

University of Alberta
Department of Earth & Atmospheric Sciences

HGP 443: Environment & Health
Fall 2016

Instructor: Cara Linzmayer
Office: Tory 3-387
E-mail: caral@ualberta.ca
Office Hours: Tuesdays 1-2pm or By appointment
Lecture Room & Time: T 3-58; Tuesdays 2:00-4:50pm
Web page: eClass

Calendar Description: An examination of relations between human health and environmental issues, particularly those related to the natural, built, and social environments.

Detailed course description: This seminar course examines the relationships between environmental issues and health outcomes through the competing approaches of scientists, policymakers and the general public. Throughout the course students will use case studies, academic and scientific literatures and popular reports (including internet resources) to evaluate criteria by which various groups determine risk and make policy decisions in light of unclear and uncertain evidence in contentious environmental health problems. This course is designed for upper-level students in human geography, environmental studies, arts and social science programs. It requires a commitment to class preparation and discussion, as well as independent library research.

Course Prerequisites: Prerequisite: EAS 395 or HGP 343 or consent of Instructor. Not available to students with credit in EAS 494. This is an Arts course and does not count as a science credit.

Required Readings. There is no text for this course. All required readings will be available on-line and/or posted on the class website.

COMPOSITION OF FINAL GRADE:

Assessments	Weighting	Due Date
Weekly Discussion Papers Weeks 3-11 only (Choose 7 of 9)	7 @ 5% each for a total of 35%	Papers are due 2pm the day of the class for which the readings are assigned.
Midterm Research Paper (8-12 pages)	30%	Due November 15
A photograph is worth 1000 words assignment	20%	Part I: Due September 20th Part II: Due December 6th
Participation	15%	Throughout the course

NOTE: THIS CLASS HAS NO FINAL EXAM

Course Objectives and Expected Learning Outcomes:

- Understand several different social scientific approaches to conducting research on environment and health
- Identify the strengths and weaknesses of several approaches to studying environment and health
- Develop knowledge of current issues in environment and health
- Understand challenges, complexities and issues associated with policy development
- Carry out an independent research project
- Strengthen communication and critical thinking skills
-

Grading: All assignments will be given a numerical score. A cumulative course mark will be calculated from those scores, weighted and tabulated. A final letter grade will be assigned based upon your cumulative mark and my analysis of the class's cumulative mark distribution. Where possible, natural breaks in the cumulative mark distribution will be used in assigning grades, but no pre-determined distribution of grades will be imposed on the class. Your grade will reflect a combination of your absolute achievement and relative standing in the class.

Percentage	Letter Grade	Grade Point Value	Descriptor
90-100	A+	4.0	Excellent
86-89	A	4.0	
82-85	A-	3.7	
78-81	B+	3.3	Good
74-77	B	3.0	
70-73	B-	2.7	
66-69	C+	2.3	Satisfactory
62-65	C	2.0	
58-61	C-	1.7	
54-57	D+	1.3	Poor
50-53	D	1.0	Minimal pass
0-49	F	0.0	Failure

Grades are unofficial until approved by the Department and/or Faculty offering the course.

PRELIMINARY OUTLINE/OVERVIEW OF TOPCS *

*Due dates and assignments will not be revised however the instructor reserves the right to revise topics and reading list.

DATE	WEEK	TOPIC	READINGS
September 6	1	Introduction, key concepts, health and mental health	Dunn, J. & Hayes, M.V. (1999). Toward a lexicon of population health. <i>Canadian Journal of Public Health</i> . 90, S7-9.
September 13	2	Images of health and the environment Film: Baraka	Kontak, J.C. (2016). The picture of health: Examining school-based health environments through photographs. <i>Health Promotion International</i> 10, 1093-
September 20	3	Theoretical perspectives/approaches to the study of health and the environment Part I of “A Photograph is Worth 1000 Words assignment” Due	Cala, V.C. & Soriano, E. (2014). Health Education from an Ecological Perspective. Adaptation of the Bronfenbrenner Model from an Experience with Adolescents. <i>Procedia – Social and Behavioral Sciences</i> ,132:49-57 Linzmayr, C. D. and Halpenny, E.A. (2013). “I Might Know When I’m an Adult”: Making Sense of Children’s Relationships with Nature”. <i>Children's Geographies</i> , 12(4), 412-428. Roe, J. and P. Aspinall (2011). “ The Emotional Affordances of Forest Settings: An Investigation in Boys with Extreme Behavioural Problems.” <i>Landscape Research</i> (36): 1-18. Clark, C. and D. Uzzell (2002). “The affordances of the home, neighbourhood, school and town centre for adolescents”. <i>Journal of Environmental Psychology</i> , 22, 95-108.
September 27	4	Knowledge generation – quantitative and qualitative research	Baum, F. (1995). Researching public health: Beyond the qualitative-quantitative methodological debate. <i>Social Science and Medicine</i> . 40(4): 459-468. Brown, P. (2003). Qualitative methods in environmental health research. <i>Environmental Health Perspectives</i> . 111(14): 1789-1798.

