

Winter term 2025
USP 324U – Healthy Communities (4 credits)

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP

What we're studying

From the PSU catalog:

“Addresses issues at the intersection of urban policy and planning and individual and community health. Relationships between the ways in which land is used, the transportation choices available, and the health of both urban places and city residents are explored in light of growing concern about increased rates of various health problems. Health consequences of political, economic, and social aspects of metropolitan life are also examined. Movements and programs to create and maintain healthy communities around the world are analyzed.”

Learning outcomes

In addition to the broader learning outcomes of the relevant University Studies program, students will be working toward achieving the following course-specific outcomes:

- 1) Assess relationships among physical environment, social systems such as race and class, and community health status
- 2) Discuss the roles of urban planning and public health practitioners in shaping the built environment and community health
- 3) Identify planning and design strategies that promote food access, physical activity, social solidarity, and health justice
- 4) Collaborate with peers to collect, analyze, and present information about neighborhoods

How this course fits

This is a required course for the Sustainable Urban Development minor; for information about the minor, see <https://www.pdx.edu/urban-studies-planning/community-development>.

This course contributes to the Community Studies cluster in the University Studies general education program; you can view updated information about clusters at: <https://www.pdx.edu/university-studies/sinq-junior-clusters>. You can read about the overall goals for the University Studies program at: <https://www.pdx.edu/university-studies/program-learning-goals>.

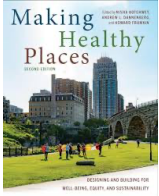
This course is offered by the School of Urban Studies and Planning, which is an academic department in the College of Urban and Public Affairs. You can read about our academic programs and courses in the [PSU Bulletin](#). Syllabi from prior offerings of USP courses are available on the School website ([undergraduate](#), [graduate](#)). To speak with the faculty member who oversees undergraduate programs, e-mail Cuspmajor@pdx.edu. PSU's graduate program in Urban Planning has a very good reputation and as a PSU undergrad, you have the opportunity to explore this career pathway and/or get a head start on graduate school courses. Come to office hours with me or the undergrad programs director to learn more!

Course materials

Many of our readings are available to PSU students through the [PSU Library website](#), requiring you to log in with your PSU Odin ID. You may not be accustomed to searching the catalog for materials, but getting confident with this skill will help you in the long run. If you need assistance accessing readings, [Ask A Librarian](#) (24 hours a day!).

Note that adaptive technologies are available to help you listen to your reading and/or dictate your writing assignments: <https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing>

Our main text is:

	Botchwey, N. D., Dannenberg, A. L., & Frumkin, H. (Eds.). (2022). <i>Making healthy places: Designing and building for health, well-being, and sustainability (2nd ed.)</i> . Island Press.
	Access through PSU library for free!
	APA format to use when putting a chapter in a reference list: “ book section ,” since it’s an edited volume where different authors wrote each chapter.

Other materials are listed in the course calendar at the end of the syllabus; the syllabus will be revised as the course unfolds.

Assignments and activities may change!

Course content and/or assignments and learning activities may be changed in response to institutional, weather, or classroom situations. To support your learning and planning, please keep up to date with the latest syllabus! **When in doubt, trust the PDF syllabus over Canvas dates etc.**

ASSIGNMENTS AND EVALUATION

Your final grade will be based on the total number of points you accumulate (NOT a percentage of graded points). This is the PSU grading system for undergraduate courses:

Points	<60	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

Ways to earn points

The table below lists the activities that students are expected to complete, and the maximum number of points they can earn through each one. The course is designed with some wiggle room: there is one “freebie” each for attending class and submitting the repeat assignments, which means that there are more than 100 points “on the table,” so you can build up points if you miss activities or get a grade that’s lower than you were hoping for.

	points	extra options?	max pts.
<i>Engagement with readings</i>			
Weekly reading summary (2.5 points x seven) – required week two, then take off a week of your choosing	17.5	do every week	22.5
<i>Engagement with the class and community</i>			
Attendance and timeliness (1 point per class session, one “freebie” absence = 18 points)	23	lots!	30
High quality participation (up to 5 points): engagement in classroom activities responsiveness on Canvas, professionalism in e-mails			
Optional activities, such as coming to office hours, doing a workshop, or attending a community event (see extra credit spreadsheet), can get you extra points to make up for absences or less-than-perfect grades on other things.			
<i>Data analysis project</i>			
Maps summary: 5 points: Final essay: 10 points	15	n/a	15

