



ARCH 4410/5410: Architecture, Urbanism, and Health – Fall 2020

Instructor:

Daniela Sandler

Description:

What can we learn from how architecture and urbanism faced health challenges in the past, and how can we apply this knowledge today? This course will examine the connections between health and space at various scales—from objects to buildings, from cities to natural environments—using case studies as well as critical and theoretical writings. Topics may include, among others: epidemics and urban planning; designing for wellness; urban nature and mental health; food deserts; disabilities and design; social justice, diversity, and public health in space. In addition to discussing case studies and theoretical perspectives, students will also apply their knowledge to envision new ideas and approaches to health challenges.

Schedule:

T, Th 11:15 am–12:30 pm (synchronous: 11:30 am–12:00 pm)

Modality:

Online/Remote

Synchronous Meetings:

T, 11:30 am–12:00 pm via Zoom

Th, 11:30 am–12:00 pm (Group Work via Canvas/Google Drive)

→ *Refer to the weekly schedule on the Canvas course website for specific instructions.*

Syllabus Contents

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Inclusive Classroom Statement

All of us (myself as an instructor, and you as students) form a community in this course. You will learn through a collaborative and supportive environment. In our course, we respect each other as individuals and we respect, acknowledge, and include the diversity of experiences, values, and perspectives we all bring. This is particularly important now as we strive for an anti-racist society, and as we work towards inclusion of minorities and differences such as those of ethnicity, gender, age, ability, culture, religion, national origin, class, worldview, political orientation, and others.

Our classroom is a safe space for trying out new ideas and also for making mistakes. We will not always know exactly the right word, or the best thing to say, but we will try, understanding that failures and mistakes are essential to learning.

While our classroom is inclusive, there is no room for hate or offensive speech, or for assertions and actions that incite or endorse discrimination. We will all treat each other respectfully, and when we make our points (even and especially when we disagree), we will present arguments through logical reasoning and evidence.

Some of the content in this course may be upsetting or uncomfortable. We acknowledge that for some people this might also elicit difficult feelings and reactions. Our classroom is a safe space for these reactions, too.

As your instructor, I am available for you to reach out privately with any concerns or questions related to our classroom climate and course contents. I will treat any communications confidentially, and they will not have an impact on your grade.

Working towards an inclusive, anti-racist, anti-discriminatory university and architectural profession is an ongoing process. I might also make mistakes, and if so, I welcome your input.

Land Acknowledgment

The University of Minnesota Twin Cities is located on traditional, ancestral, and contemporary lands of Indigenous people. The University resides on Dakota land ceded in the Treaties of 1837 and 1851.

Minnesota's history is marked by racial violence. In 1862, 38 Dakota men were hanged at the end of the US-Dakota War in the largest mass execution in this country. June 15th will mark one hundred years since a white mob in Duluth lynched Elias Clayton, Elmer Jackson, and Isaac McGhie, three Black men falsely accused of crime. More recently, we know the tragedies of Jamar Clark, Philando Castile, and George Floyd, among many others.

We say their names to honor their memory and to acknowledge the work that remains to be done.

GRADING

| | |
|---|-----|
| Zoom Participation (Individual Grade) | 25% |
| Group Work Participation (Individual Grade) | 25% |
| Project Proposal (Group Grade) | 15% |
| Final Project (Group Grade) | 30% |
| Response to Final Projects (Individual Grade) | 5% |

ASSIGNMENTS AND ACTIVITIES

This course is based on two principles: active learning and collaboration. Zoom discussions and participating in group activities are the main ways in which you will demonstrate your individual learning in this class. I consider and assess these two as full-fledged assignments, just as fully as a paper might be in another course.

Zoom Participation: You are expected to attend all Tuesday Zoom meetings (see attendance policies above), and you are also expected to participate in them. Participation can be done via video or audio comments, and/or via chat. Both count towards your participation grade. When assessing participation, I take the following into consideration: did your comment or question reveal that you were prepared for the Zoom meeting (i.e. you did the readings and other required materials)? Was your comment or question pertinent to the topic and to the conversation? Did your comment or question reveal critical reflection and learning effort?

