

## **Introduction to Planning, Policy, and Health**

**Course Number:** 832:101:01

**Instructor:** Dr. Gabriella Y. Carolini (carolini@rci.rutgers.edu)

**Meeting times and location:** Tuesdays and Thursdays (3:55pm – 5:15pm)  
Douglass Campus - Loree Building, Room 020  
72 Lipman Dr  
New Brunswick, NJ 08901

**Office Hours:** 1:30-3:30pm Thursdays

Edward J. Bloustein School of Planning and Public Policy  
Civic Square Building, Room 353  
(the building is next to the State Theater)  
33 Livingston Avenue  
New Brunswick, NJ 08901

### **Introduction**

Did you ever wonder where the water comes from when you turn on your faucet? How about where it all goes when you flush? Better yet, have you ever considered what you would do if these basic amenities were not available to you? What would happen to your health if you lived in a neighborhood where your home was not secure, where water and sanitation were luxuries, and doctors were scarce?

This course helps students to understand how public policy and planning has helped (and sometimes hindered) the provision of basic services and needs that we rely on today to maintain a sound public health system. Both historical and modern examples are used from the United States and countries around the globe to show the myriad determinants of public health outcomes and the challenges facing the public sector in providing adequate responses to public health needs. The readings provide students with a narrative through which to explore who has been involved in shaping these health outcomes and what factors help determine the shape and scope of the public health system today.

### **Objectives**

By the end of this course, students will be knowledgeable on:

1. Arguments for why the public sector intervenes in health matters
2. The difference and importance of both preventative and curative health systems
3. Areas for preventative health policies and plans:
  - a. Environmental/physical determinants of health outcomes
  - b. Political/social/economic determinants of health outcomes
4. Areas for curative health policies and plans:
  - a. Historical successes in health delivery systems
  - b. Remaining global challenges in healthcare systems
5. Different actors involved in shaping public health systems

## Course Expectations and Assignments

1. I give great consideration to what readings are assigned – their purpose as well as their length. As such, **I expect you to have completed all the readings assigned prior to our class meetings on TUESDAYS.** Do not expect that you can complete the readings assigned in one night simply because there are only two chapters to read. The readings can be dense and take time to get through. Thursday classes are to further discussions of readings, group activities, and multi-media presentations.
2. When you are reading materials for the course, I want you to keep in mind and ask yourself the following key questions:
  - a. Who are the important actors in this narrative? Who is shaping policy and plans? What organizations or institutions are also influential? Who is impacted? Who benefits from improvements? Who does not?

These questions will form the basis of our classroom discussions.

3. **One-page reflection papers are due in HARD COPY (i.e., print it out) on TUESDAYS at the BEGINNING of class for 10 out of the 14 weeks we meet.** In short, you can choose which weeks to write a reflection page on – but you must reflect on ALL of the readings assigned for that week in your reflection page. The papers will not be graded with a letter grade, but will be allocated points based on the following system: 0 points, ½ point, or 1 point. The paper should be ONE-PAGE (i.e, 2 to 3 paragraphs) in length (using single-space, Times New Roman 12pt font, and 1-inch margins) and is your chance to write your own substantive thoughts and intelligent opinions about the arguments and narratives presented in the readings.
4. **Class participation is not an option, but a major requirement.** If you want to get an A in this class, you will need to actively participate in class. Even if this is a large class, I still expect you to contribute to classroom discussion with both relevant questions and comments on the readings. Clearly this also means attendance is critical. **I will be taking attendance each time we meet.** I also remember names and faces very well – so do not assume that you can sit back in class. I will call on you...for your own good...because your participation is a substantial part of your grade, and most importantly, your learning experience. Students are allowed only one unexcused absence from class throughout the term. Unless an excuse is provided by the Dean's office and all work is made up, any further unexcused absences will lower your final grade for the course. Why? You will note (again) that a substantial portion of your overall grade for this course is based on your active participation in class. What does that mean? It means that you will (as noted above) complete all readings before class meets on Tuesdays and you will engage in discussion every week (Tuesdays AND Thursdays) – not just some weeks. What does “engaging in discussion” mean? I do not expect you to reveal the most brilliant idea ever thought – though if you have such an idea, please share it(!). What I do want is to know what you think, what you understood from readings, what you did not understand in the readings, what stood out to you as a good argument, what you did not take favor with, what you think the important questions are which remain or simply what questions

came to your mind when reading, what are similarities between the topics highlighted in the readings with other issues or places you know of, etc.

5. To stay informed, you must check your Rutgers email and check our course Sakai site. I will communicate with you via these mechanisms, and it is your responsibility to check them regularly in order to ensure that you stay informed.
6. **Plagiarism or cheating or copying each other's work in any manner is not tolerated and will result in a grade of 0 (zero) for the assignment in question.** Please see the updated Academic Integrity document up on the web - <http://academicintegrity.rutgers.edu/integrity.shtml#I> Please familiarize yourselves with this document, as ANY violations of this code will be handled as per University policy.

