

## GGR433 Built Environment and Health

Winter 2020 Course Syllabus (rev. Dec 17/19)

### Administrative Details

**Course Name:** GGR433 H1-S LEC0101 Built Environment and Health

**Time:** Thursday 1:00-4:00

**Location:** OI 5260 (Ontario Institute for Studies in Education (OISIE), 252 Bloor Street West

<http://map.utoronto.ca/building/123>)

**Instructor:** Pamela Kaufman, Assistant Professor, Dalla Lana School of Public Health, University of Toronto

**Office Hours:** After class or by appointment

**Email:** [p.kaufman@utoronto.ca](mailto:p.kaufman@utoronto.ca)

**Telephone:** 416-978-8137

**Office:** Health Sciences Building, 155 College St., Rm. 536 (entre via suite 530)

**Teaching Assistant:** Shelby Sturrock

**Office Hours:** After class or by appointment

**Email:** [shelby.sturrock@mail.utoronto.ca](mailto:shelby.sturrock@mail.utoronto.ca)

### Course Description

**Exclusions:** GGR400H1 (2012-13)

**Prerequisites:** 10.0 FCE's

**Recommended Preparation:** 1.0 FCE in Geography (SOC SCI/BR=3)

**Distribution Requirement:** This is a Social Science course

**Breadth Requirement:** Society and its Institutions (3)

**Overview:** Linking across fields that include public health, geography and planning, this course examines the growing evidence and ways in which human health is affected by the spatial distribution and design of the built environment in which we live, work and play. More specifically, this course considers how various planning and development decisions impact individual and population health, particularly in relation to chronic diseases and mental health.

**Learning Outcomes:** By the end of this course, students will be able to:

1. Identify examples of interactions between the built environment and the health of individuals and populations, at the local, regional, provincial and national levels
2. Critically examine issues in the built environment that have an impact on health at the local and global level
3. Identify tools and best practices that promote healthier communities
4. Identify the benefits and challenges of cross-disciplinary collaboration to identify problems and develop, implement and evaluate solutions to built environment influences on health

5. Integrate current evidence regarding the impacts of the built environment on health with information and perspectives from other courses and/or personal experiences
6. Apply lessons from planning and public health research to current and future problems related to the built environment and health

**Structure:** This course emphasizes participation, critical thinking and communication. Class sessions are structured to include some topics being introduced by the instructor or guest speaker and **seminar style discussions**, where students are expected to complete the readings before class and actively participate in discussion during the session.

**About Your Instructor:** I am an Assistant Professor in the Dalla Lana School of Public Health at the University of Toronto, and a Scientist and Senior Project lead with the Ontario Tobacco Research Unit (OTRU) and the Social and Epidemiological Research Department at the Centre for Addiction and Mental Health. My academic training is in anthropology, landscape architecture and environmental design. For the past 20 years, I have engaged in a program of research addressing physical and social environment factors that affect the development and implementation of public health policies, and the beneficial effects and unintended consequences of such policies. I have a particular interest in the synergistic relationships between the built environment and health, and am excited about exploring with students how planning and development decisions impact population and individual health.

Student learning will also be facilitated by other academics, professionals and practitioners, who will bring first-hand experience working, studying and influencing decisions to create built environments that have a positive influence on health.

**Expectations:** You can expect that I will show up at each class prepared to facilitate your learning. As students, you are expected to show up at each class familiar with the readings and background material, and prepared to actively engage in lively discussion. This course expects you to bring critical thinking and thoughtful reflection to discussions about how knowledge gained through the course readings and lectures can be applied to solve real-world problems. You are encouraged to integrate evidence on the impacts of the built environment on health with your own academic and personal experiences, such as learning from other classes, and reflections about the neighbourhoods where you have lived or visited.

**Required Texts and Readings:** A variety of formats will be used to facilitate your learning, including guest lectures, videos/films and scholarly readings. A list of required readings for each class will be provided the first week of class and posted on Quercus. Readings include journal articles and chapters from the following text:

1. Andrew L. Dannenberg, Howard Frumkin, Richard J. Jackson (eds). 2011. Making Healthy Places: Designing and building for health, well-being, and sustainability. Island Press. Washington, D.C.

An electronic version of the text is available (pdf or epub format) free of charge through the University of Toronto Library via a direct link through your UofT student registration: <http://go.utlib.ca/cat/9543440>

Journal articles are also available through the University of Toronto Library via direct link through your University of Toronto student registration (a reading list with links will be posted on Quercus).

## Course Requirements and Grading

Assignment (mark)	Total Weight	Max. Length	Due Date
A1. Individual Effort and Engagement	5%	Participate meaningfully in class discussion	Jan 9-Apr 2
A2. 4 Reading Responses	5%	Bring a key learning and/or question in response to assigned readings. Note: You are not required to submit a weekly reading response for weeks that you are submitting a Critical Reading Reflection.	Submit by 11:59 pm on the Wed before class for 4 classes from Jan 15-Mar 18.  Note: A Reading Response and Critical Reading Reflection cannot be submitted in the same week.
A3. 5 Critical Reading Reflections	25%	Each of the 5 reflections should be no more than 500 words	Submitted by 11:59 pm on the Wed before class for 5 self-selected weeks from Jan 15-Mar 18
A4. Briefing Note	25%	1,500 words	Friday February 28
A5. Neighbourhood Case Study a) Proposal (10%) b) Final report (25%) c) Presentation (5%)	40%	a) 1,000 words b) 3,500 words c) 15 min	a) Friday Feb 14 b) Friday Mar 20 c) Thursday Mar 26 OR Thursday Apr 2