Group Work Participation: This refers to your individual participation in group work. You will work in groups on Thursdays on topic-based activities. You will use Google Docs or Google Slides for this. When assessing this work, I will pay more attention to process than to final product. I encourage you to use the “Insert Comments” tool to chat with each other as you work, because I can view these comments afterwards (unlike the Chat function). I will also use Track Changes to identify individual contributions. While this work is done in groups, you will be assessed individually.

Note: On several Thursdays, I will devote the group work time for your group to work on the semester-long Group Project. Your participation on those Thursdays will still count for your individual Group Work Participation grade.

Project Proposal: You will work with your group on a semester-long project on a topic of your group’s choice that relates to the course contents. This project will combine research, reflection, design, and the application of history and theory to a particular issue. The project proposal is the first stage and can be presented in text, video, or multimedia format. I will give you detailed instructions in a separate document. Deadline: 11/01 by 8 pm.

Final Project: Your group will work towards developing a final project on a topic of your choice as described above in the Project Proposal. I will give you detailed instructions in a separate document. Deadline: 12/06 by 8 pm.

Homework: I may ask you to do short homework assignments that will not require a large time commitment. They are necessary preparation for some synchronous activities.

Response to Final Projects: You will be required to respond to the Final Projects posted by the other groups. The projects will be posted on the Discussion Forum, where you will be able to respond with a short comment post. This is an individual assignment. I will give detailed instructions separately.

READINGS AND OTHER ONLINE CLASS RESOURCES

Class resources such as the syllabus, assignment prompts, readings, and lecture presentations (Powerpoints) will be available online on Canvas. Make sure to check the Canvas site often for any announcements and changes to the syllabus. I also expect you to check your University email regularly for course-related communications.

TEXTBOOK

This class does not require a textbook. All readings are available online on Canvas.

SUBJECT TO CHANGE

With the exception of the grade and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

If I ever make a change (e.g. due date, required reading), it will never result in more work or shorter timelines for you. Any changes will either result in the same amount of work and time required, or less. When making a change, I will communicate with you as soon as possible. Due to the unusual nature of the world right now, sometimes short-notice changes might be unavoidable. They will never have a negative impact on your grade. I count on your understanding about this.

GENERAL UNIVERSITY POLICIES

WORKLOAD

For undergraduates, one credit = three hours of learning work per week (including class time) for an average student to get an average grade. For graduate students, one credit > three hours of learning work per week. This is a three-credit course, so: nine hours of learning work per week for undergrads, and more than nine hours per week for grads. This is an average over the semester. See [Expected Academic Student Work Per Credit Policy Statement](#).

DISABILITY ACCOMMODATIONS

The University of Minnesota is committed to equitable access to learning opportunities. If you have, or think you may have, a disability (mental health, attentional, learning, chronic health, sensory, physical, etc.), please contact the [Disability Resource Center \(DRC\)](#) to arrange a confidential discussion for accommodations. If you are registered with the DRC, please contact me as early in the semester as possible to discuss your accommodations.

WIASO

WIASO is a student group created to counteract unconscious cultural biases that permeate through academia and the profession of architecture. Meetings and public events seek to amplify voices, empower action, strengthen connections, and conviction. All are welcome to support the goal of spreading greater understanding of the contributions and achievements of women in the field. More information: wiaso.umn@gmail.com

NOMAS

NOMAS is the student branch of the National Organization of Minority Architects (NOMA). NOMA’s mission is to champion diversity within the design profession by promoting excellence, community engagement, and the professional development of its members. For more

information, see the [NOMAS page](#) at the UMN Student Organizations website.

DIVERSITY AT CDES

See Diversity resources, links, and initiatives at the College of Design [here](#).

EQUITY, DIVERSITY, EQUAL OPPORTUNITY

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of [Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#).

