

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 be 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 its 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.

Date	Topic
PART I: OVERVIEW AND BACKGROUND	
W1-Wed, Jan 17	Introduction
W2-Mon, Jan 22	Historical Overview
W2-Wed, Jan 24	Theories and Conceptual Frameworks Part I
W3-Mon, Jan 29	Theories and Conceptual Frameworks Part II
W3-Wed, Jan 31	Quiz #1 and Intro to Photovoice and Essay Assignments
W4-Mon, Feb 5	Cities for Human Thriving (By Dr. Meaghan Mcorley)
W4-Wed, Feb 7	International Perspectives

PART II: TOOLS AND APPROACHES TO PROMOTE COMMUNITY HEALTH EQUITY	
W5-Mon, Feb 12	Community-Based Participatory Research for Health Equity
W5-Wed, Feb 14	Engaging Vulnerable Populations
W6-Mon, Feb 19	Health Impact Assessment
W6-Wed, Feb 21	In-Class Student Photovoice Assignment Presentation
W7-Mon, Feb 26	Urban Health Equity Indicators, Visualization, and Analysis
W7-Wed, Feb 28	Quiz #2 & Student Preparation for Lighting Talks
W8-Mon, Mar 4	Spring Break
W8-Wed, Mar 6	Spring Break
W9-Mon, Mar 11	In-Class Student lightning talk on Individual Essay
W9-Wed, Mar 13	In-Class Student lightning talk on Individual Essay
PART III: SECTORAL AND INTER-SECTORAL UNDERSTANDING OF THE ISSUES	
W10-Mon, Mar 18	Cultivating Child and Family Health in Urban Environments
W10-Wed, Mar 20	Transportation and Health Equity
W11-Mon, Mar 25	Housing, Community Development, and Health Equity
W11-Wed, Mar 27	Green Space and Health Equity
W12-Mon, Apr 1	Gender Mainstreaming in Urban Planning
W12-Wed, Apr 3	Air Quality and Health Equity
W13-Mon, Apr 8	Land Use, Urban Design, and Health Equity
W13-Wed, Apr 10	Food Systems and Health Equity
W14-Mon, Apr 15	Data Accessibility as a Pathway to Genuine Equality (By Dr. Katie OConnell)
W14-Wed, Apr 17	Structural Racism, Social Segregation and Health Equity
PART IV: FINAL COMMUNITY HEALTH PLAN PRESENTATIONS	
W15-Mon, Apr 22	Student Group Project Presentations
W15-Wed, Apr 24	Student Group Project Presentations
W16-Mon, Apr 29	Student Group Project Presentations

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

- Northridge, Mary Evelyn, and Lance Freeman. "Urban planning and health equity." *Journal of Urban Health* 88, no. 3 (2011): 582-597.
- Orford, Scott, Yingling Fan, and Philip Hubbard. "Urban public health emergencies and the COVID-19 pandemic. Part 1: Social and spatial inequalities in the COVID-city." *Urban Studies* 60.8 (2023): 1329-1345.

Week 2

Monday, Jan 22 - Historical Overview

- Schilling, Joseph, and Leslie S. Linton. "The public health roots of zoning: in search of active living's legal genealogy." *American journal of preventive medicine* 28, no. 2 (2005): 96-104.
- Peterson, Jon A. "The impact of sanitary reform upon American urban planning, 1840-1890." *Journal of Social History* 13, no. 1 (1979): 83-103.
- Corburn, Jason. "Confronting the challenges in reconnecting urban planning and public health." *American journal of public health* 94, no. 4 (2004): 541-546.
- Frumkin, Howard. "Urban sprawl and public health." *Public health reports* 117, no. 3 (2002): 201.

Wednesday, Jan 24 -Theories and Conceptual Frameworks Part I

- Corburn, Jason. "Urban place and health equity: critical issues and practices." *International journal of environmental research and public health* 14.2 (2017): 117.
- Ford, Chandra L., and Collins O. Airhihenbuwa. "Critical race theory, race equity, and public health: toward antiracism praxis." *American journal of public health* 100, no. S1 (2010): S30-S35.
- Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. *Annual review of public health*, 32, 381-398.

Week 3

Monday, Jan 29 – Theories and Conceptual Frameworks Part II

- Gee, G. C., & Payne-Sturges, D. C. (2004). Environmental health disparities: a framework integrating psychosocial and environmental concepts. *Environmental health perspectives*, 112(17), 1645-1653.
- Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities. *Annu. Rev. Public Health*, 27, 103-124.

