Create Course (GEO 140, effective Fall 2013)

**Course Details**

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<th>School/College</th>
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<tr>
<td>Credit Hours</td>
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<td>Schedule Type</td>
<td>Lecture/Discussion (L/D)</td>
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<tr>
<td>Short Title (30 character maximum, including spaces)</td>
<td>Healthy Planet Healthy People:</td>
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<tr>
<td>Title</td>
<td>Healthy Planet Healthy People: Shaping a Sustainable Healthy Future</td>
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<tr>
<td>Course Level</td>
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<td>Is this same course also offered at the Grad (Undergrad) level</td>
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**Course Listing**

<table>
<thead>
<tr>
<th>Prerequisites / Corequisites / Restrictions</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>Focus on various aspects of creating a healthy planet and environment for healthy communities and people. Investigation of beneficial effects of natural areas in cities on mental health and physical well-being, urban sustainability and sustainable housing design, the importance of urban nature and green space, and the human “food footprint.” Helps students create an “eco-psychology” recognizing the benefits of living and thinking green.</td>
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<td>Grading Mode (N grades are not allowed for Rackham programs)</td>
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<td>Repeat Status</td>
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<td>Cross Listings (will automatically be created/changed)</td>
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**Comments**

"IF THIS AFFECTS PROGRAM REQUIREMENTS, A PROGRAM FORM IS REQUIRED"

**Approvers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Reviewer Type</th>
<th>Review Status</th>
<th>Review Time</th>
<th>Reason</th>
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<tbody>
<tr>
<td>Kristina Hansen</td>
<td>Catalog Editor</td>
<td>Accepted</td>
<td>11-14-2012 04:35</td>
<td></td>
</tr>
<tr>
<td>Kristina Hansen</td>
<td>Amending Requester</td>
<td>Accepted</td>
<td>11-06-2012 06:01</td>
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https://sis.umflint.edu/prod/zwcc_course_change.view_change
| MARTIN KAUFMAN | DEPARTMENT CHAIR | ACCEPTED | 11-14-2012 05:49 |
| RANDALL RAPIC | REQUESTER | ACCEPTED | 11-07-2012 10:15 |
| RHONDA BROADWORTH | PREVIEWER | PENDING | |

**Release: 8.5.3**

Accept or Reject Request

- **Accept Change Request**
- **Reject Change Request**
- **Reject / Amend Change Request**

RELEASE: 8.5.3

https://sis.umflint.edu/prod/zwcc_course_change.view_change

11/15/2012
Learning Outcome No. 7 - Use visual or non-verbal tools to decode messages

Narrative: The students will use ArcGIS to map real-world data that indicate the spatial determinants of health.

Assessment tools: There are four in-class mapping assignments that will be graded.

Learning Outcome No. 12 - Apply knowledge to complex issues

Narrative: Field trips are developed in a way to engage students in constant conversation about features and phenomenon being observed and evaluated. The purpose of the field trips is apply concepts learned in class to real world practice.

Assessment tools: Students will take notes, make sketches, and take photographs as part of the field trips. There will be discussions about what the students have observed.

Learning Outcome No. 5 - Produce competent written work

Narrative: Imagine that you are the city planner, mayor, or other decision maker in your community. If you had the power to change anything in your neighborhood to promote health, what would you change and why? Support your paper with photos of current conditions.

Assessment tools: There will be a final written paper that asks the students to apply what they have learned in class to their own neighborhood. There will be also be some homework assignments that ask the student to produce written work.

Learning Outcome No. 11 - Investigate the nature of citizenship

Narrative: By immersing the student in their community, we hope to foster a sense of civic engagement.

Assessment tools: We will assess this through field trip participation and homework assignments.

Learning Outcome No. 4 - Demonstrate the ability to think creatively

Narrative: To promote healthy living on a healthy planet, we need creative solutions to pressing health problems.

