

**URPL GP 4632-001 PLANNING FOR HEALTHY NEIGHBORHOODS
SYLLABUS**

Professor Kristen Day
Class meetings: Tu 6:45-8:25 p.m.
Room: Silver 709
Website on Blackboard

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Office: 3049 Puck Building
Office hours: Tuesdays 5:00-6:00 p.m.

COURSE DESCRIPTION

This course introduces students in urban planning and related fields, to the ways in which urban planning can help to improve community health. Although urban planning and public health are closely related in their history and their goals, these fields are typically taught and practiced independently without reference to each other. The course focuses on neighborhood scale issues that impact health, including transportation, land use, urban design, community development, environmental policy, health promotion and disease prevention. This class will involve lectures, discussions, guest speakers, and a group project.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Identify ways in which urban planning impacts community health in several domains
- Be familiar with assessment tools for studying the impact of planning on health
- Apply what is learned in the class to the design and planning of healthy places and development of health-supportive policy

READINGS

Readings for the class include two books and numerous articles.

Frumkin, H., Frank, L. & Jackson, R. (2004). Urban sprawl and public health: Designing, planning & building for healthy communities. Island Press: Washington. ("Frumkin" in the course schedule)

Freudenberg, N., Galea, S. & Vlahov, D. (2006). *Cities and the health of the public*. Nashville TN: Vanderbilt University Press. ("Freudenberg" in the course schedule)

"Reading" refers to articles that are available on the class web site. All readings for the course must be completed prior to class so that you can participate in class discussions.

COURSE REQUIREMENTS

Attendance and participation in all classes	
Weekly reactions to reading	20 pts.
Team project	30 pts.
Final presentation	10 pts.
Total	60 pts.

All assignments must be submitted as a hard copy at the beginning of class. No assignments will be accepted over email. Late assignments are deducted 25% per day.

CRITICAL REACTIONS TO READINGS

This assignment ensures that students read class readings carefully and critically, and prepares students to engage in thought-provoking discussions in class. For each assigned reading, students should complete a one page (max.,

do not submit longer reactions), carefully written reaction to the reading. Reactions should be typewritten (double-spaced). Each should include the following information (multiple chapters from one source count as one reading).

1. Full and proper citation for reading (APA format)
2. Author's primary research question or argument or point
3. Brief summary of main points of the readings (1/3 page or less)
In your own words, identify the key findings, recommendations, arguments, etc. in the reading. Do not summarize the whole reading. Rather, identify its main points or contributions.
4. Critical reaction. ***Most important aspect of the assignment** (1/2 page)
Critical reactions should interrogate the main points of the reading, examining questions such as whether evidence is provided to support the author's conclusions, agreements and contradictions between this reading and other readings or lectures from class, critique of how the author has framed the issues, important research questions suggested by reading, or significant implications and potential applications for planning and design, etc. Critical reactions should not do ALL of these things—choose the most important and appropriate strategy for reacting to each reading. This should be a thoughtful engagement with each reading, not merely a superficial reaction.

Reactions to readings are due at the beginning of each class. Please bring a second copy of your reactions to readings for your own use in class discussions.

Reactions to readings are worth 5 points per day. Reactions are graded as \checkmark , $\checkmark-$ or $\checkmark+$. A grade of \checkmark is equivalent to a B/B+. It indicates that you have read readings and responded thoughtfully. A grade of $\checkmark+$ is equivalent to an A-/A, and acknowledges especially insightful and well-developed responses to readings. A grade of $\checkmark-$ is equivalent to a C+/B-. It indicates that you completed the assignment, but showed minimal effort. Reactions are assigned for 5 weeks; only the top 4 reactions will be counted for each student. No late or "make up" reactions are accepted.

TEAM REPORT: 30 pts.