<i>Neighborhood assessment – group project</i> Field observations: 5 points (solo grade) Annotated bibliography: 3 points (solo grade) Topic analysis: 7 points (graded with partners) In-class presentation: 0 points (do with group) Final paper: 10 points (group grade)	25	n/a	25
Final exam	20	n/a	20

Supplemental activities (“extra credit”) are available to compensate for times when you need to miss class due to health issues, religious observance, mental health days etc. Each extra credit activity can earn you one point. A maximum of 10 points from freebies and other extra credit can be applied to your final course grade.

You may only receive credit for a given activity in one course at a time. E-mail the instructor if you have a suggestion of a course-related activity that students could attend for extra credit; allow one week for review. Opportunities must be free and open to the PSU community.

Evaluation of assignments

I evaluate what you turn in, NOT who you are or what you are capable of doing. Through the insights you demonstrate in your assignments, you earn points; I do not start from 100% and “dock” you for shortcomings.

A general rubric to help you assess your work:*

- A** assignments demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.
- B** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.
- C** assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- D** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

Submitting assignments

(For assignments that are not discussion boards on Canvas), please have student name, date, and course number clearly visible on the first page. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. **BUT:** please do NOT use APA-style headings or include a document cover page. It’s not worth the trouble!

Part of making a high-quality scholarly argument is showing the lineage of your thinking, using APA citation practices. While citation generators, such the citation button in the PSU Library catalog, can be helpful starting point, they are often wrong! To learn how to use citation generators effectively, see this helpful article: https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](https://owl.purdue.edu)) if you are unfamiliar with APA style.

Please keep PDF versions of all of your submitted assignments to both document your progress and assist in managing administrative hiccups.

* adapted from PSU Professor of Black Studies Lisa K. Bates

Overview of assignments and activities—more details provided to be provided

The purpose of the smaller assignments is to give you credit for habits of good scholarship (i.e., interacting with classmates, taking note about your reading). Larger assignments are about practicing more complex skills that are aligned with course learning outcomes.

Engagement with readings (“reading summaries”)

Through weekly reading summaries you will identify the main ideas in readings, summarize complex content, and practice APA style reference list entries.

Engagement with classroom and campus (“participation”)

There are many ways to engage with your peers. Showing up, listening, and asking good questions in the most obvious. You can also participate in activities in the larger PSU community for extra credit.

Data analysis assignment (PolicyMap)

To practice interpreting graphical information and to learn about spatial variation across metropolitan areas, students will explore data using the PolicyMap web interface and submit their findings in two stages: an initial description of the maps they’ve selected, and then a longer analytical essay.

Neighborhood assessment

Students will work in groups to conduct observations and develop a portrait of the health of one Portland neighborhood. The portrait should describe the neighborhood overall and possible assets and challenges to residents’ health, based on background research, field observation, and quantitative data.

Final exam: An untimed set of short-answer and essay questions about the material covered throughout the term. The exam will be submitted on Canvas; the questions will be available for at least 24 hours.

Being late, missing class, getting sick, work and family pressures, misc. unanticipated events

Students are expected to attend all classes. However, it is understood that life sometimes intervenes. As soon as you know that you need to miss class for any reason, please fill out the Google Form (see link at top of syllabus). When you miss class, consult with another student about what was covered. You are responsible for knowing the material that was discussed and being up-to-date on changes to the syllabus. If you are confused about what happened when you were absent, make an office hours appointment.

Students have one “freebie” unexcused absence and two freebie late arrivals/early departures. If you are unwell or have been exposed to an infectious disease, please do not come to class. You will not be unduly penalized for health-related absences; there is no need to provide proof of illness unless requested.

If you miss class 6+ times or are late/leave early 10+ times you will fail the class unless we have had a chance to discuss the situation and make alternative arrangements.

If you have any feeling of difficulty keeping up, or there are things going on in your life that could affect your performance, contact the instructor by e-mail immediately. I will work with you to figure out ways to support your success. I try hard not to pass judgment on the barriers you face to success; instead, I want to work with you to mitigate them. If you are struggling with an assignment, get in touch BEFORE it is due.

