

Columbia University

Graduate School of Architecture, Planning and Preservation

Professor Malo Andre Hutson

Global Healthy Cities

Spring 2018

Course: PLANA 6631 (3 points)

Time: Wednesdays 11-1 pm

Room: 200 Buell Hall

Professor Hutson's Office: 305 Buell Hall

Professor Hutson's Office Hours: Tuesdays 3:30-5 p.m.

Online office hours sign-up link: <https://www.wejoinin.com/sheets/nzaij> (Links to an external site.)[Links to an external site.](#)

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Background

The majority of the world's population now resides in cities and this presents a set of challenges and opportunities for urban planners and public health practitioners (and others) concerned about protecting and promoting the health and well-being of their residents. This Global Healthy Cities course explores the common origins of urban planning and public health, from why and how the fields separated and strategies to reconnect them, to addressing urban health inequities. Specifically, this course discusses the influences of urban population health, analyzes the determinants of health, and roles that city planning and public health related agencies and organizations play at both the local and global level.

The course will also introduce students to the theories and practices underlying health equity strategies. Moreover, this course will attempt to not just highlight the challenges contributing to health inequities, but will focus on solutions. This means investigating the latest attempts to transform institutions, policies, practices, and strategies at multiple jurisdictional levels and scales.

Course Objectives:

The goal of this course is to help students:

- 1) Understand key events in the histories of planning and public health that helped to link and later separate the two disciplines;
- 2) Utilize key theories of urban disease causation within epidemiology, what is called population health, and how these relate to health inequities between different population groups;
- 3) Distinguish between health disparities, health inequalities and health equity in US cities and cities around the world;
- 4) Identify key policies at the federal, state and municipal scale that helped create urban health inequities and those that can promote greater health equity;
- 5) Know how specific features of the built environment, social context and place get biologically 'embodied' to produce different health opportunities across space;
- 6) Understand the multiple quantitative, qualitative and spatial analytic methods required for analyzing the determinants of urban health;
- 7) Know how to engage with different urban health stakeholders, including governmental, community-based and other institutions;
- 8) Explain how governance is a key driver of urban health and be able to diagnose and design healthy governance strategies that can promote urban well-being.

Course Requirements:

This course will require students to attend all classes and to participate in discussion, submit ten 2-3 page weekly commentaries, take a midterm, and submit a final paper.

Grading:

Grades will be based on the following:

Class Attendance and Participation: 25%

Students will be expected to attend all classes and to participate in the class discussion. Student teams of 2-3 people will also be responsible for presenting and leading the class discussion one session per semester. Student presentations should be 45 minutes long and do the following:

- 1) help lead the class discussion;
- 2) provide in-depth analysis of the weeks readings;
- 3) pose interesting and challenging questions to the class;

- 4) make connections to relevant topics discussed in the course; and
- 5) where applicable, highlight case studies or examples of efforts aimed at promoting health equity and supporting the development of healthy cities.

Presentations can include PowerPoint, handouts, etc. Professor Hutson will send around a sign-up sheet the second week of class.

Weekly 2-3 Page Commentaries: 25%

Students will be required to submit a 2-3-page weekly commentary on each week's set of readings. Your commentaries should not summarize the readings, but instead **should provide an analysis of the readings**. What are your thoughts? What theories and practices seem promising or what critiques do you have? Summaries must be submitted **Tuesday by Noon** via the course website each week. Students are expected to submit **at least 8 commentaries** during the semester. Commentaries will be graded either low pass, pass, or high pass. Commentaries should be written with 12 font, be double-spaced, and have 1 inch margins.

No Commentaries are due week of January 15; Feb 26; or April 30.

Midterm: 25%

Students will take an in-class midterm that will require short answers and essay questions. The midterm will be on Wednesday, February 28th.

