

Syllabus Healthy People Healthy Places (UNST 234E)

Instructor Information

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Mentor Information

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Course Description

This is a Sophomore Inquiry Class (SINQ) - which means this is a class where you will work on improving your writing skills within the Healthy People/ Healthy Places Cluster. In this course we will look at the nature and state of health individuals and their various environments. Specifically, we will look at the impact of decisions about how places are built on both individuals and the larger community. This section of Health People/ Healthy Places will look at the root causes of some health inequities and focus on ways to solve and prevent those problems from impacting the community going forward.

UNST Objectives

- Inquiry and Critical Thinking: Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
- Communication: Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- Ethics and Social Responsibility: Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.
- Diversity, Equity and Social Justice: Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Required Text

This course will rely on articles, book chapters, websites, and videos. All will be posted to D2L or can be accessed via the Internet. There are no texts to purchase for this class. However, it is expected that weekly readings and writers responses will be completed.

Basic Course Requirements

1. Attend class: all students must attend each section and sign in for each class. *It is not possible to pass this course if you do not have regular attendance.*
2. Completion of all assignments, including assigned readings.
3. Write outside of class time. This class is more than just the 4 hours we meet each week. Students should set aside time each week to work on this course, advising suggests 8 hours of work outside of class per week. <https://www.pdx.edu/advising/an-appropriate-schedule>
4. Participation, students are expected to come prepared, be active with others in the learning process, and demonstrate effective community with respect and civility.

Important University Resources & Information

Food Security Information

The PSU Food Pantry offers services to currently enrolled Portland State University students, by providing a free, welcoming, and inclusive environment to acquire supplemental food items on a regular basis. The pantry is located in SMSU 325. For more information e-mail foodhelp@pdx.edu

Academic Accommodations

If you require academic accommodations and support due to a disability, please make an appointment with the Disabilities Resources Center (www.drc.pdx.edu) to arrange supports.

Writing Resources

This course does require you to stretch yourself as a writer. Every writer needs to proofread and revise their work to obtain the best finished product. If you need help with this process, PSU's Writing Center (www.writingcenter.pdx.edu) has a variety of free services. Please use this resource.

Discrimination, Violence, & Mandated Reporter

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. Similarly, PSU faculty are required to file a report if they have reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom they come into contact has abused a child. Please note all PSU faculty and staff (including mentors) are have these responsibilities. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources:

- Women's Resource Center (503-725-5672)
- Queer Resource Center (503-725-9742)
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556

Academic Honesty & Plagiarism

Cheating and or plagiarism will not be tolerated and will result in a failing grade for the assignment which may result in a failing grade for the course as well. For more information please look at the PSU Student Code of Conduct (www.pdx.edu/dos/psu-stent-code-conduct)

Policies & Information Specific to this Class

Attendance and Class Format

This course utilizes a lecture/discussion format in main session and a discussion format in mentor session. Each week you will meet twice as a whole class and once in a mentor sessions with Molly Simas and a small group of students. Assignments for this course will be due in both main session and mentor sessions - building towards a single grade. Attendance and participation in both lecture and mentor session are required. If you cannot regularly attend class, please select a different section of this course.

Electronic Device Policy

Students are expected to turn off and place in their bag all electronic devices including cell-phones. Laptops are not necessary for this course and you can also leave those in your bag.

Grading Policies

No incomplete grades can be given in UNST 234. If you are experiencing difficulty, please seek help from the instructor/mentor/other campus supports as soon as possible.

Late Work Policies

Late submission assignments will NOT be accepted for the weekly response activities. Late submission assignments for all other assignments will be accepted, BUT with a strict, 1 point per hour penalty rounded up to the nearest half-hour (e.g., 45 minutes late = 1 point deduction; 2 hr., 20 min. late = 2.5 point deduction).

Extensions without penalty may be granted at the instructor's discretion, under the following conditions: (a) a written (email) notification must be sent prior to the submission deadline; and (b) only with a compelling, *unforeseen* circumstance such as a family or health emergency (documentation may be required).

Course Requirements

This course requires a number of different assignments that ask you to think critically and write about health. There are limited readings and videos in this class but each has been carefully chosen to help build your understanding and add materials for your writing assignments. Additional information, assignment briefs and rubrics will be posted to D2L. The main course requirements are listed below. There are approximately **1,260 total** points that can be earned over this term.

Weekly Responses (due each Wednesday at the start of class weeks 1 to week 10) 300 Points

Each Wednesday a weekly writing response is due at the beginning of class. These Weekly Responses will ask you to listen to or read a specific assignment and then answer questions related to that video or reading.

In Class Participation 150 Points

Participation is based on attendance, participation in class discussions, and use of D2L site. This is part of an attendance policy and no make ups will be given.

Mentor Section Participation & Activities 180 Points

Individual Behavior Change Exploration (Assignment # 1) Due Sat. Jan 27th 90 Points

Vocabulary Quiz Week 7 in Mentor Session 90 Points

Over the Course of the Term I will post vocabulary words that we use in class and that are found in the readings/ videos. There will be a multiple choice quiz that is based on this vocabulary and your understanding of the materials covered in class and the readings.

