Title of proposed cluster: **HEALTHY PEOPLE / HEALTHY PLACES**

When will the Sophomore Inquiry course first be offered? **FALL, 1997**

If multiple sections of Sophomore Inquiry, how many per term and year? **ONE PER TERM; THREE DURING 1997-98**

Statement of cluster theme (please do not exceed space below):

The major unifying themes in this cluster are: the reciprocal relationship between the well-being of individual members of a community and the health of the places within which individuals construct the elements of their daily lives; and, the need to address problems at both levels in order to improve the functioning of each. Cluster courses construe the notion of health broadly. They include the condition of natural, built, and social, political, and economic institutions and processes, as well as individual physical, socioeconomic and political states. A secondary theme in the cluster focuses on youth, and two institutional settings - schools and the criminal justice system - which play critical roles in determining health outcomes for both young people and places. Sophomore Inquiry courses emphasize individual-level phenomena, and begin to locate individuals within multidimensional community settings. Junior- and senior-level classes focus more specifically on relations between individuals and various natural, physical, and social environments. Moreover, upper-level courses also link theory, method, and practice regarding the diagnosis of contemporary problems that relate to cluster themes, and the possibilities and limits of alternative ways of resolving problems. The linkages examined in this cluster will enable students to address issues central to the Human Experience and Ethical Issues and Social Responsibility Goals of General Education.

Signatures of all faculty members participating in the cluster (list at least one faculty member for each course proposed)

**S. Colley**  
Proposal coordinator  
2.18.97  
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Phone  
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**D. Haxx**  
Faculty participant  
2.18.97  
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**D. J. Morgan**  
Faculty participant  
2.18.97  
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725-5174  
Phone  
2.18.97  
Date
<table>
<thead>
<tr>
<th>Faculty participant</th>
<th>Date</th>
<th>Phone</th>
<th>Dept. Chair</th>
<th>Date</th>
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<tbody>
<tr>
<td>Susan Jones</td>
<td>2/17/97</td>
<td>725-4019</td>
<td>Sy Aller</td>
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<tr>
<td>Barry Hess</td>
<td>2/17/97</td>
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<tr>
<td>Marlen</td>
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<td>Judith Schol</td>
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<tr>
<td>Margaret Haylen</td>
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<td>Leciel McCabe</td>
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<td>Guy Burkhardt</td>
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<td>245-6966</td>
<td>Sy Aller</td>
<td>2/18/97</td>
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The proposed Healthy People/Healthy Places cluster reflects the growing realization on the part of a group of faculty members in the College of Urban and Public Affairs that we have a set of common interests that is multidisciplinary in character. These interests revolve around the dynamic, reciprocal relationship between the well-being of individuals and the health of the institutional, social, and physical settings within which individuals live. We’re interested in the theory and practice of building healthy communities; the courses in the cluster will offer a variety of perspectives on the issues involved in doing so.

As participants discussed the ways in which they thought about health and the possibilities of integrating healthy community ideas into classes, a coherent cluster took shape which is embodied in this proposal. Coherence is expressed in two, related ways. One is the multidisciplinary approach to understanding a broadly construed concept of health. Issues of healthy individual development will be explored in the context of ideas of sustaining healthy natural and built environments. The relationship between the health of the social and political institutions of a community and individual development will be addressed as well. Policies, programs, and resources available to promote health at both micro and macro levels will be analyzed. Cluster participants also thought it important to include a subsidiary focus on youth, and on two settings that are critically important for the healthy development of both young people and the places within which they live - educational institutions and the criminal justice system. Coherence is also expressed in the unifying element of practical application to improving the health status of individuals and settings. Cluster courses will not only introduce concepts related to healthy people and places, but will also explore theories and methods of individual and collective change to enhance the prospects for improvements in both.

The proposed cluster should provide a good vehicle for achieving general education goals, particularly those associated with Human Experience and Ethical Issues and Social Responsibility. Indeed, the cluster will use the prism of health precisely to explore the relationships between them. Several of the courses will focus on lifestyle choices that influence health outcomes, and encourage students to critically analyze those choices. The impact of social choices regarding the natural and built environments, as well as the design of institutions and political processes will be critically examined as well, with a focus on the ethical implications of these choices. The diversity of meanings associated with health and well-being will run throughout the cluster.