~~Extensions~~ Grace periods

Deadlines are meant to keep you moving through the course material without getting bogged down. Instead of giving people extensions when they encounter difficulties, I include a grace period on most

assignments. If you are having trouble completing something within the grace period, please e-mail me to let me know what is going on. I may propose an alternative assignment to help you stay on track. Do not try to “catch up” on your own without consulting me, this inevitably results in people getting further behind.

There is a grace period until Friday at 5pm for reading summaries; after that point, the boards lock and extensions are not possible. Grace periods for other assignments may vary.

Incomplete grades due to personal emergencies

When students who were previously on track in the class experience an event that prevents them from completing the course in a timely manner, the instructor has the discretion to issue an Incomplete (“I”) as the course grade. This extends the timeline the student has to complete the course, and has no impact on their GPA. Students do not have a right to receive or demand an Incomplete grade. The Office of the Registrar’s website has [the full Incomplete Grades policy](#).

Universal accommodations

Following the principles of Universal Design, my courses incorporate a variety of accommodations that are necessary for people with certain needs (disability etc.), but may be helpful to others as well. These include the attendance and grace period policies as well as the use of untimed and open-book assignments. Each week, I provide a PDF of slides that I anticipate using in the course Google Drive folder so that students may follow along.

SUSTAINING A LEARNING COMMUNITY

Our shared challenge is building a space where all students in this class feel psychologically safe to learn—which is hard, because sometimes one person’s needs come into conflict with another’s. Peace and justice begin with how we treat each other in this space. I hope that we can begin from a place of mutual respect and being gentle with each other.

Learning in unprecedented times

Every term, this section of the syllabus needs updating due to the latest crisis. Epidemics, political divisiveness, wars, strikes, strains on the higher education system . . . we are all going through a lot! I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If you are struggling, let me know so that we can discuss accommodations. On the day-to-day scale: take breaks when you need them, try to stay well fed and rested, nurture your relationships, and take advantage of the social and mental health support services available to you.

Meaningful conversations†

In this class we will deal with perspectives that are controversial, thought-provoking and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. While you are free to express your opinions, you must be ready to consider those opinions using a social science lens. While you may draw different conclusions from your instructors, your peers, or the authors you read, disagreeing with the material does not excuse you from engaging with it.

You also have an obligation to consider how the way that you express your ideas will affect others in the class. To that end:

† adapted from independent scholar Beth Duckles

- Stay in your lane: It is valuable to connect your personal experiences to the course content and you are welcome to invite others to share their perspectives, but it is not appropriate to speak for others or make unfounded generalizations about groups of people. Some classic guidelines to help with this: cite your sources; correlation does not equal causation; critique the idea, not the person.
- Talk less/talk more: Though it may sound counterintuitive, if you already know a lot about the topics we are discussing in class and/or have strong opinions, talk less! Listen to learn about where others are, and then ask questions based on where they're at instead of going into rant mode about the stuff that you are into. If you are new to the topics, ask questions instead of feeling intimidated by peers who appear to know more.
- Be mindful the gory details: We are literally talking about life and death in the class, and many of the people in our classroom have experienced traumatic events in their lives. Graphic descriptions of violence or suffering are not appropriate in the classroom, because they can overwhelm people and inhibit discussion of the underlying issues.
- Platinum rule: treat other people as they would like to be treated—not as you think they should be treated! I.e., you are not the judge of whether someone should or should not be okay with something.

Participation and professionalism

Professionalism takes many forms. Some key practices:

- Prepare as fully as possible for class (review readings, write down questions you'd like to discuss, be familiar with the syllabus)
- Foster a supportive learning environment by engaging in respectful dialog—this includes active listening and awareness of classroom power dynamics!
- Recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world
- Use technology and communication tools responsibly
- Be proactive about communicating with peers inside and outside the class and using campus resources

Communication

Time-sensitive communication from the instructor will occur via Canvas announcements or e-mail.

Barring unseen circumstances, students and the instructor are expected to check PSU e-mail daily and reply to messages within one business day. E-mails to the instructor with questions whose answers can easily be found in the syllabus, Canvas shell, or assignment instructions will go unanswered.