Health Campaign Project 450 Points

Proposal	30 Points	Sat. Feb. 3rd
Twitter Campaign	45 Points	Sat. Feb. 10th
Article Summaries	75 Points	Sat. Feb. 17th
Photo Essay	75 Points	Sat. Feb. 24th
Letter to the Editor	75 Points	Sat. March 3
Research Paper	100 Points	Sat. March 17
30 sec PSA/ Presentation	50 Points	Tues. March 20th

Final Grades

Percentage	94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Weekly Course Outline, page 1

Week	Date	Topic	Assigned Videos, Readings & Tasks	Assignments
1	1/8	Introduction to class & Assignments	<ul style="list-style-type: none"> • Complete Intro Survey • Re-read the Syllabus • Enter Due Dates from Syllabus in your Calendar • Re-read the 1st Assignment Brief • Watch Video - What is Public Health? (5 min 33 sec) • Due Wednesday in Class - Weekly Response #1 - Your Personal Health 	Intro Survey Due 1/9 @ 10pm
	1/10	What is health?		Weekly Response Due in Class 1/10
2	1/15	MLK Day - No Class - No Mentor Session this Week		
	1/17	History of health & the city	<ul style="list-style-type: none"> • Complete the Place Standard Tool on the Web (about 5 min) • Watch Video - Social Determinants of Health (10 min) • Watch Video - In Sickness & Wealth (56 min) • Due Wednesday in Class - Weekly Response #2 	Weekly Response Due in Class 1/17
3	1/22	How do we measure & determine health?	<ul style="list-style-type: none"> • Read - Research Project Brief for Monday's Class • Read - <i>What is Health, and How Do We Measure It?</i> From <u>Designing Healthy Communities</u> by Richard Jackson (20 page) • Watch Video - When the Bough Breaks (29 min) • Due Wednesday in Class - Weekly Response #3 	
	1/24			Weekly Response Due in Class 1/24 1st Assignment Due 1/27 @ 10pm on D2L

Weekly Course Outline, page 2

Week	Date	Topic	Assigned Videos, Readings & Tasks	Assignments
4	1/29	How is the built environment constructed?	<ul style="list-style-type: none"> • <i>Can the Built Environment Build Community?</i> From <u>Designing Healthy Communities</u> by Richard Jackson (20 page) (15 pages) • Watch Video - Place Matters (29 mins) • Due Wednesday in Class - Weekly Response #4 	
	1/31			Weekly Response Due in Class 1/31 Proposal Due 2/3 @ 10pm on D2L
5	2/5	How does transportation impact health?	<ul style="list-style-type: none"> • <i>Transportation & Land Use</i> by Reid Ewing, Gail Meakins, Grace Bjarson, & Holly Hilton (16 pages) • Watch Video - Jeff Speck @ Ted, <u>4 Ways to Make a City More Walkable</u> (18 min) • Due Wednesday in Class - Weekly Response #5 	<i>Twitter Campaign Draft Due in Mentor Session</i>
	2/7			Weekly Response Due in Class 2/7 Twitter Campaign Due 2/10 @ 10pm on D2L
6	2/12	Can you have healthy places or people if you have inequity?	<ul style="list-style-type: none"> • Play Spent Game Online (about 5 minutes) • Read - Ports as Partners in Health Oakland Case Study • Watch Video - Bad Sugar (30 min) • Due Wednesday in Class - Weekly Response #6 	<i>Article Summary Draft Due in Mentor Session</i>
	2/14			Weekly Response Due in Class 2/14 Article Summaries Due 2/17 @10pm on D2L

Weekly Course Outline, page 3

Week	Date	Topic	Assigned Videos, Readings & Tasks	Assignments
7	2/19	How can we design cities better for healthy people?	<ul style="list-style-type: none"> Read (For Monday) - Ending Car Captivity Boulder CO Case Study Watch Video - Becoming American (30 min) Due Wednesday in Class - Weekly Response #7 	<i>Vocabulary Quiz in Mentor Session</i>
	2/21			Weekly Response Due in Class 2/21 Photo Essay Due 2/24 @ 10pm on D2L
8	2/26	How can we design cities better for healthy people?	<ul style="list-style-type: none"> Watch Video - Design Video (TBD) WHO information on Physical Health (10 pages) Read - <i>Sense of Community & its Relationship with Walking and Neighborhood Design</i> by Lisa Wood (9 pages) Due Wednesday in Class - Weekly Response #8 	<i>Letter to Editor Draft Due in Mentor Session</i>
	2/28			Weekly Response Due in Class 2/28 Letter to Editor Due 3/3 @ 10pm on D2L
9	3/5	Can you have healthy people or healthy places with environmental injustice?	<ul style="list-style-type: none"> Read - America's Dirty Little Secret by Oliver Milman Guardian Article (9 pages) Watch Video - Collateral Damage (29 min) Due Wednesday in Class - Weekly Response #9 	
	3/7			Weekly Response Due in Class 3/7
10	3/12	Can you have healthy people or healthy places with environmental injustice?	<ul style="list-style-type: none"> Read - Guardian Articles on World Toilet Day/ Toilet Visual Essay Watch Video - World Toilet Crisis (42 min) Due Wednesday in Class - Weekly Response #10 	<i>Research Paper Draft Due in Mentor Session</i>
	3/14			Weekly Response Due in Class 3/14 Research Paper Due 3/17 @ 10pm on D2L
Final	Tues. 3/20 8 - 9:50 am	30 Second PSA - Ad copy due in D2L @ 8am, Presentation during final period.		