

HLTH AGE 4S03
Health & The Unfairly Structured City
Fall 2015

Instructor: Dr. J. Dunn jim.dunn@mcmaster.ca (x22741)
Lecture: Mondays 11:30am-2:30pm **Location:** MDCL 1116
Office Hours: by appointment

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

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

Evaluation Breakdown and Schedule:

Class attendance and discussion participation (weekly)	10%
Weekly summary and discussion questions (weekly starting Sept 25 – choose 2 dates)	15%
Urban health inequality book review (given Sept 18.; <u>due October 16</u>)	20%
Critical analysis paper (given Oct 2; <u>due December 4</u>)	35%
Knowledge exchange activity (given Sept. 25.; <u>due November 13</u>)	20%

Course Materials: 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.

Course Format: 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.

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).

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

HLTH AGE 4S03 Communications Policy: The Faculty of Social Sciences' email communication policy (below) applies. Please ensure **HLTH AGE 4S03 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.

The following University / Faculty of Social Sciences Policies apply to this course:

1. **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. 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. 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 <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty: 1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. 2. Improper collaboration in group work. 3. Copying or using unauthorized aids in tests and examinations.

2. **Academic Accommodation of Students with Disabilities:** Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. 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 Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

3. **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. Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

4. **Alternate/Accessible Format for Course Outlines:** If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905-525-9140 ext. 27227 | e-mail: hasdept@mcmaster.ca

5. **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.

6. **Avenue to Learn:** 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.

ADDITIONAL POLICIES AND PROCEDURES

1. 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.**

2. ILLNESSES AND EMERGENCIES

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.

3. 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.

4. 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.

If you require course information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Student Accessibility Services (SAS):

Students who require academic accommodations must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation for Students with Disabilities](#).

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.

5. 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.

6. OFFICE HOURS and EMAIL COMMUNICATION

I am available to meet with you 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 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.

7. ACADEMIC DISHONESTY

University Policy on Academic Dishonesty: 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. 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.

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 McMaster Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only a few forms of academic dishonesty:

1. Submitting work that is not your own;
2. Submitting your own material for which other credit has already been obtained in another course;
3. Using another writer’s sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks;
4. Neglecting to properly cite the source of your ideas;
5. Improper collaboration in non-group work;
6. Copying or using unauthorized aids in tests and examinations;
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/>

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.

Week	Topic	Readings
A. INTRODUCTION		
Sept. 11	Introduction	<ul style="list-style-type: none"> Toronto Public Health. (2015). <i>The Unequal City 2015: Income & Health Inequities in Toronto</i> 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). <i>Fair Society, Healthy Lives. The Marmot Review, Executive Summary</i>. Strategic Review of Health Inequalities in England post-2010.
B. CONCEPTUAL UNDERPINNINGS – HEALTH INEQUALITIES IN CITIES		
Sept. 18	Health inequalities & the social determinants of health	<ul style="list-style-type: none"> Sapolsky, Robert. (2005). Sick of poverty. <i>Scientific American</i>, 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. <i>Public Health Reports</i>, 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. <i>Prev Med Reports</i>, 4: 370–375
Sept. 25	Health & the unfairly structured city	<ul style="list-style-type: none"> Galea et al. (2005). Cities and population health. <i>Social Science & Medicine</i>, 60:1017–1033 Borrell C, et al. (2013). Factors and processes influencing health inequalities in urban areas. <i>J Epidemiol Community Health</i>, 67(5): 389-391. Badcock, B. (1984). <i>Unfairly Structured Cities</i> Ch. 2: The city as resource distributing mechanism
C. UNDERSTANDING THE ROOTS OF URBAN INEQUALITY		
Oct. 2	Cities as engines of inequality	<ul style="list-style-type: none"> Badcock, B. (1984). <i>Unfairly Structured Cities</i> Ch. 7: Inequality in urban land and housing markets Florida, R. (2017). <i>The New Urban Crisis</i> Ch. 6: The bigger sort Hasson, S. & D. Ley (1994). <i>Neighbourhood Organizations and the Welfare State</i> Ch. 6: The Downtown Eastside 'One Hundred Years of Struggle'
Oct. 9	Reading week	<ul style="list-style-type: none"> No new readings
D. UNDERSTANDING & ACTING ON HEALTH & UNFAIRLY STRUCTURED CITIES		
Oct. 16	Housing, urban inequality and health	<ul style="list-style-type: none"> Dunn, J.R., et al. (2004). Housing as a socio-economic determinant of health: A Canadian research framework. In: Howden-Chapman, P. (eds.) <i>Housing & Health: Research, Policy & Innovation</i>. Evans, et al. (2003). Housing and mental health: A review of the evidence and a methodological and conceptual critique. <i>J. of Social Issues</i>, 59(3): 475-500.
Oct. 23	Neighbourhood, community & health	<ul style="list-style-type: none"> Macintyre, S., et al. (2002). Place effects on health: how can we conceptualise, operationalise and measure them? <i>Social Science and Medicine</i>, 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. <i>J Epid Comm Health</i>, 71:239–47 Oakes, M. et al. (2016). How should we improve neighbourhood health? Evaluating evidence from a social determinant perspective. <i>Curr Epidemiol, Rep</i> 3:106-112
Oct. 30	Income inequality, cities and population health	<ul style="list-style-type: none"> Dunn, J.R., et al. (2007) Unpacking income inequality and population health in North American cities: The peculiar absence of geography. <i>Can J of Public Health</i>, 98(S1): S10-S17 Drier, et al. (2004). <i>Place Matters: Metropolitcs for the Twenty-First Century</i>. 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.
Nov. 6	Ethnicity, race and urban health inequalities	<ul style="list-style-type: none"> Wang (2014). Immigrant health, socioeconomic factors and residential neighbourhood characteristics: A comparison of multiple ethnic groups in Canada. <i>Applied Geogr</i>, 51:90-98. Acevedo-Garcia, D. et al. (2003). Future directions in residential segregation research: A multilevel approach. <i>Am J Public Health</i>, 93(2): 215-221
Nov. 13	Field trip: Board of Health Meeting, City of Hamilton	<ul style="list-style-type: none"> Class panel discussions on presenting urban health equity data
Nov. 20	Indigenous People, urban inequality and health	<ul style="list-style-type: none"> Senese, D. & K. Wilson (2013). Aboriginal urbanization and rights in Canada: Examining implications for health. <i>Social Science & Medicine</i>, 91: 219-228. Browne, et al. (2009). <i>First Nations Urban Aboriginal Health Research Discussion Paper: A Report for the First Nations Centre, National Aboriginal Health Organization</i>. Ottawa, ON: National Aboriginal Health Organization
Nov. 27	Healthy child development & urban inequality	<ul style="list-style-type: none"> 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.), <i>Healthier Societies: From Analysis to Action</i> (pp. 237-266). Oxford University Press. Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity & toxic stress. <i>Am. Acad. Pediatrics</i>, 129:e232–e246 Marmot, M. (2010). <i>Fair Society, Healthy Lives. The Marmot Review</i>, p. 171-176
Dec. 4	Mental illness and urban inequality	<ul style="list-style-type: none"> Dear, M. & J. Wolch. (1988). <i>Landscapes of Despair: From Deinstitutionalization to Homelessness</i>. 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. <i>Psychiatric Services</i> 51(4): 487-493. Goering, P. et al. (2014). <i>National At Home/Chez Soi Final Report</i>. Calgary, AB: Mental Health Commission of Canada.