

## **GEOG 2160B – Healthy Cities**

### **Course Outline: Section 001 Winter 2020**

#### **1. Course Information**

##### **1.1. Classroom Location:**

Class Location and Time: UCC 37, Lecture on Tuesdays 1:30-3:30pm; Lab on Tuesdays 3:30-4:30pm

##### **1.2. Contact Information:**

Instructor: Dr. Jason Gilliland  
Office: SSC 2432  
Office Hours: TBD  
Phone: 519 661-2111 x81239  
Email: jgillila@uwo.ca

#### **2. Calendar Description**

##### **2.1. Course Description**

A survey course exploring the connections between urban environments, health, and wellbeing, including key historical developments, theories, problems, and solutions. Hands-on activities throughout will teach skills and knowledge suitable for careers in planning, urban development, public health, medicine, business, civil engineering, and municipal government.

2 lecture hours, 1 lab hour, 0.5 course

Antirequisite(s): None

Prerequisite(s): None

Prerequisite checking is the student's responsibility

##### **2.2. Senate Regulations**

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

#### **3. Textbook**

There is no primary text for this course. Mandatory readings, videos, and activities will be posted on OWL prior to the completion date in the class schedule. Material listed for a particular week is expected to be completed prior to the lecture time.

#### **4. Course Objectives and Format**

The places we live, work, and play dictate our health and wellbeing. This introductory course explores the concept of the "healthy city" from the perspective of the fields of geography, urban

studies, real estate, psychology, economics, health studies, and medicine. This course is suitable for students from all faculties interested in learning about how urban places can shape our health. Through dynamic lectures and hands-on lab activities, students will discover the theories, methods, and techniques that can be used to create healthier cities for all. This is a career-focused learning opportunity that will be practical, realistic, and informative. Skills developed in this course will be transferable to a wide-range of disciplines and are expected to be in significant demand among employers in government, corporate, and commercial sectors.

The objective of this course is to explore how historical development patterns have led to a wide range of unhealthy landscapes in North America; the impact of prescribing nature to improve wellbeing; designing cities for all children and older adults; the role of food in shaping urban health; the urban response to climate change; the triple-bottom line of public transit; and the importance of walkable and bikable cities. Field exercises will be conducted throughout the term for students to learn how to complete walkability and park audits, GIS analysis, traffic counts, and other techniques that are in-demand skills for employers.

There are three sections to the class schedule: The Big Ideas, How We Consume, and How We Move. Each section consists of three lectures followed by an exam.

<b>Week</b>	<b>Date</b>	<b>Lecture</b>	<b>Tutorial</b>
1	Jan 7	Course Introductions: Getting to Know You!	None
2	Jan 14	Planning & Health: How We Built Cities That Make Us Sick	Assignment
3	Jan 21	Climate Change, It's Not Fake News! (Guest: Dr. Jamie Voogt)	Assignment
4	Jan 28	Urban Parks & Nature: Prescription for Better Health	Midterm Review
5	Feb 4	Midterm Test 1 – In Class	None
6	Feb 11	The Rise of the Automobile and New Technologies (Guest: AJ Wray)	Assignment
7	Feb 18	Reading Week – No Class	None
8	Feb 25	Mass Transit: The Triple Bottom Line	Assignment
9	Mar 3	Active Transportation: Bike, Walk, Roll!	Midterm Review
10	Mar 10	Midterm Test 2 – In Class	None
11	Mar 17	Substance Use in the City (Guest: Dr. Gina Martin)	Assignment
12	Mar 24	Hungry to Learn about Urban Food Environments	Assignment
13	Mar 31	Designing Cities for All	Final Exam Review

## 5. Learning Outcomes

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

- Identify the built and natural features of a city that can impact human health and wellbeing;
- Define and explain the theories that inform research, policy, and practice around healthy cities across a range of academic disciplines;
- Apply the skills that are useful for analyzing complex urban problems and developing solutions that are practical and cost-effective; and
- Articulate the value of interdisciplinary thinking and collaboration in urban health to a range of public, professional, and academic audiences.

This course contributes to achieving the Department of Geography's learning outcomes, by encouraging students to:

- Combine geographic knowledge with a focused understanding of theories and practices in other disciplines;
- Describe and explain, analyze, and interpret geographical phenomena outside the classroom by engaging with people, places, and environments;
- Analyze real-world problems and policy applications using geographical concepts, skills, and understanding; and
- Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically.

This course contributes to achieving Western University's degree learning outcomes, by providing opportunities for students to:

- Develop a sense of discovery that drives their ability to ask and frame questions, seek out connections that are not immediately obvious, and identify, analyze and solve problems;
- Use disciplinary discourse, technical language, and research methods to identify, locate, and evaluate oral, print, graphic, numerical, scientific, or digital information in the process of solving complex problems;
- Interact and collaborate with other individuals and groups using appropriate language and reasoning so that it is clear and accessible to a variety of audiences; and
- Develop habits of constructive skepticism, differentiation, and intellectual adaptability in approaching phenomena, artefacts, issues, or arguments to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies that inform careful judgments.