Mindful, clear, and courteous communication will enhance everyone's learning experience. Choosing the right communication medium is just as important as what you say and how you say it.

Good for the classroom session, when everyone can participate:

- questions about assignment expectations
- help needed to find appropriate resources to complete an assignment
- questions about ideas in readings
- current events that are related to the course's content (can also post on Q & A forum)

Good for the Canvas Q & A Forum, because it affects everybody and is outside of class time:

- problems with the Canvas shell, such as broken links, hidden assignment submission folders etc.
- follow-up on something that we addressed in class (e.g., "what was the name of that organization that x mentioned?")

Good for e-mail, because it's personal and/or demands that the instructor to look up or record administrative data:

- questions about how to access a campus resource that you need

- concerns about group dynamics (give me a heads-up so I can try to help support the group)
- notifying the instructor about something going on in your life that could affect your participation
- grade errors on Canvas

→ To ensure that your e-mail gets the appropriate attention, be sure to write a professional message! Laura Portwood-Stacer has some tips (though I could do without meaningless niceties and restatements of requests): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Good for office hours, because the item is complex:

- not understanding why you got a certain grade
- talking about graduate school
- an ongoing personal challenge that is affecting your learning

MY TEACHING GOALS

Teaching is a humbling journey of trying to lead with empathy, provide structure for students, and empower them to chart their own course. As a White upper-middle class educator and community member, I am on a lifelong journey to work against oppression and particularly racism. I am for pedagogy that is relational, anti-oppression, and trauma-informed.

UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at: <https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it! It states, in part:

“Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center is available to support you as you learn appropriate practices of scholarship and attribution. You can also post to Canvas or come to office hours for help. Instead of being freaked out that you are going to plagiarize by accident, ask for help! **I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

Sharing course materials

It is unacceptable to copy or share course materials, text, or images from/of your classmates or the instructor in any space outside of this course. This includes social media and commercial websites such as Course Hero or Chegg. Recording and photography are not permitted in the classroom without prior consent of the instructor or documentation by the Disability Resource Center.

Artificial intelligence tools[‡]

I would prefer that you not use AI tools to do your coursework, because doing so will slow your learning at the synthesis and analysis skills that are central to the social sciences. But if you insist: AI-based assistance should be treated the same way as collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (in-text citation, reference list at the end of the document, and quotation marks for any verbatim). Tips for avoiding trouble:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

Turnitin

Students agree that by taking this course all required papers may be subject to submission review for textual similarity for the purpose of detecting unoriginal writing, including plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

Access and inclusion for students with disabilities

My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities. If you already have certified accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can be sure to that your accommodation needs are addressed.

If you think that you need accommodations but the formal DRC process is creating barriers for you, please schedule an office hours appointment to discuss your situation.

Sexual misconduct

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

[‡] adapted from David Joyner at Georgia Institute of Technology

- PSU's Title IX Coordinator: Rebecca Lawrence by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830.
- Taylor Burke, Deputy Title IX Coordinator and Dean of Students: 503.725.4422 | askdos@pdx.edu, Smith Memorial Student Union (SMSU), 825 SW Broadway, Suite 433.

Please be aware that **all PSU faculty members and instructors are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator, or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module [*Understanding Sexual Misconduct and Learning Resources*](#) in Canvas.

Cultural Resource Centers

Find social, professional, and academic opportunities: <https://www.pdx.edu/cultural-resource-centers/>
Includes Multicultural Student Center, La Casa Latina Student Center; Pan African Commons; Pacific Islander, Asian, Asian American Student Center; Middle Eastern, along with North African, South Asian Student Center Initiative; and Native American Student & Community Center.

Other affinity centers

- Women's Resource Center: <https://www.pdx.edu/womens-resource-center/>
- Queer Resource Center: <https://www.pdx.edu/queer-resource-center/>
- Veterans Resource Center: <https://www.pdx.edu/veterans-resource-center/>
- Resource Center for Students with Children: <https://www.pdx.edu/students-with-children/>

Other resources

- Writing Center: <https://www.pdx.edu/writing-center/>
- Basic needs hub (help with food, housing, etc.): <https://www.pdx.edu/dean-student-life/basic-needs-hub>
- Legal advice, financial counseling, and more: <https://www.pdx.edu/dean-student-life/student-resources>

Problems, concerns, complaints

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. A helpful rundown of options from the School of Urban Studies and Planning is at: <https://www.pdx.edu/urban-studies-planning/resources-and-reporting>

TECHNOLOGY COMPETENCIES

Listed below are technology skills you are likely to need in this course, as well as an indication of where you can get help if you are struggling.