			<p>Cummins, S. Curtis, S. Diez-Roux, A.V. & Macintyre, S. (2007). Understanding and representing 'place' in health research: A relational approach. <i>Social Science & Medicine</i> 65(9), 1825–1838</p> <p>Maantay, J. (2002). Mapping environmental injustices: pitfalls and potential of geographic information systems in assessing environmental health and equity. <i>Environment Health Perspectives, Apr; 110(Suppl 2):</i> 161–171</p> <p>Yang, T., Shoff, C. Noah, A.J. (2013) Spatializing health research: what we know and where we are heading. <i>Geospat Health.</i> 7(2): 161–168.</p>
October 4	5	Health and the built environment	<p>Berrigan, D. and McKinno, R. A. (2008). Built Environment and Health. <i>Prev Med.</i> 47(3): 239–240.</p> <p>Matthews, S.A. and Yang, T.C. (2010). Exploring the role of the built and social neighborhood environment in moderating stress and health. <i>Ann Behav Med.</i> 39(2):170-83.</p> <p>Northridge, M.E., Sclar, E.D. & Biswas, P. (2003). Sorting out the connections between the built environment and health: A conceptual framework for navigating pathways and planning healthy cities. <i>Journal of Urban Health,</i> 80(4), 556-568.</p> <p>Renalds, A., Smith, T.H. & Hale, P.J. (2010). A systematic review of built environment and health. <i>Fam Community Health,</i> 33(1):68-78.</p> <p>Tucker, P. et al. (2009). Environmental influences on physical activity levels in youth. <i>Health & Place.</i> 15(1), 357-363.</p>
October 11	6	Health and social and cultural environments	<p>Dyck, I. & Kearns, R. (1995). Transforming the relations of research: towards culturally safe geographies of health and healing. <i>Health and Place.</i> 1(3). 137-147.</p> <p>House, J.S. (2002). Understanding Social</p>

			<p>Factors and Inequalities in Health: 20th Century Progress and 21st Century Prospects. <i>Journal of Health and Social Behavior</i>, 43(2), pp. 125-142.</p> <p>Mikkonen, J. & Raphael, D. (2010) Social Determinants of Health: The Canadian Facts. Toronto: York University School of Health Policy and Management. (relevant portions)</p> <p>Rodman, M.C. (1992). Empowering Place: Multilocality and Multivocality. <i>American Anthropologist</i> 94(3) 640-656.</p> <p>Yen, I.H. & Syme, S.L. (1999) The social environment and health: a discussion of the epidemiologic literature. <i>Annu Rev Public Health</i>, 20:287-308</p>
October 18	7	Global health issues and inequalities, health impacts of global environment change and environmental justice	<p>McMichael, A.J., Nyong, A., & Corvalan, C. (2008). Environmental change and health: Impacts, inequalities, and the health sector. <i>BMJ</i>, 336, 191-194.</p> <p>Myers, S.S. & Patz, J.A. (2009). Emerging Threats to Human Health from Global Environmental Change, <i>Annual Review of Environment and Resources</i>, 34, 223-252.</p> <p>Schlosberg, D. (2007), Reconceiving environmental justice: Global movements and political theories. <i>Environmental Politics</i>, 13(3), 517-540.</p> <p>Walker, G. (2009). Beyond distribution and proximity: Exploring the multiple spatialities of environmental justice. <i>Antipode</i>, 41(4), 614-636.</p>
October 25	8	First Nation's Health and Health Care	<p>Ford, J.D., Berrang-Ford, L, King, M. & Furgal, C. (2010). Vulnerability of Aboriginal health systems in Canada to climate change. <i>Global Environmental Change</i>, in press (doi:10.1016/j.gloenvcha.2010.05.003)</p> <p>King, M. Smith, A., & Gracey, M. (2009). Indigenous health part 2: The underlying causes of the health gap. <i>Lancet</i>,</p>

