Description of course

This sophomore inquiry will examine the nature and state of healthy individuals in their various environments. A dynamic approach will be used to study the places in which people live and interact, such as the community, the workplace and the natural environment. Topics will focus on ways to solve and prevent problems that may affect the health and wellbeing of the individual, the local environment and/or the global community. Individual behavior change, social policies, community development and social responsibility may be emphasized.

Textbooks:


*Discovering a Sense of Place*, Northwest Earth Institute

*Class Reader*, on Instructor's WWW site  *Note do not use the reference on this printed syllabus, go to the www site.*

Requirements

Class attendance is required. Attendance will be taken. 20 points will be deducted for each absence up to 100 points.

1. **Neighborhood Health Assessment. Group project.** 400 points

   Student groups will select a neighborhood or area of town in the Portland region and conduct a health and community design assessment. Groups (3-5 members) will be formed by the third class, and geographic areas selected by April 9th. The selected area has to be approved by the instructor and only one group per selected neighborhood or area. Areas should be residential and preferably include some mixed use (e.g. commercial, industrial) elements as well. Groups will provide a strategy/plan in writing by April 18, A group paper will be completed and
presentation will be made to the class. (see separate handout for more information). There is both a group and individual component to this project. (see handout)

2. **Weekly Journal.**  \hspace{1cm} 400 points

Students will compile a journal comprised of summaries, and reflections on the assigned readings. Students will write a brief summary (1 paragraph) of each chapter for the textbook, *Health and Community Design*, and for each group of short readings on the Internet and a summary of each section of *Discovering a Sense of Place*.

Also each week students will write a slightly longer (2-3 paragraph) reflection on that week’s readings. The reflection can be on all the readings or just one aspect. Each week students will submit the reflections (Not the summaries!) by Friday at 5pm. This is not a requirement but if instructor notices a consistent pattern of no submission he may deduct points from final student product.

The material should be keep in notebook or loose leaf folder. In mid-term (May 7) students will turn in what they have completed and instructor will evaluate not grade the journal.

At the end of the term (June 4) students will turn in the completed journal in bound and typed form.

Note: students may choose one week during the term to not write a reflection. Summaries are still due. Please be sure in final product to note which week. Instructor will also provide some extra credit options.

3. **Final Exam.**  \hspace{1cm} 200 points

The final exam will cover content from reading materials as well as additional material covered in class. Study questions will be provided the week before the exam. Exam will consist of between 5-6 questions, from which students will select 3-4 to write about. Study questions distributed May 23, final exam, May 30.

**Grading:**

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*All assignments are due when indicated. Late assignments will result in a loss of 10% per class session.*
Class Reading Assignments

Monday, April 2

Introduction to class

Wednesday, April 4--Introductory readings

Choose groups

Introduction (HCD)
Section One, A Sense of Place (NWI)
Section Three: Knowing your Bioregion (NWI)

Monday, April 9--Health and Urban Form

Neighborhoods Selected

Land Use Patterns (HCD)
Urban Design Considerations (HCD)
Understanding Built Environment (HCD)
(*note this reading assignment is the same as April 11)

Wednesday, April 11--Health and Urban Form

Land Use Patterns (HCD)
Urban Design Considerations (HCD)
Understanding Built Environment (HCD)
(*note this reading assignment is the same as April 9)

Monday, April 16--Urban Food Security

Neighborhood Field day

Homeland Security: Growing a Regional Food Economy (WWW)
Food Insecurity (WWW)
Community Design for Healthy Eating (WWW)
Health and Design chapter, Regional equity Atlas (WWW)
Breaking ground: community food security movement (WWW)

Wednesday, April 18--Healthy Cities Activities

Preliminary neighborhood plans due

Physical Activity (HCD)
Physical Activity, children, elderly, poor (HCD)

Monday, April 23--Politics of Place

Environmental Justice (WWW)
Section Seven: Empowerment (NWI)
Section Six: Building Local Community (NWI)

Wednesday, April 25--Knowing Home and Greenspaces

Wild in the city, p. 1--26. (PSU library)

Monday, April 30--Knowing Home and Greenspaces

Green Urbanism in European Cities (WWW)
Parks and Nature, The Regional Equity Atlas (WWW)
Ecological Landscapes (WWW)

Wednesday, May 2--Neighborhood Field day

Monday, May 7--Public and Civic Space

Students turn in journals

Public Places, Partnership for Public Places (WWW)
Third Places (WWW)
Fortress America: Separate but not equal (WWW)

Wednesday, May 9--Social Capital and Civic Engagement

Social Capital and Civic Engagement (WWW)
Cooperative consumption (WWW)
Third Places (WWW)

Monday, May 14--Citizens of Place

Section Two: Responsibility to Place (NWI)
Wednesday, May 16--The Importance of Place

Bob Benson, Patron of Our Place, Knowing Home (WWW)
Section Four, Living in Place (NWI)
Last Child in the Woods (PSU Library)

* See separate handout for reflection for this week

Monday, May 21--Transportation Systems

Transportation Systems (HCD)
History of Portland’s Bike Movement (WWW)

Wednesday, May 23

No reading assignments
Exam questions distributed
Class summary lecture by instructor

Monday, May 28

Holiday, no class

Wednesday, May 30

Final Exam

Monday, June 4

All assignments due
Neighborhood groups meet in class

Wednesday, June 6

group presentations