If you have problems doing any of these, contact the [Office of Information Technology](#) for help:

- Use the Canvas course management system
- Participate in videoconferences and chats using university-provided software, e.g., Zoom, Google Meet, Google Chat
- Troubleshoot tech problems
 - Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
 - Seek help from peers
 - Seek help from the OIT helpdesk
 - Devise an alternate means of completing assignments when tech failures occur
- Use “cloud” services
 - Collaborate with others using Google Drive folders
- Use the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at www.openoffice.org]
 - Create and save documents in all Microsoft Office file types
 - Use spreadsheet software (Excel, but also applies to Google Spreadsheets)
 - enter numbers and text into a spreadsheet
 - write simple formulas to process the numbers in your spreadsheet
 - create and format tables from the numbers in your table
 - Word processing (MS Word)
 - set the line spacing of a paragraph
 - set the indentation of a paragraph (e.g., first line indent by .5”, use hanging indents)
 - set the margins of document
 - set the orientation of a page
 - use section breaks to create a document that has different layout in different sections
 - insert an image or table into a text document
- Create and transform digital and physical documents
 - Convert any document type to a PDF file
 - Combine multiple documents into one PDF
 - Use a scanner or scanning app such as CamScanner to make a PDF of a document
 - Record audio, video, and still images using a computer, tablet, or cell phone; upload these files to a shared drive, cloud server, or website

If you have problems doing any of these, [Ask a Librarian](#) for help:

- Find a resource in the PSU library on the basis of a citation – including watching streaming video
- Select the appropriate database for a topic you are researching
- Identify search terms and execute a query in a database

TENTATIVE COURSE CALENDAR – PRINT OUT THESE PAGES IF YOU CAN!**Week 1: Intro to health and place**

Read for Wed.: Cabrera, Y. (2021, January 2). What a Victorian disease detective proved about urban health. *Wired*.
<https://www.wired.com/story/what-a-victorian-disease-detective-proved-about-urban-health> (no summary needed)

Start for Wed. if you can: Fullilove chapter for next week (reading summary due Mon. the 13th)

Regular weekly schedule starts week 2 . . .

<i>week of/topic</i>	<i>for MONDAY</i>	<i>for other days</i>
2 – Jan. 13th Healthy places	<i>Read:</i> <ul style="list-style-type: none"> • Reader Ch. 1 (intro) • Chapter 1 (madness of sorted-out city) from Fullilove, M. T. (2013). <i>Urban alchemy: Restoring joy in America's sorted-out cities</i>. New Village Press. DUE 9am: reading summary	
3 – Jan 20th Neighborhood design	No classroom session on Monday! (MLK Day) <i>Read:</i> <ul style="list-style-type: none"> • Last names A-B: reader ch. 2 (physical activity) • Last names C-G: reader ch. 3 (food) • Last names H-Q: reader ch. 8 (social capital) • Last names R-Z: reader ch. 16 (nature) 	DUE 9am TUE.: reading summary WED.: Instead of coming to classroom, meet w/team in your 'hood. DUE 5pm FRI.: 'hood observations quiz
4 – Jan. 27th Transportation	<i>Read:</i> <ul style="list-style-type: none"> • Reader Ch. 11 (transportation) • Lugo, A., Doerner, N., Lee, D., McCullough, S., Sulaiman, S., & Szczepanski, C. (2018). <i>Untokening mobility: Beyond pavement, paint, and place</i>. Untokening Collective. http://www.untokening.org/updates/2018/1/27/untokening-mobility-beyond-pavement-paint-and-place - [PDF version here], related webinar (optional): https://youtu.be/BvMs5eOX0kY DUE 9am: reading summary	DUE 9am WED.: 'hood bibliography In class on Wed.: data analysis lab in class, bring laptop if you are able (if not, you will be partnered with a laptop-haver)
5 – Feb. 3rd Climate	<i>Read:</i> <ul style="list-style-type: none"> • Reader Ch. 17 (climate) • Táíwò, O. O. (2022, January 10). The fight for reparations cannot ignore climate change. <i>Boston Review</i>. https://www.bostonreview.net/articles/the-fight-for-reparations-cannot-ignore-climate-change/ DUE 9am: reading summary	DUE 9am WED.: maps summary In class Wed.: Short research team meeting in class
6 – Feb. 10th Policy	<i>Read:</i> Reader Ch. 20 (policy) <i>Review:</i> storymap at: https://arcg.is/1Kvenb0 “Portland Harbor Superfund Site: Connecting to the Willamette River” – no need to summarize, but note policy issues DUE 9am: reading summary In class Monday: review of map summaries (bring computer if able)	Schedule on your own time: visit to 'hood Full class session Wed.: 'hood team work session DUE WED. 9am: data analysis paper

