



PLANNING FOR HEALTHY CITIES
URBPLAN 692, 3 credits, Spring 2024

Instructor: Dr. Yaidi Cancel Martinez
Wednesdays: 9am to 11:10am, Online

“A healthy city is one that continually creates and improves its physical and social environments and expands the community resources that enable people to mutually support each other in performing all the functions of life and developing to their maximum potential.”
(World Health Organization, 2023)

Overview

This course explores the evolving connection between public health and urban planning from diverse contexts and perspectives. We will delve into historical and current theories and practices to build an informed foundation to design healthy, inclusive and equitable cities. We will examine community health and planning practices, and analyze the needs of special populations, emerging technologies and policies through case studies, invited experts, individual assignments and collective work.

Learning Goals

Students will get to:

- Understand how the built environment influences population health regionally and globally.
- Examine community health and planning practices and their impact on diverse populations.
- Identify health data and emerging technologies and their influence on planning decisions.
- Develop strategies for integrating health policy goals into planning processes.

I hope students walk into their careers being mindful advocates for equitable healthy cities.

My office hours are online by appointment only.

Have any questions?

Reach out to me at ycmartin@uwm.edu

Course Materials

No textbook is required for this course. Readings and other course materials are built upon various resources including academic articles, book chapters, videos, and online resources.

Required weekly materials and supplemental (optional) materials are available in Canvas.

Required readings or resources are marked with a star (*).

The following book is highly recommended:

Botchway, Nisha D., Dannenberg, Andrew L., Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Health, Well-being, Equity, and Sustainability, Second Edition*. Washington DC: Island Press.

I also suggest that you get access to ArcGIS online via your UWM account.

Requirements

Class sessions will include a mixture of lectures and class discussions focusing on assigned readings and supplemental materials. Students must complete the assigned readings and be prepared to be fully engaged participants in discussions.

Students must fulfill each of the following requirements for successful course completion:

1. **Respectful and engaged participation.**
2. **Reflections** on readings and related course content.
3. **Complete individual and team assignments.**
4. **Health equity policy and planning essay** – describing the potential implications of a selected policy on urban planning practice through the health equity lenses and the extent to which the policy may have an impact at a local, regional and global level.
5. **Ignite Presentation** based on the health equity policy and planning essay.

Students will be evaluated and graded upon completion of the course requirements. This course has no mid-term or final exams. The course is designed to facilitate student inquiry, critical thinking, engagement, and participation.

Note: Required additional coursework for graduate students is marked with a “G” in Canvas.

Details about the course’s requirements are found next.

1. Participation

Participating in the course is essential and constitutes 10% of the course grade. Participation is more than just logging into Zoom, it means engaging in meaningful and respectful discussions with the instructor and peers, answering questions during class or group discussions, and leading discussions during the semester.

In the interest of promoting a productive learning environment for all, please:

- Arrive on time and stay for the duration of class.
- Mute cell phones, devices, and alarms for the duration of class.
- ***Complete weekly required readings and course materials before class*** –This will prepare you for discussions in class. Canvas will show you what items should be completed. Please note Canvas may report which items have been read or completed.

Cannot make it to class? Please contact the instructor. While the instructor promotes flexibility, **absences must be cleared before class meetings by sending an email to y martin@uwm.edu**. Students are responsible for the content and information provided in all sessions. Please reach out to the instructor with questions or concerns.

2. Reflections

Completing the written reflections constitutes 20% of the course grade. Students are required to complete eight (8) reflections throughout the semester. These reflections are short (1-page, double space) written entries that answer one or two questions about selected required readings/materials. This may include providing key takeaways of the topic in question, a comparison of readings when applicable, or your views related to the topic (for example, what did you learn? What was most impactful?).

3. Assignments

Completing the assignments constitutes 35% of the course grade.

The course assignments are designed to help you practice and apply relevant concepts, including but not limited to collecting, analyzing and presenting health and planning-related data and designing informed recommendations for urban health issues. Your assignments should be written clearly and formatted to a professional standard. In all assignments, please include your name, the name of your team members (for group assignments), date, and course number. In addition to submitting your assignment by the due date, be ready to discuss your completed assignment in class.