			<p>374,76-85.</p> <p>Patrick, R.J. (2011). Uneven access to safe drinking water for First Nations in Canada: Connecting health and place through source water protection. <i>Health and Place</i>, 17 (1), 386-389.</p> <p>Richmond, C.A.M. & Ross, N.A. (2009). The determinants of First Nation and Inuit health: A critical population health approach. <i>Health and Place</i>, 15(2), 403-411.</p> <p>Choose one of the following articles:</p> <p>Wilson, K. & Rosenberg, M.W. (2002). Exploring the determinants of health for First Nations peoples in Canada: can existing frameworks accommodate traditional activities? <i>Social Science Med</i> 55(11), 2017-31.</p> <p>OR</p> <p>Wilson, K. (2003). Therapeutic landscapes and First Nations peoples: an exploration of culture, health and place. <i>Health and Place</i>, 9, 83-93.</p>
November 1	9	The role of media. Politics and policy.	<p>Cutter, S.L. (1995). Race, class and environmental justice. <i>Progress in Human Geography</i>, 19, 111-122.</p> <p>Dummer, T.J.B. (2008). Health geography: Supporting public health policy and planning. <i>Canadian Medical Association Journal</i>, 178(9), 1177-1180.</p> <p>Freudenburg, W.R. et al. (2008) Scientific certainty argumentation methods: science and the politics of doubt. <i>Sociological Inquiry</i>, 78(1), 2-38.</p> <p>McKendrick, N. (2010). Media Framing of Body Burdens: Precautionary consumption and the individualization of risk. <i>Sociological Inquiry</i>, 80(1), 126-149.</p>

November 8	--	Reading Week – No Classes	
November 15	10	Homelessness Midterm Paper Due	<p>Christensen, J. (2012). They want a different life”: Rural northern settlement dynamics and pathways to homelessness in Yellowknife and Inuvik, Northwest Territories. <i>The Canadian Geographer</i>. 56(4), 419-438.</p> <p>DeVerteuil, G., May, J. & vonMahs, J. (2009) Complexity not collapse: recasting the geographies of homelessness in a ‘punitive’ age. <i>Progress in Human Geography</i>. 33(5), 646-666.</p> <p>Frankish, C.J., Hwang, S.W. & Quantz, D. (2005). Homelessness and Health in Canada: Research Lessons and Priorities. <i>Canadian Journal of Public Health</i>; 96, S23-29.</p> <p>Rew, L. & Horner, S.D. (2003) Personal Strengths of Homeless Adolescents Living in a High-Risk Environment. <i>Advances in Nursing Science</i>, 26(2), 90-101.</p>
November 22	11	Students’ Choice TBA	To be posted.
November 29	12	Students’ Choice - TBA	To be posted.
December 6	13	Photograph is Worth 1000 words assignment due and presented Course Wrap Up, Evaluations	

ASSIGNMENT DETAILS

Weekly Discussion Papers (7 @ 5% each = 35%)

You are required to hand in 7 discussion papers based on the weekly assigned readings. 9 classes have assigned readings (classes 3-12), you may choose any 7. In HGP 443, class preparation means more than simply reading the articles. Please set aside 30-60 minutes each week after you have completed the readings to consider what you have read and about an hour to write your discussion paper. Find a comfortable place to relax, grab a cup of coffee (or your beverage of choice) and think about what the articles have to say. You are expected to prepare a short (2-3 page d/s) discussion paper identifying what you think are the key ideas or themes that link together the weekly readings.

