Welcome to the Course!

This class draws on concepts of health and the body to examine the relationship between urban planning and inclusion. It is organized around a paradox: how is it possible for cities to simultaneously be a root cause of ill health for marginalized communities and a source of inspiration and aspiration for design solutions to health problems?

We will center race, gender, and disability as we investigate how cities are designed around assumptions and desires about how urban residents look, behave, and relate to others. Along the way we will tackle questions including: What makes a person or a place healthy? How does urban planning achieve healthiness, and who/what is excluded in this pursuit? How do people secure their own belonging when exclusionary urban design places them in unhealthy situations?

Instructor: Dr. Mariel Gruszko

Dr. Gruszko is a cultural anthropologist who investigates the relationship between democratic inclusion and urban design in Barcelona. As a Postdoctoral Fellow at the Institute of Arts & Humanities for 2020-21, she is at work on a book that examines how residents and planners in Barcelona use participatory design to incorporate residents’ bodily experiences and knowledge of inequality, health, and risk into urban development.
LEARNING OUTCOMES
At the end of this course, students will be able to:
1. Identify their own and others’ assumptions about what constitutes a healthy person, community, or environment.
2. Analyze the relationship between urban design and the management of health.
3. Describe how urban design incorporates assumptions about bodies and communities (what these look like, how they work, how they fit together).
4. Explain how urban design shapes norms around who belongs, how people interact in and with their environments, and how people move through space.

Office Hours
Schedule an 1-on-1 appointment with me at signupgenius.com. You can also speak with me on Mondays from 2-3pm at “Get Things Done Together” meetings—we can go into a private online space for more privacy if necessary.

Course Format
This course will be meet for online, synchronous sessions on Mondays, Wednesdays, and Fridays from 11-11:50am Pacific time.

Each Monday from 2-3pm Pacific time I will host a “Get Things Done Together” meeting on Zoom, where you can ask questions about the class, chat with me about things going on in other parts of your life, or just get some work done with online accountability buddies.

In Canvas Under “Resources”
- Overall Course Expectations
- Course Policies + Campus Policies
- Integrity Policy
- Resources for Support and Learning
- Calendar of a typical week in this course

Assignments, Projects, and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading Criteria</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (in class + on Canvas)</td>
<td>Credit/no credit</td>
<td>30%</td>
<td>Class meetings + Canvas posts due before Wednesday’s class meeting</td>
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<tr>
<td>Hosting a Canvas message board discussion</td>
<td>Credit/no credit</td>
<td>15%</td>
<td>Your questions/prompts due by the Saturday preceding the week you’re hosting (e.g., if you are the host for Week 6 you would post questions and prompts by Saturday of Week 5)</td>
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<tr>
<td>1-page Memos x3 (choice of self-reflection or reflection on readings)</td>
<td>Credit/no credit</td>
<td>15%</td>
<td>Mondays before class</td>
</tr>
<tr>
<td>Final Paper Outline/Draft</td>
<td>Credit/no credit</td>
<td>20%</td>
<td>Week 8, Wednesday (5/19)</td>
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<tr>
<td>Final Paper</td>
<td>Rubric</td>
<td>20%</td>
<td>Finals Week, Wednesday (6/9)</td>
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Instructions for the various assignment types will be posted on Canvas.
Grading Procedure and Feedback
Students will be graded on an absolute scale (no curve—what you see is what you get). For all assignments for which there is not a rubric, you will receive full credit as long as I can see evidence of your thinking through the questions raised by the assignment. For some assignments you will complete a self-assessment. This will not determine your grade and is just intended to give you a chance to reflect on the work you're doing in this class/areas for improvement.

Feedback:
- Regular feedback on your memos and weekly discussion posts. I will post individual, targeted feedback as replies on Canvas. I will give group feedback to all students (focusing on factors for us as a class to keep in mind) during synchronous sessions.
- You will receive feedback on your Final Paper Outline/Draft by Monday of week 9.
- You will receive peer feedback on your Final Paper drafts in week 10 during class.
- You will receive feedback on your Final Papers during the week of June 13.

Late policy: We are living through a pandemic and its unequally distributed effects. All late assignments will receive full credit as long as they are uploaded by the end of week 10. I may be slower to give feedback on late assignments. Please email me a heads up when you submit a late assignment so I don't miss it on Canvas.

