

THE CUNY SCHOOL OF PUBLIC HEALTH
HUNTER COLLEGE
URBAN HEALTH & SOCIETY
PH 755 (SECTION 004)
FALL 2010

Catalogue Description	<i>Examines the impact of social and political forces on the health of urban populations and describes roles for and history of public health professionals in promoting health of urban communities.</i>
Class Details	<i>Room 101E - Brookdale Campus Wednesdays 8:00-9:45pm</i>
Instructor	<i>Paula J Gardner, PhD</i>
Email	<i>pgardner@cuny.edu (This is the best way to reach me)</i>
Phone	<i>212-481-4498</i>
Office	<i>Brookdale Campus, West Building, Room 812</i>
Office hours	<i>Tuesdays 4:30-5:30pm; Thursdays 3pm-4pm; by appointment</i>
Program Office	<i>Brookdale Campus, Room 1010 West Building 212-481-5111/5119</i>
Required Textbook	<i>Freudenberg N, Galea S, Vlahov D. eds. Cities and the Health of the Public. Nashville, TN: Vanderbilt University Press, 2006.</i>
Other required materials	<i>To be posted on Blackboard</i>

I. Program Competencies and Learning Objectives

Program Competencies	Course Learning Objectives
<i>This course will help you to achieve the following competencies expected of all MPH graduates:</i>	<i>After successfully completing this course, you are expected to be able to:</i>
Apply the core functions of PH practice (assessment, policy development, and assurance) to address PH problems and their solutions.	<ul style="list-style-type: none"> • Analyze the impact of individual, organizational, community, national, and global trends and interdependencies on public health related problems and systems. • Identify beliefs, assets, and needs at the individual, interpersonal, organization, community, and policy levels that inform public health interventions. • Assess opportunities and challenges of applying a systems approach to addressing public health problems.

Understand basic theories, concepts, models and methods from a range of core and related disciplines and apply them to the design of PH research, policy, and practice	<ul style="list-style-type: none"> • Identify basic social and behavioral theories, concepts, and models that explain differences in the distribution of health and illness in the United States (including multiple perspectives on the meaning of key social concepts such as race, class, ethnicity, gender, and disability). • Describe leading theories of individual, interpersonal, group, organizational, and community-level change. • Describe the strengths and limitations of social and behavior-based interventions and policies for improving the health of urban populations. • Identify strategies to reduce disparities in health.
Explain key social, behavioral, biomedical and environmental determinants of and inequities in health and disease across the lifespan in urban settings	<ul style="list-style-type: none"> • Describe specific pathways by which urban living affects health across the lifespan. • Identify major economic, political, and environmental forces that shape the health of U.S. urban populations. • Describe the influence of behavioral, interpersonal, community, economic, sociocultural, and policy factors on health behaviors and health.
Collect, analyze and interpret PH data	<ul style="list-style-type: none"> • Conduct a systematic literature review of a public health issue using bibliographic databases, government statistics and other information available on the Internet. • Develop skills for writing research papers using a scholarly format. • Demonstrate the ability to write a critical review and synthesis of the literature on a selected public health topic, drawing appropriate conclusions from the evidence base.

II. Assessment – Grading Policy and Due Dates

Class attendance & participation	(individual, ongoing evaluation)	15%
Homework Assignments	(individual, ongoing evaluation)	10%
Topic Paper	(individual project, due Sept. 29)	10%
Literature Review (version 1)	(group project, due on Oct. 27)	15%
Library Assignment	(individual project, due Oct. 4)	10%
Term Exam	(individual project, Nov. 24)	20%
Oral Presentations	(group project, due on Dec. 8)	10%
Final Literature Review	(group project, due on Dec. 15)	<u>10%</u>
		100%

III. Explanation of Assignments

Written Assignments: General Guidelines

Learning to express your ideas in a clear and concise way requires practice; therefore, this course will provide you with diverse written assignments during the term. Start working on your papers early and you will be able to accomplish the written tasks in a successful and timely manner. You may read *The Elements of Style*, by W. Strunk and EB. White, to guide your work and writing throughout the semester. Please use AMA/APHA citation style. You may consult this link at the AJPH website for guidelines: http://www.ajph.org/misc/ama_references.shtml.

All papers should be typed, double-spaced, spell-checked and proofread. Please use one-inch margins all around and 12-point font. **Hard copies** are required for most assignments and must be submitted in class on their respective due dates.

