
UP 456, Fall 2018

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Moodle site (for EUI information): <https://learn.illinois.edu/course/view.php?id=33309>

Compass site: <https://compass2g.illinois.edu/webapps/login/>

Sustainable Planning Workshop

Meeting Time: M,W 10:00–11:50 PM

Meeting Location: 223 Temple Hoyne Buell Hall

Office Hours: By appointment

COURSE DESCRIPTION

Bed bugs (*Cimex lectularius*) are an increasing problem in cities worldwide. Common globally prior to the 1930's, bed bug populations declined over the following 50 years. For reasons that are not well understood, but likely related to increased travel, pesticide resistance, and decreased surveillance, beginning in the 1990's, populations began to increase internationally. Since 2000, bed bugs have reestablished themselves as a common urban pest throughout the United States.

Urban pests in general are ideal lenses for examining the relations between ecology and society that are at the heart of sustainability. Bed bug infestation present a number of challenges for planners and municipal officials. Because the habitats of Bed bugs are human dwellings, their ecology and distribution reflect all of the social processes that structure housing, including residential mobility, the political economy of housing, landlord tenant relationships, and housing code enforcement. Likewise, any attempts to control bed bug infestations must recognize the particular ecology and biology of the insect. In many jurisdictions the responsibility of the landlord to control bed bugs is not clear, producing disincentives for effective surveillance and successful intervention. Fear of liability for costs or threat of eviction discourages the reporting of infestations and encourages tenants to attempt control on their own, often using ineffective and potentially dangerous control measures.

In this workshop, we will work with the University of Illinois Tenant Union as a client as we seek to document the scope of the bed bug problem in Champaign-Urbana and craft municipal and University policies for addressing bed bug infestations. Because understanding the student experience of bed bugs is central to this course, the class is affiliated with the Ethnography of the University Initiative. <http://www.eui.illinois.edu/>. This affiliation will provide an opportunity for students to present their research in a EUI Student Research Conference at the end of the semester.

COURSE FORMAT AND SCHEDULE

A tentative schedule is included below. Most classes will consist of teamwork. All students are expected to attend every class session, in order to communicate with the other groups or have team meetings with the instructor. Because the schedule and work plan are subject to change as the course progresses and various constraints and opportunities present themselves, some class sessions may involve rearranging our work plans or revising priorities. If you are not able to attend a class session, please notify the instructor via email in advance.

ASSIGNMENTS

Group Report (project scope) (20%): Groups will draft a report outlining the questions they seek to answer, how they will address the problem, sources of data, interviewees, survey questions, etc. This report will also serve as the research proposal required by the EUI process to satisfy the IRB requirements for conducting research on human subjects.

Project Update (10%) and Presentation (10%): Midway through the course, groups will make a presentation to the class and write a report with an update on their progress.

Final Group Report (25%) and Presentation (25%): The final report and associated presentation will synthesize the historical, qualitative, and quantitative information collected over the semester and provide recommendations and strategies for achieving the goals of the client.

Participation (10%): Each student will be expected to participate fully in group work and in-class discussions.

EUI Research Conference: Student groups who wish can apply to present a poster or oral presentation at the Ethnography of the University Initiative. This is not required but groups can earn an additional 10% credit by participating.

Confidential group evaluation: Each student will be asked to evaluate the contribution of other members of their group. These evaluations will be taken into consideration as final grades are determined by the instructor.

READINGS

There is one required book for the course, Dawn Biehler (2013). *Pests in the city: flies, bedbugs, cockroaches, and rats*. University of Washington Press. It is available at the Illini Union Bookstore, through online booksellers, or as a free e-book. If you on a University server, the book is available at <http://muse.jhu.edu.proxy2.library.illinois.edu/book/27006> or via the University library catalog from off campus. The following required readings are available on the course Compass page. Reading must be completed prior to class.

Biehler, D., Baker, J., Pitas, J. H., Bode-George, Y., Jordan, R., Sorensen, A. E., ... & Leisnham, P. T. (2018). Beyond "the Mosquito People": The Challenges of Engaging Community for Environmental Justice in Infested Urban Spaces. In *The Palgrave Handbook of Critical Physical Geography* (pp. 295-318). Palgrave Macmillan,.

Lambin, E. F., Tran, A., Vanwambeke, S. O., Linard, C., & Soti, V. (2010). Pathogenic landscapes: interactions between land, people, disease vectors, and their animal hosts. *International journal of health geographics*, 9(1), 54.

Little, E., Biehler, D., Leisnham, P. T., Jordan, R., Wilson, S., & LaDeau, S. L. (2017). Socio-ecological mechanisms supporting high densities of *Aedes albopictus* (Diptera: Culicidae) in Baltimore, MD. *Journal of medical entomology*, 54(5), 1183-1192.

Kaylor, M. B. (2011). Prevalence, knowledge, and concern about bed bugs. Wright State University CORE Scholar, Master of Public Health Program Student Publications.

