

UP 340, Fall 2024

Planning for Healthy Cities

Instructor: Mary Edwards
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Office Hours: Monday, 1-3, and by appointment
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Lecture/Discussion: T, Th 11-12:20 (227 TBH)

Course Description:

This course explores the evolving role of health in urban planning. Historical and current theories on the relationship between public health and the built environment are highlighted, as are prescriptions for healthy urban design. Community health planning, health disparities and the needs of special populations in the city are also examined, along with some of the major policy issues affecting community health care today.

Learning Objectives:

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

- Understand the ways in which the built environment influences health.
- Identify planning practices that promote healthy communities.
- Understand how health data influences planning decisions.
- Develop strategies for integrating health policy goals into planning processes.

Requirements and Grading Policies:

The course requirements are listed below. Participation and attendance is also part of your final grade. You are expected to attend class regularly. The class participation grade will be based on both class participation and random attendance taking. Grades and points will be assigned as follows:

Assignment	Points	Due Date
Weekly Reflections (7 @ 10 points each)	70	variable
Walk Audit	25	Sept. 5
Mental Restoration Activity	25	Sept. 12
Public Space Evaluation	25	Sept. 24
CPTED Audit	25	Oct. 3
Bike Audit	25	Oct. 24
School Assessment	25	Nov. 21
Universal Design Audit	25	Oct. 17
Food Budget Challenge	25	Nov. 14
Team Project	100	Nov. 12
Final Essay Exam	100	Dec. 10
Participation and Attendance	30	
Total Possible Points	500	

Assignments are due at the end of the day on the due date. I do accept late assignments, but they will be graded down one letter grade per day (without a valid excuse). Some of the assignments are in-class assignments, so if you are not in class, you will not receive credit for these assignments without a valid excuse for your absence. It is your responsibility to contact me before class if you are ill and will miss an assignment. I take into consideration assignments that are late due to unforeseeable circumstances.

We have a series of activities/assignments that require evaluation of our outdoor environment. These assignments ask you to view your environment in a way that encourages you to recognize the characteristics and patterns in the built environment that affect health. These assignments are typically due on the day of the activity when you return to the classroom. Assignments include: walk audit, nature restoration activity, public space audit, safety audit, universal design audit and a bike audit.

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100 percent	C+	77-79 percent
A-	90-92 percent	C	73-76 percent
B+	87-89 percent	C-	70-72 percent
B	83-86 percent	D+	67-69 percent
B-	80-82 percent	D	60-66 percent

The general grading rubric for assignments is as follows:

An “A” assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented.

A “B” assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented.

A “C” assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. It is adequate work.

A “D” assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. It is inadequate work.

Readings:

There is one required textbook. Additional required readings will also be posted on our Canvas website.

Required: 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.

Course Policies:

Cellphones and Laptops: No cell phone use during class. You may use a laptop/tablet in class for taking notes or during specified class related activities. Please be respectful of your peers and the instructor and refrain from using laptops for activities unrelated to class. If I see this happening, I will revise the laptop policy. **Laptops are not permitted when we have a guest speaker.**

Absence Policy: If you must be absent due to illness or an unforeseen circumstance, please let me know before class (or soon after). I will provide alternative assignments if you happen to miss an in-class activity due to illness. Unexcused absences will affect your participation grade.

Student Conduct: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in class in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights.

Academic Integrity: The UIUC Student Code requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it. Ignorance is not a defense.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited. Plagiarism is an extremely serious offense and will not be tolerated, as it violates the trust between students and faculty. Violation of any plagiarism guidelines will be taken quite seriously and will result in a failing grade at the very least.*

Student Resources:

Accommodations: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu. <http://www.disability.illinois.edu/>.

Student Assistance: The Student Assistance Center serves as the first point of contact for students who call, email, or walk in to the Office of the Dean of Students. The Assistant Deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit the Student Assistance Center regarding a broad range of issues which may be impacting their academic performance including those related to health/mental health, course attendance issues, questions about where to go on campus to seek different services, options for withdrawing from the university, or because they need help and just aren't sure where to go. The Student Assistance Center helps students find their way! <http://odos.illinois.edu/community-of-care/student-assistance-center/>

Sexual Misconduct and Reporting: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Emergency Response: Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>

Wellness: This site <https://wellness.illinois.edu/> will help you decide what kind of assistance you might need and how to get connected to services for **mental health, wellness, access, and accommodation**. The resources on this website reflect many different approaches, ranging from personal counseling to forming groups to address issues in your school or work environment.

- **Mental health** refers to services that help you address issues that you would like to feel better about psychologically, including being in crisis.
- **Wellness** refers to services that help you with habits related to maintaining your well-being.
- **Access and accommodation** refer to services that facilitate equal opportunity if you are a person with disabilities.

Services can be **confidential or non-confidential**. A confidential service means that any information you share is protected by health care laws and cannot be shared without your permission outside of the resource except in specific cases. For example, counseling and medical care are typically considered confidential, whereas participating in a wellness workshop is not but your participation would be protected by education laws. Access and accommodation services are also confidential.

