

HLTH AGE 4S03: HEALTH AND THE UNFAIRLY STRUCTURED CITY

Fall 2021

Instructor: Rachel Weldrick

Pronouns: she/they

Email: weldrirc@mcmaster.ca

Lecture: Tues., 7:00 – 9:00 pm
(synchronous seminars)

Virtual Office: Email/Zoom

Virtual Office Hours: Zoom (3:00 – 4:00 pm, Mondays or 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 analyze 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. Students will be challenged to critically examine issues raised in the course and understand the core principles covered.

Course Objectives

By the end of the course students should be able to:

- Describe health inequalities and social determinants of health (SDOH) 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

This is an interactive seminar-style course held on Tuesdays from 7:00 – 9:00 pm (synchronous, via Zoom). 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):

- 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 participation (weekly) – 10%**
2. **Weekly summaries (choose 2 dates) – 15%**
3. **Urban health inequality book review - 20%, October 26th**
4. **Group-Led Discussion & Activity – 20%, Dates vary**
5. **Critical analysis paper – 35%, Tuesday, December 7th**

Course Evaluation – Details

1) CLASS ATTENDANCE AND PARTICIPATION (WEEKLY) – 10%

- Students' attendance will be recorded at the beginning of each class. Student participation will be evaluated based on quality engagement in class discussions and in small group activities throughout the term. This is an important component of seminar-style courses.

2) WEEKLY SUMMARIES (CHOOSE 2 DATES) – 15%

- Students are required to submit two 'summary of readings' assignments.
- Each summary should be between 500 and 750 words (~2 pages double-spaced) and should cover all of the readings for that week. Students should demonstrate that they:
 - 1) have read the articles;
 - 2) can identify some of the salient points for understanding urban health inequalities;
 - 3) can synthesize across the articles (compare/contrast, identify things that are complimentary); and
 - 4) can identify 2-3 critical questions about urban inequality that are raised by the articles (or that you can think of yourself, stimulated by a perspective in the articles).
- Students must submit their summaries on the day of the discussion into the appropriate dropbox on Avenue. Together, these two summaries are worth a total of 15% of the final grade.
- Summaries cannot be submitted on weeks where there are no assigned readings.

3) URBAN HEALTH INEQUALITY BOOK REVIEW – 20%, OCTOBER 26th

- In this assignment students will read a book related to Health and the Unfairly Structured City and write a report on that book. The book will be selected from a list of available books relevant to the social and economic determinants of health and unfairly structured cities. There is a wide variety of books to choose from: some are more scholarly, and some are more journalistic. Reports should be limited to 6-8 pages, typed, double-spaced (maximum 2,000 words) and be properly referenced using APA formatting.
- A full overview of the assignment is provided on the 'Book Review Assignment' handout, available on Avenue. This assignment will be discussed in-detail during the first class on September 7, 2021.

4) GROUP-LED DISCUSSION & ACTIVITY – 20%, DATES VARY

- Students will be asked to select a week to present with 1-2 other students. This presentation will involve leading an in-depth discussion of the articles for that week, as well as leading the class through interactive activities (e.g., mock scenarios, case studies, breakout groups, etc.) related to the topic of that week. Additional content, such as videos, may be shown if desired although this type of content should not extend beyond 15 minutes.
- Students are expected to work collaboratively with classmates to develop these discussions and activities. Discussions should be no shorter than 45 minutes.
- Students not presenting on any given week are expected to participate actively in these discussions and will be graded for this participation (see Grade Item #1).

5) CRITICAL ANALYSIS PAPER – 35%, DECEMBER 7th

- In this assignment students will write a term paper on some topic relevant to health and the unfairly structured city. The topic could be about a particular empirical pattern of health inequity, policy or program interventions to improve health equity, comparing different theoretical/conceptual perspectives on health inequity or some other topic. Papers should be limited to 10-15 pages, typed, double-spaced (maximum 7,500 words) and properly referenced using APA formatting.
- A full overview of the assignment is provided on the 'Term Paper Assignment' handout, available on Avenue. This assignment will be discussed in-detail during class on Tuesday, October 19th.