1. Literature Review (individual and group project)

This assignment will consist of three steps:

a) Topic Paper: Individual assignment, due on Sept. 29 (10%)

In this one-page assignment, students will state the significance of the topic selected by their groups, particularly regarding its relevance from an urban health perspective. Please note that this is an individual assignment. Therefore, each student in each group has to submit one page on the topic selected by their groups. In this way, you will be working on one single topic during the semester, rather than on different ones. This individual assignment will help students practice their writing skills and clarify their own ideas about the subject of interest. Ask yourself: Why am I interested in this topic? What would I like to find out about it? Why is this topic relevant from a public health perspective?

Students do not need to include references in the Topic Paper, but an overall understanding of the literature on the topic selected is required in order to justify its importance from an urban health perspective. All papers should be typed, double-spaced, spell-checked and proofread. Please use a one-inch margin on all sides and 12-point font. **Hard copies are required for this assignment.**

b) Literature Review, first version: Group assignment, due on Oct. 27 (15%)

In this group assignment, students will summarize and discuss key aspects related to their selected topic addressed in the literature. Students are expected to find out what is known about the theme of interest and what is still being asked about it, including conflicting findings and gaps that may exist in the literature. Students will write a critical summary of the key ideas, concepts and theories and properly cite each author. A minimum of 10 references should be cited in this report, including both books and peer-reviewed articles. Papers should be between 6 and 8 pages in length, including references. **Hard copies are required for this assignment.**

c) Literature Review, final version: Group assignment, due on Dec. 15 (10%)

The final literature review will be an improved version of the first, which will take into account the instructor's suggestions as well as incorporate ongoing (i.e., updated) analysis of the existing literature on the subject selected. Papers should be between 8 and 10 pages in length, including references. **Hard copies** are required for this assignment.

2. Library Assignment (due to Prof. Susan Cavanaugh on TBA, see details below)

The purpose of this assignment is to assist students in mastering information literacy research and citation skills. The library assignment is mandatory for all students enrolled in the MPH program currently taking PH 710. This assignment involves a two-step process:

a) Library Sessions: All masters' students taking PH 710 in the Spring 2010 semester must attend a two-part library session. The library sessions will provide students an opportunity to learn and practice the skills needed to complete the library assignment and identify appropriate

resources for the course. Each session will be offered during four dates listed below. Sessions will be held at the Brookdale Library (West Building, 2nd floor).

Send an Email to Prof. Cavanaugh (scavanau@hunter.cuny.edu) to reserve a spot for Sessions I and II. There is a limit of sixteen students per class so please sign up early to get your ideal choice.

Library Session I

Tuesday 9/7 3pm-6/6pm-9pm
Thurs 9/9 3pm-6pm/6pm-9pm
Sat 9/11 12:30-3:30

Library Session II

Tuesday 9/14 3pm-6/6pm-9pm
Thurs 9/16 3pm-6/6pm-9pm
Sat 9/18 12:30-3:30

b) Library Assignment: Individual report emailed to Prof. Cavanaugh by 5 PM on Oct. 4) (10%)

After attending the library sessions, students will complete a written library assignment. The satisfactory completion of this report will count 10% toward each student's grade for the PH 710 class. Susan Cavanaugh will be the instructor in charge of the library assignment and all assignments must be submitted electronically to her (scavanau@hunter.cuny.edu) on or before the due date. Please write "Library Assignment" in the subject heading of your email. Failure to submit the assignment on time will result in a grade of zero.

Professor Cavanaugh will be available to meet with students who require additional help to complete the report satisfactorily. Please e-mail Prof. Cavanaugh directly if you have any questions about the assignment and/or if you want to set an appointment with her.

3. Term Exam: Individual take home exam, due on Nov. 24) (20%)

For this assignment students will provide essay answers to two questions from a list of questions that will address the content of all previous class sessions. Students may refer to any of the class readings, class discussions and additional references that may be suited to the topic under consideration. Critical analysis of the literature, as well as evidence of thorough knowledge of the subject matter, is expected. Students are required to work independently on this exam; this is not a group project. This assignment must be submitted electronically via Blackboard by midnight on due date.

4. Homework: Individual, ongoing evaluation (10%)

Most weeks throughout the semester students will be assigned a small 'homework' assignment. These assignments are in addition to the course readings and other assignments and may include reviewing websites, listening to podcasts or other social media sites, and experiential and/or observational tasks.

