

HLTH AGE 705 : SPECIAL TOPICS IN HEALTH

Topic: Health and the Unfairly Structured City

Fall 2018

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Lecture: Mondays 2:30 – 5:20 pm

Office: GH 208 / LRW 3803

Office Hours: By appointment

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Course Description

This course is concerned with the way that social inequity structured into cities affects health and what can be done about it. It uses a social determinants of health / health inequalities framework to analyse the problem of urban health inequalities. It is now well-established that people of lower social and economic status experience poorer health across a wide range of diseases and health conditions. These inequalities in health are large and avoidable, however, the solutions are complex and still under-developed. People of lower socio-economic status also tend to be clustered into similar parts of the city, which magnifies their disadvantage, but this too is avoidable. The course begins by building up students' knowledge about the frameworks used to analyze health inequalities and structural inequality within cities. Evaluation includes leading class discussions, writing summaries and critical questions, a knowledge mobilization assignment, a book review and a major paper. The knowledge mobilization assignment will culminate in a visit to City Hall to observe the Board of Health meeting, where city staff will be presenting on communicating public health information. Students will be challenged to critically examine issues raised in the course and understand the core principles covered.

Course Objectives

Upon completion of this course, students will be able to:

- Describe health inequalities and social determinants of health frameworks
- Analyze the underlying political and economic causes of inequality in cities
- Apply frameworks on health inequalities and SDOH to problems of urban health inequalities
- Communicate health inequalities in cities according to SDOH and urban inequality perspectives
- Describe how different policy sectors / levels of government affect urban health inequalities

Required Materials and Texts

- All readings are either journal publications to which you have access through the library, or are public reports. The only material students may have to purchase is a book to review.

Class Format

Lectures, class discussions, workshops, client meetings with City of Hamilton staff.

This is a seminar style course. Seminar style course format requires active participation, attendance and contribution from all members of the class. There will generally be three components to each class (with some exceptions), roughly one hour

each: 1) introductory remarks / lecture; 2) student-led discussion based on summaries and critical questions; 3) mixed bag – may include videos, guest speakers, field activities, additional lecture material based on learning needs identified as the course unfolds.

Course Evaluation – Overview

1. Class attendance and discussion participation (weekly) - 10%
2. Weekly summary and discussion questions (weekly starting Sept 24– choose 2 dates) - 15%
3. Urban health inequality book review (given Sept 17.; due October 15) - 20%
4. Knowledge exchange activity (given Sept. 24.; due November 12) - 20%
5. Critical analysis paper (given Oct 1; due December 17) - 35%

Weekly Course Schedule and Required Readings

A. INTRODUCTION

Week 1 (September 10)

Introduction

Readings:

- Toronto Public Health. (2015). *The Unequal City 2015: Income & Health Inequities in Toronto*
- Code Red Series, Hamilton Spectator April, 2010.
<http://www.thespec.com/news-story/2270466-code-red-story-links-to-the-original-2010-series/>
- Marmot, M. (2010). *Fair Society, Healthy Lives. The Marmot Review, Executive Summary*. Strategic Review of Health Inequalities in England post-2010.

B. CONCEPTUAL UNDERPINNINGS – HEALTH INEQUALITIES IN CITIES

Week 2 (September 17)

Health inequalities & the social determinants of health

Readings:

- Sapolsky, Robert. (2005). Sick of poverty. *Scientific American*, 293(6): 92-99.
- Braveman, P. and Gottlieb, L. (2014). The social determinants of health: It's time to consider the causes of the causes. *Public Health Reports*, 129(Suppl 2): 19–31.

