University Studies Cluster Proposal Cover Sheet
For Academic Year 2009-2010

Cluster Proposed for: Environmental Sustainability
Title of course: International Sustainability, Urban Design, & Human Health
Course Number: INTL 399U
Proposing Faculty: Margrete (Meg) Merrick
Cluster Coordinator: Joe Maser

Proposal Type:
___ Cluster Course to New Cluster
X ___ New Course to Cluster
___ Removal

Other clusters this course is assigned to:

Proposals are due to the University Studies office (CH 117) with 12 duplicate copies by Friday, November 9,
2007 so that they may be reviewed and forwarded to the UCC Committee for final approval.

ORIGINAL
OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT
CHAIR(S)  Martha H. McKeen

DATE:  Feb 22, 2008

CLUSTER COORDINATOR

DATE:  Mar 15

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 117) BY NOVEMBER 9, 2007
COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ____________________________

DATE: __11/25/00________________________

CHAIR, UNST COMMITTEE: ____________________________

DATE: __12/02/06________________________
University Studies New Cluster Course Addition

Adding a previously unapproved course to a cluster

PROPOSING FACULTY: Margrete (Meg) Merrick

Institute of Portland Metropolitan Studies, School of Urban Studies and Planning
Portland State University

PROPOSED CLUSTER: International Studies; Sustainability Cluster Course

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION
International Environmental Sustainability, Urbanization, and Human Health Connections in the 21st Century. INTL 399U

In recent years, researchers and practitioners advocating for sustainable urban environments have become increasingly aware of the connections among the condition of the environment, human health, and patterns of urbanization. Research has shown that the ways in which cities developed during the 20th century have contributed to the degradation of natural environments, global warming, and a dramatic increase in the incidence of chronic diseases such as obesity, diabetes, and asthma in the U.S. and in rapidly growing cities across the globe. As a result, environmental scientists have developed (and policy-makers in many locations now require) environmental impact assessments (EIAs) to be done before development occurs. In addition, many city officials, health care researchers, and health care practitioners are promoting the adoption of health impact assessments (HIAs) and “healthy plans” that promote environmental sustainability and human health whenever new urban development is proposed. Like environmental impact assessments (EIAs), HIAs are used (1) to determine the impacts before the development occurs and, (2) to develop and assess measures to avoid or minimize these effects.

“Healthy planning” is a toolkit approach that takes the negative environmental and health impacts of urban development into account and works to eliminate or minimize them to create “smart growth” for the 21st century.

This course examines the rationales and uses of these tools through readings, discussion, guest speakers, research, and field trips. Students will gain a greater understanding of these tools by developing a simplified EIA and HIA and suggest possible solutions for a hypothetical new development in the Portland metropolitan area and in an international context.
B. DEVELOPMENT
   This is a new course under development.

C. AVAILABILITY
   This course will be offered Winter and Spring Terms and will be a
   companion course to International Green Building and Development.

D. PREREQUISITES
   UNST 224 is the only prerequisite for this class.

2. COURSE OUTLINE

A. PRELIMINARY READING LIST: A reader composed of current journal
   articles and excerpts from books including:
   • Hall, Peter. 2002. Cities of Tomorrow: An Intellectual History of
     Urban Planning and Design in the Twentieth Century.
   • Adamson, Joni. 2002. The Environmental Justice Reader: Politics,
     Poetics, & Pedagogy.
     Edge for the 21st Century.
   • Morris, Peter. 2001. Methods of Environmental Impact Assessment
     (The Natural and Built Environment Series)
   • Raimi + Associates. How to Create and Implement Healthy General
     Plans: A Toolkit for Producing Healthy Vibrant Communities
     Through Land Use Policy Change.
     Assessment: A Tool to Help Public Policy Makers Understand
     Health Beyond Healthcare.
     Theory, Techniques and Applications.

B. COURSE OUTLINE: Meg Merrick and Louie Brown will alternate
   teaching this class with Green Building.
   Week 1: Introduction and Formation of Groups for Group Projects
   (Local and International)
   Week 2: Readings and Lecture: Urban Development Trends of the 20th
   Century
   Week 3: Readings and Lecture: Environmental Impacts and
   Environmental Justice
   Week 4: Readings, Lecture and Group Project: Environmental
   Impacts & Health Impacts – what are they and do they mean?
   Week 5: Readings, Lecture and Group Project: The Components of an
   EIA and an HIA
Week 6: Local Case Study: Partners and Projects (guest speakers – field trip?)
Week 7: Lecture and Group Projects: The Components of Healthy Plans and Smart Growth
Week 8: Lecture and Group Project Discussion: The Context and Problem Definition
Week 9: Group Project Discussion: The Assessments
Week 10: Group Project Discussion: Solutions
Finals Week: Class Presentation Poster Session

3. GENERAL EDUCATION GOALS
   A. COURSE CONTENT & SUITABILITY FOR CLUSTER
      It is now recognized by planners and scientists that long term sustainability of urbanized communities across the globe is not possible without adequately understanding and taking into account the relationships between urban development, urban design, and human health. Health Impact Assessments allow planners to fully recognize these relationships, mitigate the negative impacts, and promote healthy solutions to urban growth.

   B. UNST GOALS
      Inquiry and Critical Thinking: Throughout this course, students will be encouraged to not only read and listen but to observe, analyze, and reflect on the decisions and conditions that surround them. In addition, because they will be examining the impacts of urbanization as well as possible solutions locally, nationally, and internationally, they will have an opportunity to compare and contrast the political, social, and environmental contexts in which solutions occur.
      Communication: Although there are weekly lectures, the environment in the classroom will promote group interaction and discussion. In addition, the students’ group projects will culminate in a final report that will include text, and graphical evidence. Finally, they will present their findings in a poster session format.
      Diversity of Human Experience: The students will be exploring these issues from various perspectives (locally, nationally, and internationally), in first world and third world contexts.
      Ethical Issues and Social Responsibility: Students will find through their reading and their own analysis that throughout the world, the poor and less advantaged are generally the most profoundly impacted by negative consequences of urban growth through their proximity to highways (air quality issues), industrial areas (air quality, water quality, noise pollution), and lack of services. In their own assessments, students will have to acknowledge and address these social/environmental inequities.
b. CLASSROOM ENVIRONMENT
The environment that will be created in this classroom is one of mutual respect and of inquiry. While the instructor is there to provide the historical and methodological context for the course, this class is also a place where students' understandings, views, and questions are seen as important contributions to the experience of the whole. Students will work together in groups to analyze a development proposal, develop a Health Impact Assessment, and a healthy plan for smart growth. They will work together to present their findings in written and graphical forms.