Oral Assignments: General Guidelines

a) Class attendance and participation: Individual, ongoing evaluation (15%)

Students are expected to attend class regularly and to be active participants in class discussions.

b) *Final Presentations: Group projects to be presented on Dec. 8 (10%)*

Students will make in-class presentations of the topic selected for their literature review projects. Oral presentations will highlight the relevance of the issue/problem chosen; the main findings stated in their review papers including the agreements and caveats found in the literature, as well as suggestions for future research. The instructor will provide a handout with guidelines for the oral presentations.

The grading scale follows Hunter College graduate grading system as posted by the Registrars Office (<http://registrar.hunter.cuny.edu/subpages/gradingsystem.shtml>):

NUMERIC GRADE	LETTER GRADE
97.5-100%	A+
92.5-97.4%	A
90.0-92.4%	A-
87.5-89.9%	B+
82.5-87.4%	B
80.0-82.4%	B-
77.5-79.9%	C+
72.4-77.4%	C
70.0-72.3%	C-
60.0-69.9%	D
59.9% and below	F

IV. Course Policies

1. Attendance: It is expected that students will arrive to class on time and will be active participants in all sessions. Students are responsible for class content and assignments even if they miss a class. If a student needs to miss a class, it should be discussed with the instructor prior to the class.
2. Assigned readings: All readings for each class will be completed before the sessions they have been assigned for.
3. Due dates and completion of assignments: Assignments are due on the date indicated in the syllabus; two points will be deducted for each day an assignment is late. In case of emergency please contact the instructor immediately. Incomplete final grades will not be granted unless the request is justified by legitimate and documented emergencies. Only students averaging C or above in a course are eligible to request an incomplete course grade. According to Hunter regulations, there is no absolute right to a grade of incomplete. In case an incomplete grade is granted, a contract stating the terms and deadlines for submission of pending assignments will be signed by both the student and the instructor.

4. Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Changes to the syllabus will be announced in class and posted to Blackboard as an announcement.
5. Enrollment in Blackboard: You must be enrolled in Blackboard (Bb). Blackboard will be used on a routine basis as a learning tool to distribute course materials, as well as to facilitate communication with the instructor and classmates.
6. Sign up for your track specific listserv: The UPH listservs are the main way the UPH office communicates with all students. Those students who do not sign up early on during the semester will be at a gross disadvantage in terms of finding out about advisement, registration and other crucial deadlines. Students should routinely check and respond to their Hunter e-mail or forward it to an e-mail account they regularly check. To subscribe to your track-specific listserv: <http://www.hunter.cuny.edu/uph/why/listserv-instructions>

V. Institutional Policies

1. Academic Honesty: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. For more information: <http://www.hunter.cuny.edu/student-services/advising/policies-sub/policies-academic-integrity>
2. Services for Disabled Students: Support services and accommodations are available to provide students with disabilities greater accessibility to the academic environment. Those eligible include students with mobility, visual and hearing impairments. It also includes students with learning disabilities, psychiatric disorders or any medical condition that limits one or more of life's basic functions. The Office of AccessABILITY is located in Student Services (212-772-4857) <http://www.hunter.cuny.edu/student-services/access>
3. Services for Research and Writing Support: Assistance with reading/writing including workshops and individual tutoring is available at the Reading/Writing Center <http://rwc.hunter.cuny.edu/index.html>. The Hunter Health Professions Library (Brookdale Campus) provides students with research support and assistance including individual instruction and tutorials <http://library.hunter.cuny.edu/about/hpl>
4. Course Withdrawal Period: The last day to drop the course with the grade of "W" is **Thursday November 17, 2010**. For other important dates throughout the semester review Calendars and Schedules at http://registrar.hunter.cuny.edu/subpages/academic_calendar.shtml
5. Academic Policies: All Hunter College Policies including Appeals, Grading System, Sexual Harassment, Course Withdrawal and Academic Integrity can be found at The Office of Student Services (212-772-4882) <http://www.hunter.cuny.edu/student-services>

