3	5-Feb	F	Site Visit to Peoria
9	4	8-Feb	M	Guest Speaker, Zaheeda Darvesh, “measuring the built environment”
10	4	10-Feb	W	Recap site visit -Develop Work Plans
12	5	15-Feb	M	Active Community Design-SRTS+Parks
13	5	17-Feb	W	Community Asset Mapping Exercise
15	6	22-Feb	M	Mental Health and the Built Environment
16	6	24-Feb	W	Measuring The Built Environment-Audit Tools
17	6	26-Feb	F	Site Visit to Peoria
18	7	29-Feb	M	Guest Speaker, Manasvinee Pramod, “social capital and the built environment”
19	7	2-Mar	W	Facilitation Techniques
21	8	7-Mar	M	Food Environments
22	8	9-Mar	W	Work Session
23	8	12-Mar	S	Site Visit to Peoria
24	9	14-Mar	M	Finance 101
25	9	16-Mar	W	Work Session
SPRING BREAK				
27	11	28-Mar	M	Work Session
28	11	30-Mar	W	Work Session
30	12	4-Apr	M	Work Session
31	12	6-Apr	W	Work Session
33	13	11-Apr	M	Work Session
34	13	13-Apr	W	Work Session
36	14	18-Apr	M	Work Session
37	14	20-Apr	W	Work Session
39	15	25-Apr	M	Work Session
40	15	27-Apr	W	Work Session
42	16	2-May	M	Work Session
43	16	4-May	W	Final Presentations

Topics and Required Readings (all available on Compass):

WEEK 1, January 20 — Introduction to the course

WEEK 2, January 25—History of the River City The Built Environment and Health

Corburn, J. (2007). Reconnecting with Our Roots American Urban Planning and Public Health in the Twenty-first Century. *Urban affairs review, 42*(5), 688-713.

Renalds, A., Smith, T. H., & Hale, P. J. (2010). A systematic review of built environment and health. *Family & community health, 33*(1), 68-78.

Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. *Annual review of public health, 32*, 381-398.

WEEK 3, February 1— Peoria Planning Initiatives

Various Peoria Planning Documents: On Compass

WEEK 4, February 8— Measuring the Built Environment I

Franzini, L., Elliott, M. N., Cuccaro, P., Schuster, M., Gilliland, M. J., Grunbaum, J. A., & Tortolero, S. R. (2009). Influences of physical and social neighborhood environments on children's physical activity and obesity. *American Journal of Public Health, 99*(2), 271.

WEEK 5, February 15— Active Living Community Asset Mapping

Day, K. (2006) Active Living and Social Justice: Planning for Physical Activity in Low-income, Black, and Latino Communities, *Journal of the American Planning Association, 72*:1, 88-99.

Kaczynski, A. T., & Henderson, K. A. (2008). Parks and recreation settings and active living: a review of associations with physical activity function and intensity. *J Phys Act Health, 5*(4), 619-32.

Walfoort, N. L., Clark, J. J., Bostock, M. J., & O'Neil, K. (2009). ACTIVE Louisville: incorporating active living principles into planning and design. *American journal of preventive medicine, 37*(6), S368-S376.

WEEK 6, February 22—Mental Health and the Built Environment
Measuring the Built Environment II

Sullivan, W. C., & Chang, C. Y. (2011). Mental health and the built environment. In *Making Healthy Places* (pp. 106-116). Island Press/Center for Resource Economics.

Various Audit Tools available on Compass.

WEEK 7, February 29— Social Capital and the Built Environment
Facilitation Techniques

Wood, L., Shannon, T., Bulsara, M., Pikora, T., McCormack, G., & Giles-Corti, B. (2008). The anatomy of the safe and social suburb: an exploratory study of the built environment, social capital and residents' perceptions of safety. *Health & place, 14*(1), 15-31.

Cohen, D. A., Inagami, S., & Finch, B. (2008). The built environment and collective efficacy. *Health & place, 14*(2), 198-208.

Facilitation Resources-In-class handouts.

WEEK 8, March 7— Food Environments

Planning for the Food System, Models & Guidelines, Volume 28, September 2012 Publication No. 2012-003, prepared by the Maryland Department of Planning (Contributing Staff: John Coleman, La Verne Gray, Jahne Parham, Mark Praetorius, Ryan Sigworth and Stacie West).

WEEK 9, March 16— Finance 101

City of Peoria, *2016 - 2017 PROPOSED BIENNIAL BUDGET*

Recommended reading:

The following book provides an excellent overview of issues surrounding health and the built environment. It is recommended reading. A PDF copy is available on our Compass site.

Dannenberg, Andrew L., Howard Frumkin and Richard J. Jackson (eds). 2011. *Making Healthy Places: Designing and Building for Health, Well-being and Sustainability*. Washington DC: Island Press.