COURSE OUTLINE

Subject to change

1

INTRODUCTION

T, 09/08

Student and Instructor Introductions

| | |
|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • Read this syllabus • Come prepared with questions about the syllabus |

Th, 09/10

The Many Ways of Health and Space

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|--|---|
| When and where: | • Meet at this Jamboard from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for the Jamboard Activity (Canvas) • Optional: Practice using a Jamboard on your own |
| Homework after today (due Sunday, 09/13) | • Fill out this brief Google Survey on your topic and group preferences. I will use this information to form your working group for the semester. |

SPACES OF HEALTHCARE

T, 09/15

History of Healthcare Spaces

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|------------------------|--|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • View pre-recorded short lectures on Canvas • Optional: See further readings on Canvas |

Th, 09/17

Close Analysis of an Innovative Hospital

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|------------------------|---|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today's activity on Canvas • Follow the preparation per those instructions |

CITIES AND HEALTH

T, 09/22

Urban Epidemics, Epidemic Urbanisms

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • View pre-recorded short lectures on Canvas • Read Tom Fisher, " Viral Cities " • Optional: See further readings on Canvas |

Th, 09/24

Cities and Health: Diving Deep into an Issue

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| When and where: | • Meet your group on Google Doc via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today's activity on Canvas • Browse the book <i>Making Healthy Places</i> . Choose one chapter, read it, and be ready to summarize it to the group. |

4
PUBLIC HEALTH

T, 09/29

Public Health and Social Equity

Guest: [Prof. Susan Mason](#), School of Public Health, UMN

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • Read Bruce G. Link and Jo Phelan, “Social Conditions as Fundamental Causes of Disease,” 80–94 |

Th, 10/01

Applying Public Health Concepts to Design

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|------------------------|--|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today’s activity on Canvas • Follow instructions for preparation • Review last week’s group work |

5
AVENUES FOR RESEARCH IN DESIGN AND HEALTH

T, 10/06

Researching Architecture and Health Topics

Guest: Erin Kindell, UMN M.Arch.’20, MSRP’20

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|------------------------|--|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • Reading TBA |

Th, 10/08

Research Project Kickoff

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| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today’s activity on Canvas • Follow instructions for preparation • Read the Project Proposal Assignment Handout |
| Homework after today (due Sunday, 10/11) | • Post a question for our upcoming healthcare worker guest, Jasmine Mirsharif. Post it to this Discussion forum. See the Discussion Topic for more information on Jasmine. |

HEALTH AND SPACE BEYOND HEALTHCARE SPACES

T, 10/13

Health and Architecture Beyond Hospitals

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | <ul style="list-style-type: none"> • View pre-recorded short lectures on Canvas • Explore the work of Gins and Arakawa (links on Canvas) • Explore the Center for Active Design website • Read Vural and Balanlı, “Sick Building Syndrome from an Architectural Perspective,” 371–391 |

Th, 10/15

Getting Started on the Project

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|------------------------|---|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | <ul style="list-style-type: none"> • Read the instructions for today’s activity on Canvas • Follow instructions for preparation |
| Homework after today: | • Flesh out project ideas individually and together. |

ASK A HEALTHCARE WORKER!

T, 10/20

A Healthcare Worker’s Perspective

Guest: Jasmine Mirsharif, Psychiatric Associate, Child and Adolescent Intensive Treatment Center at M Health Fairview; and Nursing Student, UMN

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| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • TBA |

Th, 10/22

Developing the Project

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| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | <ul style="list-style-type: none"> • Read the instructions for today’s activity on Canvas • Follow instructions for preparation |
| Homework after today (due Thursday, 10/29) | • Work on project proposal tasks. Follow instructions on Canvas. Proposal must be almost complete by next Thursday. |

8

MENTAL HEALTH AND ARCHITECTURE

T, 10/27

Spaces of Mental Health and Illness

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|------------------------|--|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • Read Carla Yanni, “Introduction,” <i>Architecture of Madness</i> |

Th, 10/29

Project Proposal: Final Touches

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|------------------------|---|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today’s activity on Canvas |

S, 11/01

Project Proposal Due on Canvas by 8 pm

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INTERDISCIPLINARY PERSPECTIVES

T, 11/03

Space and Neuroscience

Guest: [Prof. Geoffrey Ghose](#), Dept of Neuroscience

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:30 pm (note the exceptional extended meeting time today) |
| Preparation for today: | • Reading TBA • Explore the Academy of Neuroscience for Architecture site |