Supporting fellow students in distress: As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (333-0050) or online at odos.illinois.edu/community-of-care/referral/. Based upon your report, staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the [Student Assistance Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

UP 340– FALL 2024 SUMMARY SCHEDULE OF SESSIONS

SESSION	WEEK	DATE	DAY	Topic
1	1	Aug. 27	T	Introduction to the course
2	1	Aug. 29	Th	Historical Perspectives
3	2	Sep. 3	T	Promoting Physical Activity
4	2	Sep. 5	Th	Activity: Walk Audit
5	3	Sep. 10	T	Mental Health and the Built Environment
6	3	Sep. 12	Th	Activity: Nature and Attention Restoration
7	4	Sep. 17	T	Social Well-being
8	4	Sep. 19	Th	Social and Emotional Health, Bryan Deutsch, FAA Embedded Counselor
9	5	Sep. 24	T	Contact with Nature (Activity: Public Space Evaluation)
10	5	Sep. 26	Th	APA Illinois Conference
11	6	Oct. 1	T	Creating Safe Environments
12	6	Oct. 3	Th	Activity: CPTED Evaluation
13	7	Oct. 8	T	Guest Speaker: Sam Ihm, Champaign County FPD
14	7	Oct. 10	Th	Work Day: Team Projects
15	8	Oct. 15	T	Planning for Disability Justice
16	8	Oct. 17	Th	Activity: Universal Design Audit
17	9	Oct. 22	T	Healthy Choices and Policies
18	9	Oct. 24	Th	Activity: Bike Audit
19	10	Oct. 29	T	Team presentations
20	10	Oct. 31	Th	Team Presentations
21	11	Nov. 5	T	Team Presentations
22	11	Nov. 7	Th	Team Presentations
23	12	Nov. 12	T	Food Environments
24	12	Nov. 14	Th	Activity: Food Budget Challenge
25	13	Nov. 19	T	Creating Age Friendly Communities
26	13	Nov. 21	Th	Activity: School Assessment
27	14	Dec. 3	T	Measuring and Assessing the Built Environment
28	14	Dec. 5	Th	Climate Change and Resilience to Disasters
29	15	Dec. 10	T	Future of the Healthy City; Course Wrap up-FINAL ESSAY EXAM DUE
30	15	Dec. 12	Th	Reading Day

Topics and Required Readings

WEEK 1

August 27: Introduction to the course

August 29: Historical Perspectives

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*

Chapter 1: An Introduction to Healthy, Equitable, and Sustainable Places.

Chapter 9: Inequity, Gentrification, and Urban Health

Harvard Medical School Center for Primary Care. 2021. *From Redlining to Gentrification: The Policy of the Past that Affects Health Outcomes Today*

WEEK 2

September 3: Promoting Physical Activity + Active Transportation

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*

Chapter 2: Physical Activity and the Built Environment

Chapter 11: Transportation, Land Use, and Health

WEEK 3

September 10: Mental Well-being

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*

Chapter 7: Built Environments, Mental Health, and Well-being

Leyden, et al. 2023. Walkable Neighborhoods: Linkages between place, health and happiness in younger and older adults, *Journal of the American Planning Association*.

WEEK 4

September 17: Social Well-being

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*

Chapter 8: Social Capital and Community Design

U.S. Surgeon General, *Our Epidemic of Loneliness and Isolation: The US Surgeon General's Advisory on the Healing Effects of Social Connection and Community*. 2023

WEEK 5

September 24: Contact with Nature

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 16: Contact with Nature

AARP Livable Communities Initiative. 2022. *Creating Parks and Public Spaces for People of All Ages*.

BBC Future. 2022. *The Surprising Benefits of Blue Spaces*.

WEEK 6

October 1: Creating Safe Environments

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 5: Injury, Violence and the Built Environment

Lee, et al. 2023. Street environments and crime around low-income and minority schools: adopting an environmental audit tool to assess crime prevention through environmental design. *Landscape and Urban Planning*.

WEEK 7

Champaign County Forest Preserves 2040 Comprehensive Plan, August 2024.

WEEK 8

October 15: Planning and Disability Justice

Lisa Stafford, Leonor Vanik & Lisa K. Bates. 2022. Disability Justice and Urban Planning, *Planning Theory and Practice*, 23:1, 101-142.

Kyle Ezell, Gala Komiyenko and Rick Stein, American Planning Association, PAS Memo, *Autism Planning and Design Guidelines 1.0*. July/August 2018.

WEEK 9

October 22: Healthy Choices and Healthy Policies

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 19 Healthy Behavioral Choices and the Built Environment
Chapter 20: Legislation, Policy and Governance for Healthy Places

WEEK 10-Team Presentations

WEEK 11-Team Presentations

WEEK 12

November 12: Food Environments

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 3: Food, Nutrition, and Community Design

WEEK 13

November 19: Creating Age Friendly Communities

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 10: Healthy Places Across the Life Span
Chapter 15: Healthy Schools

WEEK 14

December 3: Measuring Healthy Places

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 22: Measuring, Assessing and Certifying Healthy Places

December 5: Climate Change and Resilience to Disasters

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 17: Climate Change, Cities, and Health
Chapter 18: Community Resilience and Healthy Places

Klinenberg, Eric. 2013. Adaptation: How cities can be “climate-proof.” *The New Yorker*, Jan. 7.

Design for Health. 2008. *Addressing Climate Change with Comprehensive Planning and Ordinances*.

WEEK 15

December 10: The Future of the Healthy City

Botchwey, Nisha, Dannenberg, Andrew L., and Howard Frumkin (eds). 2022. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*
Chapter 24: Innovative Technologies for Healthy Places
Chapter 27: Healthy, Equitable, and Sustainable Built Environments for the Future

Course Wrap Up-Final Exam Due

December 12: Reading Day