Drop date: March 15, 2020

## Course/Departmental/Divisional Policies

**Quercus:** This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged into Quercus using your UTORid and password, you should see the link or "card" for **Built Environment and Health GGR433**. You may need to scroll through other cards to find this. Click on the **Built Environment and Health GGR433** link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

**SPECIAL NOTE ABOUT GRADES POSTED ONLINE:** Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

**Submission Methods:** Normally, students will be required to submit their course essays/assignments to Turnitin.com (through Quercus) for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

**Deadlines for Assignment Submissions:** All assignments are to be submitted on the designated due date. Assignments submitted late will be penalized by **5% per day (including weekend days)** reduction in the total mark. **No assignments will be accepted more than one week after the due date** unless the student has obtained prior permission from the instructor in the case of documented illness or other extenuating circumstances. For illness or non-medical emergencies that affect your ability to complete coursework, you must provide the instructor with appropriate documentation. For missed work, contact the instructor as soon as possible – and no later than one-week after the original due date.

**Specific Medical Circumstances:** If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for medical documentation in support of your specific medical circumstances. The University's Verification of Student Illness or Injury (VOI) form is recommended because it indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information, please see <http://www.illnessverification.utoronto.ca>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

**Accommodation for Personal Reasons:** There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

**Mental Health and Wellbeing:** As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

**Students with Disabilities or Accommodation Requirements:** Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

**Accommodations for Religious Observances:** As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements. For more information on the applicable policies: <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

**Academic Integrity:** All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca>.

**Cell Phones and Laptop Usage:** Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

**Copyright in Instructional Settings:** Course materials are provided for the exclusive use of enrolled students. Do not share them with others. I do not want to discover that a student has put any of my (or a guest speaker's) materials into the public domain, has sold my (or a guest speaker's) materials, or has given my (or a guest

speaker's) materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

**Recording of Lectures:** If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's consent beforehand. If lecture recordings are provided, they are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings are not to be shared in any way beyond enrolled students.

**Privacy/FIPPA Statement:** Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

**On the Library:** University of Toronto Libraries provide access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. For more detail see <http://onesearch.library.utoronto.ca/>

**Note:** The contents of this summary may change

### **Detailed Course Description:**

From zoning laws developed more than a century ago to prevent the spread of diseases, the built environment has been invariably linked to the health of individuals as well as entire populations. Over time, these concepts diverged into the distinct disciplines of public health and planning. In recent years, there has been renewed interest in the association between the built environment and many non-infectious diseases, including obesity, diabetes, cardiovascular and respiratory diseases, cancer and injuries. However, few planning and public health professionals are equipped with the knowledge and skills to communicate and work collaboratively to create healthy communities. Linking across fields that include public health, geography and planning, this course allows students to explore the growing evidence and ways in which human health is affected by the spatial distribution and design of the built environment in which we live, work and play. More specifically, the course will explore how various planning and development decisions impact population and individual health, particularly in relation to chronic diseases and injuries.

Based on a model curriculum developed by instructors of planning and public health,<sup>1</sup> the curriculum for GGR433 addresses the following three areas:

1. **Planning and Public Health Foundations:** To provide students with an overview of the fields of planning and public health, from their origins to present. Students will gain foundational knowledge about the core values and histories of planning and public health, how they evolved to the present day, and theories on the relationship between the built environment and health.
2. **Health Issues Related to the Built Environment:** To provide students with knowledge about how the built environment influences health related behaviours such as physical activity, access to healthy food, and the implications for major health issues such as injury, obesity, diabetes and mental health problems. Students will also consider the role of social determinants of health in the existence of health related disparities and inequalities.
3. **Designing the Built Environment for Health:** To provide students with knowledge about how planning and public health tools can be used to address the health impacts of the built environment. Students will be able to identify contemporary features of the built environment and how they contribute and detract from individual and population health. Students will learn about the role of policies and practices on the health of individuals and populations from the local to global level and gain greater awareness of how the built environment impacts the choices that people make in their day-to-day lives, and the importance of ethical considerations in decision-making. Students will also consider future challenges for healthy built environments.

Throughout the course, students will engage in critical thinking, application of knowledge to solve real-world problems, and thoughtful reflection. Students are encouraged to integrate evidence on the impacts of the built environment on health with their own academic and personal experiences. In doing so, students will

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<sup>1</sup> Botchwey N, Hobson S, Dannenberg A, Mumford K, Contant C, McMillan T, Jackson R, Lopez R, Winkle C. A Model Curriculum for a Course on Built Environment and Public Health: Training for an Interdisciplinary Workforce. *American Journal of Preventive Medicine* 2009; 36 (2S): S63-S71.

contemplate their future role as citizens, academics and professionals in improving outcomes for a healthier world.

**Course Schedule**

(Note: weekly readings and links will be posted on Quercus during the first week of classes)

<b>Session/ Date</b>	<b>Weekly Topics</b>
1. Jan 9	Introduction and Course Overview
2. Jan 16	Reconnecting Urban Planning and Public Health
3. Jan 23	Health Equity
4. Jan 30	Active Transportation
5. Feb 6	Food Environments
6. Feb 13	Gentrification and Access to Affordable Housing
8. Feb 20	Reading Week- No Class
7. Feb 27	Indigenous Built Environments (TBC)
9. Mar 5	Mental Health
10. Mar 12	Urban Green Space
11. Mar 19	Injuries and Built Environments (TBC)
12. Mar 26	Neighbourhood Case Study- Presentations
13. Apr 2	Neighbourhood Case Study- Presentations