<p>7 – Feb. 17th Vulnerability & resilience</p>	<p>Read (ideally in this order): Smith, N. (2006). There's no such thing as a natural disaster. From <i>Understanding Katrina: Perspectives from the social sciences</i>. Read online at https://items.ssrc.org/understanding-katrina/theres-no-such-thing-as-a-natural-disaster/ Satija, N., Collier, K., & Shaw, A. (2016). Boom town, flood town. <i>Texas Tribune/ProPublica</i>. Review online at https://projects.propublica.org/houston-cypress/ [take some notes, but you don't need to write a summary] Algoed, L., & Hernández Torrales, M. E. (2019). The Land is Ours. Vulnerabilization and resistance in informal settlements in Puerto Rico: Lessons from the Caño Martín Peña Community Land Trust. <i>Radical Housing Journal</i>, 1(1). [Linked here, or just do a web search on the title.]</p> <p>DUE 9am: reading summary</p>	<p>In class on Wed.: 'hood team work session (bring materials)</p>
<p>8 – Feb. 24th Air</p>	<p>Read: Reader ch. 4 by Kinney and deSouza (air) Barre, W. (2024). Women on the frontline. <i>Country Roads Magazine</i>. https://countryroadsmagazine.com/art-and-culture/people-places/women-activism-cancer-alley-louisiana Bruggers, J. (2023). On the frontlines in a 'Cancer Alley,' Black women inspired by faith are powering the environmental justice movement - Inside Climate News. <i>Inside Climate News</i>. https://insideclimatenews.org/news/20022023/cancer-alley-louisiana-environmental-justice-black-women-faith If you want to see more photos of these community leaders: https://progressive.org/magazine/women-on-the-front-line-the-fight-for-a-better-life-in-cancer-alley-barre-20241230/</p> <p>DUE 9am: reading summary</p>	<p>DUE WED. 9am: topic analysis (w/partner)</p> <p>In class on Wed.: short paper check-in with 'hood team</p>
<p>9 – March 3rd Water</p>	<p>Read: Reader ch. 6 by Acey and Boamah (water) Balazs, C. L., & Ray, I. (2014). The drinking water disparities framework: On the origins and persistence of inequities in exposure. <i>American Journal of Public Health</i>, 104(4), 603-611.</p> <p>DUE 9am: reading summary</p>	<p>DUE WED. 9am: 'hood analysis paper (with team)</p> <p>In class on Wed.: short presentation check-in with 'hood team</p>
<p>10 – March 10th Synthesis</p>	<p>Read: Reader ch. 22 by Dannenberg (measuring healthy places) Litman, T. (2020, March 25). Planning healthy communities: Beyond the hype. <i>Planetizen</i>. https://www.planetizen.com/blogs/108789-planning-healthy-communities-beyond-hype</p> <p>DUE 9am: reading summary In class: Alphabet District, Brooklyn, and CEID presentations</p>	<p>In class Wed.: Goose Hollow, Lloyd District, South Waterfront presentations</p> <p>DUE FRI. 5pm: revised 'hood paper</p>
<p>EXAM WEEK</p>	<p>Exam posted by Wed. the 19th @ 9am on Canvas, due Thursday, Mar. 20th @ 2.20pm</p>	