PA 5209 Urban Planning and Health Equity

Lecture: 4 - 5:15 pm MW (Jan 17 – Apr 29, 2024), 184 Humphrey School or Zoom as noted
Instructors: Yingling Fan, yingling@umn.edu, 612-626-2930, 300E Humphrey School
Office Hour: Available timeslots on Mons & Weds btw 10am-3pm on Yingling’s UMN calendar

DESCRIPTION
This interdisciplinary course examines the causes and consequences of place-based health disparities in cities, explores how health disparities can be mitigated and exacerbated by urban planning decisions, and introduces best practices in urban planning for achieving community health equity. The course will involve extensive readings, guest lectures, field-based assignments, and local community involvement. Twin Cities has one of the largest disparities in health outcomes in the nation and local practitioners are pioneering new urban planning solutions to reduce place-based health disparities. The course will utilize this location advantage and use the region as an immersive learning environment. Students are expected to apply knowledge and skills learned in the class locally in the Twin Cities region.

At the end of the course, students will be able to:
- Understand the historical foundations, current trends and challenges, and international perspectives in connecting urban planning to health equity issues.
- Investigate how various planning sectors and urban environment dimensions, including land use, transportation, open space, housing, food systems, and community social capital, interact to affect health disparities in cities.
- Critically evaluate how existing planning processes and decisions respond to the needs of vulnerable populations and contribute to health equity.
- Develop skills to engage communities and identifying community-sensitive solutions for reducing place-based health disparities.

This course fulfills a requirement for the Health Equity Minor open to all University of Minnesota graduate students. For more information on the minor and a full list of requirements, please visit http://www.sph.umn.edu/academics/minor/health-equity/

REQUIREMENTS
Class Participation (15%): Class participation includes physical attendance and active participation in classroom discussion. You are required to read the assigned readings before each class to have active and informed participation in classroom discussion.

In-Class Quizzes (15%): There will be two in-class quizzes: one on foundational knowledge in Week 3 and another on tools and approaches in Week 7. The first quiz will account for 5% of the final grade and the second one will be shorter and account for 10% of the final grade. Both quizzes mostly contain multiple-choice and sentence completion questions.
**Large-Group Photovoice Project (15%)**: This group project involves using the photovoice approach developed by Caroline Wang in 1994 to identify important community health issues and facilitate effective communication. Students will be assigned into groups and each group will assigned to work on a specific neighborhood in the Twin Cities region. Each group is required to present six photos reflecting the most critical health equity issues in the assigned neighborhood. Short narratives should be provided for each photo describing when and where the photo was taken and why the photo was selected for presentation.

**Individual Essay Assignment (15%)**: Each student will write an op-ed piece linking urban planning to health and/or equity issues. Op-ed is defined as "an essay in a newspaper or magazine that gives the opinion of the writer and that is written by someone who is not employed by the newspaper or magazine." Writing an op-ed essay is all about exercising a point-of-view and making an argument, which you will need to do routinely as a practicing planner. The topic of the op-ed essay will be of your choosing, but must focus on an issue relevant for urban and regional planning and it connections with public health or social equity.

**Small-Group Community Health Planning Project (40%)**: In small groups, students are required to integrate the knowledge and skills learned throughout the semester, apply current evidence and best practices out there, and complete a healthy communities plan on a neighborhood of particular interest in the Twin Cities region. The plan is expected to guide a planning and/or public health agency on ways to create, retrofit or maintain a healthy community in the selected neighborhood. The plan should at least include: (1) a critique of the current state of the area's built environment and health disadvantages with relevant data, and (2) recommended solutions for reducing health disadvantages in the area.

Letter grades are assigned as follows. 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79= C+, 74-76 = C, 70-73 = C-, 65-69 = D, and 64 and below = F. Unless prior arrangements have been made, late papers will be penalized three points immediately and then again for each 48 hours that passes after the due date/time.

**SCHEDULE AND TEACHING MODES**

All classes will take place in-person unless prior notification is given.

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<td>Introduction</td>
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<td>W2-Mon, Jan 22</td>
<td>Historical Overview</td>
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<td>Theories and Conceptual Frameworks Part I</td>
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<td>W3-Wed, Jan 31</td>
<td>Quiz #1 and Intro to Photovoice and Essay Assignments</td>
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<td>W4-Mon, Feb 5</td>
<td>Cities for Human Thriving (By Dr. Meaghan Mcsorley)</td>
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PART II: TOOLS AND APPROACHES TO PROMOTE COMMUNITY HEALTH EQUITY

