

# 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](mailto: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.

***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 (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](http://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 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.

**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

- Kjellstrom, Tord, Sharon Friel, Jane Dixon, Carlos Corvalan, Eva Rehfues, Diarmid Campbell-Lendrum, Fiona Gore, and Jamie Bartram. "**Urban environmental health hazards and health equity.**" *Journal of urban health* 84, no. 1 (2007): 86-97.
- Northridge, Mary Evelyn, and Lance Freeman. "**Urban planning and health**

equity." *Journal of Urban Health* 88, no. 3 (2011): 582-597.

### **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.

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

- 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.
- 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.

### **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**

- 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.
- Helliwell, John, Layard, Richard, & Sachs, Jeffrey. (2017). **World Happiness Report 2017**, New York: Sustainable Development Solutions Network.

### **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 process to outcomes* (2008): 153-169.
- 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 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)**

- 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.

#### **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 Indicators**

- 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.
- Frank, Lawrence D., James F. Sallis, Brian E. Saelens, Lauren Leary, Kelli Cain, Terry L. Conway, and Paul M. Hess. "**The development of a walkability index: application to the Neighborhood Quality of Life Study.**" *British journal of sports medicine* 44, no. 13 (2010): 924-933.

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

- Talen, Emily. "**Visualizing fairness: Equity maps for planners.**" *Journal of the American Planning Association* 64, no. 1 (1998): 22-38.

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

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

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

#### ~~Week 9 – Spring Break~~

#### Week 10 - Monday, Mar 19 - Land Use 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.

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

- Guest lecturer TBD, readings TBD.

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

- Sallis, James F., Lawrence D. Frank, Brian E. Saelens, and M. Katherine Kraft. "**Active transportation and physical activity: opportunities for collaboration on transportation and public health research.**" *Transportation Research Part A: Policy and Practice* 38, no. 4 (2004): 249-268.
- Smart Growth America. "**Dangerous by design: Solving the epidemic of preventable pedestrian deaths.**" (2014).
- Zhu, Jing, and Yingling Fan. "**Daily Travel Behavior and Emotional Well-Being: A comprehensive assessment of travel-related emotions and the associated trip and personal factors.**" (2017).

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

- Cepeda, Magda, Josje Schoufour, Rosanne Freak-Poli, Chantal M. Koolhaas, Klodian Dhana, Wichor M. Bramer, and Oscar H. Franco. "**Levels of ambient air pollution according to mode of transport: a systematic review.**" *The Lancet Public Health* 2, no. 1 (2017): e23-e34.

#### Week 12 - Monday, April 2 - Housing 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>

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

- Guest lecturer TBD, readings TBD.

### **Week 13 - Monday, April 9 - 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.
- Eisenberg, Marla E., Rachel E. Olson, Dianne Neumark-Sztainer, Mary Story, and Linda H. Bearinger. "**Correlations between family meals and psychosocial well-being among adolescents.**" *Archives of pediatrics & adolescent medicine* 158, no. 8 (2004): 792-796.

### **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.
- Das, Kirti V., Yingling Fan, and Simone A. French. "**Park-use behavior and perceptions by race, Hispanic origin, and immigrant status in Minneapolis, MN: implications on park strategies for addressing health disparities.**" *Journal of immigrant and minority health* 19, no. 2 (2017): 318-327.
- 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.

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

- Krug, Etienne G., James A. Mercy, Linda L. Dahlberg, and Anthony B. Zwi. "**The world report on violence and health.**" *The lancet* 360, no. 9339 (2002): 1083-1088.
- 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).

## **PART IV: FINAL PRESENTATIONS**

### **Weeks 15 & 16**