Th, 11/05

Universal Design

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|------------------------|--|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today’s activity on Canvas • Read R. Rossetti, “ The Seven Principles of Universal Design ” • Read “ Difference between Accessible, Usable, Universal Design ” • Explore the Universal Design Living Laboratory website • Explore the MIXDesign website • Read “ How Architecture Could Help Us Adapt to the Pandemic ” |

NATURE, ENVIRONMENT, AND HEALTH

T, 11/10

Biophilic Design

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • Watch the documentary Biophilic Design: The Architecture of Life (available via the U of M library website) • Explore the Biophilic Cities website |

Th, 11/12

Benefits of Nature in the City

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|--|---|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today's activity on Canvas • Read "Urban Nature for Human Health and Well-Being" |
| Homework after today (due Thursday 11/19) | • Develop a timeline and workflow for your group to complete Final Project |

HEALTH, SOCIAL JUSTICE, AND URBAN ACTIVISM

T, 11/17

Grassroots Activism and Covid in Brazil

Guest: [Prof. Maria Carolina Maziviero](#), Urban Planning, Federal University of Paraná

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • View pre-recorded short lectures on Canvas • Read " Brazil's Favelas Forced to Fight Coronavirus Alone " • Optional: See further readings on Canvas |

Th, 11/19

Final Project: Big Push

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|------------------------|---|
| When and where: | • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm |
| Preparation for today: | • Read the instructions for today's activity on Canvas |
| Homework after today: | • Keep working on the final project. Set intermediary deadlines for individual and group contributions. |

THE HEALTH OF THE ENVIRONMENT

T, 11/24

Environmental Challenges

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | <ul style="list-style-type: none"> • View pre-recorded short lectures on Canvas • Read Daniel Barber, “After Comfort,” <i>Log</i> 47, 45–50 • Optional: See further readings on Canvas |

Th, 11/26

Thanksgiving

FINAL PROJECT: SUPPORT AND HELP SESSIONS

T, 12/01

Final Project: Mutual Help Session

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | <ul style="list-style-type: none"> • Bring questions about your project to get feedback from me and from the whole class. • Each group must bring at least one question. • Groups can share work in progress if they want. |

Th, 12/03

Final Project: Final Sprint

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|------------------------|--|
| When and where: | <ul style="list-style-type: none"> • Meet your group on Google Slides via the link on your Canvas Group Page from 11:30 am to 12:00 pm • I’ll be on the Canvas Chat page for questions |
| Preparation for today: | • Read the instructions for today’s activity on Canvas |
| Homework after today: | • Finish final project due Sunday, 12/06 |

S, 12/06

Final Project Due on Canvas by 8 pm (post on Discussion Forum)

CONTEMPORARY DEVELOPMENTS AND CHALLENGES

T, 12/08

Cool Designs, New Challenges

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | <ul style="list-style-type: none"> • View pre-recorded short lectures on Canvas • Explore the MASS Design Group healthcare designs • Explore the MASS Design Group resources on Covid-19 • Optional: See further readings on Canvas |

Th, 12/10

Final Project: Viewing and Peer Feedback Session

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|------------------------|--|
| When and where: | <ul style="list-style-type: none"> • Go to the Canvas Forum • View all projects • Post at least one comment responding to each project • Your comment can respond directly to the project, or to another student's previous comment • This is your final assignment for this course • You will need more time than the usual 30 minutes • You can finish your comments by Sunday, 12/13 |
| Preparation for today: | <ul style="list-style-type: none"> • Read the instructions for today's activity on Canvas • Optional: begin viewing projects ahead of time |
| Homework after today: | • Finish posting your comments to all projects by Sunday, 12/13, by 8 pm. |

COURSE CONCLUSION

T, 12/15

Project Debrief and Final Words

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|------------------------|---|
| When and where: | • Meet on Zoom from 11:30 am to 12:00 pm |
| Preparation for today: | • Bring any final questions, ideas, or anything else you might want to share. |