Final Paper: 25%

Students are expected to write a final 10-15-page paper for the course on a topic they choose related to global healthy cities. Final papers should analyze an important planning or public health issue, policy, program, institution, or theory. Final papers will be due via the online course website on May 4, 2018 by 11:59 p.m. **No late papers will be accepted!!!**

All final paper topics must be approved by Professor Hutson and a short description of your paper topic will be due Wednesday, March 7. Professor Hutson will provide more details about the paper topic and expectations during class in the beginning of the semester.

Policy on Religious Holidays:

If you will be observing any religious holidays this semester that will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, notify Professor Hutson within the first two weeks of the semester. Otherwise, any absence due to a religious holiday will be treated as a missed class. [L]
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Important Dates

Midterm: Wednesday February 28, 2018

Final Papers Due: Friday, May 4, 2018

Statement of Academic Integrity:

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from Professor Hutson.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking an examination, be sure to seek clarification from Professor's Hutson or Tajbakhsh or the TA beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Columbia University. The consequences of cheating and academic dishonesty - including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to another graduate program - are simply not worth it.

Students with Disabilities:

If you need accommodations for any physical, psychological, or learning disability or if you want me to have emergency medical information, please speak to me after class or during office hours.

Required Reading for Course:

There will not be a course reader and where possible electronic resources will be available via the online course website.

Course Content and Reading Schedule

Week #1: January 17: Introduction to the Course, Expectations and Overview Discussion of Global Healthy Cities

Required Readings:

None.

Week #2: January 24: History of City Planning and Public Health

Required Readings:

Braveman, P. et al. Health Disparities and Health Equity: The Issue is Justice. *American Journal of Public Health*. Supplement 1, 2011. Vol. 101, No. S1. <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2010.300062> (Links to an external site.)Links to an external site.

Vlahov, D. et al. 2007. Urban as a determinant of health. *Journal of Urban Health*. 84:16-26.

Duhl, L. 1986. The Healthy City: Its function & its future. *Health Promotion*. 1(1):55-60.

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Urban Affairs Review

Volume 42 Number 5

May 2007 688-713

Corburn, Jason. "Reconnecting with Our Roots: American Urban Planning and Public Health in the Twenty-first Century." *Urban Affairs Review*. Vol. 42, No. 5, May 2007. 688-

713 https://www.researchgate.net/publication/249734618_Reconnecting_with_Our_Roots

Week #3: January 31: Institutions, Macro-Level Policies and Strategies to Promote Healthy Cities

Required readings:

Giles-Cort, B., et al 2016. City Planning and Population Health: A Global Challenge. *The Lancet*. 388 (10062): 2912-2924

United Nations Sustainable Development Goals Healthy Cities Policy Brief. 2016. <http://www.who.int/healthpromotion/conferences/9gchp/policy-brief1-healthy-cities.pdf> (Links to an external site.)Links to an external site.

World Health Organization. "Global Report on Urban Health: Executive Summary." 2016. http://www.who.int/kobe_centre/measuring/urban-global-report/ugr_summary.pdf?ua=1 (Links to an external site.)Links to an external site.

SKIM: United Nations. 2017. New Urban Agenda: Habitat III. <http://habitat3.org/wp-content/uploads/NUA-English.pdf> (Links to an external site.)Links to an external site.

Week #4: February 7: Built Environment, Food Systems and Health

Required readings:

Jackson, R. et al. Health and the Built Environment: 10 Years After. *American Journal of Public Health*. 103, no. 9 (September 1, 2013): pp. 1542-1544. DOI: 10.2105/AJPH.2013.301482 <http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2013.301482>

World Health Organization. Urban Transport & Health. Pp.1-11. http://www.who.int/hia/green_economy/giz_transport.pdf

Lovasi, Gina S., Malo A. Hutson, Monica Guerra, and Kathryn M. Neckerman. Built Environments and Obesity in Disadvantaged Populations. *Epidemiologic Reviews*, Volume 31, Issue 1. November 1, 2009. Pp. 7-

20. <https://academic.oup.com/epirev/article/31/1/7/466901> (Links to an external site.)Links to an external site.