Guidelines for weekly discussion papers:

1. When you read each chapter, article or report, determine for yourself the main points or arguments that the author(s) make. Do not summarize or describe these points in your commentary, however in your commentary, state what information, ideas, or content in the reading stood out for you and helped you understand health and environment relationships. What are the 3 main points of each article? Why were you asked to read the article? How do they relate to other readings? Was there an “a-ha” for you? Did the reading provide new information or concepts that made you think about these issues in a different way? Or, did they reinforce your thinking on that topic? Are some issues problematic or contestable, in your opinion?
2. Make connections: In what way did the readings relate to previous class discussions?
3. At the end of each commentary, reflect briefly on your own personal evolution of thinking about the relationship between health and environment at that point of the course. Be specific about what matters to you and/or your learning process.

Students who are unfamiliar with the seminar format or who need assistance with writing, study skills in reading journal articles, writing term papers, and time management, are encouraged to talk to me and/or to contact University of Alberta's Academic Support Centre for students: <http://www.uofaweb.ualberta.ca/academicsupport/>

Discussion papers will be marked according to the following scale:

5/5 Excellent – paper is well-written and insightful. Student clearly understands the course material and is able to apply it in an innovative manner. Ideas and concepts are drawn from other sources and woven seamlessly into a coherent discussion. Few, if any, errors (spelling and grammar).

4/5 Good – paper is above average in terms of writing and content. Student understands course material and is able to apply it to other concepts in a manner that shows a clear grasp of the course concepts. Few, if any, errors (spelling and grammar).

3/5 Acceptable – this paper shows an adequate grasp of course content and ability to engage with the material. This work might represent a paper written in haste, or evidence that one or more of the readings has not been included in the discussion. There are sometimes spelling and/or grammatical errors in work at this level.

2/5 Less than acceptable – this paper is poorly-written and shows little, if any, application of course concepts. This represents work that is poor at the level of a 4th year seminar course. With some additional care, this work could, however, be brought up to an acceptable level.

1/5 Unacceptable – This represents work that, while submitted, is completely unacceptable.

0/5 Discussion paper not submitted or submitted late.

IMPORTANT: The weekly discussion papers must be e-mailed to the instructor (caral@ualberta.ca) by 2pm Tuesday afternoon on the day it is due. Late papers will not be accepted, but early submissions are welcome.

Midterm Research Paper (30%)

Using materials provided, and additional resources and reference materials, write an 8-12 page paper analyzing an evolving environment and health issue. You are asked to analyze the issue using key themes and ideas discussed in class. Papers should include a research question or argument, draw upon and critically review current quantitative AND qualitative research (at least 6 refereed journal articles). The paper should describe the environmental situation/issue you've chosen, the facts behind it, the parties involved/impacted and the positions they've taken, perhaps a little of its history, and what the situation means to the different parties involved. Why did you choose this topic? The paper should then analyze that situation in terms of the perspectives, concepts and ideas we are studying in class. You should discuss the geographical context of your topic, the impact of the built/physical, social and cultural environments, and implications at local, regional and global levels for the environment and population/human health. Challenges and tensions surrounding this topic should be explored as well as the role of education, research, policy and media. If you like (but it's not required) you could end your paper with your recommendations for what should be done in the future. If you choose to do this, you will want to be clear about whom your recommendations are addressed to. Include your own reactions to and thoughts on the findings and suggestions for policy/future considerations. This assignment should take 15-20 hours to complete. Proper citations and an APA referencing style should be used throughout and should include a bibliography/reference list.

Midterm research papers are due on Tuesday, November 22nd by 2:00 PM at the latest. Late papers will be penalized.

Element	Does not meet expectations	Meets expectations	Surpasses expectations
Research question	- there is no research question or thesis statement	- research question or thesis statement is articulated, but lacks focus in some manner	- research question or thesis statement is clearly and unambiguously presented
Evidence	- little authoritative evidence is presented	- at least some evidence, in terms of both authoritative opinion and empirical examples, is presented	- evidence, in terms of both authoritative opinion and empirical examples, is deployed effectively to substantiate the overall argument