Time management

For each assignment, track the total number of hours you (or your whole group) spend on thinking/preparing and producing the document that you submit. The number of hours should be listed at the top of your assignment. Note that this should be a rough estimate of time, and it will not factor into your grade. This means you are graded on the quality of your work, not the time you report (although there may be a correlation). The main purpose of this is to help you understand how long it takes to think, collect information, analyze, and write documents. It may even help you budget your time for future classes and professional work.

Submitting assignments

All assignments should be uploaded to the course site Canvas on the due dates listed.

If you have any questions or concerns about the assignment, please contact the instructor before the assignment is due.

The assignments are listed below in chronological order. Detailed instructions for each assignment are in Canvas.

- **Assignment #1 (Individually):** Public space for healthy minds – design recommendations
G - Graduate students – Add a comparison of 2 existing public spaces.
Due February 14
- **Assignment #2 (Individually):** Spaces for physical health – a 1-mile radius city audit.
G - Graduate students – Comparison of at least 2 spaces within a city.
Due February 21
- **Assignment #3 (Individually):** Outdoor air quality data for planning and design.
G - Graduate students – Add indoor air quality considerations.
Due February 28
- **Assignment #4 (Individually):** Water conservation in planning and design
G - Graduate students – Add a comparison of 2 cities within the US and outside the US
Due March 6
- **Assignment #5 (Individually):** Access to green space, food, and health – Data analysis.
G - Graduate students – Add a brief literature review of at least 5 journal articles.
Due March 13
- **Assignment #6 (Group):** Environmental + community health design recommendations
Due April 3
- **Assignment #7 (Individually):** Comprehensive plan review of health equity priorities
G - Graduate students – review comp plans of 2 cities of similar size.
Due April 17

4. Health equity policy and planning essay

Completing the essay constitutes 20% of your course grade. The essay should describe the potential implications of a selected policy on urban planning practice through the health equity lenses and the extent to which the policy may have an impact at a local, regional and global level. Students have the option of choosing an existing policy, a proposal for a new law (e.g., Bill) policy recommendation, or declaration based on their area of interest (e.g., transportation, food access, housing), or one from a list provided by the Instructor in Canvas. The student will develop the paper throughout the course and complete specific sections as described next.

Important dates for deliverables:

February 14	Policy selection is due
April 10	An outline is due
May 8	The final version must be turned to Canvas.

The final paper should be a **minimum of 8 pages** but **no more than 12 pages** double-spaced 12 pt. font (excluding cover page, references, and figures and tables if you choose to add such).

5. Ignite Presentation

Presentation and Q/A discussions constitute 15% of the course grade. The presentation will go in hand with the health equity policy and planning paper.

Students are encouraged to use Microsoft PowerPoint or other presentation media that can be supported during our meeting. Students should prepare 2-3 questions to guide a discussion and share these in advance with the instructor. Each presentation should be no longer than 5 slides for a total of 5 minutes. Therefore, students should plan one minute per slide.

Live presentations will be held via Zoom on May 1.

Students may opt to record their presentation and post it on the assigned Discussion Board and Presentation Dropbox in Canvas by May 1st.

A rubric with details on how the presentation will be graded will be posted in Canvas.

Summary of Evaluation and Grading

Course evaluation will be based on:

Participation	10%
Reflections (8 total)	20%
Assignments (7 total)	35%
Health equity policy and planning essay	20%
Ignite Presentation	15%

For each required coursework, students will be evaluated according to the percentage above.

The grading scale for the course is:

<u>Grade</u>	<u>Percent</u>
A	93% and above
A-	92% - 89%
B	83% - 88%
B-	79% - 82%
C	69% - 78%
D	55% - 68%
F	54% and below

Statement of time investment during the course: On average, students should spend 48 hours per credit per semester on activities in online sessions/meetings and outside of meetings (e.g, readings, assignments, research, projects). For this 3-credit course, students are expected to spend approximately 144 hours spread throughout the 16 weeks of the course. Please note that the average time investment presented here is an estimate and students are assessed based on their performance rather than the time put into the course.