Durand, C.P. et al. "A systematic review of built environment factors related to physical activity and obesity risk: implications for smart growth urban planning." *Obesity Reviews*. Volume 12, Issue 5. May

2011. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-789X.2010.00826.x/full> (Links to an external site.)Links to an external site.

Week #5: February 14: Neighborhoods and Health

Required readings:

Macintyre, S., Ellaway, A and Cummins, S.. 2002. Place effects on health: how can we conceptualise, operationalise and measure them? *Social Science & Medicine*. 55(1):125-

139. <http://www.sciencedirect.com/science/article/pii/S0277953601002143> (Links to an external site.)Links to an external site.

Diez, Ana V. and Christina Mair. "Neighborhoods and Health. *Annals of The New York Academy of Sciences*. February 16, 2010.

Diez, Ana V. "Neighborhoods and Health: What Do We know? What Should We Do?" *American Journal of Public Health*. March 2016. <http://ajph.aphapublications.org/doi/full/10.2105/AJPH.2016.303064> (Links to an external site.)Links to an external site.

Braveman, Paula et. al. 2011. "Neighborhoods and Health: Issue Brief." https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf70450 (Links to an external site.)Links to an external site.

Week #6: February 21: Race/Class, Residential Segregation, and Health

Required readings:

Krieger, Nancy et al. "Local Residential Segregation Matters: Stronger Association of Census Tract Compared to Conventional City-Level Measures with Fatal and Non-Fatal Assaults....." *Journal of Urban Health*. April 2017, Volume 94, Issue 2, pp 244-258. <https://link.springer.com/article/10.1007/s11524-016-0116-z> (Links to an external site.)Links to an external site.

Williams, D. R. & Collins. 2001. Racial Residential Segregation: A fundamental cause of racial disparities in health. *Public Health Reports* 116: 404-416.

Searing, H. et al 2017. A Call to Action on Racial Disparities in NYC's Maternal Health. *CityLimits*. <http://citylimits.org/2017/07/24/cityviews-a-call-to-action-on-racial-disparities-in-nycs-maternal> (Links to an external site.)Links to an external site.

Glymour, M. Maria, Mauricio Avendano, and Ichiro Kawachi. 2014. "Chapter 2: Socioeconomic Status and Health," in *Social Epidemiology* edited by Lisa F. Berkman, Ichiro Kawachi, and M. Maria Glymour. Pp. 17-62.

Week #7: February 28: Midterm!!!

Week #8: March 7:

Community Development and Health

Required readings:

Pastor, Manuel and Rachel Morello-Frosch. 2014. "Integrating Public Health And Community Development To Tackle Neighborhood Distress and Promote Well-Being." *Health Affairs*. Vol. 33, no. 11. 1890-1896.

Corburn, Jason et al. 2015. "Making Health Equity Planning Work: A Relational Approach in Richmond, California." *Journal of Planning Education and Research*. Vol. 35 (3) 265-281.

Hutson, Malo, Wilson, Sacoby. 2011. "The Role of Community-Based Strategies in Addressing Metropolitan Segregation and Racial Health Disparities." *Community Development Journal*, 42, No.4, 476-493.

Jutte, Douglas, LeWinn, Kaja, **Hutson, Malo**, Dare, Ramie, and Falk, Janet. 2011. "Bringing Researchers and Community Developers Together to Revitalize A Public Housing Project and Improve Health." *Health Affairs*. 30, No. 11.

Week #9: March 21: Infrastructure, Environment, Climate Change, and Health: Africa and A Case Study of Nairobi, Kenya

Required readings:

Corburn, Jason and Alice Sverdlik. "Slum Upgrading and Health Equity." *Int J Environ Res Public Health*. 2017 Apr; 14(4): 342.