Balance	- only one perspective on the topic is offered	- multiple perspectives on the research question or thesis statement are offered	- fair representation of alternative answers to the research question or alternative perspectives on the thesis statement is presented -justification for the interpretation advanced in the paper is strong
Conclusion	- no conclusion is offered	- a conclusion, linking at least somewhat to the opening research question or thesis statement, is presented	- a clear conclusion is presented - it answers the opening research question or reflects upon the opening thesis statement - it is consistent with the material presented in the paper
Referencing others' ideas	- referencing is incomplete or inconsistent -paper does not include required number of peer-review references		- others' specific ideas and particular facts are referenced. - sufficient bibliographical information is provided so as to allow the reader to locate the source reference. - whatever referencing system is chosen, it is applied consistently -paper includes required number of peer-reviewed references
Grammar, Punctuation and Spelling	- paper contains numerous grammatical, punctuation and spelling errors	- paper contains few grammatical, punctuation and spelling errors	- rules of grammar, usage of punctuation are followed - spelling is correct
Structure/ Organization	- the paper is poorly organized, with repetition across sections	- the paper is divided into multiple sections that allow for some 'flow'	- the structure of the paper is clear and easy to follow - each section has its own distinct purpose(s)
Formatting	- the paper is not clearly laid out		- the paper is clearly laid out: adequate spacing, clear font and type, etc.
Length	- the paper is not within the required length limits		- the paper is within the required length limits

SAMPLE RESEARCH PAPER TOPICS

The following is a list of possible research topics (feel free to chose something of interest not listed below however please seek approval of the instructor prior to committing yourself to a topic):

Specific case studies (ie. Love Canal, Black Lung, Chernobyl, Alberta Tar Sands, etc).
 Health impacts of climate change (pick a specific location or disease)
 Transgenomics (environmental- genomic interactions)
 Lyme Disease
 Legionnaire's Disease
 Radon
 Second hand cigarette smoke
 Toxic Mould (or mold)
 Autism Spectrum Disorders
 Water Quality
 Fibromyalgia
 Epidemics (Norwalk?)
 Asthma
 Obesity & the environment
 Coalbed Methane
 Sound Pollution & Hearing
 Immunizations

Housing and Health
 Lead
 Cellphones & Cancer
 Heat Stroke
 Parkinson's Disease
 Multiple Sclerosis (MS)
 Obesity
 Coronary Heart Disease (CHD)
 Trans-fats
 Vitamins/Food Supplement
 Immunization
 Drug-resistant diseases
 Repetitive Strain Injury

For this course it is crucial that you know how to use citations correctly. Please use APA in-line citation style. Information and guidelines on how to use these styles can be found at the following useful websites:

<http://www.library.ualberta.ca/guides/apa/index.cfm> (APA reference guidelines)

<http://www.library.ualberta.ca/guides/criticalevaluation/index.cfm> (criteria for evaluating websites)

<http://www.library.ualberta.ca/guides/citation/index.cfm> (citation styles for internet and electronic sources)

PHOTOJOURNAL ASSIGNMENT - 20% OF FINAL MARK

*** Part I Due September 20th Part II Due December 6th (late papers will be penalized)**

It is often said that a picture is worth a thousand words. This is true only when you stop and reflect deeply on the image and its meaning(s). This final assignment will help students link course material around environmental and health to their own lives in a creative and dynamic way. Be aware of those implicit and explicit effects of our social and cultural environments.

Any photograph presents selectively framed information. Each person encountering an image responds to both explicit and implicit messages, to the manifest and latent meaning, intention and emotion are embedded in its contents.
--Judy Weiser (Phototherapy Techniques), page 56.

In understanding implications of the complex transactions between our health and our environments, it is important to access not only the explicit, outer, 'academic' meanings and evidence, but the implicit, embedded cultural and social meanings held by the observer, in this case the student. This assignment attempts to integrate both these ways of knowing the relationship between our health and our environment. It will also provide a reflective opportunity for students to reflect upon the evolution and development of their own learning - their ideas, knowing and understandings of health and environment.

PART I – DUE SEPTEMBER 20th.

During the first two weeks of classes, reflect on what environments you engage in that support your health. Take a photograph that captures the essence of one of those environments and your relationship with it in terms of your health. It is vital that you take this photograph early on so that you can process your growth and learning throughout the course so you are asked to submit your photograph along with 1-2 paragraphs explaining/describing how the environment supports your health.