Course Schedule

Week	Module	Theme	Date	Class/Discussion	Deliverable Due
1	1	Introduction: The rise, fall and rebirth of public health in city planning	1/24/2024	1. Introduction to the course. Urban planning's influence in shaping cities from a public health context.	
2			1/31/2024	1.2. From the sanitation movement to sustainable cities: A journey through time.	Reflection #1
3	2	The built environment impacts on the mind and the body	2/7/2024	2.1. The built environment's role on the mind: Urban design and the human experience.	Reflection #2
4			2/14/2024	2.2. How the built environment promotes or deters physical activity and health.	Reflection #3, Assignment #1, Policy selection
5	3	Environmental quality, food and sustainability in urban areas	2/21/2024	3.1. Outdoor and indoor air quality and the built environment.	Reflection #4 and Assignment #2
6			2/28/2024	3.2. Water in the city: Access and quality perspectives.	Reflection #5 and Assignment #3
7			3/6/2024	3.3. Green roots: urban parks, community gardens and health. <u>Guest: Nick DeMarsh, UW-Madison and WPF Research Fellow</u>	Reflection #6 and Assignment #4
8			3/13/2024	3.4. Resilient cities? Climate change, urban form and health. <u>Guest: Dr. Anne Getzin, Advocate Aurora Health</u>	Reflection #7 and Assignment #5
9			3/20/2024	Spring Break (no class)	
10			3/27/2024	Team assignment (assignment #6) work day – <i>No Lecture</i>	
11	4	Planning for social capital and healthy communities	4/3/2024	4.1. Social capital and community-led design: Pathways for healthy places. <u>Guest: Krisann Rehbein, Community Design Solutions</u>	Assignment #6 and Group discussion

Course Schedule (Continued)

Week	Module	Theme	Date	Class/Discussion	Deliverable Due
12	5	Adopting health equity in policies and urban planning practice	4/10/2024	5.1. Comprehensive plans through the health equity lenses: CHIP, CHA and other planning tools. <u>Guest: Anneke Mohr and Alexandria Kohn, Milwaukee Health Department</u>	Reflection #8 and policy paper outline
13			4/17/2024	5.2. A 'Health in All' Approach: Is that enough? An overview of the HIA process and other initiatives.	Assignment #7
14	6	Planning inclusive and accessible places for all ages	4/24/2024	6.1. Accessible cities: Planning for diverse levels of abilities. <u>Guest: Dr. Melissa Fiffer, Children's Environmental Health Initiative</u>	
15	7	Healthy cities: Making informed recommendations	5/1/2024	Students presentations	Health policy and planning Ignite Presentation
16			5/8/2024	Lessons learned: Course Wrap-up & evaluations	Health policy and planning essay due

Other Important Items

Reasonable accommodations

Students with limitations due to a disability may request any reasonable accommodations. You can get more information at the [Accessibility Resource Center](#) to better understand the nature of reasonable accommodations.

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) requires that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students will be allowed to complete assignments or other requirements that are missed because of religious observance, illness, family emergencies, or other circumstances. If special accommodations are needed to meet any of the requirements of this course, please contact the instructor as soon as possible.

Students in Need

Any student who faces challenges securing their food, housing, or technology, or is struggling with mental, physical, or emotional health, and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@uwm.edu) for support. Please notify the instructor if you are comfortable. Also, please check the following resources that may provide additional support such as UWM's [Mental Health website](#) and [University Counseling Services](#).

Academic honesty and integrity

The University of Wisconsin-Milwaukee has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and the respect for others' academic endeavors.

Appropriate academic conduct is key to your success. Please review the rules relating to student academic misconduct procedures which are specified in Chapter UWS 14 and Faculty Document No. 1686 at the [UWM Dean of Students website](#).

All work in this course should be your own.

Always cite sources. Plagiarism is unacceptable.

In any written work and presentation materials, the student must cite sources for quotes, facts, and opinions (other than yours), both in the body of their work and in the bibliography/references section. Properly cite sources and place word-for-word quotes in quotation marks. Any plagiarism is a serious breach of ethics.

USE OF ARTIFICIAL INTELLIGENCE. In this course, you may use Artificial Intelligence (AI) for assignments with appropriate citations. Please be aware that despite the many uses of AI language models, it is important to recognize AI's limitations and use this technology both responsibly and ethically. It is your responsibility to critically evaluate all responses generated with the use of AI. Furthermore, you must cite AI when it is used. Taking credit for any work that is not your original work constitutes academic misconduct, see [UWS Chapter 14](#).

Course Policies

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, and grade appeals. For details about these policies, see UWM's [Syllabus Links](#).