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<td>Mon, Feb 12</td>
<td>Community-Based Participatory Research for Health Equity</td>
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<td>Engaging Vulnerable Populations</td>
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<td>W6</td>
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<td>Health Impact Assessment</td>
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<td>W6</td>
<td>Wed, Feb 21</td>
<td>In-Class Student Photovoice Assignment Presentation</td>
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<td>W7</td>
<td>Mon, Feb 26</td>
<td>Urban Health Equity Indictors, Visualization, and Analysis</td>
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<td>Quiz #2 &amp; Student Preparation for Lighting Talks</td>
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<td>W8</td>
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<td>W8</td>
<td>Wed, Mar 6</td>
<td>Spring Break</td>
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<td>W9</td>
<td>Mon, Mar 11</td>
<td>In-Class Student lightning talk on Individual Essay</td>
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<td>W9</td>
<td>Wed, Mar 13</td>
<td>In-Class Student lightning talk on Individual Essay</td>
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PART III: SECTORAL AND INTER-SECTORAL UNDERSTANDING OF THE ISSUES

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<td>Cultivating Child and Family Health in Urban Environments</td>
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<td>W10</td>
<td>Wed, Mar 20</td>
<td>Transportation and Health Equity</td>
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<td>W11</td>
<td>Mon, Mar 25</td>
<td>Housing, Community Development, and Health Equity</td>
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<td>Green Space and Health Equity</td>
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<td>W12</td>
<td>Mon, Apr 1</td>
<td>Gender Mainstreaming in Urban Planning</td>
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<td>Wed, Apr 3</td>
<td>Air Quality and Health Equity</td>
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<td>W13</td>
<td>Mon, Apr 8</td>
<td>Land Use, Urban Design, and Health Equity</td>
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<td>Wed, Apr 10</td>
<td>Food Systems and Health Equity</td>
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<td>W14</td>
<td>Mon, Apr 15</td>
<td>Data Accessibility as a Pathway to Genuine Equality (By Dr. Katie OConnell)</td>
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<td>Wed, Apr 17</td>
<td>Structural Racism, Social Segregation and Health Equity</td>
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PART IV: FINAL COMMUNITY HEALTH PLAN PRESENTATIONS

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<td>Student Group Project Presentations</td>
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<td>W16</td>
<td>Mon, Apr 29</td>
<td>Student Group Project Presentations</td>
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READINGS

There is no required textbook in this course. All course readings are downloadable from the Canvas site at https://canvas.umn.edu/courses/406046.

PART I: OVERVIEW AND BACKGROUND

Week 1

Wednesday, Jan 17 – Introduction

Week 2

Monday, Jan 22 - Historical Overview


Wednesday, Jan 24 - Theories and Conceptual Frameworks Part I


Week 3

Monday, Jan 29 – Theories and Conceptual Frameworks Part II


Wednesday, Jan 31 - Quiz #1 and Intro to the Photovoice and Essay Assignments


Week 4

Monday, Feb 5 – Cities for Human Thriving (By Meaghan Mcsorley)


**Wednesday, Feb 7 – International Perspectives**


**PART II: TOOLS AND APPROACHES TO PROMOTE COMMUNITY HEALTH EQUITY**

**Week 5**

**Monday, Feb 12 - Community-Based Participatory Research for Health Equity**


**Wednesday, Feb 14 - Community Engagement and Vulnerable Populations**


**Week 6**

**Monday, Feb 19 – Health Impact Assessment**

- Brownfield and Health Assessment tool: [https://mnbrownfields.org/available-resources/brownfield-health-indicator-tool/](https://mnbrownfields.org/available-resources/brownfield-health-indicator-tool/)

Wednesday, Feb 21 – In-Class Student Presentation on the Photovoice Assignment

Week 7

Monday, Feb 26 - Urban Health Equity Indictors, Visualization, and Analysis


Wednesday, Feb 28 – Quiz #2 & Student Preparation for Lighting Talks

- Watch Top Tips for Superstar Presentations by Todd Reubold: https://www.youtube.com/watch?v=Yis6mAnMjTc

Week 8 – Spring Break

Week 9

Monday, Mar 11 – In-Class Student lightning talk on Individual Essay Assignment

Wednesday, Mar 13 – Lightning Talks (Continued)

PART III: SECTORAL AND INTER-SECTORAL UNDERSTANDING OF THE ISSUES

Week 10

Monday, Mar 18 – Cultivating Child and Family Health in Urban Environments


Wednesday, Mar 20 – Transportation and Health Equity

Week 11

Monday, March 25 – Housing, Community Development, and Health Equity


Wednesday, March 27 – Public Spaces, Greenness, and Health Equity


Week 12

Monday, April 1 – Gender Mainstreaming in Urban Planning


Wednesday, April 3 – Air Quality and Health Equity


Week 13

Monday, April 8 – Land Use, Urban Design, and Health Equity

• World Health Organization. "Urban design for health: inspiration for the use of urban design to promote physical activity and healthy diets in the WHO European Region." 2022.

Wednesday, April 10 – Food Systems and Health Equity


Week 14

Monday, April 15 — Data Accessibility as a Pathway to Genuine Equality (By Dr. Katie OConnell)


Wednesday, April 17 – Structural Racism, Social Segregation and Health Equity


PART IV: FINAL COMMUNITY HEALTH PLAN PRESENTATIONS

Week 15

Monday, April 22 – Student Presentations

Wednesday, April 24 – Student presentations

Week 16

Monday, April 29 – Student presentations