### **In-classroom Behavior**

1. You are expected to respect the views, opinions, and experiences of your classmates. Everyone is allowed equal opportunity to share his/her views in a non-threatening, non-insulting manner.
2. You are expected to be non-disruptive during class. Side conversations, verbal insults, reading non-related course material, working on your computer, or listening to music is distracting to other students and the instructor – and thus it is NOT allowed in class. All cellular phones and pagers must be silenced or turned off during class time. Students who actively disrupt the class will be dismissed and granted an unexcused absence for the class session.

### **Special Needs:**

If accommodations are needed for a disability, you should notify me during the first week of class and provide me with a Letter of Accommodation (LOA) describing the accommodations you need. You will also need to be registered with the Office of Disability Services (<http://disabilityservices.rutgers.edu>). For more information, students should contact the Dean of Students Office at their colleges.

### **Grading**

**10% - Ten weekly one-page reflections**

**20% - Mid-term examination (in class on March 26th)**

**30% - Class attendance and Active participation**

**40% - Final examination (date to be announced)**

### **Grade Scale**

A is 93 or higher

B+ is 88-92

B is 83-87

C+ is 78-82

C is 73-77

D is 68-72

F is 67 or lower

### **A note on make-up examinations:**

Make-up exams for the mid-term will only be given to students who miss the mid-term because of an official excused *university activity* (e.g., sports, band, etc.). A written excuse from the director of the activity must be provided at least *24 hours prior* to the scheduled day of the exam. Students who miss the mid-term exam for *university approved personal reasons* (e.g., personal illness or death in their immediate family) must notify me via email at least *24 hours prior* to the scheduled day of the exam and provide written documentation within one week of the missed exam or assignment. Those who missed exams for *excused* reasons can take a make-up mid-term exam during the next week (on either March 31<sup>st</sup> or April 2<sup>nd</sup>) – but not during normal class meeting time. All make-up exams will be worth the same number of points as the scheduled exam, but may be a different combination of essay, short-answer, or multiple choice questions.

As final exams take place during final exam week, I expect no student will have to miss the final exam for any official excused university activity. If the final examination is missed for university approved personal reasons, the same rules apply as above regarding notifying me and taking a make-up exam within the next week period.

### **Readings**

**I have placed a few books on order with the Rutgers University bookstore. They are also placed on Reserve at Douglass Library. These books are really excellent and informative – but best of all, they are good reads (i.e., not boring!):**

1. Johnson, S. (2006) *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How it Changed Science, Cities, and the Modern World*. New York: Riverhead Books.
2. George, R. (2008) *The Big Necessity: The Unmentionable World of Human Waste and Why it Matters*. New York: Metropolitan Books.
3. Melosi, M. (2008) *The Sanitary City*, Abridged Edition. Pittsburgh: University of Pittsburgh Press.
4. Fullilove, M. (2005) *Root Shock: How Tearing up City Neighborhoods Hurts America, and What We Can Do About It*. New York: One World Ballantine Books.

**All other readings will be made available on the course's Sakai site.**

**Important Note:** if you have ANY difficulty finding the readings, alert me BEFORE we meet for class so as to ensure that you can find the readings in time for class discussion.

**MODULE 1: Philosophy of Government and Public Interventions**

**Week 1:**

**January 20 and 22**

***Introduction to course and Understanding Policy, Planning and Health Impacts***

**January 20**

Fox Piven, F. (2008) “Obama Needs a Protest Movement”, in *The Nation*

**January 22:**

***What is policy and planning?***

Rousseau, J.J. (1994) Excerpts from *The Social Contract*, published originally in 1762, in *Discourse on Political Economy and the Social Contract*, translated by C. Betts. Oxford: Oxford University Press. **READ pp: 54-60 (Chapter vi-viii) and pp. 92-96.**

Sorauf, F. (1957) “The Public Interest Reconsidered”, in *The Journal of Politics*, Vol. 19, No. 4 (Nov., 1957), pp. 616-639.

**Week 2:**

**January 27 and 29**

***Ways of framing health in policy and planning - Why your neighbor’s health matters...***

Wilford, J. (2008) “How epidemics helped shape the modern metropolis”, in *The New York Times*.

The Associated Press (2008) “Cholera Outbreak Threatens Congo Refugee Camp”, in *The New York Times*.

Wirka, S.M. (1996) “The City Social Movement: Progressive Women Reformers and Early Social Planning” in *Planning the Twentieth Century American City*, eds. Sies & Silver. Baltimore: JHU Press.