*If at any point in the quarter you find yourself falling behind on assignments or are otherwise worried about your performance in the course, please come speak with me—the sooner we talk, the sooner we can figure out a plan.*

Attendance and Participation
I will not be taking attendance for this course, but I encourage you to attend our synchronous sessions. During these sections we will primarily be completing active learning activities that allow you to practice and master the skills detailed in the learning objectives. It will be more difficult and more boring to practice these skills on your own.

I encourage you to participate in whatever way feels comfortable to you: on Zoom (chat, voice, or video); on Canvas message boards; by coming to Get Things Done Together meetings. It is difficult to feel connected to the campus community during remote learning—please let me know if there's anything I can do to help you feel more connected.

WEEK-BY-WEEK GUIDE TO READINGS AND ASSIGNMENTS
[a full calendar with links to assignments is available on Canvas]
[you will not have to purchase any books, but I will ask you to download readings yourself]

Week 1: Health as Culture
- Moran-Thomas, Amy. “How a Popular Medical Device Encodes Racial Bias.”
- Holmes, S. “‘Doctors Don’t Know Anything’: The Clinical Gaze in Migrant Health” in Fresh Fruit, Broken Bodies.
Week 2: What Makes a City Healthy?
• Rabinow, P. “Introduction to the Present” (10-30) and “The Cholera Epidemic of 1832” (48-60) in French Modern.
• Farmer, P. “On Suffering and Structural Violence” in Pathologies of Power (pp 29-50)

Week 3: Do Health Standards Lead to Standard Outcomes?

Week 4: Race
• Simone, A. “The Black City?”
• Nieves, A. and L. Alexander. We shall independent be: African American place making and the struggle to claim space in the United States. [excerpts]
• Montgomery, A. Greening the Black Urban Regime [excerpts].

Week 5: Body and Environment

We’re halfway through the quarter! Check in with yourself: have you been consistently participating in Canvas discussions? Attending synchronous sessions? Have you turned in some memos, and do you have a plan to submit the rest of them?

If you’re worried that you have fallen behind on any of the above, it’s not too late to make a plan to catch up! If you’d like to speak with me, just reach out—I'm here to help.

And—good luck with midterms for other classes 😊

Week 6: Gender
• Collectiu Punt 6. “How does a gender perspective contribute to urban planning?” [skim the guide]
• World Bank. “Gender-Inclusive Cities: Can Urban Planning Take into Account Women and Minorities?” [skim the handbook]
• Shange, S. “Ordinary Departures: Flesh, Bodies, and Border Management at Robeson” in Progressive Dystopia.
Week 7: How Do People Live in Cities That Are Not Designed with Them in Mind? That are Unhealthy for Them?

- Carter, R. *Prayers for the People* [excerpts].
- Hartblay, C. “Pixelization in Crip Time: Disability, Online Sociality, and Self-Making in Russian Apartments”

Week 8: Disability

- Hartblay, C. “Good Ramps, Bad Ramps”
- Kusters, A. “*Regulations versus hierarchies: Commuters creating inhabitable worlds in the Mumbai suburban trains*”
- Jaffe, R. “Introduction: The Disabling City”
- Your choice—read ONE (or more) of:
  - Hamraie, A. “*Crip Mobility Justice: Ableism and Active Transportation Debates*”
  - Addlakha, R. “*Disability and the Pursuit of Mobility: Risks and Opportunities in the Indian Urbanscape*”
  - Holstein, E. “*The City as Taskscape: An Enabling Theory for the City*”
  - Edwards, C. “*Geographies of Security and Disabled People’s Urban Lives*”

An outline and/or 2 double-spaced pages of your paper are due on Wednesday, 5/19.


TBD

Week 10: Topic of Students’ Choice + Peer Reviews of Final Paper Drafts

Please note that we will not meet on Monday, 5/31 in observance of Memorial Day. We will meet on 6/2 and 6/4.

On Wednesday 6/2, please be prepared to circulate your final paper draft for peer review. Ideally you will have made some edits to the week 8 draft/outline that incorporate my feedback and your own self-assessment. But please bring whatever you have ready to share.

Finals Week
Final papers due on Wednesday, June 9.