Assessment tools: The homework assignments and final paper will ask the students to come up with creative solutions to health problems.
Hello,

Attached you will find the proposed syllabus for our new GEO140 course. We just submitted the general education assessment piece about 2:00 this afternoon.

Please confirm that you have received this. Also, the submission in SIS is under the name of my colleague, Randall Repic.

Thank you!
GEO 140: Healthy Planet, Healthy People: Shaping a Sustainable Healthy Future

Course & Instructor Information

<table>
<thead>
<tr>
<th>Course:</th>
<th>GEO 140: Healthy Planet, Healthy People</th>
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<tbody>
<tr>
<td>Credit Hours:</td>
<td>3</td>
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<table>
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<tr>
<th>Instructors:</th>
<th>Victoria Morckel</th>
<th>Greg Rybarczyk</th>
</tr>
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<tbody>
<tr>
<td>Department:</td>
<td>Earth &amp; Resource Science</td>
<td>Earth &amp; Resource Science</td>
</tr>
<tr>
<td>Office:</td>
<td>518 MSB</td>
<td>516D MSB</td>
</tr>
<tr>
<td>Phone:</td>
<td>810-237-6597</td>
<td>810-237-6590</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:morckel@umflint.edu">morckel@umflint.edu</a></td>
<td><a href="mailto:grybar@umflint.edu">grybar@umflint.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>whenever our doors are open or by appointment</td>
<td></td>
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Course Description
This course satisfies the general education requirement of health and wellbeing.

We will examine healthy living through the lens of local scale sustainable urbanism. Key questions for this course are 1. “What local changes can we make to both the physical and built environments to promote healthy living?” and 2. “How can we make this happen in practice?”

We examine these questions using five community engaged themes. The first is travel and transportation, where we consider alternative forms of commuting and assess the impacts that mode choices have on the environment and human health. The second theme is sustainable building design, where we explore the health impacts of environmentally-friendly buildings and neighborhoods. The third is food-systems planning, where we consider local trends and the changes that can be made to make the food-system more sustainable. The fourth is natural environments, where we explore the role and importance of incorporating natural environments into urban areas. Finally, we end with behavior change, which will examine how we can encourage people to live healthy, sustainable lifestyles. This section will explore the roles that eco-psychology and environmental behaviorism can play in a healthy society.

To further emphasize “How can we make this happen in practice,” each of the themes will be supported by real-world engagement of sustainable urbanism in the City of Flint. For example, the transportation theme will include a visit to the bicycle skills course in Flint, as well as an assessment of the value of non-motorized commuting. The building design theme will include an investigation of the green design and energy saving resources at the Urban Alternatives House. The theme of food-systems will include a trip to the Flint Farmer’s Market to investigate the health and economic impacts of local food production.
and distribution. The theme on natural environments may include a site visit to Chevy in the Hole, the Flint River ecosystem, or similar venue.

**Learning Objectives**

By the end of this course, you should be able to

- Identify ways in which we can improve the local built environment to encourage people to live more healthy lifestyles
- Recognize the impacts that the physical and built environment have on health
- *Describe what sustainable urbanism is, explain its importance, and provide examples*
- Identify and define concepts that relate to the five major themes of the course
- Discuss alternative forms of commuting, building designs, and food-systems.
- Describe the relationships between a healthy planet, healthy communities, and healthy people

**Textbook**


**Assignments**

- **Homework Assignments (50% of the final grade; 5 at 10% each)**
  For each of the five themes, you will complete a homework assignment. The assignments will ask you to evaluate a concept important to a given theme, in a given context. (For example, evaluate food accessibility for the Carriage Town neighborhood in Flint.)

- **Mapping Assignments (20% of the final grade; 4 at 5% each)**
  You will be asked to do four mapping exercises, in class, using ArcGIS. (No prior GIS experience is required). The purpose of the mapping exercises is two-fold: 1. to improve your ability to think spatially and 2. to emphasizing that where you live (and how that place is designed) impacts your health.