**MODULE 2: Preventative health issues – Your health and your environment**

**On water – Do you know where your water comes from?**

*Water-borne Disease and Public Interventions (Weeks 3 and 4)*

**Week 3**

**February 3 and 5:**

Johnson, S. (2006) *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How it Changed Science, Cities, and the Modern World*. New York: Riverhead Books. **Read Chapter 1 (pp. 1-22), Chapter 5 (pp.111-136), and Chapter 7 (pp. 159-188).**

**Week 4**

**February 10 and 12:**

George, R. (2008) *The Big Necessity: The Unmentionable World of Human Waste and Why it Matters*. New York: Metropolitan Books. **Read Introduction, pp.1-13.**

Melosi, M. (2008) *The Sanitary City*, Abridged Edition. Pittsburgh: University of Pittsburgh Press. **Read Chapter 6 - Water Supply as a Municipal Enterprise**

**On sanitation – Do you know where your water (etc) goes?**

**The toilet as man's best friend**

**Week 5**

**February 17 and 19:**

*Creating a Sanitation System in U.S. Cities*

Melosi, M. (2008) *The Sanitary City*, Abridged Edition. Pittsburgh: University of Pittsburgh Press. **Read Chapters 7 and 8**

**Week 6**

**February 24 and 26:**

*Current Sanitation Challenges and Responses around the Globe*

George, R. (2008) *The Big Necessity: The Unmentionable World of Human Waste and Why it Matters*. New York: Metropolitan Books. **Read Chapter 3, 7, and 9.**

**On housing and community – how your neighborhood impacts your health**

*Focus on Mental Health and Urban Life (Weeks 7 and 8)*

**Week 7**

**March 3 and 5:**

Sennett, R. and Cobb, J. (1972) *The Hidden Injuries of Class*. New York: W.W. Norton & Company. **Read pp. 3-50.**

## **Week 8**

**March 10 and 12:**

Fullilove, M. (2005) *Root Shock: How Tearing up City Neighborhoods Hurts America, and What We Can Do About It*. New York: One World Ballantine Books. **Read Chapters 3, 5, and 8.**

### **On security and well-being – what happens in an emergency?**

## **Week 9**

**March 24:**

***Policy/Planning Failures and Media Representations in Natural Disasters***

Klinenberg, E. (2002) *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: The University of Chicago Press. **Read Chapters 5 and 6**

Heron, Gil Scott (1974) *The Revolution Will Not be Televised*

**March 26 – MID-TERM EXAMINATION IN CLASS**

### ***MODULE 3: Curative health issues – Who is responsible for your health? Challenges to Adequate Health Services for All***

## **Week 10**

**March 31 and April 2**

***Health Impacts of the Politics of Class and Race and Power***

**For March 31:**

Chaplin, S. (1999) “Cities, sewers and poverty: India's politics of sanitation”, in *Environment and Urbanization*, Vol. 11, No. 1.

Geronimus, A. and Thompson, J. P. (2004) “To Denigrate, Ignore, or Disrupt: Racial Inequality in Health and the Impact of a Policy-induced Breakdown of African American Communities”, in *Du Bois Review*, Vol. 1, No. 2.

**For April 2:**

The Associated Press (2008) *Hungry in Zimbabwe: 'If you rest, you starve'*  
*Food catastrophe unfolds in rural area; nation remains in political paralysis*, November 19, 2008. E-resource: <http://www.msnbc.msn.com/id/27806974/>

Dugger, C. (2008) “Annan and Carter Insist on Visit to Zimbabwe” in *The New York Times*, November 20, 2008.

### **Week 11**

**April 7 and 9:**

#### ***Health delivery services: Inequalities***

Farmer, P., Watson, D., and Tarter, L. (2000) “Infections and Inequalities” in *Global Change and Human Health*, Vol. 1. No. 2.

Mutatkar, R.K. (1995) “Public Health Problems of Urbanization”, in *Social Science and Medicine*, Vol. 41, No. 7.

### **Week 12**

**April 14 and 16**

#### ***Health delivery services: Hopes?***

Malone, K. and Hinman, A. (2002) “Vaccination Mandates: The Public Health Imperative and Individual Rights”, Chapter 13 in *Law and Public Health Practice*, Editor-in-chief R. Goodman. New York: Oxford University Press.

FAO (2006) *Reclaiming Our Lives*. Cape Town, SA: HSRC Press. **READ pp. 19-25**

### **Week 13**

**April 21 and 23**

#### ***Financing health for all***

Report of the Commission on Macroeconomics and Health (2001) “Executive Summary” in *Macroeconomics and Health: Investing in Health for Economic Development*, World Health Organization.

Reich, R. (2001) “The Case (Once Again) for Universal Health Insurance”, in *The American Prospect*, April 23, 2001.

### **Week 14**

**April 28 and 30**

***Course summation and final exam review***

**Final Exam date to be announced in class**