VI. Course Schedule: Dates, Topics, Reading & Assignments

Session	Topic Reading & Assignments
1 Sept. 1	Introduction: Definitions, Concepts & Relationships
<p>What is health promotion? What is public health? What is the relationship between health promotion and public health? What roles can public health professionals play in promoting health and preventing disease in urban areas?</p> <p><i>Introduce Campaign - This is Public Health.</i> <i>While You Were Sleeping – Excerpts</i></p>	
September 8 – No Class	
2 Sept. 15	Theoretical Foundations
<p>Galea et al. A Framework for the Study of Urban Health. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press, 2006. Chapter 1, pgs. 3-18.</p> <p>Link Bruce G. & Jo Phelan J. Social Conditions as Fundamental Causes of Disease. <i>Journal of Health and Social Behavior</i>. 1995; (Extra Issue): 80-94.</p> <p>Krieger, N. Theories for Social Epidemiology in the 21st Century: An Ecosocial Perspective. <i>International Journal of Epidemiology</i>. 2001;30:669-677.</p> <p>Awofeso N. What’s New About the “New Public Health”? <i>American Journal of Public Health</i>. 2004:705-709.</p> <p style="text-align: center;"><i>HOMEWORK: What is Public Health?; World Health Organisation; Start thinking about your topic paper</i></p>	
3 Sept. 22	A Historical Perspective
<p>Kraut A. Plagues and Prejudice: Nativism’s Construction of Disease in Nineteenth and Twentieth Century New York. In: Rosner D, editor. <i>Hives of Sickness: Public Health and Epidemics in New York City</i>. New Brunswick: Rutgers University Press, 1995; pp. 65-90.</p> <p>Rosner, D. Public Health in U.S. Cities: A Historical Perspective. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press, 2006. Chapter 7, pgs. 129-142.</p> <p style="text-align: center;"><i>HOMEWORK: New York Academy of Medicine</i></p>	

<p style="text-align: center;">4 Sept. 29</p>	<p style="text-align: center;">Urban Changes: Migration and Suburbanization</p>
<p>Topic Paper due</p> <p>Freudenberg et al, 2006. Changing Living Conditions; Changing Health. U.S. Cities since World War II. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press, 2006. Chapter 2, pp. 19-45.</p> <p>Frumkin H. Cities, Suburbs, and Urban Sprawl: Their Impact on Health. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press, 2006. Chapter 8, pgs. 143-175.</p> <p>Fullilove MT. Root Shock: The Consequences of African American Dispossession. <i>Journal of Urban Health</i>. 2001;78(1):72-80.</p> <p style="text-align: center;"><i>HOMEWORK: Ask someone who has lived in your neighborhood for over 30 years how it has changed since they arrived.</i></p>	
<p style="text-align: center;">Oct. 4 Library Assignment Due</p>	
<p style="text-align: center;">5 Oct. 6</p>	<p style="text-align: center;">The Physical and Occupational Environment</p>
<p>Buchanan S. Day Labor and Occupational Health: Time to Take a Closer Look. <i>New Solutions</i>. 2004;14:253-260.</p> <p>Friedman M. Powell KE, Hutwagner L, et al. Impact on Changes in Transportation and Commuting Behaviors During the 1996 Summer Olympic Games in Atlanta on Air Quality and Childhood Asthma. <i>JAMA</i>. 2001; 285(7):897-905.</p> <p>Karpati AM, Perrin MC, Matte T, Leighton J, et al. Pesticide Spraying for West Nile Virus Control and Emergency Department Asthma Visits in New York City, 2000. <i>Environmental Health Perspectives</i>. 2004; 112(11): 1183-1187.</p> <p>Klitzman, S. et al. 2006. The Urban Physical Environment and Its Effects on Health. In <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press, 2006. Chapter 4, pgs. 61-84.</p> <p style="text-align: center;"><i>HOMEWORK: Photo Documentary Workshop – Part I: Physical Environment</i></p>	