- **Field Trip Participation (10% of the final grade; 4 at 2.5% each)**
  Four of the five themes will include a field trip. The purpose of the field trips is to demonstrate how concepts learned in class can be applied in practice.

- **Creating a Healthy Community: Final Paper (20% of the final grade)**
  In this 4-6 page paper, you will discuss changes that could be made to your neighborhood to make it a healthier place. Imagine that you are the city planner, mayor, or other decision maker in your community. If you had the power to change anything in your neighborhood to promote health, what would you change and why? Support your paper with photos of current conditions.

**Late Policy**

Assignments will be accepted up to 48 hours late at half (SO%) credit. After 48 hours, the score will be a zero unless prior arrangements have been made with the instructor.
Grading

Rubrics will be provided for the written assignments.

The final grade for the course will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 - 100%</td>
<td>A</td>
<td>80 - 82%</td>
<td>B-</td>
<td>67 - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>90 - 92%</td>
<td>A-</td>
<td>77 - 79%</td>
<td>C+</td>
<td>63 - 66%</td>
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<tr>
<td>87 - 89%</td>
<td>B+</td>
<td>73 - 76%</td>
<td>C</td>
<td>60 - 62%</td>
<td>D-</td>
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<tr>
<td>83 - 86%</td>
<td>B</td>
<td>70 - 72%</td>
<td>C-</td>
<td>&lt;60%</td>
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Academic Misconduct

Academic misconduct (including, but not limited to plagiarism, cheating, aiding and abetting) will not be tolerated. You will be reported in accordance with UM-Flint’s academic dishonesty policy.

Plagiarism: taking credit for someone else’s work or ideas, submitting a piece of work (for example, an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without fully and accurately attributing those same portions to their correct source.

Cheating: using unauthorized notes, or study aids, or information from another student or student’s paper on an examination; altering a graded work after it has been returned, then submitting the work for regrading; allowing another person to do one’s work, then submitting the work under one’s own name.

Aiding and Abetting Dishonesty: providing material or information to another person when it should reasonably be expected that such action could result in these materials or information being used in a manner that would violate the code of academic integrity.

Special Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability and would like special accommodations, please let me know as soon as possible.
GEO140: Course Outline

Introduction

Week 1: The Spatial Determinants of Health: Why Where You Live Matters

Theme 1: Sustainable Transportation

Week 2: Healthy Lifestyles
*Homework Assignment #1: Calculating transportation energy efficiency*

Week 3: Walking and Bicycling
*Field Trip #1: UM-Flint Bicycle Skills Course*

Week 4: Evaluating Transportation Systems
*In-Class Map Assignment #1: Mapping Walking and Bicycling Circulation Systems in Flint*

Theme 2: Sustainable Building & Neighborhood Design

Week 5: Sustainable Building Materials
*Field Trip #2: Urban Alternatives House*

Week 6: Sustainable Neighborhood Design
*Homework #2: The Impacts of Sprawl on Health*
*In-Class Map Assignment #2: Urban Spatial Patterns*

Theme 3: Food-Systems Planning

Week 7: Food Systems and Human Health
*In-Class Map Assignment #3: Food Resources in Flint*

Week 8: Healthy Food Sources in Flint
*Field Trip #3: Flint Farmer’s Market*

Week 9: Community Gardening in Flint, Guest Speaker: Edible Flint Representative
*Homework #3: How To Start Your Own Community Garden in Flint*

Theme 4: Natural Environments

Week 10: Why Nature Matters to Health
*Homework #4: Evaluating the Role of Green Space*

Week 11: Why Nature Matters to Health (Continued)
*In Class Map Assignment #3: Mapping of Natural Environments*

Week 12: Creating Green Spaces in an Urban Environment
*Field Trip #4: Chevy in the Hole*
Week 13: Ecopsychology: Your Personal Relationship to the Natural World

Homework #5: Your Emotional Connection to Place

Week 14: Environmental Behaviorism: How to Change Human Behavior through Environmental Design

Final Paper Due