PART II – Reflective Paper – DUE DECEMBER 6th

You will be required to write a 5-6 page paper that achieves the following goals:

1. Drawing upon course discussions, readings, and additional research (books, journal articles, media reports, etc), discuss in depth why and how this environment supports your health. Remember that when we discuss *environment*, we are not simply referring to the built or natural environment, we are also including the social and cultural (explicit and implicit) environments. It is

- important that you explore the relationships between yourself and the environment depicted (remember relationships go both ways) as well as how the various environments interact with each other. Discuss how this environment may and may not support the health of other individuals, groups, populations – again remember to draw connections with physical, social and cultural aspects of the environment. (Worth 9/20 marks)
2. Think back to when you took the photograph and review your submission for Part I. Then review your personal reflections from your discussion papers throughout the course and spend some time reflecting on how your own understandings and perceptions of health and environment have evolved and developed since the beginning of the course. Discuss in depth how your relationship with this environment has changed as a result. (Worth 9/20 marks)
 3. Prepare a brief 2 minute narrative summary of #1 and #2 above to present to the class, along with your photograph on the last day of classes, December 6th. (Worth 2/20 marks)

This assignment will be graded on the clarity, quality and depth of the reflective writing as well as on grammar and spelling.

GRADING CRITERIA	Excellent	Good	Satisfactory	Unacceptable
<p>Quality of information and comprehensiveness of discussion (#1)</p> <p>Were the chosen explanatory and relevant frameworks and concepts clearly defined and thoroughly considered within the context of environment and health class discussions? Was a critical understanding of the course material demonstrated? Did the paper make good use of course materials? Was there an effort to use supplementary materials to strengthen the arguments/assertions?</p>	Significantly accomplished, goes beyond basic expectations.	Meets expectations very well.	Meets basic expectations but some significant areas are lacking.	Does not meet basic expectations.

<p>Critical reflection of own learning process (#2).</p> <p>Did the student demonstrate deep reflection of their own learning process? Is the language clear, specific and expressive? Does the reflection move beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, health and environment? Does reflection demonstrate connections between this course, other courses, past experience and personal goals? Does the reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions and or assumptions and define new modes of thinking as a result?</p>				
<p>Organization and Presentation</p> <p>Was the assignment well organized, accurate, clearly and concisely presented? How well does the paper flow? Are there spelling and grammatical mistakes? Proper citation?</p> <p>Was the verbal presentation clear and concise?</p>				

Class Participation (15%):

The success of the learning environment of this course is based upon students' willingness to prepare for class and engage in discussion with classmates. Participation in each class will be marked. Receiving full marks requires more than attending each class. Factors that will be considered to determine your participation mark include: participation in class discussions; demonstrated knowledge of and critical assessments of the readings; consideration of points raised by your peers; and, the quality of your contributions to class discussion.

Late Assignments: Late discussion papers will not be accepted. Late mid-term and photography assignments will have 5% per day, or portion thereof, deducted after the deadline. Assignments more than seven days late will not be accepted.

Representative Evaluative Material: Students will be provided with clear expectations for all course assignments, including the criteria by which all student work will be assessed.

Attendance, Absences, and Missed Grade Components: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [23.3\(1\)](#) and [23.5.6](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "participation" component of a course, as well as for any assignments that are not handed-in or completed as a result. Participation is worth 15% of your mark in this course. Failure to attend class will have a direct impact on your grade.

Policy regarding course outlines: "Policy about course outlines can be found in Section 23.4(2) of the University Calendar."

Student Responsibilities:

Academic Integrity: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

Plagiarism and Cheating:

All students should consult the “Truth in Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly produce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs, consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with your instructor.

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

Cell phones: Cell phones are to be turned off during class meetings.

Student Accessibility Services: If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Student Success Centre: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

University Writing Centre: Students who require help in developing writing skills are encouraged to contact the Centre for Writers (1-42 Assiniboia Hall). The Centre offers free, one-on-one support to all students in any subject, discipline, program or faculty at all levels.

Recording and/or distribution of course materials: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved

accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Professional Planning Accreditation Requirements:

The curriculum plan for this course satisfies the following professional planning degree accreditation requirements as set out by the CIP and which are therefore requirements towards obtaining the accredited Planning degrees offered by the Planning Program at the University of Alberta:

- (i) Functional competencies
 - Government and law
 - Issues in planning and policy making
- (ii) Enabling competencies
 - Critical thinking
 - Social interaction and leadership
 - Communication
 - Professionalism

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class.