1. COURSE INFORMATION

1.1. Contact Information:
    Instructor: Dr. Jason Gilliland, jgillila@uwo.ca
    Teaching Assistant: Alexander “AJ” Wray awray22@uwo.ca

1.2. Classroom Location
    2 Instructional hours, 1 Lab hour, 0.5 credits
    Lecture: Tuesdays, 1:30-3:30pm; Labs: Tuesdays, 3:30-4:30pm
    No prerequisites, corequisites, or antirequisites

2. CALENDAR DESCRIPTION
A survey course exploring the connections between urban environments, health, and wellbeing, including key historical developments, theories, problems, and solutions. Hands-on activities throughout will teach skills and knowledge suitable for careers in planning, urban development, public health, medicine, business, civil engineering, and municipal government.

3. COURSE OBJECTIVES
The places we live, work, and play dictate our health and wellbeing. This introductory course explores the concept of the “healthy city” from the perspective of the fields of geography, urban studies, real estate, psychology, economics, health studies, and medicine. This course is suitable for students from all faculties interested in learning about how urban places can shape our health. Through dynamic lectures and hands-on lab activities, students will discover the theories, methods, and techniques that can be used to create healthier cities for all. This is a career-focused learning opportunity that will be practical, realistic, and informative. Skills developed in this course will be transferable to a wide-range of disciplines and are expected to be in significant demand among employers in government, corporate, and commercial sectors.

The objective of this course is to explore how historical development patterns have led to a wide range of unhealthy landscapes in North America; the impact of prescribing nature to improve wellbeing; designing cities for all children and older adults; the role of food in shaping urban health; the urban response to climate change; the triple-bottom line of public transit; and the importance of walkable and bikable cities. Field exercises will be conducted throughout the term
for students to learn how to complete walkability and park audits, morphological assessments, traffic counts, and other techniques that are in-demand skills for employers.

The format of this course will be new to many of you. Each class will begin with a one-hour ‘keynote’ style lecture by the instructor or special guest. Laptops, notebooks, and all other devices are BANNED during this time. You are not to take notes or have anything out (except maybe a drink and snack). WE JUST WANT YOUR UNDIVIDED ATTENTION. Don’t worry though, the next hour will involve a more substantive active learning session that covers all the content from the previous hour. That is when you are to take notes. Labs or tutorials may be held after the class to further build upon content covered in lecture.

ABOUT THE INSTRUCTOR
Dr. Jason Gilliland, is a Professor in Geography and Director of the Urban Development Program at Western. He is also the Director of the Human Environments Analysis Lab, a scientist with the Lawson Health Research Institute and Children’s Health Research Institute, and holds cross-appointments with the Faculty of Health Sciences, and Departments of Epidemiology and Biostatistics, and Pediatrics in the Schulich School of Medicine. He has over two decades of research and professional experience working in the area of “healthy cities”, which he will draw upon for this course.

4. LEARNING OUTCOMES
By the end of this course, students will be able to:

• Identify the built and natural features of a city that can impact human health and wellbeing;
• Define and explain the theories that inform research, policy, and practice around healthy cities across a range of academic disciplines;
• Apply the skills that are useful for analyzing complex urban problems and developing solutions that are practical and cost-effective; and
• Articulate the value of interdisciplinary thinking and collaboration in urban health to a range of public, professional, and academic audiences.

This course contributes to achieving the Department of Geography’s learning outcomes, by encouraging students to:

• Combine geographic knowledge with a focused understanding of theories and practices in other disciplines;
• Describe and explain, analyze, and interpret geographical phenomena outside the classroom by engaging with people, places, and environments;
• Analyze real-world problems and policy applications using geographical concepts, skills, and understanding; and
• Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically.

This course contributes to achieving Western University’s degree learning outcomes, by providing opportunities for students to:

• Develop a sense of discovery that drives their ability to ask and frame questions, seek out connections that are not immediately obvious, and identify, analyze and solve problems;
• Use disciplinary discourse, technical language, and research methods to identify, locate, and evaluate oral, print, graphic, numerical, scientific, or digital information in the process of solving complex problems;
• Interact and collaborate with other individuals and groups using appropriate language and reasoning so that it is clear and accessible to a variety of audiences; and
• Develop habits of constructive skepticism, differentiation, and intellectual adaptability in approaching phenomena, artefacts, issues, or arguments to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies that inform careful judgments.

5. COURSE MATERIALS
There is no primary text for this course. Mandatory readings, videos, and activities will be posted on OWL prior to the completion date in the class schedule. Material listed for a particular week is expected to be completed prior to the lecture time.

6. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TBD</td>
<td>Course Introductions&lt;br&gt;How We Built Places That Make Us Sick</td>
<td>Reading Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>TBD</td>
<td>The Original Interdisciplinary Field: Health and Geography</td>
<td>Reading Tutorial</td>
</tr>
<tr>
<td>3</td>
<td>TBD</td>
<td>Hungry to Learn about Urban Food Environments</td>
<td>Lab 1</td>
</tr>
<tr>
<td>4</td>
<td>TBD</td>
<td>Urban Nature as a Prescription for Better Health</td>
<td>Lab 1 due</td>
</tr>
<tr>
<td>5</td>
<td>TBD</td>
<td>If Children Built Our Cities</td>
<td>Lab 2</td>
</tr>
<tr>
<td>6</td>
<td>TBD</td>
<td>How Do We House Everyone?</td>
<td>Lab 2 due</td>
</tr>
<tr>
<td>7</td>
<td>TBD</td>
<td>Reading Week – No Class</td>
<td>None</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>8</td>
<td>TBD</td>
<td>Midterm Exam – Class Time</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>9</td>
<td>TBD</td>
<td>Climate Change, It’s Not Fake News!</td>
<td>Reading Tutorial</td>
</tr>
<tr>
<td>10</td>
<td>TBD</td>
<td>The Triple Bottom Line of Public Transit</td>
<td>Lab 3</td>
</tr>
<tr>
<td>11</td>
<td>TBD</td>
<td>Handing Over the Keys to Whom? Autonomous Vehicles and the Healthy City</td>
<td>Lab 3 due</td>
</tr>
<tr>
<td>12</td>
<td>TBD</td>
<td>Velo-city: Biking for the Healthy City</td>
<td>Lab 4</td>
</tr>
<tr>
<td>13</td>
<td>TBD</td>
<td>Walkabouts in the Healthy City</td>
<td>Lab 4 due</td>
</tr>
<tr>
<td>14</td>
<td>TBD</td>
<td>Stories from the Front Lines (Guests)</td>
<td>Final Exam Review</td>
</tr>
</tbody>
</table>

Final exam date to be determined by Registrar.

7. EVALUATION
This course has three evaluation components: Exams, Labs, and Participation. There are two exams: a midterm (20%) and final (25%). There are four labs (each worth 10%) that will happen throughout the course, relating to material discussed during the lecture. Finally, participation in lecture and lab activities (15%) will make up the last part of your grade. Participation grades should not be considered “easy” to obtain. You will need to make a clear effort to attend lectures, answer questions on the discussion forums, and participate fully in lab activities.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1</td>
<td>10%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Lab 2</td>
<td>10%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Lab 3</td>
<td>10%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Lab 4</td>
<td>10%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>To be determined</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>All term</td>
</tr>
</tbody>
</table>

KEY RESOURCES
These readings are fundamental resources for healthy city research and practice. If you are unfamiliar with the course concepts, or want to explore this topic further, I highly recommend the following books and articles:


8. INSTRUCTOR POLICIES

Examinations
No electronic devices will be allowed during tests and examinations. Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office and Instructor within 48 hours of the scheduled exam. Otherwise, the instructor will assign a grade of zero. The format and content of make-ups may differ substantially from the scheduled test or examination.

Assignments
All assignments are due before the beginning of class on the date indicated. Deadlines will be strictly enforced. Assignments are to be handed into Dr. Gilliland, or the TA, at the beginning of class on their due date, after which point a late penalty will be assessed. For your sake, do not
slip submissions under an office door! It is wise to keep digital and hard copy backups of your assignments.

Late assignments will be strictly penalized: a deduction of 10% per day, including Saturday and Sunday, off the total grade for the assignment. See statement on "Policies on Accommodation for Medical Illness" below. If a student is absent from the scheduled midterm exam for nonmedical reasons, the student will receive a grade of zero on the exam, unless an alternative arrangement is made with the instructor before the scheduled exam.

Should you feel that your grade is inaccurate or unfair, you do have the right to appeal your mark. Please be aware that marks may be raised or lowered through an appeal process. Please refer to the Western Calendar prior to doing so. Requests to have an assignment re-evaluated must be submitted in writing to the instructor, Dr. Gilliland, within one week of receiving the graded assignment. In this written request for reappraisal the specifics of what you would like re-examined and the justification for doing so will be clearly and concisely presented. In an attempt to avoid such time-consuming and stressful procedures, I assure you that I reflect carefully upon every piece of work that I grade.

**Accommodation**

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

**9. UNIVERSITY POLICIES**

**Plagiarism**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).
Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Mental Health**
If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit the site below for more information on mental health resources: [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)

**Accessibility**
The University of Western Ontario is committed to achieving barrier free accessibility for persons studying, visiting and working at Western. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

**Support Services**
Student Support Services can be reached at: [http://westernusc.ca/services/](http://westernusc.ca/services/)
Student Development Services can be reached at: [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**Medical Accommodations**
For Western’s NEW Policy on Accommodation for Illnesses please refer to the Academic Calendar’ section on Academic Rights and Responsibilities.

**Requesting Academic Consideration**
Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

(i) Submitting a [Self-Reported Absence form](http://www.uwo.ca/uwocom/mentalhealth/) provided that the conditions for submission are met;

(ii) For medical absences, submitting a [Student Medical Certificate](http://www.uwo.ca/uwocom/mentalhealth/) (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or

(iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
• are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
• must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

• **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability. Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.

• **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

10. **Important Dates Winter 2020**

January 6: Classes resume
January 10: Last day to add a second term half course
February 17: Family Da – Department Office Closed
February 18-23: Spring Reading Week (No classes; Department Office open)
March 7: Last day to drop a second term half course without penalty
April 3: Classes end
April 4 and 5: Study days
April 6-26: Examination Period