

GEO 260 Urban Geography

Public Space & Public Health



DETAILS

Spring 2017
Mondays & Wednesdays 10:30 - 11:45
Building D Room 104

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DESCRIPTION

This course pivots on two complex concepts—health and space. What is more it foregrounds a highly contentious term—public. Public health refers is the science and art of preventing disease, prolonging life and promoting human health through organized efforts and informed choices of individuals, communities and organizations, both public and private. It is concerned with threats to a human health in terms of both disease prevention, the promotion of healthy behaviors, and the maintenance of healthy environments. Public spaces are locations to which the public has access; they are spaces wherein public rather than private norms and sanctions apply; and they are a very specific type of real property, property that is administered by the state but controlled by the public. In the course of this semester, students will become familiar with the foundational debates surrounding the often contentious definitions of health and disease, with how legal, cultural, and economic spaces impact the trajectories of health and disease. Students will become familiar with the central debates surrounding the delineation of public and private rights and responsibilities and how these rights and responsibilities impact the health of private citizens and the public writ large.

OBJECTIVES

Upon completion of this course students will:

1. Have learned fundamental geographical concepts and theories.
2. Have improved their reading comprehension skills.
3. Be comfortable using geographical terminology in written and verbal discourse.
4. Have gained insight into how public spaces are coproduced by political systems, economic systems, and cultural complexes.
5. Be able to think, write, and argue critically about issues involving the intersection of public health and public space.
6. Have learned to recognize how the planning, design, and management of public spaces impact public health and well-being.
7. Have learned to recognize how relationships between urban planning, economics, and cultural complexes impact public health and well-being.

READING

Required Books

Mary-Jane Schneider (2016) *Introduction to Public Health (fifth edition)*

Interboro and Tobias Armborst (2017) *The Arsenal of Exclusion and Inclusion*

Sophia Newman (2016) *Health Horizons: Innovations and Informal Economies*

Additional Readings

Periodically I will post Readings selected from my library will posted on AIMS

ASSESSMENT

Seminar	55
Midterm Exam	20
Final Exam	25
Total Points Possible	100

Seminar Discussion Questions

Unlike those constituting the second half of the semester, seminars during the first half of the semester will be run along the lines of a true seminar. This format requires that both the instructor and each of the students, initiate, contribute to, and catalyze an class-period long discussion. In order to facilitate robust discussions to which every one contributes, I will distribute, via AIMS, discussion questions. The answers to these questions as well as a series of questions that each student has about the reading will be due at the beginning of each of these type of seminar sessions. Like the seminar papers, discussion questions will be graded.

Seminar Papers

The presentation of seminar papers will form the basis of seminar discussions during the second part of the semester. I expect to read well organized papers that include the following: an introduction, a body comprising a logical argument, and a conclusion. Scholarship of others, if included, must be adequately cited. The citation style is at the

authors' discretion. Papers must be double spaced. Seminar papers should be between 1000 and 1500 words (four to six pages).

Seminar papers must accomplish four tasks. First, they must be well written. That is, they must lack distracting grammatical, syntactical, semantical, and spelling errors. And they must be written in such a way that engages the reader. Second, authors must then select **one** compelling aspect/event/outcome/etc. from the reading and briefly summarize it. Third, each paper's argument must be based in a geographic theory. Finally, the paper must synthesize the compelling aspect/event/outcome/etc. of the reading within this theoretical argument. This fourth component is essentially an processes of assembly and critique, whereby authors insert examples drawn from the reading into the theoretical construct they chose to work with and then argue why the theory facilitates a fuller understanding of the summarized compelling aspect/event/outcome/etc..

Seminar Participation

Because this course is based in large measure on discussion, the consistent attendance and engaged participation of each student is essential to its success. I will maintain a log detailing each student's engagement in seminars and during lectures. Collaboratively and critically engaging with ideas may lead to disagreement. Colleagues can disagree *and* maintain respect for each other and one another's views. I insist that students strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during discussion.

Midterm Exam

The midterm will cover material presented in lectures and in the reading assignments. It will cover *terms, concepts, and theories* as well as *regional specifics* presented during the first part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the midterm exam.

Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. It will cover *terms, concepts and theories* covered during the entire semester and *regional specifics* presented during the second part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the final exam.

ASSESSMENT POLICIES

Format Requirements

All written assignments must include the following in the upper left corner of the first page: Student's name, student ID number, assignment name, and due date. All assignments must be formatted in the following manner: double spaced, font size of 11 or 12 point, standard margins, and an indented first line for each paragraph.

Submission Requirements

Unless otherwise instructed, students are expected to submit written assignments on the AIMS platform. I will only accept Word (.doc or .docx) or PDF (.pdf) formats. All files submitted must be saved in the following manner: Student Name_Assignment Name.docx. I expect assignments to be submitted on time. Assignments due in class must be turned in at the beginning of class. I reserve the right to deduct points for late submissions and I reserve the right to determine the percentage to be deducted.

Makeup Work

Aside from *exceptional situations*, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the due date. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late, or incomplete work.

GENERAL POLICIES

Academic Honesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty other others. Academic dishonesty will not be tolerated; the consequences of academic dishonesty include but are not limited to failing an assignment, failing the class, and possibly dismissal from the university. Students are responsible for being observant of and attentive to Akita International University's policies about academic honesty.

Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with exceptional or extended absences on a case-by-case basis.

Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with the administration to meet them.

Civility & Classroom Decorum

Silence all cell phones, beepers, etc. during class. Speaking on cell phones, texting, or using electronic equipment in any way that is not directly related to class is strictly prohibited.

SCHEDULE

Week 1

	Foundations
April 9	Lecture - Geography & Health
April 11	Lecture - Public Space Primer
Reading	Arsenals of Exclusion & Inclusion, TBA

Week 2

	Foundations
April 16	Lecture - The Social Production of Space
April 18	Lecture - Public Health Primer
Reading	Introduction to Public Health, Chapter 1

Week 3

	Urban Planning
April 23	Lecture - A History of Urban Planning
April 25	Lecture - Water-Borne Disease, Sanitation, and Urban Planning

Week 4

	Golden Week
April 30	NO CLASS
May 2	NO CLASS

Week 5	Public Health Controversies
May 7	Lecture - Whose Health? Whose Well-Being?
May 9	Seminar
Reading	Introduction to Public Health, Chapter 2
Week 6	Epidemiology
May 14	Lecture - The Science Behind Public Health Interventions
May 16	Seminar
Reading	Introduction to Public Health, Chapter 3
Week 7	Infectious Disease
May 21	Lecture: Infectious Disease's Conquest & The "Conquest" of Infectious Disease
May 23	Seminar
Reading	Introduction to Public Health, Chapter 9
Week 8	Infectious Disease
May 28	Lecture - The Reemergence of Infectious Disease
May 30	Seminar
Reading	Evicted Introduction to Public Health, Chapter 10
Week 9	Pollutants
June 4	Lecture - Access to Clean Air and Water
June 6	MIDTERM EXAM
Reading	Introduction to Public Health, Chapter 20
Week 10	Outdoor Physical Activity
June 11	Lecture - Confronting the Obesity Epidemic
June 13	Seminar
Reading	Introduction to Public Health, Chapter 16
Week 11	Plazas
June 18	Lecture - The Public Realm Network
June 20	Seminar
Reading	Arsenals of Exclusion & Inclusion, TBA
Week 12	Parks
June 25	Lecture - Rethinking Urban Green Space
June 27	Seminar
Reading	Arsenals of Exclusion & Inclusion, TBA
Week 13	Streets
July 2	Lecture - (In)complete Streets?
July 4	Seminar
Reading	Arsenals of Exclusion & Inclusion, TBA
Week 14	Sidewalks
July 9	Lecture - Safe Routes to School
July 11	Seminar
Reading	Arsenals of Exclusion & Inclusion, TBA

Week 15 **Alleys**
July 16 Lecture - The Forgotten and the Future
July 18 Seminar
Reading Arsenals of Exclusion & Inclusion, TBA

Week 16 **Finals Week**
July 23 **FINAL EXAM (Room D104 10:30-11:45)**