PA 5290 (003) Urban Planning and Health Equity

Lecture Section: 1 - 2:15 pm MW (Jan 16, 2018 – May 4, 2018), 60 Humphrey School
Instructor: Yingling Fan, yingling@umn.edu, 612-626-2930, 295E Humphrey School
Office Hour: 10 - 11 am Wed and by appointment

Please see me if you have a problem with any aspects of the course. Keep in mind that office hours are not only a time to address problems. I am happy to talk with you about your areas of interest, help brainstorm your term papers, etc.

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, data-collection activities, 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.

REQUIREMENTS
Class Participation (10%): 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 4 and another on tools and approaches in Week 8. The first quiz will account for 10% of
the final grade and the second one will be shorter and account for 5% of the final grade. Both quizzes mostly contain multiple-choice and sentence completion questions.

**Individual Activity and Well-Being Diary Project (30%)**: This individual project involves using the Daynamica™ Smartphone App (see daynamica.umn.edu) to keep a week-long activity and well-being diary. This is to increase awareness of how the built environment offers activity opportunities and constrains activity options at the same time, and how these opportunities and constraints shape individual travel behavior, physical activity, leisure time use, and emotional well-being on a daily basis. Students will be asked to analyze the location- and time-stamped activity and well-being data, and write a reflection paper with critique of how the built environment affects activity-travel patterns, emotional well-being, and health outcomes.

**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.

**Final Small-Group Paper Project (30%)**: 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.

**READINGS**

**PART I: OVERVIEW AND BACKGROUND**

**Week 1** - Wednesday, Jan 17 - Introduction


**Week 2** - Monday, Jan 22 - Historical Overview


Week 2 - Wednesday, Jan 24 - Current Trends and Challenges


Week 3 - Monday, Jan 29 - Current Trends and Challenges in the Twin Cities Region

• Guest lecturer TBD, readings TBD.

Week 3 - Wednesday, Jan 31 - International Perspectives


Week 4 - Monday, Feb 5 - International Perspectives

• Guest lecturer TBD, readings TBD.

Week 4 - Wednesday, Feb 7 - Quiz and Introduction to the Daynamica App

PART II: TOOLS AND APPROACHES TO PROMOTE COMMUNITY HEALTH EQUITY

Week 5 - Monday, Feb 12 - Community-Based Participatory Research

• Minkler, Meredith, and Trevor Hancock. "Community-driven asset identification and issue selection." Community-based participatory research for health: From


Week 5 - Wednesday, Feb 14 - Community Engagement and Vulnerable Populations

- Guest lecturer TBD, readings TBD.

Week 6 - Monday, Feb 19 - Health Impact Assessment (Guest Lecture 1)


Week 6 - Wednesday, Feb 21 - Health Impact Assessment (Guest Lecture 2)

- Minnesota Department of Transportation and Minnesota Department of Health, MnDOT Statewide Multimodal Transportation Plan HIA, Available at http://www.health.state.mn.us/divs/hia/docs/mndothiafinalreport.pdf

Week 7 - Monday, Feb 26 - Urban Health Equity Indictors


Week 7 - Wednesday, Feb 28 - Urban Health Equity Visualization


Week 8 - Monday, Mar 5 - Photovoice Group Project Presentation

Week 8 - Wednesday, Mar 7 - Quiz and Reflection on the Activity Diary Project

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

Week 9—Spring Break
Week 10 - Monday, Mar 19 - Land Use and Health Equity


Week 10 - Wednesday, Mar 21 - Land Use and Health Equity

- Guest lecturer TBD, readings TBD.

Week 11 - Monday, Mar 26 - Transportation and Health Equity


Week 11 - Wednesday, Mar 28 - Transportation and Health Equity (Guest Lecture)


Week 12 - Monday, April 2 - Housing and Health Equity


Week 12 - Wednesday, April 4 - Housing and Health Equity

- Guest lecturer TBD, readings TBD.
Week 13 - Monday, April 9 - Food Systems and Health Equity


Week 13 - Wednesday, April 11 - Food Systems and Health Equity

- Guest lecturer TBD, readings TBD.

Week 14 - Monday, April 16 - Open Spaces 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.


Week 14 - Wednesday, April 18 - Community Development and Health Equity


PART IV: FINAL PRESENTATIONS

Weeks 15 & 16