- Cowley et al. (2016). Unravelling the Glasgow effect: The relationship between accumulative biopsychosocial stress, stress reactivity and Scotland's health problems. *Prev Med Reports*, 4: 370–375

Week 3 (September 24)

Health & the unfairly structured city

Readings:

- Galea et al. (2005). Cities and population health. *Social Science & Medicine*, 60:1017–1033
- Borrell C, et al. (2013). Factors and processes influencing health inequalities in urban areas. *J Epidemiol Community Health*, 67(5): 389-391.
- Badcock, B. (1984). *Unfairly Structured Cities* Ch. 2: The city as resource distributing mechanism

C. UNDERSTANDING THE ROOTS OF URBAN INEQUALITY

Week 4 (October 1)

Cities as engines of inequality

Readings:

- Badcock, B. (1984). *Unfairly Structured Cities* Ch. 7: Inequality in urban land and housing markets
- Florida, R. (2017). *The New Urban Crisis* Ch. 6: The bigger sort
- MacLennan, D. and J. Miao. (2017). Housing and capital in the 21st Century. *Housing, Theory & Society*, 34(2): 127-145.

Week 5 (October 8)

October 8 – Fall Reading Week

D. UNDERSTANDING & ACTING ON HEALTH & UNFAIRLY STRUCTURED CITIES

Week 6 (October 15)

Housing, urban inequality and health

Readings:

- Dunn, J.R., et al. (2004). Housing as a socio-economic determinant of health: A Canadian research framework. In: Howden-Chapman, P. (eds.) *Housing & Health: Research, Policy & Innovation*.

- Evans, et al. (2003). Housing and mental health: A review of the evidence and a methodological and conceptual critique. *J. of Social Issues*, 59(3): 475-500.
- Shaw, M. 2004. Housing and Public Health. *Ann. Rev. Public Health*, 25:397-418.*

Notes: **Urban health inequality book review DUE**

Week 7 (October 22)

Neighbourhood, community & health

Readings:

- Macintyre, S., et al. (2002). Place effects on health: how can we conceptualise, operationalise and measure them? *Social Science and Medicine*, 55: 125-139.
- Zapata M.A.R., et al (2017). Impact of area regeneration policies: performing integral interventions, changing opportunity structures and reducing health inequalities. *J Epid Comm Health*, 71:239–47
- Oakes, M. et al. (2016). How should we improve neighbourhood health? Evaluating evidence from a social determinant perspective. *Curr Epidemiol, Rep* 3:106-112

Week 8 (October 29)

Income inequality, cities and population health

Readings:

- Dunn, J.R., et al. (2007) Unpacking income inequality and population health in North American cities: The peculiar absence of geography. *Can J of Public Health*, 98(S1): S10-S17
- Dreier, et al. (2004). *Place Matters: Metropolitcs for the Twenty-First Century*. Ch. 5: Urban politics and city limits: What cities can and cannot do to address poverty.
- Hulchanski, et al. (2010). The Three Cities Within Toronto: Income Polarization among Toronto's Neighbourhoods, 1970-2006.

Week 9 (November 5)

Ethnicity, race and urban health inequalities

Readings:

- Wang (2014). Immigrant health, socioeconomic factors and residential neighbourhood characteristics: A comparison of multiple ethnic groups in Canada. *Applied Geogr*, 51:90-98.

- Acevedo-Garcia, D. et al. (2003). Future directions in residential segregation research: A multilevel approach. *Am J Public Health*, 93(2): 215-221

Week 10 (November 12)

Indigenous People, urban inequality and health

Readings:

- Senese, D. & K. Wilson (2013). Aboriginal urbanization and rights in Canada: Examining implications for health. *Social Science & Medicine*, 91: 219-228.
- Browne, et al. (2009). *First Nations Urban Aboriginal Health Research Discussion Paper: A Report for the First Nations Centre, National Aboriginal Health Organization*. Ottawa, ON: NAHO
- McCartney, S. (2016). Re-thinking housing: From physical manifestation of colonial planning policy to community-focused networks. *Urban Planning*, 1(4): 20-31

Notes: **Knowledge exchange activity DUE**

Week 11 (November 19)

November 19 - Catch up week!