Weekly Course Schedule and Required Readings

PART A) INTRODUCTION TO THE COURSE

Week 1 (September 7)

Introduction

Recommended 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/>
- Strategic Review of Health Inequalities in England post-2010. (2010). Fair Society, Healthy Lives: *The Marmot Review*, Executive Summary.

PART B) CONCEPTUAL UNDERPINNINGS – HEALTH INEQUALITIES IN CITIES

Week 2 (Tuesday, September 14)

Health inequalities & the social determinants of health

Required readings:

- Sapolsky, R. (2005). Sick of Poverty. *Scientific American*, 293(6), 92–99.
<https://doi.org/10.1038/scientificamerican1205-92>
- Braveman, P., and Gottlieb, L. (2014). The Social Determinants of Health: It's Time to Consider the Causes of the Causes. *Nursing in 3D: Diversity, Disparities, and Social Determinants*, 129, 19–31.
<https://doi.org/10.1177/00333549141291S206>
- Cowley, J., Kiely, J., and Collins, D. (2016). Unravelling the Glasgow effect: The relationship between accumulative bio- psychosocial stress, stress reactivity and Scotland's health problems. *Preventive Medicine Reports*, 4, 370–375. <https://doi.org/10.1016/j.pmedr.2016.08.004>

Week 3 (Tuesday, September 21)

Health & the unfairly structured city

Required readings:

- Galea, S., Freudenberg, N., and Vlahov, D. (2005). Cities and population health. *Social Science and Medicine*, 60(5), 1017–1033.
<https://doi.org/10.1016/j.socscimed.2004.06.036>
- Borrell, C., Pons-Vigués, M., Morrison, J., and Díez, È. (2013). Factors and processes influencing health inequalities in urban areas. *Journal of Epidemiology and Community Health*, 67(5), 389–391.
<https://doi.org/10.1136/jech-2012-202014>
- Badcock, B. (1984). The City as a Resource Distributing Mechanism. In *Unfairly Structured Cities* (pp. 29–57).

PART C) UNDERSTANDING THE ROOTS OF URBAN INEQUALITY

Week 4 (Tuesday, September 28)

Cities as engines of inequality

Required 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.

PART D) UNDERSTANDING & ACTING ON HEALTH & UNFAIRLY STRUCTURED CITIES

Week 5 (Tuesday, October 5)

Housing, urban inequality and health

Required readings:

- Dunn, J. R., Hayes, M. V., Hulchanski, D., Hwang, S. W., and Potvin, L. (2004). Housing as a socio-economic determinant of health: A Canadian research framework. In P. Howden-Chapman and P. Carroll (Eds.), *Housing & Health: Research, Policy and Innovation* (pp. 12–39). Wellington, NZ: Steele Roberts.
- Evans, G. W., & Wells, N. (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. *Annual Review of Public Health*, 25(1), 397–418.
<https://doi.org/10.1146/annurev.publhealth.25.101802.123036>

Week 6 (Tuesday, October 12)

No class – Fall Reading Break

Week 7 (Tuesday, October 19)

Neighbourhood, community & health

Required readings:

- Macintyre, S., Ellaway, A., and Cummins, S. (2002). Conceptualise, Operationalise & Measure Place Effects on Health. *Social Science & Medicine*, 55(1), 125–139. [https://doi.org/10.1016/S0277-9536\(01\)00214-3](https://doi.org/10.1016/S0277-9536(01)00214-3)
- Zapata Moya, A. R., and Navarro Yáñez, C. J. (2017). Impact of area regeneration policies: Performing integral interventions, changing opportunity structures and reducing health inequalities. *Journal of Epidemiology and Community Health*, 71(3), 239–247. <https://doi.org/10.1136/jech-2015-207080>
- Oakes, J. M., Fuchs, E. L., Tate, A. D., Galos, D. L., and Biyoow, I. M. (2016). How Should We Improve Neighborhood Health? Evaluating Evidence from a Social Determinant Perspective. *Current Epidemiology Reports*, 3(1), 106–112. <https://doi.org/10.1007/s40471-016-0072-x>

Week 8 (Tuesday, October 26)

Income inequality, cities and population health

Required readings:

- Dunn, J. R., Schaub, P., and Ross, N. A. (2007). Unpacking income inequality and population health: The peculiar absence of geography. *Revue Canadienne de Sante Publique*, 98(1), 1–13.
- 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.