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

- Wang, Caroline, and Mary Ann Burris. "Photovoice: Concept, methodology, and use for participatory needs assessment." *Health education & behavior* 24, no. 3 (1997): 369-387.
- Pryor, Brandy N. Kelly, and Corliss W. Outley. "Just spaces: Urban recreation centers as sites for social justice youth development." *Journal of Leisure Research* 46, no. 3 (2014): 272-290.
- Kramer, Leila, Pamela Schwartz, Allen Cheadle, J. Elaine Borton, Merrick Wright, Charlie Chase, and Corina Lindley. "Promoting policy and environmental change using Photovoice in the Kaiser Permanente Community Health Initiative." *Health Promotion Practice* 11, no. 3 (2010): 332-339.

Week 4

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

- Sandercock, L. (2002). Practicing utopia: Sustaining cities. *DisP-The Planning Review*, 38, 4-9.

- VanderWeele, T. J. (2017). On the promotion of human flourishing. *Proceedings of the National Academy of Sciences*, 114(31), 8148–8156.
- Bell, Sarah L., Ronan Foley, Frank Houghton, Avril Maddrell, and Allison M. Williams. "From therapeutic landscapes to healthy spaces, places and practices: A scoping review." *Social science & medicine* 196 (2018): 123-130.

Wednesday, Feb 7 – International Perspectives

- Younger, Margalit, Heather R. Morrow-Almeida, Stephen M. Vindigni, and Andrew L. Dannenberg. "The built environment, climate change, and health: opportunities for co-benefits." *American journal of preventive medicine* 35, no. 5 (2008): 517-526.
- Campbell-Lendrum, Diarmid, and Carlos Corvalán. "Climate change and developing-country cities: implications for environmental health and equity." *Journal of Urban Health* 84, no. 1 (2007): 109-117.
- Rice, Marilyn, and Trevor Hancock. "Equity, sustainability and governance in urban settings." *Global health promotion* 23, no. 1_suppl (2016): 94-97.

PART II: TOOLS AND APPROACHES TO PROMOTE COMMUNITY HEALTH EQUITY

Week 5

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

- Minkler, Meredith, and Trevor Hancock. "Community-driven asset identification and issue selection." *Community-based participatory research for health: From process to outcomes* (2008): 153-169.
- Brown, G. (2012). Public participation GIS (PPGIS) for regional and environmental planning: Reflections on a decade of empirical research. *Journal Of The Urban & Regional Information Systems Association*, 24(2).

Wednesday, Feb 14 - Community Engagement and Vulnerable Populations

- Derr, V., Chawla, L., Mintzer, M., Cushing, D. F., & Van Vliet, W. (2013). A city for all citizens: Integrating children and youth from marginalized populations into city planning. *Buildings*, 3(3), 482-505.
- Stonewall, J., Fjelstad, K., Dorneich, M., Shenk, L., Krejci, C., & Passe, U. (2017, September). Best practices for engaging underserved populations. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 61, No. 1, pp. 130-134). Sage CA: Los Angeles, CA: SAGE Publications.

Week 6

Monday, Feb 19 – Health Impact Assessment

- Brownfield and Health Assessment tool: <https://mnbrownfields.org/available-resources/brownfield-health-indicator-tool/>
- Forsyth, Ann, Carissa Schively Slotterback, and Kevin Krizek. "Health impact assessment (HIA) for planners: what tools are useful?." *CPL bibliography* 24, no. 3 (2010): 231-245.
- Cole, Brian L., and Jonathan E. Fielding. "Health impact assessment: a tool to help policy makers

understand health beyond health care." *Annu. Rev. Public Health* 28 (2007): 393-412.

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

Week 7

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

- Corburn, Jason, and Alison K. Cohen. "Why we need urban health equity indicators: integrating science, policy, and community." *PLoS medicine* 9, no. 8 (2012): e1001285.
- Talen, Emily. "Visualizing fairness: Equity maps for planners." *Journal of the American Planning Association* 64, no. 1 (1998): 22-38.
- Freitas, Ângela, Teresa C. Rodrigues, and Paula Santana. "Assessing urban health inequities through a multidimensional and participatory framework: Evidence from the EURO-HEALTHY project." *Journal of Urban Health* 97 (2020): 857-875.

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

- Biggs, Simon, and Ashley Carr. "Age-and child-friendly cities and the promise of intergenerational space." *Journal of Social Work Practice* 29.1 (2015): 99-112.
- Loebach, J., & Gilliland, J. (2019). Examining the social and built environment factors influencing children's independent use of their neighborhoods and the experience of local settings as child-friendly. *Journal of Planning Education and Research*, 0739456X19828444.
- Fan, Yingling, and Asad J. Khattak. "Does urban form matter in solo and joint activity engagement?." *Landscape and urban planning* 92.3-4 (2009): 199-209.