Students will work in teams to prepare a professional report on a health and planning issue. The report will examine one urban health issue in the specific context of New York City. The goal of the report is to expand knowledge of how this issue affects New York City and how urban planning perspectives can help to address this issue. Students will work in teams of 2–3. Each team will prepare a report to the NYC Department of City Planning, that addresses one of the following issues:

- Urban planning and violence/violent crime
- Urban planning and access to healthy foods
- Urban planning and physical inactivity
- Urban planning and infectious diseases
- Urban planning and environmental pollution impacts on health
- Urban planning and traffic safety impacts on health

Each report should address:

- (1) The scope and the nature of this issue in NYC.
 - What specific forms does this issue take in NYC?
 - How big is this issue in NYC and how is it changing with time?
 - Who is affected by this issue in NYC and how are they affected?
 - What are the major causes of this issue in NYC?
 - (If relevant) How does current urban planning contribute to this problem in NYC?
- (2) Solutions to this issue for NYC (focusing on urban planning-related strategies)
 - What are local and regional government agencies doing to address the problem?
 - What are non-profit and other organizations doing to address this issue in NYC?
 - What are the best practices from other U.S. and international cities to address this issues?
 - Specific recommendations for new, urban-planning based solutions to this issue for NYC (based on best practices from elsewhere and your own analysis)?

Include in your report:

- Cover page (no page number)
- Page numbers
- Complete and accurate APA citations in text and reference list
- Figures and tables (for each, include a figure number on figure and in text. Cite sources for all figures)
- Report should be 18–20 pages in length, plus cover, figures/tables, and reference list. Reports should be written in 3rd person, should read like an integrated paper (in format and in style), and should address a professional planning audience.

Reports should be based on empirical research and on analysis of professional reports, communications, etc. Assignment will be evaluated based on accuracy and thoroughness (how well are questions above addressed?), writing quality, and support for conclusions (based on reference to credible sources, well documented in references.)

FINAL PRESENTATION: 10 pts.

Each team will give a 15 minute Powerpoint presentation to the class, based on findings and recommendations from your report. All team members should participate in the presentation. Presentations should emphasize the NYC and the urban planning context of your issue. *Presentations will be evaluated based on thoroughness and relevance to NYC and to urban planning, and on presentation quality (quality of oral and Powerpoint presentation).*

SCHEDULE

This schedule is tentative and subject to change.

Date	Topic	Readings	Assignments due
Foundations of Public Health and Urban Planning			
Week 1 T, 11/1	The relationship between urban planning and public health; the social ecological model; health disparities		
Planning Healthy Neighborhoods			
Week 2 T, 11/8	Physical activity and built environments	Frumkin, ch. 5 Day, K., Boarnet, M., Alfonzo, M. & Forsyth, A. (2006). The Irvine-Minnesota Inventory to measure built environments: Development, <u>American Journal of Preventive Medicine</u> , 30 (2), 144–152.	
Week 3 T, 11/15	No class <i>Make up class: Proposed date: Thursday Dec 1, 6:45-8:25 p.m.</i>		

<p>Week 4 T, 11/22</p>	<p>Physical activity and built environments (continued)</p> <p>Guest speaker: Skye Duncan Associate Urban Designer NYC Department of City Planning</p>	<p><u>Active Design guidelines</u> Download at http://www.nyc.gov/html/ddc/html/design/active_design.shtml</p>	
<p>Week 5 T, 11/29</p> <p>*Th, 12/1</p>	<p>Access to healthy food</p> <p>Guest speaker: Joanna Frank Director, NYC FRESH Program</p> <p><i>Proposed date for make up class</i> Traffic safety</p>	<p>Freudenberg ch. 6</p> <p>Kraft, M. K., Brown, L., & Yeh, J. (2006). <u>Public markets and community health: An examination</u>. NY: Project for Public Spaces, Inc. At: http://www.pps.org/pdf/public_markets_community_health_2.pdf</p> <p>Frumkin ch. 6</p> <p>New York City Department of Transportation (2007). <u>Safe Streets. Traffic safety improvements in New York City</u>. NYC Department of Transportation, New York City (pp. 1-42). At: http://www.nyc.gov/html/dot/downloads/pdf/safetyrpt07_1.pdf</p>	
<p>Week 6 T, 12/6</p>	<p>Violence, mental health and social capital</p>	<p>Frumkin ch. 8</p> <p>Watch the film <u>Bogotá Change</u>, parts 1-6, at: http://www.youtube.com/watch?v=gyBe5-irc_4 (search for parts 1-6 on YouTube and watch all)</p>	
<p>Week 7 T, 12/13</p>	<p>Final presentations</p>		