Healthy people/healthy places will explore differences between disciplinary approaches to the theme, and different ways of knowing about the theme, but will also examine health as a transdisciplinary concept. Course elements will range from descriptive statistics grounded in a positivist approach to understanding individual and institutional behavior to qualitative studies of schools and prisons. The social construction of at risk status will be presented along with a critical theory perspective on the barriers to participation in environmental planning processes. Public health educators will present empirical analyses of the determinants of individual health-related behaviors, as well as critical discussions of the theory, practice, and ethics of changing individual behaviors. Administration of justice faculty will present sociological perspectives on the determinants of criminal behavior, the dynamics of the justice
system, including ways in which philosophies of correction are changing, and the significance of social support for the development of healthy individuals and communities. Planners will highlight empirical and critical studies of the relationship between individuals and the built and natural environment, with a stress on the ways in which environmental settings influence individual and group behavior. While the cluster contains diverse social, political, economic, natural and design perspectives on people-in-places, each seeks to shed light on the overarching concept of the possibilities and limits of enhancing the interrelated health of people and places.

The courses in the cluster are:
AJ 330  -  Crime Control Strategies
PHE 346  -  Crime, Violence and Personal Safety
PHE 446  -  Community Health Principles and Practices
USP 310  -  Health Resources, Lifestyles and Community Development
USP 313  -  Urban Planning: Environmental Issues
USP 425  -  Community and the Built Environment*
USP 426  -  Neighborhood Conservation and Change*
USP 450  -  Concepts of Citizen Participation
USP 454/  -  Urban Schools and At Risk Status
EPFA 456

*Please note that USP 425 and USP 426 are already approved as Community Studies Cluster classes. Outlines for them are not included with this proposal. They will not require significant revision to fit within the Healthy People/Healthy Places Cluster.

There will be three Sophomore Inquiry classes associated with this cluster. Descriptions of each of these classes are attached.
HEALTHY PEOPLE/HEALTHY PLACES CLUSTER
The major unifying themes in this cluster are the reciprocal relationship between the well-being of individual members of a community and the health of the places within which individuals construct the elements of their daily lives; and the need to address problems at both levels in order to improve the functioning of each. Cluster courses from a variety of disciplines link theory, method, and practice regarding the diagnosis of contemporary problems and various natural, physical, and social environments.

SOPH INQ: YOUTH AND COMMUNITY DEVELOPMENT IN THE "GOOD SOCIETY"
This course is designed to provide students with the opportunity to examine the elements "wellness" evolving from communities concerned with the physical, emotional and social health of their citizens (particularly their younger citizens). The interplay of individual and collective efforts in the pursuit of wellness in the Good Society is a particular focus of this course.

SOPH INQ: HEALTH IN OUR TIME
This course will examine health status and current health research within and between groups in the United States and comparatively, around the world. Students will critically analyze health information and controversial health issues in the media in the context of our class studies.

SOPH INQ: YOUTH, SERVICE, AND COMMUNITY
This course will examine the theory, history and current applications of service initiatives to engage youth and strengthen communities. Contemporary service initiatives in educational reform, the national service program, and community development will be explored. Students will be given the opportunity to examine the role of service through class readings and discussions, guest speakers, and direct community contacts.

CLUSTER COURSE OFFERINGS
AJ 330U  Crime Control Strategies
EPFA 456U  Urban School and At Risk Statue
PHE 345U  Acquaintance Rape and Self Protection
PHE 346U  Crime, Violence and Personal Safety
PHE 446U  Community Health Principles
USP 310U  Health Resource Lifestyles and Community Development
USP 313U  Urban Planning: Environmental Issues
USP 425U  Community and the Built Environment
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5/7/97 OUS
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There will be three Sophomore Inquiry classes associated with this cluster. Descriptions of each of these classes are attached.
General Education Goals:

Inquiry and Critical Thinking:

Students will examine the statistics of social problems, theories of human behavior and development, theories of child and youth development, concepts of community development and social support, and the role of social support as an organizing concept for understanding a wide variety of human conditions and social problems -- particularly those affecting “at-risk” youth.