Wednesday, Mar 20 – Transportation and Health Equity

- Fan, Yingling, and Peiyu Phua. "The Health and Transportation Nexus: A Conceptual Framework for Collaborative and Equitable Planning." (2022). Available at:
<https://conservancy.umn.edu/handle/11299/228250>

Week 11

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

- Hood, Ernie. "Dwelling disparities: how poor housing leads to poor health." *Environmental Health Perspectives* 113, no. 5 (2005): A310.
- Goodman, Melody and Gilbert, Keon. "Segregation: Divided Cities Lead to Differences in Health (Policy Brief)". (2013). Available at <https://forthesakeofall.files.wordpress.com/2013/11/policy-brief-4.pdf>
- Swope, Carolyn B., and Diana Hernández. "Housing as a determinant of health equity: A conceptual model." *Social Science & Medicine* 243 (2019): 112571.

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

- Fan, Yingling, Kirti V. Das, and Qian Chen. "Neighborhood green, social support, physical activity, and stress: Assessing the cumulative impact." *Health & place* 17, no. 6 (2011): 1202-1211.
- Cattell, Vicky, Nick Dines, Wil Gesler, and Sarah Curtis. "Mingling, observing, and lingering: Everyday public spaces and their implications for well-being and social relations." *Health & place* 14, no. 3 (2008): 544-561.
- Corburn, Jason, et al. "Co-creating places for urban health & healing: the case of Pogo Park." *Cities & Health* 7.6 (2023): 914-925.

Week 12

Monday, April 1 – Gender Mainstreaming in Urban Planning

- Damyanovic, Doris, Florian Reinwald, and Angela Weikmann. "Gender mainstreaming in urban planning and urban development." *Urban Development Vienna, Viena* (2013).

Wednesday, April 3 – Air Quality and Health Equity

- Manisalidis, Ioannis, et al. "Environmental and health impacts of air pollution: a review." *Frontiers in public health* 8 (2020): 14.
- Burkhardt, J., Bayham, J., Wilson, A., Carter, E., Berman, J. D., O'Dell, K., ... & Pierce, J. R. (2019). The effect of pollution on crime: Evidence from data on particulate matter and ozone. *Journal of Environmental Economics and Management*, 98, 102267.

Week 13

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

- Fan, Yingling, and Yan Song. "Is sprawl associated with a widening urban–suburban mortality gap?." *Journal of Urban Health* 86, no. 5 (2009): 708-728.
- Dannenberg, Andrew L., Richard J. Jackson, Howard Frumkin, Richard A. Schieber, Michael Pratt, Chris Kochtitzky, and Hugh H. Tilson. "The impact of community design and land-use choices on public health: a scientific research agenda." *American journal of public health* 93, no. 9 (2003): 1500-1508.

- 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

- Raja, Samina, Changxing Ma, and Pavan Yadav. "Beyond food deserts: measuring and mapping racial disparities in neighborhood food environments." *Journal of Planning Education and Research* 27, no. 4 (2008): 469-482.
- Halvey, Madeline R., et al. "Beyond backyard chickens: A framework for understanding municipal urban agriculture policies in the United States." *Food Policy* 103 (2021): 102013.
- Rao, Nitya, et al. "Cultivating sustainable and healthy cities: A systematic literature review of the outcomes of urban and peri-urban agriculture." *Sustainable Cities and Society* 85 (2022): 104063.

Week 14

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

- Baack, S. (2015). Datafication and empowerment: How the open data movement re-articulates notions of democracy, participation, and journalism. *Big Data & Society*, 2(2).
- McKittrick, K. (2011). On plantations, prisons, and a black sense of place. *Social & Cultural Geography*, 12(8), 947–963.
- Sawicki, D. S., & Craig, W. J. (1996). The Democratization of Data: Bridging the Gap for Community Groups. *Journal of the American Planning Association*, 62(4), 512–523.

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

- Svendsen, Gunnar Lind Haase. "Socio-spatial Planning in the Creation of Bridging Social Capital: The Importance of Multifunctional Centers for Intergroup Networks and Integration." *International Journal of Social Inquiry* 3, no. 2 (2010).
- Gee, Gilbert C., and Chandra L. Ford. "Structural racism and health inequities: Old issues, New Directions1." *Du Bois review: social science research on race* 8.1 (2011): 115-132.
- Fan, Yingling, et al. "Segregation and the Making of Unhappiness in the Urban Everyday", Working Paper.

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