<p style="text-align: center;">6 Oct. 13</p>	<p style="text-align: center;">The Social Environment & Social Inequalities</p>
<p>Coutts A, Kawachi I. The Urban Social Environment and Its Effects on Health. In Cities and the Health of the Public. In N. Freudenberg, D. Vlahov, S. Galea (eds.) <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press; 2006. Chapter 3, pgs. 49-60.</p> <p>Klinenberg E. Dying Alone: The Social Production of Urban Isolation. <i>Ethnography</i>. 2001; 2(4):501-531.</p> <p>Dressler WW, Oths KS, Gravlee CC. Race and Ethnicity in Public Health: Models to Explain Health Disparities. <i>Annual Review of Anthropology</i>. 2005 (34): 231-252.</p> <p>Krieger N. Genders, Sexes and Health: What are the Connections and Why Does It Matter? <i>International Journal of Epidemiology</i>; 2003,32:652-657.</p> <p style="text-align: center;"><i>HOMEWORK: Photo Documentary Workshop – Part II: Social Environments</i></p>	
<p style="text-align: center;">7 Oct. 20</p>	<p style="text-align: center;">From Cultural Differences to Cultural Meaningful Frameworks</p>
<p>Bender, D. E. et al. Improving Access for Latino Immigrants: Evaluation of Language Training Adapted to the Needs of Health Professionals. <i>Journal of Immigrant Health</i>. 2004; 6(4):197-209. <i>Article in CD</i>.</p> <p>Ito, KL. Health Culture and the Clinical Encounter: Vietnamese Refugees' Responses to Preventive Drug Treatment of Inactive Tuberculosis. <i>Medical Anthropology Quarterly</i>. 1999; 13(3):338-364.</p> <p>Viladrich, A., Ming-Chin, Y., Bruning, N., Weiss, R. Do Real Women Have Curves? Paradoxical Body Images among Latinas in New York City. <i>Journal of Immigrant and Minority Health</i>, 2009; 11:20-28.</p> <p style="text-align: center;"><i>HOMEWORK: Research: To identify an organization dedicated to culture and health</i></p>	
<p style="text-align: center;">8 Oct. 27</p>	<p style="text-align: center;">Global Perspectives</p>
<p><i>First Literature Review Paper due (Group Assignment)</i></p> <p>Gastaldo D, Gooden A, Massaquoi N. Transnational Health Promotion: Social Well-being Across Borders and Immigrant Women's Subjectivities. <i>Transnational Health Promotion</i>; 2005(2):1-16.</p> <p>McGranahan G. and David Satterthwaite. A Developing World Perspective: Health and Deficiencies in Provision for Water and Sanitation in Urban Areas of Africa, Asia, and Latin America and the Caribbean. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press; 2006. Chapter 10, pp. 194-208.</p> <p style="text-align: center;"><i>HOMEWORK: International Initiatives in Public Health – youtube</i></p>	

9 Nov. 3	Nutrition and Diet
<p>Guest Lecturer – Dr. Arlene Spark</p> <p>Yeh MC and Katz DL. Food, Nutrition and the Health of Urban Populations. Chapter 6, pgs. 106-125. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press; 2006.</p> <p><u>Additional Readings TBA</u></p> <p><i>HOMEWORK: Research Guest Speaker; Prepare Questions</i></p>	
10 Nov. 10	Research on Urban Health – Theory and Practice
<p>Galea S. and A. Schulz. Methodological Considerations in the Study of Urban Health: How Do We Best Assess How Cities Affect Health? In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press; 2006. Chapter 14, pgs. 277-293.</p> <p>Morgan, DF. Practical Strategies for Combining Qualitative and Quantitative Methods: Applications to Health Research. <i>Qualitative Health Research</i>. 1998;8(3):362-376.</p> <p>Wang C. Burris M and Xiang Y. Chinese village women as visual anthropologists: a participatory approach to reaching policymakers. <i>Social Science & Medicine</i>;1996(42):1391-1400.</p> <p style="text-align: center;"><i>HOMEWORK: IRB Training</i></p>	
11 Nov. 17	Public Health Interventions and Community Health Programs
<p>Shea S, Basch ChE, Wechsler H, Lantigua R. The Washington Heights-Inwood Healthy Heart Program: A 6-year Report from the Field. <i>American Journal of Public Health</i>. 1996;86(2):166-171.</p> <p>Freudenburg, N. Interventions to Improve Urban Health. In N. Freudenberg, D. Vlahov, S. Galea (eds.), <i>Cities and the Health of the Public</i>. Nashville: Vanderbilt University Press; 2006. Chapter 15, pgs. 294-326.</p> <p>Grier S, Bryant, C. Social Marketing in Public Health. <i>Annu. Rev. Public Health</i> 2005;26:319–39.</p>	

12 Nov. 24	Term Exam
13 Dec. 1	Current Issues in Urban Public Health – The Affordable Care Act (ACA)
<i>Guest Lecturer Distinguished Fellow in Public Health Dr. John McDonough</i>	
Readings: TBA	
14 Dec. 8	Group Presentations
15 Dec. 15	Final Group Presentations (if necessary) Literature Review Papers Due