## 6. Evaluation

This course has two evaluation components: Exams and Labs. There are three exams: two midterms (20% each) and a final (20%). There are four assignments (each worth 10%) that will happen throughout the course, each building upon one another to culminate in a final project.

<b>Evaluation Components</b>	<b>Percentage of Course Grade</b>	<b>Assignment Schedule</b>
Participation	10%	All
Week 2-4 Assignments	6%	Weeks 2 & 3
Week 6-9 Assignments	14%	Week 6 & 8
Week 11-13 Assignments	10%	Week 11 & 12
Midterm Test 1	20%	Week 5
Midterm Test 2	20%	Week 10
Final Exam	20%	To be determined

Week 2 Assignment: Guided Reading & Video (3%) – Guided reading and watching of a video related to the history of health and planning. Grades assigned for verbal and digital participation in the discussion.

Week 3 Assignment: Park Audit Tools & Guided Reading (3%) – Completion of exercise to weight components of a park audit tool, and guided reading about park audit tools. Grades for completion of exercise.

Week 6 Assignment: Urban Transportation Analysis (4%) – Field exercise to count traffic on the Western campus. Grades for submission of data.

Week 8 Assignment: Introduction to GIS Lab (10%) – Analysis of traffic data from Week 6 Assignment. Grades for submission of an appropriate map.

Week 11 Assignment: Substance Use Municipal Policy Scan (8%) – Scan for municipal policies on tobacco, marijuana, alcohol, and vaping advertising, consumption, and sale. Grades for submission of data related to policies from the assigned municipality

Week 12 Assignment: Evaluating Food Environments (2%) – Completion of an exercise related to outdoor advertising. Grades for completion.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. All assignments are due before the beginning of class on the date indicated. Deadlines will be strictly enforced. Assignments are to be handed into Dr. Gilliland, or the TA, at the beginning of class on their due date, after which point a late penalty will be assessed. For your sake, do not slip submissions under an office door! It is wise to keep digital and hard copy backups of your assignments.

Late assignments will be strictly penalized: a deduction of 10% per day, including Saturday and Sunday, off the total grade for the assignment. See statement on "Policies on Accommodation for Medical Illness" below. If a student is absent from the scheduled midterm exam for nonmedical reasons, the student will receive a grade of zero on the exam, unless an alternative arrangement is made with the instructor before the scheduled exam. Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components

and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

Should you feel that your grade is inaccurate or unfair, you do have the right to appeal your mark. Please be aware that marks may be raised or lowered through an appeal process. Please refer to the Western Calendar prior to doing so. Requests to have an assignment re-evaluated must be submitted in writing to the instructor, Dr. Gilliland, within one week of receiving the graded assignment. In this written request for reappraisal the specifics of what you would like re-examined and the justification for doing so will be clearly and concisely presented. In an attempt to avoid such time-consuming and stressful procedures, I assure you that I reflect carefully upon every piece of work that I grade.

### Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are

responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability. Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.

- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

## **7. Make-up Examinations**

Makeup exams will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office and Instructor within 48 hours of the scheduled exam. Otherwise, the instructor will assign a grade of zero. The format and content of make-ups may differ substantially from the scheduled test or examination.

## **8. Use of Electronic Devices**

No electronic devices will be allowed during tests and examinations.

## **9. Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **10. Western's Commitment to Accessibility**

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website.

More information about "Accessibility at Western" is available.

## **11. Mental Health**

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's Health and Wellness website for more information on mental health resources.

## **12. Support Services**

Western's Support Services  
Student Development Centre

## **13. Important Dates Winter 2020**

January 6: Classes resume

January 10: Last day to add a second term half course

February 17: Family Day – Department Office Closed

February 18-23: Spring Reading Week (No classes; Department Office open)

March 7: Last day to drop a second term half course without penalty

April 3: Classes end

April 4 and 5: Study days

April 6-26: Examination Period

### **Midterm Makeup Dates:**

- Friday February 7, 9:00 am, SSC 1004
- Friday February 14, 9:00 am, SSC 1004
- Friday February 28, 9:00 am, SSC 1004
- Friday March 6, 9:00 am, SSC 1004
- Friday March 13, 9:00 am, SSC 1004
- Friday March 20, 9:00 am, SSC 1004

### **Final Exam Makeup Dates:**

- Friday April 17, 9:00 am, SSC 1004
- Thursday April 23, 9:00 am, SSC 1004
- Thursday April 30, 9:00 am, SSC 1004