

HLTH AGE 4S03 – HEALTH AND THE UNFAIRLY STRUCTURED CITY

Fall 2022

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Lecture: Monday 7pm – 9:50pm

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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

By the end of the course students should 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 of their choice for the book review assignment. All other readings will be provided to students in Avenue to Learn.

Class Format

This course will be delivered online with a mix of synchronous and asynchronous components. In each week there will be a recorded lecture of approximately 1 hour for students to watch at their convenience, an online discussion group at either 7pm or 8:15

pm on Mondays, and most weeks there will be 'mixed bag', which is another short, optional assignment like watching a videos on a relevant topic.

Course Evaluation – Overview

Class attendance and discussion participation (weekly)	10%
Lead summary and discussion of one article in discussion group	5%
Urban health inequality book review (due Oct. 17)	25%
Knowledge exchange activity (due Nov. 7)	25%
Critical analysis paper (due Dec. 5)	35%

Course Evaluation – Details

Assignment 1 (25%), due Oct. 17

Book review assignment: In this assignment you will read a book related to Health and the Unfairly Structured City and write a report on that book. The reason for this is that there are many aspects of the complex relations between socio-economic inequality, the dynamics of cities and inequalities in health that are difficult to capture in a single article, and benefit from a longer, more in-depth examination. 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. Among the scholarly books, some are more focused on theoretical and philosophical issues and others are focused on empirical research. For your report, please limit it to 6-8 pages, typed, double-spaced (maximum 2,000 words) and properly referenced (if applicable). There is no prescribed structure for the book review, but it should generally be in the style of a scholarly book review that you would see in a journal (but much longer than a scholarly book review of course). Your book review should be more than just descriptive, it should also involve some critical analysis on your part.

Assignment 2 (25%), due Nov. 7

Knowledge mobilization assignment: The Spectator's Code Red series in 2010 communicated important patterns of urban inequity in Hamilton in a very powerful and effective way. The series was so effective it essentially made inaction impossible for a number of leading institutions, notably the City of Hamilton (especially elected officials on City Council). An immediate response to Code Red, for instance, was the City's Neighbourhood Action Strategy, and a number of other organizations in the city refocused their activities as a response. The kind of impact the Spectator achieved, however, was quite unusual. Municipal public health units frequently produce reports on patterns of health inequity and health status of their cities and fail to achieve the same impact. In this assignment you will confront the tensions related to communication of urban health inequity by writing a report that recommends a strategy to the City of Hamilton Public Health Services. Your report should be in the voice of a consultant to

the City who has been retained to give advice on how to effectively communicate urban health inequity in Hamilton.

Assignment 3 (35%), due Dec. 5

Critical analysis term paper: In this assignment you will write a term paper on some topic relevant to health and the unfairly structured city. Ideally you will select a topic that is of particular interest to you. 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. A good place to look for paper ideas is in recent issues of relevant journals, for example, the Journal of Urban Health, Cities & Health, BMC Public Health and Health & Place. There is no prescribed structure for the term paper, but it should generally be in the style of a scholarly paper that carefully sets out the problem, clearly indicates the argument that you intend to make, uses appropriate evidence to support that argument, summarizes the argument and then discusses its implications for policy and practice. It should be in a style that would be acceptable to a scholarly journal. Your term paper should be more than just descriptive. The term descriptive means just reporting figures, events, the opinions of others, etc. Your report, in addition to including descriptive material should also involve some critical analysis on your part. Critical analysis means more than just whether you like or agree / disagree with what someone has said, but whether their argument is cogent and consistent, and also often involves bringing in competing perspectives to shed light on things that an author has overlooked or not sufficiently justified.

Weekly Course Schedule and Required Readings

Week 1 (Sept. 12)

Sept. 12 – Introduction

Readings:

- Toronto Public Health. (2015). *The Unequal City 2015: Income & Health Inequities in Toronto*
- Code Red Series, Hamilton Spectator April, 2010.
<https://thespec.maps.arcgis.com/apps/MapSeries/index.html?appid=e56b6c58013d4f0a91f57c4105983767>
- Marmot, M. (2010). *Fair Society, Healthy Lives. The Marmot Review, Executive Summary*. Strategic Review of Health Inequalities in England post-2010.