Week 12 (November 26)

Healthy child development & urban inequality

Readings:

- Dunn, J.R., et al. (2005). Role of Geography in Inequalities in Health and Human Development. In J. Heymann, et al. (Eds.), *Healthier Societies: From Analysis to Action* (pp. 237-266). Oxford.
- Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity & toxic stress. *Am. Acad. Pediatrics*, 129:e232–e246
- Slopen, et al. (2018). Housing assistance and child health: A systematic review. *Pediatrics*, 141(6)
- Marmot, M. (2010). Fair Society, Healthy Lives. *The Marmot Review*, p. 171-176

Week 13 (December 3)

Mental illness and urban inequality

Readings:

- Dear, M. & J. Wolch. (1988). *Landscapes of Despair: From Deinstitutionalization to Homelessness*. Princeton University Press. Ch. 5: Anatomy of the service-dependent ghetto.
- Tsemberis, S. & R.F. Eisenberg. (2000). Pathways to housing: Supported housing for street-dwelling homeless individuals with psychiatric disabilities. *Psychiatric Services* 51(4): 487-493.
- Goering, P. et al. (2014). *National At Home/Chez Soi Final Report*. Calgary, AB: MHCC.

Course Policies

Expectations of Students and Classroom Conduct

Students are expected to attend every class prepared to discuss the readings and engage in workshops related to the group assignments. It is imperative that students are familiar with the readings in order to discuss it intelligently. In order to limit distractions that compromise the learning process, I request that you arrive on time for class, turn off and stow away your cell-phones and minimize eating until the scheduled break(s).

Submission of Assignments

COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE. IF ANY COURSE REQUIREMENT IS NOT COMPLETED, YOU WILL RECEIVE A GRADE OF '0' IN THE COURSE.

Please submit your assignments (hard copies AND electronic copies on Avenue to Learn only) in class on the day that they are due. Faxed or emailed assignments will NOT be accepted.

Your assignments should be typed and double-spaced in either 10 or 12 point Tahoma, Calibri or Arial font. **The due dates for all assignments are fixed and non-negotiable.** There will be a **deduction of 10% per day** for all late assignments, including weekends (10% for the whole weekend). Deductions are calculated per day, not per 24-hour period. **No assignments will be accepted 3 days after the original due date; there are no exceptions. Please refer to assignment handouts for exact dates. Any late papers/assignments will receive a grade only; no comments.**

Grades

Grades will be based on the McMaster University grading scale:

| MARK | GRADE |
|-------------|--------------|
| 90-100 | A+ |
| 85-90 | A |
| 80-84 | A- |
| 77-79 | B+ |

| MARK | GRADE |
|-------------|--------------|
| 73-76 | B |
| 70-72 | B- |
| 0-69 | F |

Late Assignments

All papers and assignments are due at the beginning of lecture. Late assignments will be marked down 10% per day.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed beginning Fall 2015.

HLTH AGE 705 Communications Policy

The Faculty of Social Sciences’ email communication policy (below) applies. Please ensure **HLTH AGE 705 is the subject line**. We will respond as soon as possible. Questions that reflect a common concern among students will be answered in the next class or on Avenue to Learn.

Review of Marks

Assignments and exams are marked fairly and carefully; however, in the event that a student disagrees with their mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor;
2. The instructor will review the request and review the original assignment and provide the student with written feedback;
3. Students must not submit a request for review any earlier than 1 week after the paper/exams are returned and no later than 2 weeks after;
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received.

Accommodations

Please feel free to discuss your personal needs with me. Arrangements for individualized accommodations can be made through Students Accessibility Services (<http://sas.mcmaster.ca/>). Students Accessibility Services (<http://sas.mcmaster.ca/>) also provides helpful information on time management, note-taking, keeping up with readings, and taking multiple choice tests.

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require

academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://sas.mcmaster.ca>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

Computer Use in the Classroom

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Office Hours and Email Communication

I am available to meet with you by appointment, please arrange by e-mail (jim.dunn@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Dunn); and include your name and student number. You can expect a response to your email within 48 hours, **excluding weekends, holidays and university scheduled breaks such as Fall break, etc.**

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be

deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Avenue Mail: Please use your McMaster e-mail account to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only a few forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

4. Using another writer's sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
5. Neglecting to properly cite the source of your ideas.
6. Improper collaboration in non-group work.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check

his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.