Recommended readings:

- Hulchanski, J. D. (2005). *Income Polarization Among Toronto's Neighbourhoods, 1970-2005*. *Social Sciences*. Toronto.

Week 9 (Tuesday, November 2)

Ethnicity, race and urban health inequalities

Required readings:

- Wang, L. (2014). Immigrant health, socioeconomic factors and residential neighbourhood characteristics: A comparison of multiple ethnic groups in Canada. *Applied Geography*, 51, 90–98.
<https://doi.org/10.1016/j.apgeog.2014.03.010>
- Acevedo-Garcia, D., Lochner, K. A., Osypuk, T. L., and Subramanian, S. V. (2003). Future Directions in Residential Segregation and Health Research: A Multilevel Approach. *American Journal of Public Health*, 93(2), 215–21.

Week 10 (Tuesday, November 9)

Indigenous People, urban inequality and health

Required readings:

- Senese, D. & K. Wilson (2013). Aboriginal urbanization and rights in Canada: Examining implications for health. *Social Science & Medicine*, 91, 219-228.
- Browne, A. J., McDonald, H., and Elliot, D. (2009). First Nations Urban Aboriginal Health Research Discussion Paper. A Report for the First Nations Centre, National Aboriginal Health Organization. *National Aboriginal Health Organization*, 62.
- Monchalín, R., Smylie, J., & Bourgeois, C. (2020). “It’s not like I’m more Indigenous there and I’m less Indigenous here.”: urban Métis women’s identity and access to health and social services in Toronto, Canada. *AlterNative: An International Journal of Indigenous Peoples*, 16(4), 323-331.

Week 11 (Tuesday, November 16)

Catch up week

Required readings: None

Week 12 (Tuesday, November 23)

Healthy child development & urban inequality

Required readings:

- Dunn, J. R., Frohlich, K. L., Ross, N., Curtis, L. J., and Sanmartin, C. (2009). Role of Geography in Inequalities in Health and Human Development. *Healthier Societies: From Analysis to Action*, 237–264. <https://doi.org/10.1093/acprof:oso/9780195179200.003.0010>
- Slopen, N., Fenelon, A., Newman, S., and Boudreaux, M. (2018). Housing assistance and child health: A systematic review. *Pediatrics*, 141(6). <https://doi.org/10.1542/peds.2017-2742>
- Marmot, M. (2010). Fair Society, Healthy Lives. *The Marmot Review*. (pages 171-176).

Week 13 (Tuesday, November 30)

Mental illness and urban inequality

Required 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.
- Mental Health Commission of Canada. (2014). *National At Home/Chez Soi Final Report*. Calgary, AB: MHCC (Executive Summary, pages 6-8)

Week 14 (Tuesday, December 7)

Final class & wrap up discussion

Required readings: None.

Course Policies

Submission of Assignments

Please submit your assignments into the appropriate Avenue to Learn dropbox by 11:59 pm on the due date. Emailed assignments will not be accepted.

Your assignments should be typed and double-spaced in either 10- or 12-point Times New Roman, Calibri or Arial font.

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+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

The due dates for assignments are fixed and non-negotiable. There will be a deduction of 10% per day for all late assignments, including weekends. If an assignment is due on Monday, but handed in at or after 12:00 am on Tuesday, the deduction will be 10% for that day. Deductions are calculated per day, not per 24-hour period. No assignments will be accepted 3 days after the original due date. Please refer to assignment instructions for details. Any late assignments will receive a grade only, no comments will be provided.

Review of Marks

Assignments 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 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.

Authenticity / Plagiarism Detection

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.).

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details

about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students With Disabilities

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

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): 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”.

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 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.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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.

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.