Mackenstedt, U., Jenkins, D., & Romig, T. (2015). The role of wildlife in the transmission of parasitic zoonoses in peri-urban and urban areas. *International Journal for Parasitology: Parasites and Wildlife*, 4(1), 71-79.

Rothenburger, J. L., Himsworth, C. H., Nemeth, N. M., Pearl, D. L., & Jardine, C. M. (2017). Environmental factors and zoonotic pathogen ecology in urban exploiter species. *EcoHealth*, 14(3), 630-641.

Tedesco, Carmen, Marilyn Ruiz, and Sara McLafferty. "Mosquito politics: Local vector control policies and the spread of West Nile Virus in the Chicago region." *Health & place* 16.6 (2010): 1188-1195.

World Health Organization. (2008). *Advocacy, communication and social mobilization for TB control: a guide to developing knowledge, attitude and practice surveys* (No. WHO/HTM/STB/2008.46). Geneva: World Health Organization.

Date	Assignments	Topic	Readings
Week 1	27-Aug	Introduction	
	29-Aug	BEDBUGS	Biehler Intro, Chapters 2, 3, Epilogue
Week 2	3-Sep	Labor Day No Class	
	5-Sep	Meet in Groups, Define Projects	
Week 3	10-Sep	Landlord/Tenant Issues	Illinois Student Tenant Union
	12-Sep	Ethnography of the University Initiative	Karen Rodriguez'G
Week 4	17-Sep	KAP Surveys	World Health Organization 2008, Kaylor 2011
	19-Sep	Work in Groups, finalize project scope	
Week 5	24-Sep	Group Report (research proposal) due	Little et al 2017, Biehler et al 2018, Tedesco et al. 2010
	26-Sep	Work in Groups	
Week 6	1-Oct	Working with qualitative data	
	3-Oct	Work in Groups	
Week 7	8-Oct	RATS	
	10-Oct	RATS	Biehler Chapters 4, 5
Week 8	15-Oct	Preliminary Group Presentations	
	17-Oct	Progress Report Due	
Week 9	22-Oct	Work in Groups	
	24-Oct	Work in Groups	
Week 10	29-Oct	COCKROACHES	Biehler Chapters 3, 6
	31-Oct	Work in Groups	
Week 11	5-Nov	Work in Groups	
	7-Nov	Work in Groups	
Week 12	12-Nov	ZOONOTIC DISEASES	Rothenburger et al 2017, Mackenstedt et al 2015, Lambin et al 2010
	14-Nov	Work in Groups	
	19-Nov	Deadline to apply for EUI Research Conference	
	21-Nov	Thanksgiving, No Class	
Week 13	26-Nov	Work in Groups	
	28-Nov	Work in Groups	
Week 14	3-Dec	EUI Student Research Conference	
	5-Dec	Work in Groups	
Week 15	10-Dec	Final Presentations	
	12-Dec	Final Presentations	
	17-Dec	Final Written Report Due	
	17-Dec	EUI Forms Due	

Student Code

The Illinois Student Code states: “It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.” Note that you are subject to the Honor Code, as well as procedures for addressing violations to the Code, regardless of whether you have read it and understand it. According to the Code, “ignorance is no excuse.” See <http://www.provost.illinois.edu/academicintegrity/students.html>

To meet this standard in this course, note the following: in written work, all ideas (as well as data or other information) that are not your own must be cited. While this course does not require a standard citation style or formatting, we suggest you use either APA (American Psychological Association) or MLA (Modern Language Association) formats for in-text references and your reference sections. Please consult your TA or a university librarian if you have questions about appropriate reference formatting. Note that ideas that require citation may not have been published or written down anywhere. The consequence for violating these expectations may include receiving no credit for the assignment in question, and at the discretion of the instructor, may include automatic failure of the course.

Code of Behavior

The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners. By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs.

Disability Resources and Educational Services

DRES works with students who have trouble succeeding due to having a learning disability, autism spectrum disorder, psychiatric condition, and/or ADHD and offers more complex support services in addition to academic accommodations, assistive technology, and access. These are offered by their **learning disabilities/ADHD specialist** who works with student on compensatory strategies in test preparation, test taking, reading comprehension, and written expression and their four **licensed clinical psychologists** and additional **mental health professionals** who provide supports and services to our students with ADHD, acquired brain injury, autism spectrum disorders, and psychiatric disabilities. <http://disability.illinois.edu/academic-support>

Student Assistance Center

The Student Assistance Center serves as the first point of contact for students who call, email, or walk in to the Office of the Dean of Students. The Assistant Deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit the Student Assistance Center regarding a broad range of issues which may be impacting their academic performance including those related to health/mental health, course attendance issues, questions about where to go on campus to seek different services, options for withdrawing from the university, or because they need help and just aren't sure where to go. The Student Assistance Center helps students find their way! <http://odos.illinois.edu/community-of-care/student-assistance-center/>

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. Go to the Counseling Center website: <https://counselingcenter.illinois.edu/>.