Communication:

Students will be required to produce oral presentations and written products -- including various graphics. Students will use various technologies for these products including the use of computers, statistical analyses, and in some cases video equipment.

Human Experience:

Risk factors for various child, adolescent, and adult social problems will be examined from age, racial, ethnic, and gender aspects. The behavioral science literature on human development in general (including community factors in human development) will provide (along with that especially on youth development and social support) the basic contents of the course.

Ethical Issues and Social Responsibility:

The primary content of the course, readings, and assignments is directed toward appreciating the impact of social support networks within the community on the healthy development of both humans and their total community. Assignments will promote the ideas of scientific research and the ideals associated with how well-informed citizens can contribute to the development of healthier citizens and healthier places.
General Education Goals:

Inquiry and Critical Thinking:

This course will critically examine descriptive and inferential statistics at the national and international level. It will include discussions concerning how researchers derive statistics, how research data get reported in the media and how data affects or should affect health policies. The class will examine the health care delivery system, the multitude of changes in health care, how these changes are reported in the media and public attitudes concerning both the private health care system in this country and the government's health and safety agencies.

Communication:

Students will be expected to write several short opinion papers critically examining health information in the media. The class will debate several issues including the worthiness of Health Maintenance Organizations and alternative medicine. Students will be assigned a perspective to debate and be given a time limit to present their side of the issue. Finally, students will write and present to the class a literature based paper as a final project at the end of the course.

Human Experience:

This course will examine health issues from aggregate and individual perspectives. We will ask questions about the differences in health status and the inequities in health care access and health care delivery across ethnic, socio-economic, life stage, gender and geographic lines. The students will examine how these inequities affect and are effected by health policy and the role of the media in this process. In addition, students will be explicitly required to debate controversial health issues and write opinion papers from a variety of human perspectives.

Ethical Issues and Social Responsibility:

Health research, health policy and access to health care will be critically analyzed on ethical grounds. Student debates will examine issues of social responsibility with respect to, for example, whether health care should be a privilege or a right.
Sophomore Inquiry Course

Barry Messer
Youth, Service, and Community
Winter, 1998
Healthy People/Healthy Places Cluster
Sy Adler, Cluster Coordinator

This course will examine the theory, history and current applications of service initiatives to engage youth and strengthen communities. Contemporary service initiatives in educational reform, the national service program, and community development will be explored. Students will be given the opportunity to examine the role of service through class readings and discussions, guest speakers, and direct community contacts.

This course has emerged as part of a set of inquiries into the effectiveness of various initiatives underway that address the social and environmental conditions affecting the health of individuals in contemporary urban society.

The content of this course will be organized around two central issues: (1) the status of youth involvement and empowerment within the community; and (2) community service initiatives that aim at enhancing the effectiveness of youth as responsible citizens.

There will be opportunities for students to critically examine elements of contemporary youth culture and public efforts to strengthen the role of youth in the community. There will be opportunities for written and oral expression, and direct interaction with youth service organizers in the community.

Inquiry and Critical Thinking: Students will examine theories of civic engagement and community service. They will be challenged to discover how community experience influences their theoretical understanding. There will be several opportunities for reflection and critical examination of personal beliefs and experiences through class discussions, written essays, and presentations.

Communication: Students will be required to make written and oral presentations in class. In addition, students will design and administer an interview guide to probe youth and service provider involvement within the community.

Human Experience: Students will identify and conduct interviews with youth and service providers that are involved in community service work. They will be challenged to examine theories and practices of youth service initiatives within the context of their own personal experience.

Ethical Issues and Social Responsibility: The main theme of the course is the process of developing and reinforcing a sense of social responsibility to the community. Assignments will involve analyses of the possibilities and limits of developing oneself as a productive member of society.