Notes: The whole class will meet on September 12 to go over the syllabus, answer any questions and go over the structure of the course. In subsequent weeks, we may split the class into 2 groups to facilitate discussion, one group will meet with the instructor at 7pm on Mondays and the other group will meet at 8:15pm.

Week 2 (Sept. 19)

Sept. 19 – Health inequalities and 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.
- Whitehead et al. (2016). How could differences in 'control over destiny' lead to socio-economic inequalities in health? A synthesis of theories and pathways. *Social Science & Medicine*, 39: 51-61

Week 3 (Sept. 26)

Sept. 26 – Health & the unfairly structured city

Readings:

- Galea et al. (2005). Cities and population health. *Social Science & Medicine*, 60:1017–1033
- Corburn, J. (2017). Urban place and health equity: Critical issues and practices. *Int. J. Environ. Res. Public Health*, 14(2): 117.
- Badcock, B. (1984). *Unfairly Structured Cities* Ch. 2: The city as resource distributing mechanism

Week 4 (Oct. 3)

Oct. 3– 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
- Hasson, S. & D. Ley (1994). *Neighbourhood Organizations and the Welfare State* Ch. 6: The Downtown Eastside 'One Hundred Years of Struggle'

Week 5 (Oct. 10)

Reading Week

Week 6 (Oct. 17)

Oct. 17 – 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 7 (Oct. 24)

Oct. 24 – 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.

Week 8 (Oct. 31)

Oct. 31 – Neighbourhood, community and 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.
- Oakes, M. et al. (2016). How should we improve neighbourhood health? Evaluating evidence from a social determinant perspective. *Curr Epidemiol, Rep* 3:106-112
- Slater, T. (2013). Your life chances affect where you live: A critique of the 'cottage industry' of neighbourhood effects research. *Intl J Urban & Regional Research*, 37(2): 367–87

Week 9 (Nov. 7)

Nov. 7 – Housing, neighbourhood regeneration and health

Readings:

- Keene, D. & A. Geronimus (2011). "Weathering" HOPE VI: The importance of evaluating the population health impact of public housing demolition and displacement. *J. Urban Hlth*, 88(3): 417-435.
- McGowan, et al. (2021). Examining the effectiveness of place-based interventions to improve public health and reduce health inequalities: An umbrella review. *BMC Public Health*, 21:1888.
- Dunn, J.R. (2012). 'Socially-mixed' public housing redevelopment as a de-stigmatization strategy: A theoretical approach and empirical strategy. *DuBois Review*, 9(1), 87-105.

Week 10 (Nov. 14)

Nov. 14 – 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
- Livingstone, A.-M., & Weinfeld, M. (2015). Black Families and Socio-economic Inequality in Canada. *Canadian Ethnic Studies*, 47(3), 1–23.

Week 11 (Nov. 21)

Nov. 21 – 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.
- Hajizadeh, M., Hu, M., Bombay, A., Asada, Y. (2018). Socioeconomic inequalities in health among Indigenous Peoples living off-reserve in Canada: Trends and determinants. *Health Policy*, 122: 854–65.

Week 12 (Nov. 28)

Nov. 28 – Healthy child development and urban inequality

Readings:

- Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity & toxic stress. *Am. Acad. Pediatrics*, 129:e232–e246
- Dunn, J.R., Frohlich, K., Ross, N.A., Curtis, L., & Sanmartin, C. (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 University Press.
- Marmot, M. (2010). *Fair Society, Healthy Lives. The Marmot Review* , p. 171-176

Week 13 (Dec. 5)

Dec. 5 – 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: Mental Health Commission of Canada.

Course Policies

Submission of Assignments

Assignments to be submitted before 7pm on the deadline date through Avenue to Learn.

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

Late assignments will be marked down 10% per day.

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

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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 ad