Video: Upgrading Slums for Better Cities [Upgrading Slums for Better Cities \(Links to an](#)



[external site.\)\(Links to an external site.](#)

Egondi, et al. 2013. Community Perceptions of Air Pollution and Related Health Risks in Nairobi's Slums. *Int. J. Environ. Res. Public Health* 2013, 10, 4851-4868; doi:10.3390/ijerph10104851

Corburn, J. & Karanja, I. 2014. Informal settlements and a relational view of health in Nairobi, Kenya: ^[L]sanitation, gender and dignity. *Health Promotion International*. doi:10.1093/heapro/dau100

NOTE: Friday, March 23 from 1-3 pm will be the "Health Equity: Shaping Just Societies" Discussion. <https://www.arch.columbia.edu/events/807-health-equity-shaping-just-societies> (Attending this event is NOT required as part of this course).

Week #11: April 4: Environmental Justice, Climate Change, and Health

Required readings:

Schlosberg, David and Lisette B. Collins. "From environmental to climate justice: climate change and the discourse of environmental justice." *WIREs Climate Change*. Volume 5, Issue 3, May/June 2014. Pp. 359-374. <http://onlinelibrary.wiley.com/doi/10.1002/wcc.275/full> (Links to an external site.)Links to an external site.

Morello-Frosch, Rachel et al. "Environmental justice and regional inequality in southern California: implications for future research. *Environmental Health Perspectives*. 2002 Apr; 110(Suppl 2): 149-154.

Wilson, Sacoby, Malo Hutson, and Mahasin Mujahid. "How Planning and Zoning Contribute to Inequitable Development, Neighborhood Health, and Environmental Injustice. *Environmental Justice*. December 2008, 1(4): 211-216.

Anguelovski, Isabelle. "From Toxic Sites to Parks as (Green) LULUs? New Challenges of Inequity Privilege, Gentrification, and Exclusion for Urban Environmental Justice. *Journal of Planning Literature*. October 23, 2015. <http://journals.sagepub.com/doi/abs/10.1177/0885412215610491> (Links to an external site.)Links to an external site.

Week #12: April 11: Infrastructure, Environment, Climate Change, and Health: Latin America

Required readings:

Read Chapters 1, 2 and 4 in *Urban Planning for Disaster Recovery* edited by Alan March and Maria Kornakova. 2017. Butterworth-Heinemann. Cambridge MA/Oxford, England.

Also, see Maule Video in the assigned reading file folder.

Week #13: April 18: Infrastructure, Environment, Climate Change, and Health: Europe

Required readings:

Governance for Health in the 21st Century. 2012. World Health Organization: European Regional Office. http://www.euro.who.int/data/assets/pdf_file/0019/171334/RC62BD01-Governance-for-Health-Web.pdf (Links to an external site.)Links to an external site. (SKIM)

Governance for Health Equity. 2014. World Health Organization: European Regional Office.

http://www.euro.who.int/data/assets/pdf_file/0020/235712/e96954.pdf (Links to an external site.)[Links to an external site.](#)

Week #14: April 25: Infrastructure, Environment, Climate Change, and Health: Asia

Required readings:

Sustainable Urban Infrastructure Transitions in the ASEAN Region [Link \(Links to an external site.\)](#)[Links to an external site.](#)

United Nations Economic and Social Council Session for Asia and the Pacific. First Session December 6, 2017. Bangkok, Thailand. [Link \(Links to an external site.\)](#)[Links to an external site.](#)

Parikh et al. 2015. Infrastructure, Provision, and Poverty in Indian Slums. *World Development*, Vol. 66 pp. 468-486. (see Files folder for article).

Dr. Tan Weiping, Deputy Director General of the International Poverty Reduction Centre in China. October 9, 2017. "China's Proposal for Poverty Reduction and Development. (See Files folder for article)

Week #15: Final Paper is Due: Friday, May 4, 2018. An electronic must be submitted via the Courseworks website by 11:59 p.m. **NO LATE PAPERS WILL BE ACCEPTED!!!**